



## **FORMER NEO-NAZI TO KEYNOTE OCTOBER 28 PAWLPCDAY**

### **"STICKS AND STONES: TOLERANCE, LITERACY, AND CHILDREN" IS FOR TEACHERS AND PARENTS**

Floyd Cochran, former propaganda minister for the Aryan Nation, will be the keynote speaker at a special PAWLPCDay for teachers and parents. Now working for both the Southern Poverty Law Center in Atlanta and the National Heritage Museum in Philadelphia, Cochran will explain "How Hate Groups Recruit Young People."

Breakout sessions following the keynote will address dealing with media influences, choosing and using books that teach tolerance

for all age groups (including adults), and using the internet effectively. (See the flyer in this *Newsletter* for details.)

Because this topic is important to everyone who cares about children, both teachers and parents are invited. Because it helps to have more than one person in a school or district working for tolerance, pairs of parents, teachers, or a parent and a teacher are encouraged to attend together. The fee for this special program is \$10/person or \$15/pair.

Children's Book World of Haverford, Michaels' Associates, and Houghton Mifflin will all be selling tolerance-related books at this event.

Registration, coffee, and book sales will begin at 8:15 a.m. in Main Hall on the WCU campus. The program begins at 9 a.m. and ends at 1 p.m.

To register use the enclosed flyer or call the PAWLPC Office at 610-436-2202. Space is limited. Register early.

## **FLETCHER, CARY AND CATALANOTTO HELP CELEBRATE PAWLPC'S 20TH ANNIVERSARY**

*Celebrate Literacy!*, our June 22 and 23 conference celebrating PAWLPC's twentieth anniversary, was a resounding success. We thank the almost 300 participants, the presenters, and most of all our keynote speakers for making these two days a memorable experience for all who attended.

Ralph Fletcher, author of *What a Writer Needs*, as well as other professional books, picture books, and poetry volumes, engaged the audience in his Keynote address by asking us to contribute ways that we encourage children to write in our classrooms. Audience

members responded enthusiastically to this call, and the ensuing dialogue was both informative and uplifting. Fletcher is an advocate for children and for teachers of children. He encouraged us to be writers ourselves with his anecdotes about his own experience as a teacher and as a parent. He maintains that writing teachers must also be writers because we must model the behaviors of good readers and writers if we want our students to do the same. Fletcher provided an inspirational as well as a dynamic opening of the conference.

The first day of the conference ended on a high note when more than one hundred Fellows and friends of PAWLPC attended a banquet featuring Lorene Cary, author of a memoir, *Black Ice*, and two novels, *The Price of a Child and Pride*. Ms. Cary spoke of her process as a writer, and she transported us into her characters and settings with her magnificent reading voice. She read several excerpts from her novels and memoir, each chosen to amplify

.....cont. on page 5, column 1

## FROM THE DIRECTOR

### The Reading-Writing Connection: What About PSSA?

Here I sit, in the middle of July in the midst of a typically busy Project summer, thinking about the PSSA Writing and Reading Assessments. By the time you read this, summer will be memories and PSSA our shared reality once more.

As state-wide tests go, the PSSA battery is pretty good. Designed originally to drive instruction in the direction we want it to go – toward constructivist literacy classrooms – the writing, reading, and even math tests come close to being, at least in part, true direct measures of student performance and higher-order thinking. As co-author of the Domain Scoring Guide for the Writing Assessment, I clearly see its efficacy for not only assessing writing skills but for facilitating best practice in writing instruction. I also have great respect for my colleagues and counterparts on the Reading side of the assessment system. I value and applaud their emphasis on the act of reading as one in which readers do not just decode and comprehend, but make real, individually developed connections between what is read and what is previously known and experienced.

In addition, I understand the important differences between a test that assesses writing skills and a test that assesses reading skills with writing as the means but not the end. This is an important distinction, one I often find myself explaining in staff development workshops. Understanding the difference between the “tasks” in the Writing Assessment

(which reside in the modes of writing prompted rather than the prompts themselves) and the “tasks” in the Reading Assessment (which are articulated in the performance-tasks-as-questions) helps teachers better understand how to prepare their students for these two truly different tests.

