



Regie Routman and Patricia Reilly Giff to Keynote Celebrate Literacy VI Conference

Regie Routman, an internationally respected author and educator, will speak about bringing the joy back



into teaching reading and writing at PAWLP's Celebrate Literacy Conference in June. Because Routman speaks in an honest, personal and encouraging voice based upon more

than thirty-five years in the classroom, teachers will find her ideas easy to understand and apply to their own teaching and learning. Her Keynote address is entitled *Reading & Writing Essentials: Getting to the Heart of the Matter*.

Two-time Newberry Honor Book award winning author Patricia Reilly Giff will also present a Keynote address entitled *Writing... The Story of My Life*. "I always start each day by writing. That's like breathing to me," says Giff.

In addition to the Keynote ad-

resses, conference attendees will choose four break-out sessions from nineteen topics presented by PAWLP teacher-consultants.



This year's Celebrate Literacy Conference, honoring the 25th anniversary of the Project, will be held June 28 and 29 at West Chester University's Graduate Business Center.

Gearing Up for Summer 2005 Graduate Courses

"How can I keep up with all the current thinking in literacy education? There's so much to read and so little time!" Professional literature and children's literature have never been better, but how can busy teachers get to it all? The answer is simple: PAWLP courses. Perhaps the best time to take a course or two is summer, when the daily rituals and rigor of the classroom are not calling your name.

A new course, **Growing Readers: Integrating Word Study, Fluency, and Comprehension, K-6**, explores key issues facing every teacher of reading.

If you want to treat yourself to a unique experience, think about **Visualizing Words & Worlds: Writing, Literature and Art** at the Brandywine River Museum or the James A. Michener Art Museum. This course always gets outstanding reviews from participants of all grade levels.

Another new course is **Writing in the Secondary English Classroom: Genre Studies, 7 - 12**. Connections with the new SAT, college application essays, and timed essay writing will be explored - and much more! This course is practical and designed specifically for sec-

ondary English teachers.

One of our foundation courses, **Strategies for Teaching Writing, 4 - 12**, will be offered in two locations this summer. Last year's course was so heavily attended that a second section was created. **Teacher as Writer, K - 12**, is another course that teachers often consider as a gift to themselves. As teachers of writing, we must remind ourselves that it is essential that we, too, write! Here is a chance to get started!

Multigenre Writing: An Introduction, K-12, will be taught by

(continued on page 3)

SUMMER COURSE SCHEDULE ON PAGES 4 - 5

FROM THE DIRECTOR ANDREA FISHMAN

EQA. TELLS. OBE. PCR P I. PCRPII. PSSA. PLF. Recognize this alphabet soup? If all or most looks familiar, you've been teaching in Pennsylvania nearly as long as I have. Each of these abbreviations represents an approach to literacy teaching, learning, and/or assessment that our Department of Education has considered cutting edge some time between 1980 and 2005. It's been a crazy twenty-five years, and not just in Pennsylvania. (Can you say NCLB?)

In these twenty-five years, the paradigm shifted from product to process. The pendulum swung – and continues swinging – from phonics to whole language and back again. There were moves from direct instruction to mastery learning to collaborative learning and back. We've had basal readers, literature, anthologies, reading programs. There's individualized instruction. Standards-based instruction. Inquiry-based instruction. Standardized instruction. Differentiated instruction. Programmed learning. Learning programs. Enough to drive sane teachers right out of the profession. Or under the radar.

Or to the one place we know where theory and practice are always subject to reflection. Where what we do can't run counter to what we know, value, and believe. Where teachers are at the center of their own professional lives and development. Where real change, change over time, matters most. Where writing teachers write. And reading teach-

ers read. Where? Here at PAWLP.

This year marks our 25th anniversary as a National Writing Project site. And while we've certainly changed over time, our change has been thoughtful, measured, responsive to teachers' needs and always rooted in teachers' knowledge.

