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Keeping Kids on the Edge of Their Seats during Book Club

BY LAURA PARDO, HEATHER FIELD & GINA GUZDZIOL

Beginning teacher, Brandon, had one clear goal for his first year: to engage his fourth graders in reading authentic texts that promoted substantive discussion and critical thinking. He wanted his students to love books and to learn how to talk about them in thoughtful and genuine ways—the way adults do. In this article we describe Book Club, the instructional model that Brandon implemented in his classroom. We also explore how his students interpreted their experiences in Book Club and how they came to feel that Book Club “kept [them] on the edge of [their] seats.”

Theoretical Framework

Book Club is a reading model based on social constructivism (Piaget, 1969), sociolinguistic theory (Vygotsky, 1986) and reader response theories (Rosenblatt, 1983). In the Book Club model, students read, write, and talk about texts within a structure that supports the social construction of meaning from reading authentic texts. They write responses that are personal, critical or creative, and then they share these with their classmates. The small group discussions support students' comprehension of the text because students are free to ask clarifying questions and to learn from each other's perspectives. This program emerged in the early 1990s (McMahon, 1994) and offered teachers and students an alternative to thematic novel units. McMahon, the originator of the Book Club concept asked the question, “If adults enjoy talking about books, why wouldn't children?” In many classrooms and much research that followed, the answer was an emphatic “yes, they would enjoy talking about books too” (McMahon et al, 1997; Salna, 2001; Young, 2001).

Book Club is an instructional model because teachers provide instruction to students in the areas of reading, response writing, and discussion skills. However, the best part of the model is the small, student-led discussion groups where students explore the issues and themes presented in the books they read. Because the teacher is merely an observer, facilitator, and evaluator, students are free to delve

into ideas that are typically off limits in schools. McMahon (1994) found that students loved to talk about real issues and ideas in the authentic texts. Since McMahon's initial study, numerous classroom teachers concur (Raphael et al, 2002; Stalions, B., 2001; Stalions K., 2001).

A Typical Book Club Lesson

Book Club lessons usually begin with a mini-lesson where the teacher provides direct, explicit instruction, in reading, response writing, or discussion skills. These are pulled from the school's or state's content standards and often involve the teacher modeling so that students can easily see how they should apply the skill or strategy being taught. Following the mini-lesson, students read the book. The books are usually full-length novels, high quality literature, and contain interesting or controversial topics and themes. Students read in a variety of ways such as in partners, in small groups, or by themselves. Sometimes the teacher reads aloud to model fluent reading or to introduce the book to the class.

After students complete the assigned reading, usually the next chapter in the book, they write responses in reading logs. Sometimes the teacher allows the students to self-select what they write about, sometimes the teacher provides a prompt, and sometimes it's a combination of both of these. The goal in the reading logs is for the students to prepare mentally for the upcoming conversation.

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The fourth part of the lesson is the book clubs—the small, student-led discussion groups. In groups of 4 or 5, students usually begin by sharing the ideas they wrote in their reading logs. They then move into an authentic exploration of the ideas presented in the book and the connections they made to these ideas. During book clubs, the teacher monitors, facilitates as needed, and evaluates the students' discussion abilities.

Finally, the teacher leads a whole class community share where the ideas from each group are synthesized into larger topics or themes that the whole group then discusses. Because this model draws from so many of the language arts (reading, writing, speaking, listening, and graphically representing), teachers have found they can teach many of their content standards through this model.

Next, we briefly discuss who the researchers are. Then we move into who Brandon is, provide details of his school and students, and describe his implementation of Book Club. Finally, we share the voices of his students through their reading logs, a set of pen pal letters between Brandon's students and the researcher, and their responses to this question on pre- and post-inventories—"What makes someone a good reader?"

The Researchers

The researchers are one professor (Pardo) and two students (Field and Guzdziol) from a small college in western Michigan. Brandon was a former student of Pardo's, and the research project emerged during his senior year. The data reported here were drawn from artifacts of classroom practice from Brandon's first year of teaching. This includes pen pal letters written between Pardo and Brandon's students, the students' Book Club reading logs, and a set of pre- and post-interest inventories that Brandon gave his students. Field and Guzdziol, both undergraduate education students, worked with Pardo across two school years, analyzing and compiling the data.