In fact, staff developers from the Project and in school districts have spent much of the past year helping teachers distinguish between the two rubrics, emphasizing the reading side of the non-equation because the writing test was on hiatus in 1999-2000. I want to report in this column, however, that there may have been some disturbing unintended consequences of not only the Reading Assessment emphasis but the apparent disconnect between writing-for-Writing and writing-for-Reading as they’ve been construed by the PSSA.

A series of anecdotal reports collected this summer from teachers and Language Arts coordinators throughout our six-county service area suggests that teaching students what counts as good writing on the Reading Assessment has a negative impact on their ability to do the kind of good writing called for by the Writing Assessment. Teachers who effectively help students learn to make the kinds of connections and beyond-literal interpretations of a level-4 constructed reading response (on two-thirds of a piece of standard size, lined paper) report that their students learn to disregard focus, organization, style, and conventions – four of the five domains assessed by the Writing test. They also learn to think of content, the fifth domain, differently - not as the “facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations” identified by the Writing ru-

bric as what constitutes “substantial, specific and/or illustrative” Content, but as evidence of accurate comprehension of and connections to a text.

There was no question in 1988 that writing had to be separated from reading to develop an effective Writing Assessment. The same separation was required several years later when reading assessment came to the fore. Now, however, we have clarified for ourselves what we mean by good reading and good writing. Now, therefore, is the time for PDE to bring representatives of the Writing Assessment Advisory Committee (WAAC) together with representatives of the Reading Assessment Advisory Committee (RAAC), so we can make the kinds of reading-writing connections at the state and PSSA levels that will help us promote the kinds of reading-writing connections we know constitute best practice in the classrooms of Pennsylvania.

I propose that we attempt to persuade the Department to move in this direction. By the time you read this, I will have sent letters to many of the English Language Arts Supervisors and Curriculum Directors who work with the Project, asking for their signatures in support. If you have not received such a letter and would like to help in this effort, please contact me with even the briefest of e-mail messages, saying you encourage the Department of Education to bring WAAC and RAAC members together to explore the reading-writing connections that will make PSSA a more effective tool in the literacy education of our students.

My e-mail address is [afishman@wcupa.edu](mailto:afishman@wcupa.edu). I look forward to hearing from you soon.

## Book Review

### *Mosaic of Thought: Teaching Reading Com- prehension in a Reader's Workshop*

by Ellin Oliver Keene and  
Susan Zimmerman

A mosaic is a picture made by small bits. Keene and Zimmerman use bits of the reading process to piece together ways in which readers construct meaning as they read. "This book is about the mosaic each of us creates as we read - a mosaic constructed of diverse pieces, each integral to the whole, each essential to the texture of learning" (p. 11).

As you read, you feel as though the authors are talking to you (including Donald H. Graves whose forward opens the book). The chapters that follow look at the strategies - or "cognitive processes" - used by proficient readers. Each chapter begins with either a poem, an excerpt, an article, or other brief text written for adults. This prompts readers to use the strategies we often think our children should be using as they read, strategies they can only be expected to use if we are aware of and teach them.

The authors present eight strategies used by proficient readers. They recommend that "each strategy be taught with singular focus, over a long period of time, and that teachers model and students practice the strategies with a variety of texts" (p. 21). They refer to the "gradual release of responsibility model." Quite a few weeks should be spent on modeling each strategy with teacher read-alouds and think-alouds. Students should then be invited to practice the strategy in whole group, small groups, and on their

own. Conferring with students individually enables teachers to see if each student is utilizing the strategy appropriately.

Each chapter focuses on a single strategy. These include (1) metacognition, (2) activating relevant prior knowledge, (3) determining importance in text, (4) questioning, (5) evoking images or visualizing, (6) drawing inferences, (7) retelling or synthesizing, and (8) utilizing a variety of fix-up strategies to repair comprehension. Key points are revisited at the end of each chapter.

The authors also show how these strategies are used by teachers and students in their classrooms. Many books useful in the teaching of these strategies are shared if you need a starting point.

Perhaps the sub-title may be misleading for a teacher not using a reading workshop approach in his or her classroom. Don't let the title fool you. These are comprehension strategies *all* teachers of reading should be incorporating into their reading programs, whether through a reading workshop or a basal program approach.

If you are concerned about the level of comprehension your students achieve from what they read, you will want to read this book.

It will also give you insight into your own reading comprehension, which will enhance your teaching of reading as well as the comprehension of your students.