It would take more than this column to review all that the Project has accomplished in its 25 years. One look at our 2005 summer brochure and Young Writers/Young Readers program reveals some of the ways PAWLP has grown. The Writing Institute has become two Writing Institutes and the Literature Institute. The writing-reading connection has become the writing-reading classroom, not to mention Visualizing Words and Worlds at the Michener and the Brandywine Museums. Our workshops have become graduate courses; our graduate courses have become major components of the MA in English at WCU. Our Youth Program reaches children from grades K - 12 in five counties, with everything from Young Readers for rising primary students to Mystery Writing, SAT Prep, Poetry, and Tolkien classes for middle and high school students. Our site has become part of NWP's State Network Action Project, its Research Initiative, and its National Reading Initiative.

But none of this would have happened without our leadership team, truly a group of master teachers. Rose Cappelli, Debbie Dinsmore, Lynne Dorfman, Diane Dougherty, Judy Jester, Chris Kehan, Karen Klingerman, Patty Koller, Brenda Krupp, Sue Michel, Vicki Steinberg,

Wendy Towle, Karen Venuto, Diane Barrie, Cecelia Evans, Kelley O'Leary, and Sue Fitzgerald. Mary and I thank you all. And we thank all the PAWLP teacher-consultants who make our work possible.

Please join us at our Celebrate Literacy! Conference, June 28 and 29, where Regie Routman and Patricia Reilly Giff will help us celebrate PAWLP's first twenty-five years and usher in its future.

KUDOS

Kelly O'Leary was selected as one of 35 finalists for the 2006 PA Teacher of the Year.

Lesley Roessing has published two articles: "Toppling the Idol" in the Sept. '04 *English Journal*, and "Buidling a Community of Stories and Writers: Lake Wobegon comes to the Classroom" in *The Quarterly*, Vol. 26, #4, 2004.

Eileen Kean has created her own website at: home.comcast.net/~etkean.

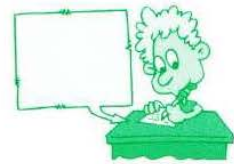
Sheryl Miller Hosey was named Teacher of the Week by the *Bucks County Courier Times* January 6, 2005.

Angela Watters, Kristin Simon, Maria Banks and **Chris Kehan** presented at Penn State's Children's Literacy Conference on April 9.

Maria Banks and **Chris Kehan** presented at Kutztown University's Children's Literature Conference on April 23.



PAWLP SUMMER YOUTH PROGRAMS GET OFF TO A GREAT START!



Ready or not here we go again! All of us involved in the Young Writers/Young Readers Program anticipate a great summer of 2005. We are very excited to have two new sites: Daniel Boone, coordinated by Amy Hicks and Teresa Moslak, and Souderton, coordinated by Bev Hanrahan. In addition we would like to welcome back Upper Moreland, coordinated by Dina Cassidy and Megan McDonald. We have new site coordinators at Garnet Valley, Lori Algeo and Chris Cooper. We also welcome back Diane Barrie as site coordinator at Methacton. A special thank you to everyone who has been with us for a number of years. We look forward to working with you again this summer.

We also have some very exciting specialty courses such as SAT Prep, Poetry (in several versions), Tolkien, and Math Writing – to mention just a few. We are always enthusiastic about new courses and the teachers who design them!

I have worked with this program for thirteen years. As it grows, I have progressed from teacher to youth administrator, and I remain amazed each summer at the energy and preparation that goes into the teacher and site coordinator planning, and the teamwork which allows it all to come together.

(Gearing Up... continued from page 1)

Mary Buckelew and Lynne Dorfman. This dynamic new course will get everyone started with an exciting approach to writing/reading projects and stimulating research. Student examples and models from literature will be available. (Mary and Lynne will coordinate the three-credit version this fall.)

The **WCU M.A. in English Program** includes most of our three-credit courses and our six-credit Institutes. If you are not a

I'm not the only one who feels this way.

Jamie Fiermonte (Bucks, '95):

This summer marks my 10th year as a Site Coordinator for the Young Writers/Young Readers Summer Youth Program. My site has served more than 800 students over the years. That's more than 800 children who have had the benefit of exploring the process of writing and the world of literature in a stimulating and exciting way thanks to the expertise of the Project teachers.

