



QUERY

The Saskatchewan Reading Council



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- Book Reviews:
Small Saul
Comprehension Connections: Bridges to Strategic Reading
- Saskatchewan Reading Conference, Radisson Hotel, Saskatoon, April 3-4, 2014

2012-2013
Provincial Executive:

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Read to Me
Shelly Galloway

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INVITATION TO WRITERS: You are invited to submit your writing to be considered for publication in the *Query*. Articles, reports and essays are welcome.

CONTRIBUTIONS: Manuscripts and related correspondence should be addressed to the SRC.

SRC MEMBERSHIP is open to anyone having a professional interest in the teaching of Language Arts. *Query* and other communications from SRC are automatically sent to current members. Potential members are encouraged to join one of the nine local councils in Saskatchewan. For no extra cost one can participate in local council activities as well as receive the benefits of an automatic provincial membership. Student memberships are also available.

MEMBERSHIP SERVICES: Membership correspondence, changes of address, and requests for back issues should be directed to:

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A Council of the International Reading Association

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Editor's Message

Magi McFadden



Teachers attending the Saskatchewan Reading Council's annual conference were welcomed to Mosaic Place in the "Friendly City" of Moose Jaw, Saskatchewan where they were cheerfully greeted with professional development opportunities organized according to the overarching theme "reading together". The Spring/Summer

issue of *Query* features conference highlights including literacy initiatives that emphasize reading together in real and virtual communities. It focuses on professional perspective and practical initiatives aimed at achieving literacy success with children through collaborative efforts of educators, writers, artists, musicians, publishers, communities, schools, libraries and families. In *Literacy during Early Childhood: Strong Beginnings for a Brighter Future*, we learn that investment in high quality early childhood education brings greater returns for literacy than investment in education during any other stage of development. The Saskatchewan Reading Council's Read to Me initiative, aimed at early literacy, targets young children. Teachers support early childhood initiatives by getting involved in their community and promoting early childhood development programs for families. Providing children with powerful reading experiences, experiences that compel students to transform their thinking through reading is what reading instruction "is" for Adrienne Gear. In *Reading Power: Linking Thinking to Reading through Instruction*, Adrienne Gear describes a gradual release of responsibility approach to reading instruction that emphasizes metacognition, common language and interacting with text. Adrienne describes a proficient reader as one who is engaged and interacting with text. Stated differently: text + thinking = reading. Aimee Buckner focuses on creating student "voice" through daily

writing assignments. In *A Writer's Notebook*, Aimee details strategies that develop student voice and hone student writing skills. In this article, Aimee describes launching and revising strategies that can be used for narrative and informational writing projects. The impact of action-packed and visually stunning graphic novels that combine compelling text and dynamic art to engage today's learners is discussed by David Booth in *What's a Picture Worth? Building Literacy through Graphic Power*. According to David, "Books aren't dead. They're just going digital." David encourages the use of high-interest visual texts, audio, and interactive and projectable e-books for shared, guided and independent reading. For this writer, "The only skill you need for technology is literacy." That music as essential for encouraging reading and writing achievement and for cultivating a positive school environment is the thrust of the article, *Encouraging Literacy through Musical Experiences*, by Nicole Wilton, Huili Hong, Jamie Temaj, Karin Keith and Edward Dwyer. According to this collaboration of writers, the effects of infusing reading instruction with music is immeasurable in terms of the positive influence that musical engagement in reading has for teaching children "to want to read".

For *Query* readers seeking further professional reading, this issue of *Query* includes a review of *Comprehension Connections: Building Bridges to Strategic Reading* by Tanny McGregor, reviewed by Marilyn Vaughan. Marilyn recommends McGregor's book to colleagues as a practical, teacher friendly resource for use when teaching reading comprehension strategies. For those among you searching for "good reads" for children, Magi McFadden has reviewed, *Small Saul*, a poignant tale of a little pirate who dares to be different. This book is full of humour and the illustrations are greatttttttt! *Small Saul* shows us that individual differences are OK and there's a place in this world for all of us.

Submissions to Query are welcomed at any time. View Query on-line in the SRC website – www.saskreading.com. Readers are encouraged to share this issue with colleagues to inform them of the benefits of an SRC membership.