A colleague of mine who embraced *Mosaic of Thought* shared with me another title that supports this book, *Strategies that Work: Teaching Comprehension to Enhance Understanding* by Stephanie Harvey and Anne Goudvis, Stenhouse Publishers,

2000. I anxiously await getting that one to enlarge my "mosaic" of teaching reading.

Book review by  
- Chris Coyne  
Co-director for Youth Programs

Are you a PAWLP Fellow interested in reviewing a book for this *Newsletter*? The Project will purchase the book you want in return for a *Newsletter*-appropriate review. Contact Andy Fishman with your suggestions.

### **2000-2001 Writing Assessment Opportunity**

If you are

➤ A recent Writing Fellow interested in the impact of your Institute experience on students' writing

➤ A Writing Fellow of any vintage who wants to give students PSSA writing practice

➤ A Writing Fellow interested in doing PSSA Writing presentations for the Project

Participate in the new  
PAWLP Writing Assessment.

DATES: October 7, 2000 and  
May 5, 2001  
9 a.m. - 3 p.m.

LOCATION: The PAWLP  
office

Call the office  
(610-436-2202)  
for details and to sign up!

## Will e-Publishing Change the Way We Read?

*To the Reader: If you read the following column, send me \$1. Payment will be on the honor system, and if at least seventy percent of my readers send in their money, I will continue to write for this space.*

Since it's my job in this *Newsletter* to examine connections between technology and literacy, I thought I'd experiment by trying what best-selling horror novelist Stephen King is doing with his latest novella, *The Plant*, a serialized novel in progress about "a vine that terrorizes a publishing house." In an attempt to by-pass—and, I suppose, in his own way terrorize—the publishing industry, King has made the first chapter of *The Plant* directly available for download from his web site. And, unlike his earlier online publication, *Riding the Bullet*, an e-book that could be downloaded only after payment was received, *The Plant* can be read on the honor system: If you like what you read, send a dollar.

Last March, *Riding the Bullet* sold over 400,000 downloads on its first day on the web, but was encrypted in such a way that it could not be printed onto paper. To read it, King's fans had to sit in front of their computer monitors or have access to special e-book devices with small LCD screens for viewing text and images. What's more, *Riding the Bullet's* file format was not compatible with Apple Macintosh computers, which is particularly ironic since King, him-

self, writes on a Mac.

While still entirely digital, the method of distribution for *The Plant* is very different, however. This time, the novella is being released in installments. King will hold subsequent installments hostage until he receives the \$1 per installment ransom for at least 70% of all downloads. In July, on its first day on the Internet, *The Plant* was downloaded 41,000 times. More importantly, to date, more than 75% of readers are actually paying. I downloaded the first installment of the novel, fired off my greenback to Amazon.com—which is handling all of the cash, check, and credit card orders—and a few minutes later, received an electronic "thank you" from the author.

Unlike *Riding the Bullet*, *The Plant* has been published in several of the most common file formats, making it available to anyone with Internet access. And this time, readers are able to print out the text so that they can get away from the computer and curl up on the couch with a stapled stack of 25% post-consumer recycled computer bond. Readers are even allowed to share this book (just like a *real* book, I'm tempted to add) with friends.

King is not the only best-selling author to recently publish new works in digital exclusivity. Michael Crichton and Mary Higgins Clark have also digitally beamed their fiction into readers' homes. But what's potentially groundbreaking in King's most recent effort is that he has by-passed the publishing house completely. Simon and Schuster promoted, published and distributed *Riding the Bullet*, but *The Plant* is essentially a self-published work, with nearly every penny of revenue going to the author. If this method works for King, other writers—notable and ob-

scure alike—will surely try it.

I'm not predicting the demise of books as we know them. I don't want to read stacks upon stacks of hardcopy from my too-slow and prone-to-jamming inkjet printer. And, when it comes to recreational reading, I tend to agree with *The Shipping News's* author, E. Annie Proulx who said, "Nobody is going to sit down and read a novel on a twitchy little screen—ever." Still, the possibility of circumventing the publishing house has a powerful potential for the world of art and literature. No longer will authors need the approval of the printing industry before their works can reach the public.

Knowing that William Golding's *Lord of the Flies* was rejected by twenty-one publishers before one finally took a chance on an author who would eventually win a Pulitzer Prize in literature makes me wonder of how many other great works the reading public has been deprived by an industry that historically has made most of the decisions about what the public will and will not see.

