



Highlights

*of the Minnesota Reading Association,
an International Literacy Association affiliate*

Fall 2021-22 Newsletter

President's Message

Dear Esteemed Literacy Colleagues,

As I look out of my window, I see the glorious colors of the leaves changing and falling to the ground and am reflecting on the busy school year. Fall 2021 has been filled with gifts (meeting my teacher candidates at the U of MN face-to-face), joy (gathering with my MRA colleagues), challenges (COVID and racial inequality and injustice persists), and hope (children are bringing their funds of knowledge to all of the spaces and places in their lived experiences). As I reflect on the last few months, I am thinking about LeUyen Pham's book, *Outside, Inside*, which is a moving picture book celebrating essential workers and the community coming together to face the challenges of the global COVID-19 pandemic. A part of this text includes:

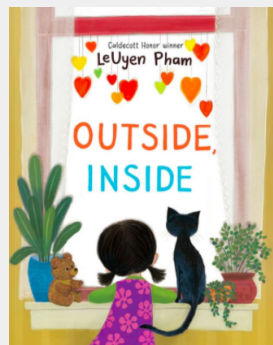


"Something strange happened on
an unremarkable day just before
the season changed.

Everybody who was outside . . .

. . . went inside.

Outside, it was quieter, wilder, and
different. Inside, we laughed, we
cried, and we grew."



As we all continue to laugh, cry, and grow in our journeys as literacy leaders and educators, please know that you have a support network at the Minnesota Reading Association. We are here to join you along the way as we all work towards centering literacy, equity, and joy (the theme of this year's Leaders in Reading Network series). Please visit our website at mra.wildapricot.org if you are interested in joining us to continue learning about literacy, equity, and joy with Dr. Sonja Cherry-Paul.

I am proud and honored to be serving as your MRA president for the 2021-22 academic year. I look forward to working with and learning beside all of you. If you have any questions, concerns, and/or ideas, I would love to hear from you. I also would love it if you would send me a quick email with what you have been reading, writing, listening to, and/or watching lately!

With gratitude,

Dr. Catherine Cavanaugh
Minnesota Reading Association President 2021-22
ccavanau@umn.edu

Research Articles



Souto-Manning, M., Martell, J., Perex, A. Y., & Pion, P. (2021). Translanguaging as norm, Rejecting narrow and restrictive notions of reading. *The Reading Teacher*, 75(2), 2-12.

In this article, the authors bring different fields into conversation as a way of expanding understandings about the teaching of reading and centering the communicative practices of multilingual children. Instead of seeking to remedy children whose communicative practices and norms do not align with “academic language,” they traverse fields to show how seemingly innocuous concepts and related undertakings may harm young multilingual children by sponsoring pathological paradigms that frame their ways of communicating as inferior and/or wrong.



Duke, N.K., & Cartwright, K.B. (2021). The Science of Reading progresses: Communicating beyond the Simple View of Reading. *Reading Research Quarterly*, 56(S1), S25-S44.

In this article, a new multi-dimensional model of reading acquisition is presented which

incorporates research from the last 35 years since the Simple View of Reading was proposed. The authors describe the Active View of Reading which includes additional factors to learning to read like executive functioning skills and motivation.

Recommended Reading

What are you reading, writing, listening to, and/or watching lately? Here are a few recommendations from our MRA Executive Board and Council Leaders (descriptions are from GoodReads and Amazon):



***El Deafo* by Cece Bell**

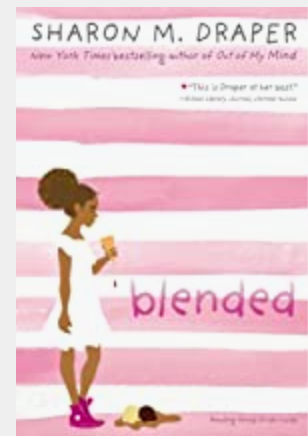
The #1 *New York Times* bestselling and Newbery Honor winning graphic novel memoir from Cece Bell.

Starting at a new school is scary, especially with a giant hearing aid strapped to your chest! At her old school, everyone in Cece's class was deaf. Here, she's different. She's sure the kids are staring at the Phonic Ear, the powerful aid that will help her hear her teacher. Too bad it also seems certain to repel potential friends.

***Blended* by Sharon M. Draper**

Eleven-year-old Isabella's blended family is more divided than ever in this "timely but genuine" (*Publishers Weekly*) story about divorce and racial identity from the award-winning and *New York Times* bestselling author of *Out of My Mind*, Sharon M. Draper.

Eleven-year-old Isabella's parents are divorced, so she has to switch lives every week: One week she's Isabella with her dad, his girlfriend Anastasia, and her son Darren living in a fancy house where they are one of the only black families in the neighborhood. The next week she's Izzy with her mom and her boyfriend John-Mark in a small, not-so-fancy house that she loves.