Submit articles, lessons, units, in-services plans, book reviews, local council updates, pictures, and reviews of programs to *Query*, YOUR journal for the Saskatchewan Reading Council.

mcfaddenm@hotmail.com

President's Report

Gisèle Carlson



It has been a privilege to serve as the president for the Saskatchewan Reading Council this year. I am truly thankful for the SRC Executive and their leadership. It is only through this collective that we can fly to new adventures.

The 2012 – 2013 year began with the Saskatchewan Reading Council's Fall Provincial Leadership meeting held in Saskatoon on September 12, 2012. We spent time getting to know the members of the table and shared book recommendations. Angela Hutton presented a session on nonfiction text and articles to teach content area subjects using *Text and Lessons* by Harvey Daniels.

On that same weekend, Pam Foy, Tammie Latimer and Angela Hutton joined me at the STF Special Subject Council meeting in Saskatoon. This meeting provided an opportunity to network and discuss council projects with other special subject groups. Last year we applied for funding from the STF to support our need to communicate effectively with our members in the 21st century. At this meeting, we were pleased to present our new website at saskreading.com to the other STF council members.

The winter Provincial Meeting was held in Regina on January 26, 2013. Lynda Gellner, Past President, shared information about the new Early Years Family Centre in Regina that reminded us of the importance of early childhood literacy. Local councils provided updates on their programs and Special Project Chairs provided directions for upcoming events (Young Saskatchewan Authors and Read to Me).

I had the opportunity to attend the International Reading Conference in San Antonio April 19-22, 2013. I was very proud to represent our provincial and local councils at the award ceremony where the Saskatchewan Reading Council received a **Gold Student Membership Achievement Award** and the **IRA Award of Excellence**. Two of our local councils, Kewetin Nene Reading Council and the South East Reading Council, received the Honour Council Award for the 13th year and the 16th year respectively. Congratulations to all who worked so hard to achieve a successful, well-balanced literacy program in their area.

Our next big event was the Annual Conference *Reading Together*. The conference was held in Moose Jaw on April 25 and 26. Attendees listened to speakers such as: Kylene Beers & Bob Probst, David Booth, Adrienne Gear, Aimee Buckner, Sue Jackson and Kathy Cassidy, and authors Kenneth Oppel, John Wilson, Valerie Sherrard and Judith Silverthorne. Many thanks are extended to Tana Arnott, Amanda Hassen and their conference committee for planning and organizing this learning opportunity.

Thank you to everyone on the Provincial Executive and Local Councils. Your dedication and commitment to literacy is inspiring. It has been my honour and privilege to have served as your president this year.

Past President's Report

Lynda Gellner



The Saskatchewan Reading Council has played a significant role in my professional learning journey over the last 15 years. I am especially thankful for the learning opportunities I have experienced during the last three years as vice-president, president and past-president. Throughout my journey, I have been able to work alongside incredible mentors who have supported me with guidance, feedback and most importantly friendship.

I am especially thankful for the sharing of favourite books, lesson ideas and updates on the happenings of school divisions throughout our province. I always leave our meetings with lists of books to seek out, new tools for my literacy toolbox and a broader understanding of the literacy landscape of Saskatchewan.

I would encourage every teacher of literacy to consider joining their local council and embarking upon their own professional learning journey.

A very special THANK-YOU is extended to the literacy leaders in our community who volunteer their time in support of our local reading councils and our provincial reading council. Programs such as the *Young Saskatchewan Writers* publication, *Read to Me*, *Query* and our Annual Conference would not exist without their commitment and dedication. We are blessed to have their expertise and leadership!

Vice President's Report

Angela Hutton



It was an honour to serve as Saskatchewan Reading Council Vice President this year. It was wonderful to work with such an amazing group of literacy professionals. I look forward to being president next year. In 2013-2014, the Saskatchewan Reading Council theme will be "A World of Learners", and we will

explore EAL literacy education, multicultural resources and indigenous content resources along with our traditional literacy focuses. I hope that literacy professionals around our province will become involved in their local or provincial council in 2013-2014.