The excitement and enthusiasm generated for reading and writing in two short weeks is amazing. Even the most reluctant writers, the ones who walk through the doors on day one with long faces, leave with smiles and confidence in themselves as writers. I am proud to be a part of this outstanding program. Each year gets better and better.

Phyllis Maier (WC, '94):

Teaching in the PAWLP Youth program has been a refreshing part of my summer for the past ten years. It has been exciting to share my love for writing with countless students who are excited about writing and who relish having the opportunity to write and share for the "fun of it." Teaching in the summer program allows me to simply spend time with students, nourishing their

love of writing and reading.

As a teacher and coordinator at the Coatesville site, I have had the pleasure of watching children progress through our program. One talented writer, Courtney, will "graduate" to the WCU site this year as she is now in seventh grade. It is thrilling to know that Courtney hopes to write professionally one day. Over the years, she has written poetry and stories, growing in skill as an author as she progressed through the elementary grades. She has several journals and notebooks full of stories and quick writes, many of which are ragged and held together with rubber bands. Filed in the front of several are post-its - little notes of encouragement and praise she has received from her summer writing teachers. These collections are her cherished possessions and chronicle her development as a writer. It gives me a special feeling of warmth and pride to know Courtney had a chance to nourish her writing skills for six years at our site. Wow, I'm going to miss her this summer!

Interested in teaching this summer? All Fellows are eligible. Call 610-436-3089.

- Karen Venuto,

Co-director for Summer Youth Administration, '92 WC Writing

Fellow of the Pennsylvania Writing and Literature Project, perhaps this is the year to consider a summer Institute. It is a phenomenal, life-changing experience that will inspire and move you in ways that you simply cannot imagine and provide you with new friendships that will last a lifetime.

All our courses are about teachers teaching teachers. The coordinators are people who "walk their talk." They will all give you practical strategies and many new re-

sources to draw upon during the school year. And if that is not enough, they will renew your strength and spirit, and make you prouder than ever to be a teacher – one of the hardest ministries, but certainly one of the most worthwhile professions!

- Lynne Dorfman, PAWLP, Co-Director of Summer Studies, '89 WC Writing

A COMPLETE LISTING OF ALL SUMMER COURSES IS ON PAGES 4 - 5.

FULL COURSE DESCRIPTIONS ARE ON OUR WEBSITE AT WWW.PAWLP.ORG OR CALL 610-436-2202 FOR A BROCHURE.

SUMMER 2005 CO

Three-credit courses 8:00 a.m. - 4:30 p.m.

(except Teacher as Writer and Visualizing Words and Worlds)

At West Chester University's
Graduate Business Center

Session II

Manage a Writing/Reading Classroom, K - 2

June 27 - July 1. PWP 599-02
Coordinators: Maria Banks/Reene Martin

Manage a Writing/Reading Classroom, 3 - 8

June 27 - July 1. PWP 599-04
Coordinators: Lynne Dorfman/Teresa Moslak

Growing Readers: Integrating Word Study, Fluency, and Comprehension, K - 6

June 27 - July 1. PWP 599-05
Coordinators: Debbie Dinsmore/Rose Cappelli

Teacher as Writer, K - 12

July 5 - 8 & July 11 - 14: 8:00 a.m. - 2:30 p.m.
PWP 502-01
Coordinator: Vicki Steinberg