David Kirkpatrick of the *New York Times* asserts that by cutting out his own publisher, King is breaking new ground for less commercially successful authors. King, himself, seems to agree and in that "thank you" e-mail I mentioned earlier the author wrote, "Thanks for reading my story, thanks for your honesty, and thanks for helping us change the face of publishing!". If King's experiment works, we could be on the horizon of a whole new world of reading and literature.

And about that dollar you're sending me? Keep it and put it towards a new inkjet cartridge and some staples. Happy reading.

—Steve Heffner  
PAWLP co-Director for Technology

# PAWLP GOES TO SCHOOL

THE PENNSYLVANIA WRITING & LITERATURE PROJECT HAS SCHEDULED THE FOLLOWING COURSES IN AREA SCHOOLS AND DISTRICTS FOR THE 2000-2001 SCHOOL YEAR:

Managing the Reading/Writing Classroom, K-3 (3 credits)  
Writing and Children's Literature (3 credits)  
Strategies for Teaching Writing I (3 credits)  
Strategies for Teaching Writing I (3 credits)  
Literature Circles for Teachers (3 credits)  
Literature Circles for Teachers (3 credits)  
Teachers as Writers (3 credits)  
Emergent Writers and Readers (1 credit)  
Phonics and Spelling (1 credit)  
Reading/Writing Classroom for Students At-Risk (1 credit)

Wissahickon SD  
Lancaster City SD  
Pennsbury SD  
West Chester Area SD  
Coatesville Area SD  
Upper Dublin SD  
Manheim Township SD  
Carter-MacRae ES  
Carter-MacRae ES  
Carter-MacRae ES

FOR INFORMATION ON HOW TO BRING A COURSE OR IN-SERVICE PROGRAM TO YOUR DISTRICT PLEASE CALL THE PROJECT DIRECTOR, ANDREA FISHMAN, AT 610-436-2202

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her words about writing and reading. To say that the audience was mesmerized is not to exaggerate the effect of Ms. Cary's address. Two wonderful speakers ended the conference. Judie Thelen, past president of IRA, spoke to the luncheon audience about what really counts as reading and the politics of pedagogy.

Closing the conference was Peter Catalanotto, author and illustrator of children's books. Catalanotto, a resident of Bucks County, echoed the sentiments of Fletcher when he charged us as teachers of writing to be writers too. He told us about his own difficulties with the creative process of both writing and drawing illustrations. His sensitive and interactive address pushed us to be advocates for the children we teach and to be aware of the power of encouraging words. It was a fitting close to the two-day conference, and to the start of PAWLP's third decade.

- Diane Dougherty  
PAWLP co-director

PAWLP Director, Andrea Fishman, received the following letter from Diane Bates, an '84 Writing Fellow, about the conference:

*Dear Andy,*

*A huge "thank you" to you and all the PAWLP staff for an inspiring and enriching two days. From Ralph to Peter and all the pieces in between the celebration was beautifully organized. Once again, PAWLP makes me realize why I love teaching. The excitement, the inspiration, the positive support and enrichment of our teaching lives is what PAWLP is all about.*

*I have been and continue to be most proud of my fellowship with PAWLP. Thanks again and best wishes for at least 20 more super years!*

*Diane*

## **PAWLP FELLOW IS PUBLISHED!**

Look for Wendy Towle's ('88 Writing Fellow) article entitled "The Reading Workshop - A Framework for Differentiated Learning" in the September, 2000 issue of *Educational Leadership*.

Also watch for a yet-to-be titled article in the October, 2000 issue of *Learning K-8*, detailing two history lessons she developed relating present day experience to the past.

## Education Matters

Why do so many content teachers and, unquestionably, university professors believe that a whole language philosophy will only work in the early grades? I believe it's because they do not have sufficient models and think that it would be additional work. However, as their teaching role changes to that of a facilitator, they may find that they have more time to work with individual students because they turn the responsibility of learning over to the students themselves.

All content area teachers must endure state or locally mandated curriculum, and they must teach students the concepts of their chosen discipline. How they teach those concepts is what differentiates the whole language from the traditional approach.

Many traditional classroom teachers use a single textbook as the primary source of information. More often than not, traditional content teachers have not been taught *how* to teach students to read a book for meaning. The model most likely experienced is to assign the chapter questions at the end. Or teachers have students read chapters aloud (round robin style) because they feel that at-risk readers will not read on their own, and at least they can "get it" by hearing the text read to them. My perception is that both of these activities only encourage students to read, memorize, test and forget.