Brandon's Teaching Context

Brandon graduated from an elementary education teaching program in 2008. He is a typical beginning teacher, in that he is Caucasian and from the middle class. He described his journey from college to his first teaching job as being "guided by God." Like many new teachers, Brandon visited a job fair to begin his job search for his new career. While

attending an out-of-state job fair during his student teaching semester, Brandon received several job offers. After visiting several of the schools in North Carolina during his spring break, he decided on one particular school that took pride in its collaborative atmosphere and whose principal respected Brandon's innovative outlook on literacy in the classroom.

Brandon's school offered a neighborhood feel for both the students and the faculty. The colored play structures and open classrooms provided an inviting circle of communication. Brandon's principal also expressed her optimistic view and confidence in Brandon's decision to use Book Club. When Brandon received his class list, he was happy to see that it was a small, diverse group of 17 fourth-grade students. This was an ideal place for Brandon to begin his teaching career.

Since Brandon's school was a year-round school, his planning began in June, almost immediately after being hired. Brandon was faced for the first time with challenging content standards and a paced curriculum that had to be strictly adhered to in his classroom. The week before school officially began, Brandon faced an abrupt change in his school's atmosphere; a new principal was hired to replace the current one. Unfortunately, this meant that the initial support Brandon had felt in regards to his Book Club curriculum was removed, and he began the year feeling less confident than he had hoped.

The concept of the open classrooms had appealed to Brandon and had indeed, influenced his decision to work at this particular school. His fourth-grade teaching colleagues were experienced teachers (6 and 11 years) and had appeared quite positive when e-mailing with Brandon throughout the summer. This led him to believe that he would have supportive colleagues on his fourth-grade team. However, because the three colleagues shared an open classroom pod, they needed to create a schedule for the academic day where all three classes had quiet and noisy times concurrently. Brandon's decision to use Book Club, created a need for a longer amount of time than the schedule allowed for reading and also overlapped into some of the quiet times. Because Book Club is comprised of read aloud, discussion as a whole group and in smaller groups, at times his students would become too loud. However, he persisted in implementing the Book Club model because he believed it would best fit the needs of his students.

Brandon's 17 fourth graders were diverse in terms of race and academic ability. Brandon did his best to accommodate all of his students' needs and interests in the best way possible. Book Club helped Brandon achieve this on many levels. Book Club offered a non-traditional, enjoyable reading experience that kept the students engaged in conversations that they had not experienced before. Brandon was able to use a wide variety of literature and teach a range of literacy skills through his mini-lessons and reading log responses. Throughout the year, Brandon gave his students detailed comments on their writing to scaffold them to the next level.

Like many other first-year teachers, Brandon worried that he had not done enough throughout the year for his students. However, the district's end-of-grade assessments showed otherwise. Brandon's unique way of teaching along with his scaffolding had in fact been a success. All of his students showed at least a year's worth of growth academically on the school's end-of-grade level testing.

Book Club in Brandon's Classroom

Because of the fourth-grade team schedule, Brandon began Book Club before lunch and concluded it after lunch. He decided to use the 45 minutes before lunch for instruction, reading, and writing of Book Club. The instructional part of Brandon's Book Club began with mini-lessons. Brandon's mini-lessons taught specific skills that were required by his state's curriculum to help the students become better readers. After teaching a specific content standard through the mini-lessons, he connected these mini-lessons to the text by giving the students time to read and write in groups or individually. Using the knowledge of the mini-lesson through writing in their reading logs, the students slowly became better readers and writers. After writing in their reading logs, the students went to lunch.

The 45 minutes after lunch were used for book club discussions and community share. Brandon's students discussed what they learned and shared their responses to the novels that were written in their reading logs. The time after lunch was the most exciting time of Book Club because at this time Brandon saw his students actively engaged and talking knowledgeably about their reading. Brandon

was surprised by the authentic conversations that his students had and often found that it was hard to move on from Book Club because the students wanted to keep going: "The kids are doing a fantastic job with book club. Today was a great day. They did their book club chat for 15 minutes and when I interrupted they all wanted to talk more" (E-mail Correspondence, 9.3.08).

The books that Brandon selected for Book Club were suggested by his fourth-grade teaching colleagues and included *Frindle* (Clements, 1998), *Emma and the Civil Warrior* (Dahl, 2001), *Pale as the Moon* (Smith, 2006), *The City of Ember* (DuPrau, 2004) and *Sunder* (Armstrong, 1972). He spent 4 to 5 weeks working with his students on each book and discussing them through Book Club. Having set the context of Book Club from Brandon's perspective, we now present Book Club through the voices of his students.