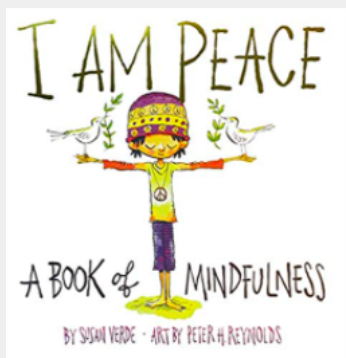
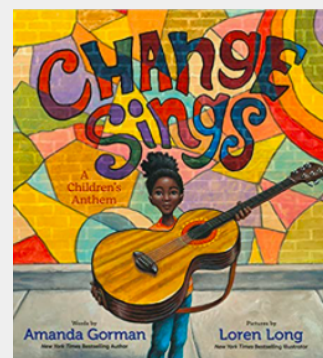
***Your Name is a Song* by Jamilah Thompkins-Bigelow**

Frustrated by a day full of teachers and classmates mispronouncing her beautiful name, a little girl tells her mother she never wants to come back to school. In response, the girl's mother teaches her about the musicality of African, Asian, Black-American, Latinx, and Middle Eastern names on their lyrical walk home through the city. Empowered by this newfound understanding, the young girl is ready to return the next day to share her knowledge with her class. *Your Name is a Song* is a celebration to remind all of us about the beauty, history, and magic behind names.

Change Sings: A Children's Anthem by Amanda Gorman

A lyrical picture book debut from #1 *New York Times* bestselling author and presidential inaugural poet Amanda Gorman and #1 *New York Times* bestselling illustrator Loren Long

"I can hear change humming
In its loudest, proudest song.
I don't fear change coming,
And so I sing along."



I Am Peace by Susan Verde

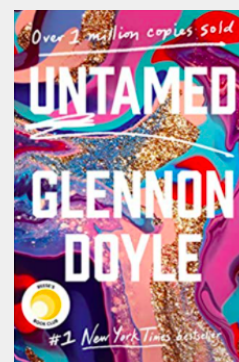
Discover the power of mindfulness in this companion to *New York Times* bestsellers *I Am Human* and *I Am Love*!

Mindfulness means being fully in the present moment. Children can learn how to manage their emotions, make good choices, and balance their busy lives by learning to be mindful, express emotions through speech, find empathy through imagination, and wonder at the beauty of the natural world.

Untamed by Glennon Doyle

In her most revealing and powerful memoir yet, the activist, speaker, bestselling author, and “patron saint of female empowerment” (*People*) explores the joy and peace we discover when we stop striving to meet others’ expectations and start trusting the voice deep within us.

NAMED ONE OF THE BEST BOOKS OF THE YEAR BY *O: The Oprah Magazine* • *The Washington Post* • *Cosmopolitan* • *Marie Claire* • *Bloomberg* • *Parade* • “*Untamed* will liberate women—emotionally, spiritually, and physically. It is phenomenal.”—Elizabeth Gilbert, author of *City of Girls* and *Eat Pray Love*



The Boy, the Mole, the Fox, and the Horse by Charlie Mackesy

“*The Boy, the Mole, the Fox and the Horse* is not only a thought-provoking, discussion-worthy story, the book itself is an object of art.” - Elizabeth Egan, *The New York Times*

Charlie Mackesy offers inspiration and hope in uncertain times in this beautiful book, following the tale of a curious boy, a greedy mole, a wary fox and a wise horse who find themselves together in sometimes difficult terrain, sharing their greatest fears and biggest discoveries about vulnerability, kindness, hope, friendship and love. The shared adventures and important conversations between the four friends are full of life lessons that have connected with readers of all ages.

***Be Your Own Best Friend FOREVER* by Gary Robinson**

Be Your Own Best Friend FOREVER! is packed with inspiring tips for any girl who doubts herself or is the subject of exclusion or body shaming. Jayla, the confident young person sharing her advice, takes pride in being Black, Native American, Asian American and Latina. She steers readers away from negative self-talk with proven strategies: If kids are mean to you, make new friends. If a TV program tells you to change how you look, change the channel! Replace negative talk with positive talk the Jayla way, by replacing the voice of self-doubt and self-hate with the voice of self-love and light. With engaging illustrations and Jayla's great facial expressions, the reader will come to realize that once she believes in herself, she will always have a best friend!



News

[Higher Education Literacy Partnership \(HELP\)](#)

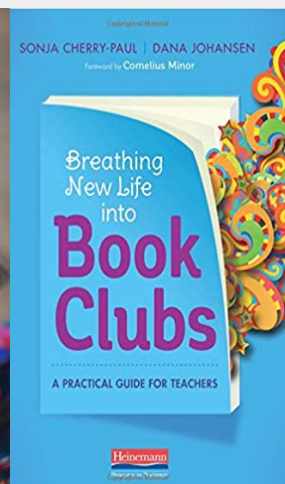
On May 19, Dr. Nell K. Duke, University of Michigan Professor of Teacher Education and Educational Psychology, presented a free HELP webinar on "Markers of Quality in Tier I Literacy Instruction in the Primary Grades." Links to the video and slides are [HERE](#).