Nonfiction in the K - 8 Classroom

July 11 - 15. PWP 510-01
Coordinators: Rose Cappelli/Lynne Dorfman

Strategies for Teaching Writing, 4 - 12

July 18 - 22. PWP 503-02
Coordinators: Sharon Sweeney/Tina DiLiberato

Session III

Writing & Reading in the Content Area, 5 - 12

July 25 - 29. PWP 510-02
Coordinator: Francine Perrine-Wittkamp

Writing in the Secondary English Class- room: Genre Studies, 7 - 12

Aug. 1 - 5. PWP 503-03
Coordinator: Vicki Steinberg



At the Bucks County
Intermediate Unit, Doylestown

Session II

Manage a Writing/Reading Classroom, 2 - 8

June 27 - July 1. PWP 599-03
Coordinators: Chris Coyne-Kehan/Sheri Young

Strategies for Teaching Writing, 4 - 12

July 11 - 15. PWP 503-01
Coordinators: Debbie Dinsmore/Molly Leahy

Session III

Writing/Reading in the Content Area, 2 - 8

July 25 - 29. PWP 510-03
Coordinators: Maryellen Kenney/Maria Banks

At other locations

Visualizing Words and Worlds, Writing, Literature, and Art, K - 12

At the James A. Michener Art Museum in
Doylestown. Session II

July 11 - 15. Intro. meeting June 8, 6 - 9 p.m.
PWP 513-01

Coordinators: Karen Klingerman/Jessie Shaffer
and

At the Brandywine River Museum in Chadds Ford.
Session III

August 1 - 5. Intro. meeting June 21, 1 - 4 p.m.
PWP 513-02

Coordinators: Judy Jester/Judy Asselin

Writing and Children's Literature

August 15 - 19: Session III
PWP 513-03

Coordinators: Rose Cappelli/Lynne Dorfman
At Salisbury School in the Pequea Valley School
District, Lancaster County

Session II registrations must be paid in full by
June 24 to avoid University late fees.
Session III registrations must be paid in full by
July 22 to avoid University late fees.

COURSE SCHEDULE

One-credit courses 8:00 a.m. - 4:00 p.m.

At West Chester University's
Graduate Business Center

Session II

Celebrate Literacy Conference

June 28 - 29. PWP 599-01

Readers Workshop I, 2 - 8

July 5 - 6. PWP 599-06

Coordinators: Chris Coyne-Kehan/Sue Michel

Writing Workshop, 1 - 6

July 7 - 8. PWP 599-07

Coordinators: Chris Coyne-Kehan/Maryellen Kenney

Kindergarten Literacy

July 18 - 19. PWP 599-10

Coordinator: Nancy McElwee

Author/Genre Study, K - 6

July 20 - 21. PWP 599-11

Coordinators: Lynne Dorfman/Reene Martin/Maria Banks

Session III

Multigenre Writing: An Introduction, 1 - 12

July 25 - 26. PWP 599-14

Coordinators: Mary Buckelew/Lynne Dorfman

Read Like a Writer, K - 12

July 27 - 28. PWP 599-15

Coordinators: Frank Murphy/Bill Crowley

Investigating Language, K - 8

Aug 1 - 2. PWP 599-18

Coordinator: Sue Powidzki/Mark Curtis

Minilessons for the Writing/Reading Classroom, K - 8

Aug 3 - 4. PWP 599-19

Coordinators: Angela Watters/Maryellen Kenney



At the Bucks County
Intermediate Unit, Doylestown

Session II

Read Like a Writer, K - 12

July 5 - 6. PWP 599-08

Coordinators: Bill Crowley/Frank Murphy

Investigating Language, K - 8

July 7 - 8. PWP 599-09

Coordinators: Sue Powidzki/Mark Curtis

Readers Workshop I, 2 - 8

July 18 - 19. PWP 599-12

Coordinators: Chris Coyne-Kehan/Sue Michel

Readers Workshop II, 2 - 8

July 20 - 21. PWP 599-13

Coordinators: Chris Coyne-Kehan/Sue Michel

Session III

Author/Genre Study, K - 6

July 25 - 26. PWP 599-16

Coordinators: Reene Martin/Nancy McElwee

Writing Workshop, 1 - 6

July 27 - 28. PWP 599-17

Coordinator: Chris Coyne-Kehan/Kristin Simon

**Invitational Summer Institutes
for Master Teachers**
6 graduate credits
4 days/week for 4 weeks

A few openings remain in the Literature Institute
at West Chester University and in the Writing
Institute at the Bucks County Intermediate Unit.

Participants become Fellows of
the National Writing Project.

Call 610-436-2202 for information.