Brandon's Students Talk About Book Club

Brandon's students engaged in authentic conversations throughout the school year. They wrote in reading logs daily after they finished reading. They also wrote pen pal letters with Pardo eight times during the school year. Brandon gave the students inventories at the beginning and end of the year to find out some of their interests. It is from this data, that the researchers determined that Brandon's students not only loved Book Club, but they also improved in particular literacy skills.

Brandon's students were provided with multiple opportunities to improve in reading and writing because they did Book Club daily and Brandon was intentional in his instruction, modeling, and feedback. As we'll discuss later in the paper, Brandon diligently focused his students on the content standards identified by his state for reading and comprehension. With these tools in his repertoire and his passion for helping his students be the best they could be, Brandon delivered not only effective, but innovative instructional practices through Book Club. We now share the students' voices in two areas where Brandon's students showed growth. First, we noticed that the students' language and vocabulary improved across the school year. Second, their ideas about books and characters became more sophisticated.

Language and Vocabulary

Brandon chose to have his students exchange letters with Pardo for several reasons. First, he had learned about Book Club in the college course he took from her and he knew she had used Book Club as an elementary teacher. Brandon had talked about his professor to his students and wanted them to get a chance to know her. His second reason for the pen pal letters was that he wanted his students to experience writing a friendly letter for an authentic audience. Finally, the researcher hoped that the letters would serve as a data source for the research project. After the researchers reviewed and analyzed the content of the pen pal letters, it was apparent that the language and vocabulary that the students were learning from Book Club transferred into their writing.

In a pen pal letter about midway through the school year, Katie (all children's names are pseudonyms) commented on the book her class was currently reading (*City of Ember*). She said she was enjoying the book because "there is a lot of four shadowing!!! [sic]" and "That makes it good!" While foreshadowing was a focus skill in Brandon's content standards, it is a term that fourth graders do not typically know without an adult introducing and explaining it. Even when fourth graders are introduced to the word in school, it is uncommon that one might use this word when writing a friendly letter. It is also important to note that this student used the term in the correct context showing that she not only remembered the vocabulary word, but she also understood it. Katie had become so accustomed to using professional language to describe the author's crafts in the books she was reading, that it was second nature for her to use the term when writing a letter to Pardo.

Another student, Erin, when responding to a question from Pardo asking if she read a lot in her free time, showed a similar understanding for the word *inferring*. She said, "I read slowly because so I could find inferences." Erin made a connection between her own personal experiences with reading and the language she had learned in class. She wanted Pardo to know that she does read in her free time, but that she reads slowly. Because they conversed about a number of books across the year—each recommending their favorites to the other—Erin was communicating to Pardo that she needed to read slowly so that she could catch the author's clues and more

fully understand the books she was reading. This showed evidence that the language and instruction of Book Club influenced Brandon's students' written language and vocabulary in a variety of settings.

The researchers also saw Brandon's students grow in their language and vocabulary when analyzing pre- and post-interest inventories. Brandon administered these inventories at the beginning of the year in July and at the end of the year in May. A common question in both inventories was "What makes someone a good reader?" The students' responses changed dramatically across the year, and the researchers attributed part of this to students' work with Book Club and the professional language used in the classroom.

In examining Kyle's response to Brandon's question, a significant change in his language was noted. At the beginning of the year, Kyle defined reading using only one word "understand." However, after working with Brandon and using the Book Club model on a daily basis, Kyle's vocabulary and language grew an impressive amount. From analyzing his second inventory response, it was clear that Kyle had an understanding of the process of reading and he was able to use the appropriate language to support his understanding. In his post-inventory response, Kyle defined a good reader as, "If they know how to identify connections and find main idea, summary, predict." It is evident that he used the language and vocabulary taught within the Book Club mini-lessons in Brandon's classroom to answer the simple question "What makes a good reader?" Using the language of Book Club outside of a Book Club lesson showed that Kyle had transferred his knowledge and applied it appropriately in new situations.