Membership Director's Report

Sherri Sieffert



Once again, I have enjoyed working with the executive of the Saskatchewan Reading Council promoting literacy in our province. To date we have 375 members, although the final tally from the 2013 conference has not come in yet. Our liaison numbers were fewer this year, but the program is still working well.

As of April 24, 2013 we have 96 members registered with the International Reading Association.

In order to accommodate many of our members who join the SRC when they register for the conference, we have decided to move our expiry date to March 1 of the calendar year. That way people who become members at the conference will be members for a whole year, rather than five or six months as in the past. All memberships purchased since October 1, 2012 will expire on March 1, 2014.

We have an online membership form now, and we will be addressing the issue of online payments as well at our fall meeting. We realize that many members do not use cheques anymore so hopefully we can get this set up.

I am looking forward to another year as the membership director and also to working with the 2013-2014 provincial executive.

Read to Me Coordinator's Report

Shelly Galloway



The purpose of the READ to ME project is to raise awareness of the importance of reading to children in the home and to provide parents of new babies and pre-kindergarten children with a book and pamphlets full of information concerning the benefits of reading to their children from an early age. The

program is designed to address the needs of young children having access to books and literacy activities before they start school.

Read-to-Me bags will include:

- One book from Scholastic \$2500.00
- One letter to parents with information about the Saskatchewan Reading Council and ideas on how to read to children \$45.00
- One bookmark about READING \$150.00
- One booklet "For the Love of Reading" from the Saskatchewan Literacy Network
- LOVE OF READING bag \$1000.00
- Total Cost: \$3695.00

Individual councils are encouraged to add any items they wish to their bags. The SRC provides each local council with the following:

Council	Bags	Books	Bookmarks	Letter	Booklets
East Central	100	100	100	100	100
Kewetin Nene*	200	200	200	200	200
Moose Jaw	100	100	100	100	100
North Central	100	100	100	100	100
North West	100	100	100	100	100
Saskatoon*	200	200	200	200	200
South East	100	100	100	100	100
South Sask	100	100	100	100	100
South West	100	100	100	100	100
Total	1000	1000	1000	1000	1000

This is a very worthwhile program that students love and parents appreciate.

Communication Director's Report

Tammie Latimer



In the area of communications this year, the SRC has once again focused on its new website and updating information on the website in a more timely manner. All local council presidents and provincial executive members have access to the website log in information so that they may update their particular areas on the current website which was created by Brandon Wu

from Regina. All current conference information was also linked to the new website. Another new feature on the website is the linking of PDF versions of our provincial journal *Query* under 'Professional Library'. At the January board meeting the executive voted to use only on-line versions of *Query* and so the 2013 spring issue will only be found now on the website. The address for the website is www.saskreading.com. With the new website, we hope communication with the province's teachers and our council members will be more efficient and effective.

Young Saskatchewan Writers Coordinator's Report

Joan Bue



September – Posters, permission letters, submissions checklist etc., were sent to all YSW reps for each council

January – Reminders of deadlines approaching sent out to all YSW reps.

March – March 1 was the deadline for councils to have their submissions to me by email. Permission slips and money for extra books in the mail

April – April 1 was the deadline for me to have everything to the STF publishing desk. I had the digital files sent – was still waiting on some permission slips. One set of permission slips never did show up – lost in the mail?

May – Books should be mailed out to councils directly.

June – Enjoy your Young Writer Celebrations! Thanks to all the YSW contacts for working hard to get their submissions together. The writing was great and I am sure the book will be well received by all the authors and libraries!

Ideas for next year:

1. I have asked the STF if scanned permission slips are permissible. If they are, then I would propose

that all permission slips be sent to me scanned and emailed or faxed. That way, there would be no wait time for snail mail to get here.

2. No need to send hard copies as I reformat them and send them digitally to the STF and can print off a hard copy after I am done.
3. The only items that would be sent by mail would be cheques for extra book orders (cheques preferably – I had a lot of cash sent through the mail and I am not sure that is such a good thing!)
4. All photos should be inserted digitally right on the writing before it is sent to me– makes it so much easier to format. (Most schools are given a CD with all the students' photos on it. It is so easy to insert the photo right onto the writing. Once the writing is selected, just ask the teacher who submitted it to resubmit with the photo inserted. I did this with my council area and it seemed to be no problem.)