Regie Routman's Writing Essentials: Raising Expectations and Results While Simplifying Teaching

If you have Regie Routman's *Reading Essentials*, you know her passion and down-to-earth style, both of which are evident in her latest book, *Writing Essentials*. If you do not have either book, this one is a good place to start. It is accompanied by a DVD of Regie in action - working with students, conferring with them on their writing - and children sharing their writing, and student writing samples. What better proof that a professional writer knows what she writes about than to see her with real children in real classrooms?

Like her other book, *Writing Essentials* has several parts: The Essential Writing Life, Teaching Essentials, The Essential Writing Day, Advocacy Is Also Essential, and Teaching in Action: Lesson Essentials. At the heart of the book is Part 3: The Essential Writing Day. If you

are the type of reader who jumps around professional books, this is the chapter to jump to because it is the nuts and bolts of a writing day. It includes five-day lesson plans for narrative writing, poetry writing, informational writing, hero writing, and persuasive writing. A chart that shows the optimal learning model of taking learners from demonstration to independence accompanies each lesson. Woven throughout her book are "Try It, Apply It" boxes and "Teaching Tips."

The top five things Regie does to insure students become excellent writers (page 8) and the twelve Writing Essentials for All Grade Levels (page 13) guide you through what is important in the teaching of writing. "We educators will remain at the mercy of published programs and formulaic mandates until we become knowledgeable about how to teach

writing well. To be effective writing teachers, we must become aware of our beliefs and how they drive our teaching and assessing. We must also be writers ourselves and advocate for saner teaching of writing." (page 7)

Regie fondly looks back on her experience in a National Writing Project summer Institute 20 years ago where she learned that she could figure out "how to teach writing if [she] carefully examined [her] own reading and writing and valued [her] findings." (page 267) She didn't learn what she knows from a program: -- she learned from empowering personal research. Now she empowers us to build on best practice and research. Her book is a good place to start.

PAWLP welcomes Regie this summer at our Celebrate Literacy Conference on June 28th and 29th.
- Book review by PAWLP Co-Director
Chris Kehan, '95 Bucks Writing, '97 Lit.

Family Literacy Programs: Learning Beyond the Classroom Walls - by Sue Michel, PAWLP Assistant Director for Continuity, '99 Bucks Writing

Teachers know that children learn at home, in the community, and in the classroom; with a little creativity we can tap into the resources beyond the classroom walls. On Saturday, December 11th a group of Fellows gathered with coffee and bagels to discuss the possibilities and practicalities of fostering home-school-community partnerships through Family Literacy Programs. Three different programs described the process of bringing families and literacy together inside and outside of the classroom. Perhaps you have considered initiating a community literacy program or maybe you just want to find a way to connect with your students. Just begin...

Begin with a commitment. Dr. Cecilia Evans and Patricia Diaw created a time and place where par-

ents and children "learn the writing process together." **With Pens in Hands Family Writing Program** meets on Saturday mornings for two and a half hours of sharing, learning, writing, and responding. The anthology, *I Am a Writer*, is testimony to the fellowship and scholarship of the participants. Cecilia and Patricia started with a dream and supported it with passion, devotion, and commitment.

Begin with a community. Debbie Dinsmore described the needs of learners in the school community and explained how they developed a home-school-community partnership through a family literacy project. The program invited parents to school for informational nights that included dinner and child care. Behind the scenes "heroes" pro-

vided food, transportation, and support that allowed parents to attend sessions on homework, literacy, and parenting.

Begin with a connection. Mary Buckelew connected with families through a Parent Homework assignment. Parent Homework is an invitation for families to write to the teacher and tell about their child. The simple request for information about a student provides profound responses from the people who know them well. The students enjoy asking their parents to do homework; the parents enjoy writing about their children; and the teacher connects with every family.

Family literacy programs come in different shapes and sizes but they all begin with one dream, one step,

(cont. on p. 7)

Education Matters

a column from Michaels Associates

Teaching the Qualities of Writing

Ralph Fletcher and his wife, Joann Portalupi, have created perhaps the most powerful tool ever published to help teachers and students in grades 3-6. The program is called Teaching the Qualities of Writing, published by Heinemann under their new imprint for curriculum materials: *firsthand*.