Another instance in which the researchers noted Brandon's students showed improvement in language and vocabulary emerged when analyzing Tony's response to the inventory question "What makes a good reader?" When asked to define a good reader at the beginning of the year, Tony gave this response: "read about 100 books." However, after working daily during Book Club, Tony's language and vocabulary improved greatly as evidenced by this response at the end of the year. "What makes someone a good reader is that they predict what is going to happen and infer [sic] during before and after the book. That is what makes someone a good reader." Because of the informal, conversational tone

of the inventories it is evident that Tony had transferred knowledge learned from the Book Club model to other aspects of his life. As opposed to simply using literary vocabulary when discussing novels in Book Club, Tony took the classroom vocabulary and applied it to his every day definition of a good reader. Because Tony transferred this knowledge to writing outside of Book Club, the researchers hypothesized that Brandon's constant modeling, feedback, and opportunities to use literary vocabulary helped his students connect their classroom vocabulary to their everyday lives.

Chrissy demonstrated a strong use of language and vocabulary in her reading log entries, particularly when she was providing evidence for her opinions. While reading *City of Ember*, in response to Brandon's prompt that students give an example of foreshadowing, Chrissy wrote:

I think that Jeanne Duparu foreshadowed [sic] on page 53 by saying that Doon had to find a way to help Ember. I think this because someone has to find the box. I think that since Lina's great grandfather was the seventh mayor (pg. 53). I think she will find the box and her and Doon will save Ember together. I think this because in the book it seems like Lina and Doon are the main characters and the box had it's [sic] own chapter.

Notice how Chrissy provides a page number to support her claim, and the words "I think this because." Chrissy was clearly signaling to the reader that she understood foreshadowing and she wanted her reader to be able to construct that meaning from the response she had written. Being able to use precise language in writing supports the likelihood that readers will connect more readily with the author. Chrissy's response was purposeful in her attempt to communicate her understanding of foreshadowing to her readers (i.e., her classmates and Brandon).

Sophisticated Ideas

In the reading logs, Brandon provided prompts for his students so that they would focus on the skills and strategies of his state's learning objectives. He worked with many of the same skills and strategies across the school year, so the researchers were able to examine growth across the year. One of the strategies Brandon taught his students was to make text connections. He wanted his students to connect what

they were reading to their own lives (text to self), to other books and movies they had read or viewed (text to text), and to the larger world and its issues (text to world). The following example shows how Chrissy's ideas became more sophisticated as she wrote text connections with the first book, *Frindle* in July, and then again with *City of Ember* in February.

In the second reading log prompt for *Frindle*, Brandon asked his students to make two of each kind of connection; text to text, text to self, and text to world. In her log, Chrissy wrote fairly simple ideas (See Figure 1 on page 47) like her class doesn't go out for recess like in the book, and that she saw a movie where a character had x-ray vision like the teacher in *Frindle*. Compare those ideas to the ones she made during *City of Ember*, a few months later and after Brandon's regular instruction in these areas. In her text-to-text connection, she mentions a specific book *Chasing Vermeer* and talks about similar characters. Further, rather than just comparing them, like she did in July, she also contrasts them, suggesting why Lina and Calder both acted the ways that they did. This clearly represents more sophisticated ideas, as Brandon continually pushed his students to be more detailed and thoughtful in their reading log responses.

Book Club not only affected the students' class work, but also their pen pal letters to Pardo. As the year progressed, the ideas expressed in their conversations, developed into more sophisticated and full thoughts. In a series of letters with Pardo, Desmond, in the beginning of the year, stated that he did not like reading or writing very much because they were too hard for him. Mid-year, after being asked if Desmond enjoyed *The City of Ember*, he wrote back saying, "I do think it was a good book. We are finished with it." He does not reveal any feelings about the book or back up his statement with an explanation. However, in May, Desmond reflected back on *The City of Ember* through a personal connection with one of the characters. He said:

I know what you mean about when you expect one thing and you get something else. There were a lot of books we read in which someone expected something and got something else in return. Like when Lina wanted colored pencils for a price but the seller gave her a different price and they weren't what she expected. One

In the the book Frindle, Nicks class
 doesn't go out for morning recess to my cla
 doesn't go out for morning recess either.

In the book frindle everyone was
 sure Ms. Granger had X-ray vision &
 the movie X-men cyclons had X-ray vision

In the City of Ember book it talked
 about how Lina loved looking around
 and coming in peoples houses.
 In a book I read, Chasing Vermeer
 A boy named Calder ~~Vermeer~~ is inter-
 rested in other peoples houses.
 Lina does this because she is messenger
 Calder does. this because he is trying to solve a
 mytery

time I signed up for a science class but the woman who taught us hated science.