LiRN: Leaders in Reading Network Events

There is still time to register for this year's Leaders in Reading Network (LiRN) workshop series "Literacy, Equity, and Joy". Dr. Sonja Cherry-Paul will be speaking on Tuesday, January 25 and Monday, March 28 from 9:00am-12:00pm. These sessions will be recorded so you may access them in real time or watch later at your own convenience.

Dr. Cherry-Paul will share practical ideas for ways to plan literacy instruction that builds upon the equity framework presented in

September by Dr. Gholdy Muhammad. Her new book *Breathing New Life Into Book Clubs* will be the basis for her presentations. Please visit mra.wildapricot.org to register!



Local Council News

MN Academy of Reading:

Please save the date: Friday, January 21, 2022 (Location TBD)

The annual MAR Policy and Issues Symposium will acknowledge the professional contributions of Dr. Lori Helman to the work of the literacy community in Minnesota. Dr. Helman is a professor of literacy education at the University of Minnesota. Her areas of interest are:

- **literacy development in the elementary grades,**
- **effective instructional practices with multilingual learners,**
- **teacher development and leadership,**
- **assessment and instruction to support aspiring readers K-6**

Two of Dr. Helman's latest publications are:

Helman, L. (2020). *Learning in a new language: A schoolwide approach to support K-8 emergent bilinguals*. Alexandria, VA: Association for Supervision and Curriculum Development.

Helman, L., Illner, A., & McMaster, K. L. (2020). *Assessing language and literacy with bilingual students: Practices to support English learners*. New York: The Guilford Press.



Come to learn from and celebrate the incredible work of Dr. Helman!

**Other news from MAR includes:
We collected pencils and pencil sharpeners and erasers to be distributed to school children who live at a Children's Home near Montego Bay, Jamaica.**

The photo shows the distribution of some of the supplies we collected.



Twin Cities:

[The Twin Cities Area Reading Council \(TCARC\)](#) hosted Cornelius Minor, exceptional author, educator and all around great human being, on May 1st, 2021. This virtual event focused on equity, literacy and teaching in the midst of a pandemic. Those of us who were fortunate enough to participate in the session were inspired by his powerful message and words of wisdom.



We are honored to share some of the most impactful ideas presented by Cornelius. We hope they will resonate with our MRA Highlights readers as much as they did with us and that they will move us all into meaningful action that leads to the change we so desperately need!

Cornelius speaks his truth:

When I am talking about systemic racism in schools, I am not saying that we are bad people. What I am saying is that there are negative outcomes in our rules, laws, policies, traditions, and customs.

We can't fail the student because they won't complete the worksheet or assessment. Let them show you alternative ways they know the content. We can't fail kids for not being compliant!

Cornelius asks us to ponder:

How do we build an experience that will include all children?

Who are the kids that are not reading, not showing up, not speaking?

What are they left out of?

Is it independent reading or reading with partners?

Where do these kids disappear?

How do I make the kinds of decisions that are going to immediately impact kids?

How do we make our classrooms antiracist?

Cornelius offers advice:

One of the systems that is most broken in school is the way we teach reading. You can still teach powerful books in oppressive ways, if it reduces student voice or access to speak.

Look at methodology. Many of our methods are designed around compliance.

Learning needs to be demonstrative. Kids need to see and experience to learn, not just listen.

What is the learning outcome? Never should it be to fill out the worksheet or complete the test. Teaching is not telling. We have to demonstrate/model/show them what it looks like.

Determine what it is going to look like when kids meet that learning outcome. Too many times we have been inflexible about how students show us what they know.

At the planning stage, ask yourself, "What will proficiency look like? How can students have opportunities to show what they know?" Tell the kids and explain that they will have opportunities to show the teacher how they know what they were supposed to learn during

the week/unit etc.

If 17 kids can get something after the first time you teach it for the first time, that only means that they already know it. Do not let the 4 that don't already know it think that they are not smart.

We reward kids for their privilege. We reward them for coming in with knowledge. Learning how students are growing toward the expectations and learning targets is the true measure of students' learning.

Changing outcomes for all children is the goal of the work!

An example:

Planning a Lesson Experience

“Teach with humanity...”

“Real world relevance...”

1. What is the learning outcome for this experience?
 - a. What are at least 3 ways that kids can demonstrate progress toward this learning outcome?
 - b. Is there space for children to determine how they might demonstrate progress on their own
2. What are two things that I can demonstrate for kids that will help them to understand this learning outcome?
 - a. Writing/Reading Demonstration
 - b. Thinking Demonstration
3. What can kids try to practice this skill (at home often with VERY little adult support)?
4. How can we reflect on their learning together?
5. How will I measure their progress?

www.kassandcorn.com - Twitter: @MisterMinor

ILA Updates

ILA continues to offer free and low-cost professional learning opportunities online. Coming up on November 3-4, Dr. Steven Graham will host two sessions: “Building a Better Foundation for Writing” and “Advancing Writing Instruction”. Register at literacyworldwide.org.

ILA Intensive | November 3

Building a Better Foundation for Writing

ILA Intensive | November 4

Advancing Writing Instruction



Steve Graham, Host