Ralph and Joann have been careful to create a program that provides guidance while allowing the professional to customize instruction. One of the most popular features of the program is its package. Teaching the Qualities of Writing – TQW – contains 112 lesson cards developed around the premise that writing works well when it is strong in ideas, design, language, and presentation and is infused with voice. According to the TQW brochure, "Voice is not a separate quality but a common thread that infuses all four qualities. Voice manifests itself in the kinds of ideas the writer chooses

to put forward, how he decides to organize them, and in the particular way this writer's work appears on the page." The lesson cards; CD-ROM that includes author videos, student writing discussions, and print resources; and the Teacher's Guide that includes the program overview, planning charts, and assessment forms all come packaged in a sturdy portfolio that makes it convenient to take home or transport to different classrooms. Additional features in TQW that will enhance your writing instruction:

The Writer's Lifeblood showcases poignant quotes from insightful writers. Used as posters or as handouts, these quotes can extend lessons and offer inspiration to aspiring writers.

Publishing Possibilities describes a series of practical and proven strategies for sharing students' writing with the larger school community.

The Children's Literature Bibliography integrates your writing instruction with popular children's trade books common to most school and classroom libraries. In addition to matching each title to a specific Quality of Writing, this bibliography

also provides such ordering information as the book's publisher and code number.

Interested teachers or administrators can receive a free full color ten page TQW brochure that includes a complete program overview and sample lesson by calling or writing Michaels Associates LLC. Additional sample lessons and information about other firsthand programs published by Heinemann can be found at teachingthequalitiesofwriting.com. Please note: all materials, including firsthand products are always discounted 10% on our website: michaelsassociates.com. The publisher does not discount firsthand products.

As always, Michaels Associates LLC will offer a special discount to readers of the PAWLP Newsletter. TQW will be available at a 15% discount plus shipping until June 30, 2005 by phoning, mailing or faxing your order. We will honor purchase orders at this special price only if PAWLP is referenced in the order. The publisher's price for TQW is \$80. Michaels Associates' online price is \$72. The special PAWLP price is \$68.

(Family Literacy cont. from p. 6)

all begin with one dream, one step, one invitation to make writing a part of a student's life beyond the classroom walls. Dr. Cecilia Evans notes that "We know that when parents, grandparents, or significant adult caregivers are involved in the education of their children, academic success can be assured."

SATURDAY MORNING TOPICS ARE AN INVITATION FOR WRITING AND LITERATURE FELLOWS TO SHARE IDEAS AND EXTEND PERSONAL PROFESSIONAL DEVELOPMENT.

PLEASE CONTACT MARY BUCKELEW AT 610-436-2998 IF YOU HAVE A TOPIC FOR FUTURE SATURDAY WORKSHOPS.

FALL COURSES

TEACHER AS WRITER

Wednesdays from 4:15 - 7:15 at WCU

Coordinator: Judy Jester

MULTIGENRE WRITING

Thursdays from 4:15 - 7:15 at WCU

Coordinators: Lynne Dorfman and Mary Buckelew

NONFICTION READING AND WRITING IN THE K - 6 CLASSROOM (3 sections)

1. Mondays from 4:30 - 7:45 at Mill Creek ES, Central Bucks SD
Coordinators: Kristin Simon and Angela Watters
2. Mondays from 4:10 - 7:10 at Afton ES, Pennsbury SD
Coordinators: Lynne Dorfman and Chris Kehan
3. Tuesdays from 4:00 - 7:00 at Upper Moreland Intermediate School
Coordinators: Lynne Dorfman and Sue Powidzki

One Saturday date TBA will be require in each Nonfiction course

NEW TEACHERS COLLABORATIVE

13 Thursdays from Sept. to April from 4:30 - 7:30 at WCU's GBC

Coordinators: Judy Jester and Brenda Krupp

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Technology: Diane Barrie

Summer Youth Administration:

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Youth Programs: Chris Coyne-Kehan,

Kelley O'Leary, Sue Fitzgerald, & Kathy Garrison

The Pennsylvania Writing & Literature Project *Newsletter* is published four 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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