It is important to also note, that Pardo did not ask him to make a personal connection with Lina, he was simply using a book they were both familiar with to make a point. This example supports the claim that Brandon's students became more sophisticated in their thoughts and ideas.

Further evidence of Brandon's students expressing sophisticated ideas was evident in their answers to the question of "What makes a good reader?" in the pre- and post-inventories. When Brandon asked Rachel at the beginning of the year, "What makes a good reader?" Rachel gave a very brief response "not skipping page's and paragraph's [sic]." However, at the end of the year when asked the same question, she showed that she had developed higher level thinking through her answer: "If you can infer and make lots of connections. If you can understand the book/ passage. If you know how to break up words to understand or how to use prior knowledge." Rachel not only remembered several key concepts taught in Book Club, she used them correctly in context when applying these ideas to the question on the inventory. It was also impressive that she realized how breaking up words and engaging prior knowledge would improve comprehension of a text. Rachel had a deeper intellectual understanding of approaches that good readers take when analyzing a text and she articulated that.

Discussion

Brandon did several things as a Book Club teacher that supported the growth in his students as described above. The researchers' field notes, the transcripts of weekly phone conversations with Brandon, his lesson plans, and curriculum documents provided evidence that he engaged in regular, consistent, and conscientious pedagogical decision-making. These decisions and practices included modeling, engaging in Book Club every day, monitoring, providing regular and immediate feedback, and staying focused on his state's grade level expectations for reading.

Brandon's main method of instruction was modeling. He paired this with short, direct instruction, but the bulk of his mini-lessons focused on helping students see how good readers use various skills and strategies. For example, when teaching students to summarize, Brandon quickly defined what a sum-

mary was, and then he moved into reading one that he had written prior to class from a story the class had read aloud earlier in the year. Then, he created another summary of a story they were all familiar with, while the students watched, so they could see how a good reader thinks about and creates a summary. He broke the process into steps so his students could see how to write a summary of their own. After the students had read the day's assigned chapter, he asked them to work in groups to identify the key events that occurred in that chapter and then asked them to work on writing summaries on their own, thus mirroring the process he had just modeled for them. He successfully paired modeling with scaffolded instruction to ensure that his students were able to use the skills and strategies identified by his state.

Brandon's students experienced Book Club every day. Therefore, they had multiple opportunities to practice these skills and strategies. He was diligent about this and would work his schedule around the district required testing to make sure that students did not lose their Book Club time. Because he valued this time, his students grew to value it as well. Brandon monitored his students with frequency and detail. Due to Brandon's small class size, he talked to all of his students regularly, and he became an excellent observer. He used the information he gleaned from observation and informal conversations to focus students on their own learning.

One way he focused his students on learning was by providing immediate and thoughtful feedback to his students so that they knew not only what they were doing well, but also what they needed to do to improve. He did this through writing on the margins of their reading logs, by telling them during class when they were talking about the books, and through written comments about their performances during the book clubs (he observed one group per day and took anecdotal notes).

Pardo also observed Brandon providing immediate feedback to his students throughout the day, when they would raise their hands to answer a question. He would use the language of good readers and he would compliment students who also did this. One example of this occurred on the first day of Pardo's visit when Brandon, after introducing her, recounted the story of how he got lost picking her up from the airport. He then asked for a student volunteer to

summarize the story. When he called on Kyle, Brandon reminded him to be concise and include only the important details. When Kyle completed his summary, Brandon complimented Kyle, and pointed out to the class that a good reader picks out important details when writing a summary. It was this kind of regular and intentional feedback that supported and encouraged his students to understand, absorb, and apply the strategies that good readers use. More than just regular feedback, Brandon made connections to content in his feedback; helping his students see how to write or speak a summary. This ability to kill two birds with one stone and to hit multiple content standards in one setting is a characteristic of effective teaching.