FYI:

- 108 students were published this year from seven councils; KW Nene, Saskatoon, East Central, South Sask., Moose Jaw, South West and South East (North Central and North West did not submit anything this year)
- Submission totals: K-3 = 28, 4-8 = 56, 9-12 = 24.
- 367 books were ordered for students, school libraries and councils.

International Reading Association Coordinator's Report

Gloria Antifaiff



IRA Updates

Award of Excellence and Membership Award for 2012-2013

I am pleased to announce that the Saskatchewan Reading Council (SRC) of the International Reading

Association has met all the requirements for the International Reading Association's Award of Excellence and Membership Award for 2012-2013. The Saskatchewan Reading Council received congratulations from the International Reading Association to all members of the council for this significant achievement and outstanding contributions to the reading profession and the International Reading Association. The Saskatchewan Reading Council has achieved the Award of Excellence 17 times: 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, and 2012. The Saskatchewan Reading Council previously earned a Membership of Excellence Award in 2007 and 2011.

Highlights of the initiatives of the Saskatchewan Reading Council that contributed to earning the Award of Excellence include:

- Young Saskatchewan Authors – The Young Saskatchewan Authors program provides an opportunity for young authors to have their work published in an anthology of writing published by the Saskatchewan Reading Council. Writing submissions are received by the coordinator of the project by April 1. SRC members read, edit, send in the writing and then organize a selection process for the final publication. Local reading councils host a special authors' night for the young authors to come and read their published works in front of an audience.
- Scholarships – Two scholarships from the SRC are offered – one at the University of Saskatchewan and one at the University of Regina.
- Read to Me – The Read to Me project raises awareness of the importance of reading to children in the home and to provide parents of Kindergarten children with a book and pamphlets full of information concerning the benefits of reading to their children from an early age. The children receive Read to Me bags with a book, a letter to the parents, a bookmark about reading and a booklet about the importance of reading from the Saskatchewan Literacy Network.
- Saskatchewan Reading Conference – The 44th Annual Reading Conference was held in Moose Jaw,

Saskatchewan on April 25 and 26, 2013. Keynote speakers were David Booth and Kylene Beers. This annual conference is popular with teachers across the province.

- *Query* – This publication is published twice a year and provides teachers with up to date information about literacy.

IRA Teacher Advisory Panel

Gisele Carlson, current SRC President, was successfully nominated by the Saskatchewan Reading Council to be a member of the International Reading Association Teacher Advisory Panel (TAP) member. In the past, TAP members have served on IRA Task Forces, written articles about classroom issues for *Reading Today*, presented at the annual conference and provided guidance on any number of items for board discussion. TAP members serve a three year term, and perform most of their duties through conference calls and electronic mail. The SRC is pleased to have a Saskatchewan teacher representing the interests of Canadian teachers on an international committee!

IRA Coordinator Meetings

During the year, I had the opportunity to attend four conference calls with IRA Coordinators across North America. These important networking opportunities included discussions about how to successfully submit for the Award of Excellence, improving membership and leadership discussions. In the upcoming year, I look forward to offering a stronger SRC connection to the IRA, working to increase IRA membership, and working with local councils.

IRA Membership Summary

	Sept., 2012	Jan., 2013	Apr., 2013
Total Number of Current IRA Members	111	110	96
Total Number of Current Regular IRA Members	81	83	78
Total Number of Current Online IRA Members	29	26	17
Total Number of Current Student IRA Members	1	1	1

I encourage all educators interested in literacy to visit <http://www.reading.org/> to find more information about the International Reading Association and to consider becoming a member. Basic, online and student membership rates are available as well as special rates for those that are retired and have had an IRA membership for 10 continuous years.

Local Council Reports



East Central Reading Council

Jan Niebergall, President

The beginning of our year began with three new members to our council. We welcomed Jeannette Eipert, Darcie Krasowski and Janet Lawrence. A great way to start the year!

In September, we promoted International Literacy Day amongst our schools in various ways. We also purchased several hundred copies of primary books and one was given to each child in prekindergarten in Melville and Yorkton. In October, we held an afternoon session “skyping” with author Margriet Ruurs. We had a good turnout despite the fact that we had our first blizzard of the year that day. Margriet spoke on nonfiction and her incredible journeys throughout the world promoting literacy. There were 10 copies of her new book given as door prizes and lunch for all.