In the seventies and early eighties, in an attempt to motivate students to learn, content teachers began using new strategies with their single textbooks such as KWL, prediction guides, possible sentences, question-answer-relationships and think alouds. Any of these strategies requires group work, but the choice of what concepts to learn, what strategy to use,

and how to evaluate is still the teacher's.

How can a whole language philosophy be implemented in a content classroom? I remember hearing a noted reading researcher say over twenty years ago that we would never get secondary teachers to teach kids history by reading historical fiction. I reluctantly acknowledged this then because of my limited understanding of whole language.

At that time, to some folks, whole language just meant using real books in the classroom.

As I began to learn more about whole language, I realized that it went beyond using literature in the classroom; it was more than using themes. It's what Pat Cordeiro calls "whole learning." It is learner centered and involves empowerment, negotiation - which leads to choices and ownership - and authenticity. These conditions do not usually exist in the traditional content area models described earlier.

My concerns were not unlike others' who worked with content teachers. I knew it would be difficult to convince them to move away from the single textbook and into more authentic activities.

A whole language philosophy can be practiced in a content classroom or in self contained classrooms that integrate content.

In these, classroom themes are used, not imposed, on the curriculum. To teach across the curriculum this way takes planning, however. Teachers can select very broad concepts to study as a theme, such as Survival, and then decide what they have to teach in the various disciplines that relate to this concept.

Success in using themes to integrate curriculum led me to

consider a different model for content learning or learning across the curriculum. We have a curriculum with certain goals and objectives that we are responsible for teaching, certain non-negotiables. However, within that framework there is room to negotiate and give our students choices.

We make the students the experts. They become authorities on a particular topic in which they are interested by researching and communicating information to their peers. The results of their research and projects are made available to other students and can be added to by future students interested in the same topic. The "yeah-buts" such as, "What do we do with kids with varying abilities?" and "I don't have time to teach themes" are very nicely taken care of. In fact, once this is organized and in place, the teacher has more time to learn with the students, and the classroom is truly a community of learners.

*-Judie Thelen*

*Past President, IRA  
Michaels Associates has recently completed a major upgrade and address change for our website. We encourage our friends at PAWLP to visit our site to do book searches, check our specials, order books and supplies, read "Education Matters" articles published in previous PAWLP Newsletters and more!*

*We offer readers of this issue a 10% discount on purchases and free shipping if you order online before October 15, 2000 and ask for your PAWLP discount in the comments section of your order. (Your computer invoice may not show these incentives, but we will make the changes before charging your credit card.)*

*Cordially, Greg Michaels  
<www.michaelsassociates.com>*

## **TWENTY YOUTH SITES FLOURISH IN 2000**

Congratulations to all! The Pennsylvania Writing and Literature Project's Summer 2000 Young Writers/Young Readers classes thrived in all corners of Southeastern Pennsylvania – as well as in our own West Chester neighborhood. Thanks to the hard work, organization, creativity and ingenuity of our teachers, site coordinators, co-directors and office staff — PAWL P's Young Writers/Young Readers program is growing. More importantly, we continue to maintain the outstanding reputation that has been built over the past sixteen-years.

I had the pleasure of visiting all 20 sites, as well as teaching at one of them. Although my visits were brief, I am very impressed by the creativity of our teachers. Best practices were readily apparent at all sites. Writing lessons incorporating art, parents, conferencing, and classroom publishing are just some of the threads that connect our classrooms. A big THANK YOU to all who bring their passion and creativity to this program.

Congressman Joe Hoeffel and his associates visited Jamie

Fiermonte at her Upper Dublin site on August 4th and were also impressed with the enthusiasm and creativity that we bring to our classrooms. Congressman Hoeffel listened to students and their parents share their work – and wrote and shared his own writing. It's great to see our Congressional representatives out and about.

This year, 1317 children participated at 20 different sites including three new ones: Council Rock, Lancaster City, and the West Chester Community Center. A big thank you to Deb Monskie, the site coordinator at Wharton Elementary in Lancaster, and her dedicated crew, Karen Heslink, Jackie Mullen, and Lisa Rodriguez. Thirty-one students attended the Lancaster site. Thank you to Rachel Costanzo, the principal of Wharton, who was instrumental in starting this site. Another thank you goes to Bruce Seidel and his outstanding group of teachers - including Kelly Mallon, Peggy Krimmel, and Diana Sullivan. More than 58 students participated in the Young Writers/

Young Readers Program held at Newtown Elementary School in Council Rock. Special thanks also go to Sheryl Kreps who launched the Council Rock program in less than a week.