Finally, Brandon knew his state's standards for reading and he used them to plan his mini-lessons. Because his district gave grade level tests at the end of each school year and these tests carried a lot of weight, Brandon knew that he would have to prepare his students for these tests. Additionally, because he was not using the basal series that his fourth-grade colleagues were, he knew his students would have to perform well on the state tests, or he would no longer be allowed to use Book Club as his instructional model. As the year progressed and Brandon became more familiar and comfortable with both Book Club and the state standards, he was able to plan curriculum, design lessons, and provide engaging mini-lessons that supported his students' growth in reading skills through the Book Club model.

Conclusion

Not only did Brandon's students improve in language and vocabulary use and sophisticated ideas, his students also loved Book Club. Through the pen pal letters that students wrote to Pardo, students described Book Club as "joyful," "awesome," "amazing," and "fun." They said "I like sharing my thoughts through the logs," "it's easy to visualize when I read aloud," and "I like the small groups and talking to my friends." These comments were common across the entire year and when Pardo visited Brandon's classroom in April of the school year, many students shared their excitement about Book Club. In an interview with Pardo during this visit, Katie claimed:

Well I think Book Club is really fun because we get to talk about the books. Like I start then somebody else goes, then

somebody else, then somebody else. And like everybody gets it. Everybody can talk. You know what I mean?

It was clear to Pardo, from her classroom conversations with students and through the pen pal letters that Brandon's students had fallen in love with Book Club. It was just as clear that Brandon was excited about how successful he was at his first attempt at implementing Book Club.


At the conclusion of Brandon's first Book Club unit, Pardo asked him to reflect on his first Book Club experience. His response was:

I'm really excited about Book Club. I think it's the best thing that I'm doing. I think that the kids really have a better understanding of the books and the best part is that they're excited about the books. They have feelings for these characters. They've grown to love the characters; they've grown to hate the characters. Just like, in a movie, it almost seems like, they are on the edge of their seats as they're reading. I think that that will only help their comprehension because they're getting into the book more and more. I think that's kind of the biggest thing that I've seen. (Phone Interview, September 1, 2008).

Like Brandon's students, your students can also be on their edge of their seats during reading instruction through the Book Club model. Brandon's students' successes certainly came from reading authentic books, using comprehension skills and strategies in context, and engaging in thoughtful, student-led conversations. However, Brandon's role was crucial because he wove multiple content standards into instruction; provided regular feedback, scaffolding, and support; and thoughtfully considered his students individually and collectively as he moved them from book to book and higher-level concepts. For experienced teachers, this is business as usual, but for a beginning teacher, it's especially noteworthy. And, we think his experiences can provide food for thought for all classroom teachers as they think about using the Book Club model, engaging students in reading authentic books, and asking them to talk about the books with their peers. We can imagine excited classrooms of children on their edge of their seats in classrooms, like yours, all across the country.

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the standards into action in specific
areas.

55th Annual 3-day conference

Saturday-Monday, March 12-14, 2011

*** 1st General Session starts
at 8:00 a.m.***

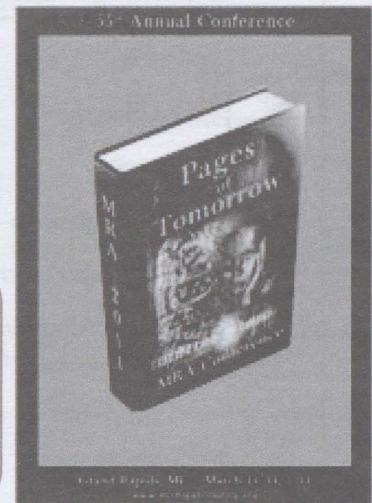
Attendees will find that this year’s
daily schedule has been designed to
meet the unique needs of all
participants. Our 55th Annual
Conference is a step into the future,
as educators from across Michigan
join together to enhance literacy
skills, acquire the latest in best
practice strategies, and acquire
professional inspiration.

Register on line at
michiganreading.org

Michigan Reading Association
668 Three Mile Road NW, #C
Grand Rapids, MI 49544
1-800-MRA-READ
www.michiganreading.org

Saturday Night Event:
“Rockin’ Into
Tomorrow”

Fun, Music, Dancing
Amway Grand - Ambassador Ballroom



General Session Keynote Speakers:

Saturday: Steven Layne (AM), Alan Sitomer (PM)
Sunday: Jacqueline Woodson (AM), Kelly Gallagher (PM)
Monday: Dr. Thomas Maridada