In December, our council decided to purchase several hundred copies of children’s Christmas books to be given out with food hampers with the Salvation Army and the Food Banks in our communities. Hopefully the books helped to bring a few smiles to the children.

On January 27 International Family Literacy Day, our council held a Trivia Literacy Contest open to all classrooms. There were 10 literacy questions from famous books and students were encouraged to answer them with their families and return them to school. We had an overwhelming response and doubled our original number of prizes to 20 – ten dollar gift certificates for books.

We all enjoyed the provincial conference this year in Moose Jaw and congratulate Tana and Amanda on a superb job of organization.

Our Young Writer’s Tea will be held May 26 in Yorkton and we are excited to hear the winners. We have an entire grade one class that will be reading their winning poem.

Our general meeting held the end February at Tammy Latimer’s home. We had a great turn out and have more new members joining the council. We had a book sharing after the meeting where teachers brought their favourite book to share which was the highlight of the evening.



South Saskatchewan Reading Council

Angela Hutton, President

The South Saskatchewan Reading Council was pleased to offer an assorted array of programs this year. In October, the council donated books to teen mothers of a local high school’s tutorial program. The council also offers “Get-Well-Soon Literacy Kits” to students in grades PreK-5, in the South Saskatchewan Reading Council area, that are ill or injured and will be away from school for an extended period of time. In February, the council accepted “Young Author” submissions and will celebrate the winners at a special “Young Author’s Night” in June. This year the council also supported an infant centre, based on one of the local high schools, in expanding their indigenous content literature and became a sponsor of the Regina Early Years Family Centre. Members were also treated to free Adrienne Gear resource books: Nonfiction Reading Power, as the council held a booktalk in April.

It takes dedication and commitment to become a part of a special subject council. The South Saskatchewan Reading Council is very fortunate to have so many of these dedicated educators as part of our group. Next year we have students from the University of Regina joining our executive and we are excited to meet even more educators committed to improving literacy. If you teach in the South Saskatchewan area, please come out to one of our meetings and learn more about our group.



Moose Jaw and District Reading Council

Tana Arnott, President

Our council has had a very busy year as we hosted the 44th Annual Saskatchewan Reading Conference in Moose Jaw April 25-26. Our speakers included Kylene Beers, Bob Probst,

Aimee Buckner, Adrienne Gear, David Booth, Sue Jackson, Wilfred Burton, and Kathy Cassidy. We also had Canadian Authors, Kenneth Oppel, Valerie Sherrard, Judith Silverthorne and John Wilson join us for our Author's night. Many of the schools in the division benefited from these author's as they visited the schools in our district.

We have continued our expansion into Holy Trinity, and big thanks go out to Amanda Hassen who helped me co-chair the conference. It has been a positive experience to share the passion of reading with other teachers in our city.

We worked very hard this year keeping the programs going in place while expanding on new ideas. We continued our strong Read to Me program giving every baby born in the Moose Jaw Union Hospital a reading package. Our Read to Me coordinator, Amber Pladson, works very hard to find quality literature at a reasonable price to include in the package along with some information about the importance of reading to our children.

During Education Week, we have had three of our rural schools hold a "Paper Back Book Exchange". This is a great way for students to bring in their gently used books and receive a coupon to find another book to take home. We are hoping to have more of our rural schools join in on this great idea and help all students with their personal library at home.

In May, we will have our annual spring "Paper Back Book Exchange" in Moose Jaw. It is wonderful to see so many students come out with their coupons to find some new reading material as the summer months approach. We do encourage parents to attend with their child – this is always a hit among parents and children of all ages!

In early June, we will host our annual "Young Author's Night". This night gives the Young Saskatchewan Writers winners an opportunity to share their winning piece with a small audience and receive recognition for their achievement.

Thanks to our council for their hard work! Here is to 2013-2014 where we can expand with the new ideas brought to us from other councils throughout our province. We will continue to work with teachers to help students understand the importance of reading,



Kewetin Nene Reading Council

Debby Noble, President

The Kewetin Nene Reading Council's Annual General Meeting was held at the Pahkisimon Nuyeyah library headquarters in Air Ronge on November 22, 2012. The members who were able to attend the supper meeting reviewed our activities over the past year and made some new plans for the next year.