In addition, PAWL P piloted a literacy component at the West Chester Community Center's summer camp program. Forty-six students participated in a six-week literacy program as part of their summer camp experience. Thanks to Viola Allen's dedication and creativity, this program was an outstanding success. We hope to continue a partnership with our neighborhood community center, WCCC.

A special thanks goes to the office staff, Toni Kershaw, Ann Mascherino, and Lynn Schmitt as well as to the co-directors, Bernadette Cant, Chris Coyne and Karen Venuto. Without their dedication and commitment, there would be no summer Youth program.

Hope to see all of you next Summer in 2001.

-Mary Buckelew  
PAWL P Associate Director

### **Summer Statistics**

**Institute participants: 55**

**Course participants: 411**

**Youth participants: 1,317**

**Fellows who taught or presented in courses: 33**

**Fellows who worked in Youth programs: 68**

## **YOUTH FALL FESTIVALS**

### **TO FEATURE PETER CATALANOTTO**

Come hear Peter Catalanotto, well-known author and illustrator of books for children, tell us about his experiences as a writer.

All students, parents, and teachers who participated in our Young Writers/Young Readers programs are cordially invited to join us at our Fall literacy celebrations.

November 5, 2000, 1 - 3 p.m. at Jamison Elementary School,  
Bucks County

November 12, 2000, 1 - 3 p.m. at Sykes Student Union Building,  
West Chester University

**See the friends you made at camp this summer.**

**Refreshments and prizes!**

**Please call 610-436-3089 to reserve your seat.**

THE PENNSYLVANIA WRITING & LITERATURE PROJECT NEWSLETTER IS SPONSORED BY

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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.



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### **Time for a change?**

Please let us know by checking the appropriate box below and returning it to us with the above address label. Thank you!

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| <input type="checkbox"/> Name misspelled   | <input type="checkbox"/> Received more than one   | <input type="checkbox"/> Contact person changed |
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The PA Writing & Literature Project Presents

# Sticks and Stones:

## Tolerance, Literacy, and Children

A special PAWLP Day for teachers and parents

**Where:** Main Hall, West Chester University

**When:** October 28, 2000 9:00 a.m. – 1:00 p.m.

**Cost:** \$10/person - \$15/pair (two teachers, two parents, or one of each from the same school or district)

**Keynote Speaker:** Floyd Cochran, Former Aryan Nation Propaganda Director

### Six breakout sessions:

- Talking Back: Responding to Media Influences
- Safe Stops on the Information Highway: Using the Internet to Teach Tolerance
- Choosing and Using Children's Books to Teach Tolerance
- All in the Family: Exploring Today's Families through Books
- Beyond Oprah's List: Books Too Important for Adults to Miss

To register, complete this form and mail it with your payment to:  
PA Writing & Literature Project, West Chester University, West Chester, PA 19383

**Information: 610-436-2202**



Name: \_\_\_\_\_

Address: \_\_\_\_\_

Grade, School, District: \_\_\_\_\_

Phone Number: \_\_\_\_\_

I am a (check one)  teacher  parent

Enclosed is my payment in the amount of: \_\_\_\_\_ (\$10/person - \$15/pair)

**Please make checks payable to West Chester University.**

If this registration is for two people, please put the information for the second person below:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Grade, School, District: \_\_\_\_\_

Phone Number: \_\_\_\_\_

This person is a (check one):  teacher  parent



*New  
Workshop!*

**Understanding Domain Scoring:  
A PSSA Writing Assessment Workshop  
for High School Teachers**

- \* For ninth, tenth, and eleventh grade teachers who want to understand and prepare students for the new eleventh-grade PSSA Writing Assessment (which begins in April, 2001)
- \* Presented by PAWLP's high school teacher-consultants, using high school writing samples
- \* Available as a half-day workshop on the PSSA assessment only OR a whole day workshop on the assessment and instruction that prepares for it
- \* For further information on bringing one of these workshops to your district, call Andy Fishman at the Project office: **(610-436-2202)**