Featured Speakers: Richard Allington, Salman Amjad, Jeff
Anderson, Anita L. Archer, Mike Artell, Kylene Beers, Gretchen
Bernabei, Denise Brennan-Nelson, Ashley Bryan, Jim Burke, Michael
Cirelli, Ruth Culham, Harvey Daniels, Judy Dodge, Patricia Edwards,
Jane Feber, Kevin Feldman, Ralph Fletcher, Gabrielle Ford, Kelly
Gallagher, Matt Glover, Rhonda Gowler Greene, Wendy Halperin
Anderson, W. Dorsey Hammond, Doug Hartman, Leslie Helakoski,
Troy Hicks, Ryan Hipp, Kevin and Stephanie Kammeraad, Ellin Oliver
Keene, Barry Lane, Steven Layne, Thomas Maridada, Ruth McNally
Barshaw, Donalyn Miller, Cyd Moore, John Mooy, Janie Lynn
Panagopoulos, Evan Robb, Laura Robb, Frank Serafini, Alan Sitomer,
David Small, Robbyn Smith van Frankhuyzen, Margo Southall, Sarah
Stewart, Greg Tang, Shane Templeton, Terry Thompson, Gijsbert
(Nick) van Frankhuyzen, Padma Venkatraman, Lisa Wheeler, Maja
Wilson.

Plus many more Michigan authors and illustrators!

CONFEREE INFORMATION

Please print clearly or type

Name: _____ Membership #: _____
(as you would like it to appear on your name badge)

Institution/District Affiliation *(as you would like it to appear on your name badge)*: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ County: _____ E-mail: _____

POSITION:

Teacher Other

Title 1 Administrator

Media/Librarian Paraprofessional

Pre-Service Teacher Adult Educator

Retired Educator Teacher Educator

 Coach/Interventionist

LEVEL:

Pre-K Elementary

Middle High School

University

Other

PAYMENT INFORMATION

METHOD OF PAYMENT:

- Check* or Money Order enclosed *(payable to Michigan Reading Association)*
**checks returned for insufficient funds are subject to a \$25 processing fee.*
- Purchase Order *(copy of Purchase Order **must be included**)*. P.O.# _____



PURCHASE ORDER CONTACT INFORMATION:

Institution District: _____ Contact: _____

Phone: _____ Email Address: _____

Current Members: Please check if you've had a change of: Name Address Affiliation E-mail

Please visit our website to view conference information and register online www.michiganreading.org.
We accept Master Card, Visa, and Discover online.

NOTE: Full payment must accompany each Registration Form • Registrations cannot be processed without full payment, including applicable Membership fees • A separate Registration Form must be submitted for each conferee • Please complete and submit both pages 1 and 2 of the Registration Form.

(Photocopy pages 1 and 2 for your records.) Registration must be received by **February 25, 2011**
\$30 processing fee if received **February 19, 2011** or after

MRA Conference Registration
668 Three Mile Rd NW
Grand Rapids, MI 49544-8219
Fax Purchase Order Registration to: 616-647-9378

Research to Practice Institute, March 11, 2011

ONE DAY RESEARCH INSTITUTE: FRIDAY, MARCH 11, 2011
 Getting to know the Core of the Common Core
 What Common Core State Standards Mean for You

Event/Item Total
\$ _____

_____ \$120

55th Annual Michigan Reading Association Conference, March 12-14, 2011

CURRENT MRA MEMBER
 (paid to 4/1/2011), **NEW MEMBER,**
 or **RENEWING MEMBER** choose one.

Regular Member	Retired Educator	Pre-Service Student/ Non-Educator
----------------	------------------	--------------------------------------

3 DAY CONFERENCE	_____ \$160	_____ \$145	_____ \$100	\$ _____
1 DAY CONFERENCE	_____ \$115	_____ \$100	_____ \$80	\$ _____

_____ Saturday _____ Sunday _____ Monday (Please choose only one)

You must renew your MRA Membership if your current Membership expires prior to 4/1/2011. Check your membership card or the latest issue of the News & Views or Michigan Reading Journal for your Membership number and expiration date.

Membership Costs	Regular	_____ \$35	\$ _____
	Retired	_____ \$20	\$ _____
	Pre-service/Non-Educator	_____ \$15	\$ _____

NON-MEMBER 3 DAY CONFERENCE	_____ \$230	\$ _____
NON-MEMBER 1 DAY REGISTRATION	_____ \$190	\$ _____

_____ Saturday _____ Sunday _____ Monday (Please choose only one)

MEAL EVENTS must be ordered by February 25, 2011. Seating is limited, so order early . Meals are non-refundable.