Kewetin Nene Reading Council has been involved with a number of literacy projects this year. KNRC contributes to Pahkisimon Nuyeyah Library System's SaskPower Northern Reading Program to encourage reading as a valuable pastime in northern community schools. The theme of the 2013 Northern Reading Program was: "Reading: Stories Give You the Power of Knowledge", which was translated into Cree and Dene. The Northern Reading Program also included a tour by Saskatchewan author Dianne Young.

Kewetin Nene members were involved in a variety of fun-filled literacy activities such as school Willow Award programs, family literacy events and literacy fairs in schools across the north. All of the school division's Literacy Catalyst teachers are members of KNRC.

We will again sponsor professional development at the annual Northern Area Teachers' Convention in October 2013 and hope to offer a session on 'Growing up Wild' (a Project Wild program for young children from the Council for Environmental Education), facilitated by a KNRC member.

Excellent submissions to the SRC's *Young Saskatchewan Writers* were received from students from several northern schools this year. The Read to Me books were delivered by NORTEP and other KNRC members to the Mamawetan health clinic and teen mothers and also to parents of Pre-K and Kindergarten students in La Loche, Buffalo Narrows, Cumberland House, Pinehouse, Beauval and the La Ronge area. KNRC donated to Project Love and also to the charity Rays-of-Hope for Uganda, for a school building project.

Our executive positions will remain the same for another year (but we're hoping to get some new faces from our fine group of dedicated northern educators next time!)

Finally, congratulations to KNRC member Barb Traxel for winning the SRC 2013 Administrator's Award



Southwest Reading Council

Jennifer Lundsten, President

The end of another school year is coming fast. Teachers and students will be relaxing in the hot summer sun soon. The SWRC was able to complete a few projects throughout the 2012-2013 school year. In the fall of 2012, we sent out plastic book bags to primary students throughout our local area. These book bags were used to organize classroom reading programs. We were happy with the success of this new program and will be offering it in the fall of 2013. The *Young Saskatchewan Writers* publication is expected to arrive soon. We are excited to celebrate the students' successes with them. An annual donation was given to CODE. Unfortunately, Project Love is no longer a CODE program but our donation was able to go towards building a school library overseas. With the continuing support of the Saskatchewan Reading Council, we gave 100 picture books to the Cypress Hills Regional Hospital. With help from local nurses and public health, these books will be distributed to babies and children throughout the southwest to encourage literacy before children are school aged.

As your school year wraps up, we wish staff and students throughout the southwest a safe and relaxing summer. See you in the fall.



Southeast Reading Council

Joan Bue, President

September

- Attended Fall Council meeting in Saskatoon

October

- Sent out *Young Writers Information* to all schools in the Southeast Cornerstone School Division
- Jerry Haigh author tour

December

- Carlyle hosted the first of five Early Literacy Family Nights - "Families on the Move with Literacy" Each family made a gingerbread house and received a copy of the book "Gingerbread Mouse". Fourteen families attended!

January

- Carlyle hosted another "Families on the Move with Literacy" night in conjunction with Family Literacy Day. We had a game night and each family took home a game of Snakes and Ladders. Twelve families attended.

February

- Deadline for *Young Saskatchewan Writers*. Submissions chosen for the YSW book.

March

- Read to Me books go to Public Health Nurses in our council area.
- Families on the Move with Literacy - The Very Hungry Caterpillar was our featured book. Families listened to the story, made a fruit salad, made a caterpillar and played with play dough. Each family took home a copy of the book and some play dough. Twelve families attended.

April

- Attended the SRC Reading Conference in Moose Jaw
- Families on the Move With Literacy - "Feelings" We played feeling charades, created a two-sided puppet (one side happy, one side sad) and we read one of three books on feelings "Everybody Feels... Happy" by Jane Bingham. Each family got to take home an "Everyone Feels ..." pack with three books-Happy, Sad and Scared.

May

- Families on the Move with Literacy - "The Tiny Seed" by Eric Carle. We read the book together and then each family received a pot and seeds with soil to plant their own little plant as well as a copy of the book to take home. We also went on a scavenger hunt outside.

June

- Young Writers' Celebration



North Central Reading Council

Sandra Quayle, President

The Reading Council has been quiet this year. We are a very small group and finding time to meet has been difficult with varying

work schedules and other commitments. We did, however, donate some books to Family Futures young moms to go with the Christmas boxes.

Our schools participated in the **Jump Start for Reading/Reading for the Record** and were part of the over two million children who either read or listened to *Ladybug Girl and the Bug Squad* by David Soman and Jacky Davis. Our students enjoyed the book and some of the activities teachers had put together for it. We find this activity is more “doable” than International Literacy Day, as teachers are busy with school startup early in September but they do become enthusiastic about Jump Start in October. On October 3, 2013 people across the country will read the children’s book *Otis* by Loren Long.

This year we were disappointed not to participate in *Young Saskatchewan Writers* but with busy schedules the days slipped by before anyone could organize it. Hopefully next year will be better.

Read to Me books were donated to Riverside Community School for inclusion in their Literacy Fair

for Pre-School and Kindergarten students. Their parents appreciated the parent information and the students enjoyed getting their book bags. We thank the Saskatchewan Reading Council for this opportunity.

Membership in our group continues to be a concern. We increase our membership largely through the attendees at the Conference each year. With the Conference being held in the southern part of the province for the past two years this has impacted our ability to generate members. We could use any ideas from other councils as to how to get teachers motivated to not only join the group but also become involved.

Next year the North Central Council will take on a **new leader**. We are very happy to welcome **Peggy Telfer** from Prince Albert Catholic School Division who has volunteered to take the Presidency next year. Revitalization of the membership and council activities will be paramount to the success of the organization. I urge members to take an active role in supporting her.

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Literacy during Early Childhood: Strong Beginnings for a Brighter Future

Magi McFadden



Lynda Gellner

Lynda Gellner, Past President of the Saskatchewan Reading Council (SRC), wore two hats during the January 2013 SRC Executive meeting held at the Temple Gardens Hotel in Moose Jaw. In a recently seconded position, Lynda has worked to coordinate initiatives undertaken by the Regina Regional Intersectoral Committee (RRIC) which is comprised of human service leaders at national and provincial levels mandated to work in partnership with community voices and researchers to coordinate linkages that shape and influence program, policy and funding to meet the diverse needs and interests of children ages 0-6 years to enable members of communities to better understand the needs of young children and families. In her capacity as RRIC Coordinator, Lynda presented key findings of the "Understanding the Early Years Regina Project". In the next phase of the project, study results will be used to strengthen or design local programs and services to address the needs of young children identified in the study to ensure stronger beginnings and a brighter future. The Saskatchewan Reading Council's Read to Me Initiative, aimed at early literacy, targets young children.

The Importance of a Child's First Years

Wearing her Regina Regional Intersectoral Committee (RRIC) Coordinator's hat for a time during the January Saskatchewan Reading Council (SRC) executive meeting held in Moose Jaw, Saskatchewan in the Temple Gardens Salon B, SRC Past President Lynda Gellner, presented background information about the national Regional Intersectoral Committee (RIC), the Regina Regional Intersectoral Committee (RRIC) and key findings of the Understanding the Early Years Regina Project. Over 300 families participated in the Understanding the Early Years Regina Project which showed Regina's children behind their Canadian peers in developmental areas having effects on adult success. Childhood vulnerabilities were rated in several major areas including: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. In all demographic groups, study results showed Regina's children as behind their Canadian peers in all areas of vulnerability during early childhood. Regina children were most vulnerable in the areas of physical health and well-being and in language and communication.

RRIC Children's Charter

Recommendations arising from the study results indicated the first step in narrowing this gap was focus on

businesses, organizations, governments, communities and families to work toward ensuring all children have positive early experiences. In an initial step forward, RRIC developed the *Regina Children's Charter* shown in Table 1.