_____ Check here for vegetarian meal(s).

SATURDAY, MARCH 12

Instructional Leadership Luncheon (with Laura Robb, author/coach and Evan Robb, author/principal)	\$29.00	\$ _____
Literature Lover Luncheon (with Donalyn Miller, The Book Whisperer)	\$29.00	\$ _____
Pre-Service Teacher Pizza (Lunch and Learn).....	\$15.00	\$ _____
Saturday Night Party (Amway Grand Plaza Hotel, <i>Rockin' into Tomorrow!</i>).....	\$15.00	\$ _____

SUNDAY, MARCH 13

Author Illustrator Breakfast (featuring authors and illustrators from the 2011 conference)	\$24.00	\$ _____
Young Authors Luncheon (with Janie Pangopoulos, author/educator).....	\$29.00	\$ _____
Early Literacy Luncheon (with Matt Glover, author/consultant).....	\$29.00	\$ _____
Adolescent/Adult Literacy Luncheon (with Jim Burke, author/educator)	\$29.00	\$ _____

MONDAY, MARCH 14

Literacy Coach/Reading Specialist Breakfast (with Margo Southall, author/educational consultant).....	\$24.00	\$ _____
Intervention Luncheon (with Dick Allington, University of Tennessee/author)	\$29.00	\$ _____

If received After **FEBRUARY 19, 2011** Add\$30.00 \$ _____

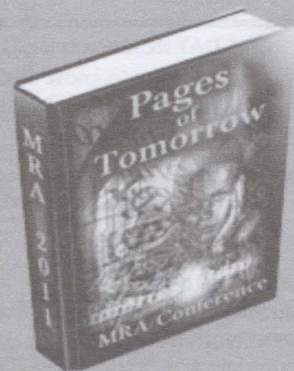
TOTAL AMOUNT INCLUDED.....\$ _____

Michigan Reading Association

Annual Conference

2011 "Pages of Tomorrow"

March 11-14, 2011 -- Grand Rapids, MI



March 11, 2011 | Grand Rapids, MI

One-Day "Research to Practice Institute"
Common Core State Standards

*Getting to the Core of the Common Core:
What National Standards Mean to You*

Learn what the new Common Core Standards will mean for you and your students at this one-day *Research-to-Practice Institute* sponsored by MRA and the *Literacy Achievement Research Center (LARC)*.

Dorothy Strickland

Distinguished Research Fellow at the National Institute for Early Education Research and the Samuel DeWitt Proctor Chair in Education at Rutgers University



A national expert on literacy, Strickland assisted the New Jersey Department of Education with developing its ELA standards for young children. She has served on many national panels and task forces over her multi-decade career in education, most recently on the National Center for Learning Disabilities professional advisory board and on a Head Start research and evaluation board at the U.S. Department of Health and Human Services.

WALK AWAY WITH THE FOLLOWING:

- **Tools and strategies** to implement Common Core State Standards
- Knowledge for **leading change and school improvement**
- Examples from real-world leaders **who are implementing the Standards**
- **Consult with experts on Common Core State Standards and school improvement**

GET READY NOW!

- Prepare to implement **Common Core State Standards** into school improvement initiatives
- Integrate **Common Core State Standards** across the curriculum to impact achievement
- Use **Common Core State Standards** and Formative Data to drive school improvement
- Focus on data-driven decision making using **Common Core State Standards**, empowering both teachers and school leaders
- Align instruction and curriculum to **Common Core State Standards**
- Explore ways to (re)map your curriculum to identify gaps and align with **Common Core State Standards**

REGISTER NOW AT: michiganreading.org

\$120.00 for whole day conference, including luncheon

- Please visit michiganreading.org website to view conference information and register online.
- We accept Master Card, Visa, and Discover online.
- Full payment must accompany each registration form, we cannot process without full payment
- Registration must be received by March 5, 2011
- \$30 processing fee if submitted after February 19, 2011

MRA Conference Registration
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Grand Rapids, MI 49544-8219
616-647-9310
www.michiganreading.org
<http://www.facebook.com/michiganreading>



Fax Purchase Order Registration to: 616-647-9378