From left to right: Lynda Gellner, Gisele Carlson, Gloria Antifaiff, Tana Arnott



From left to right: Joan Bue, Pay Foy, Lynda Gellner, Gisele Carlson

Table 1. Regina Children’s Charter

<p style="text-align: center;">Regina Regional Intersectoral Committee (RRIC)</p> <p style="text-align: center;">Regina Children’s Charter</p> <p style="text-align: center;">(RRIC, 2012a)</p> <p style="text-align: center;">Strong beginnings . . . Brighter Future</p> <hr/> <p style="text-align: center;">The Charter applies the wisdom and commitment of our community to respect and holistically support children emotionally, intellectually, spiritually and physically.</p> <hr/> <p>The right to have basic needs met. To have access to sufficient health food, housing and healthcare.</p> <hr/> <p>The right to be safe. Within a protective home, family and community where you are free to explore and take risks.</p> <hr/> <p>The right to be you. Appreciated and accepted for your individual values, personal expression and cultural identity.</p> <hr/> <p>The right to belong. In a family and community that advocates for you, makes you feel secure and comfortable.</p> <hr/> <p>The right to loving relationships. To have a significant adult who provides guidance and consistency, believing in your hopes and dreams.</p> <hr/> <p>The right to lifelong learning. To have experience that provides a strong foundation and an excitement for learning.</p> <hr/> <p>The right to play and be physically active. To have a life filled with cooperative participation through play that is active, artistic and accessible to all.</p> <hr/> <p>The right to contribute. To be seen, heard, respected and treated with dignity.</p>
--

The Regina Regional Intersectoral (RRIC) Committee has set a goal of collaboration aimed at ensuring all Regina children experience the rights set out in their charter so that through resources and investments made during the early years positive experiences will help children become less likely to develop addictions, have poor mental health and chronic health conditions and more likely to become participants in the workplace and make positive contributions to society in years following their childhood years. Through advocacy and promotion of early childhood development programs for families, RRIC aims to reap rewards in terms of a capable, productive and valuable workforce that is healthier and stronger than ever before.

Supporting Early Childhood Development

According to RRIC, investment in early childhood brings greater returns than investment in any other stage of education. Investing in high quality early childhood education and care is key to a strong economy. The

Saskatchewan Reading Council’s Read to Me initiative, aimed at early literacy, targets young children. Things that teachers, parents and caregivers can do to support early childhood development are listed in Table 2. What Teachers, Parents and Caregivers Can Do to Support Early Childhood Development.



Foreground from left to right: Shelly Galloway, Angela Hutton

Table 2. What Teachers, Parents and Caregivers Can Do to Support Early Childhood Development (RRIC, 2012b)

Respond to your baby when she or he cries. This helps babies develop a sense of trust and security that enable them to thrive.	Scribble, draw, color and write with your children.
Talk to your baby beginning at birth, Baby's brains are "wired" to learn language from the time they are born.	Let your child help out with household chores, such as setting the table and raking leaves.
Babies and children learn best through play. Provide opportunities for play and exploration everyday.	Teach your child to share and to cooperate with others.
Kids need to play with other children their age. This helps them develop social skills and emotional maturity.	Limit television in the home.
Read aloud to your child everyday.	Play outdoors with children.
Provide a daily routine with lots of interaction.	Ensure children understand and follow rules and limits.
Provide safe, predictable and engaging environments for children, wherever they spend time.	Encourage children to try new things and to learn new things.
Get moving with your kids! Activities such as running, jumping, and climbing are key to children's development.	Do your best to answer your child's questions.
Teach your child about numbers while you play together.	Encourage your child to feel positive about school and about learning, while ensuring that he or she does not feel pressured.
Remember to offer lots of praise, and to let children know how much you love and admire them!	Remember to say "I love you." and to hug your child everyday.

Teachers can support RRIC's early childhood initiatives by getting involved in their community and promoting early childhood development programs for families. Teachers can advocate for policies that promote strengthening parent-child relationships such as: increased parental leave, parenting education and home visiting programs, and high quality early care and education programs. Visit www.reginakids.ca to learn more about how you can support young children to ensure a brighter future.



From left to right: Lynda Gellner, Gisele Carlson, Gloria Antifaiff, Tana Arnott



From left to right: Tammie Latimer, Sherri Sieffert, Jan Niebergall, Debby Noble, Heather Hobbs, Joan Bue, Pam Foy



From left to right: Tammie Latimer, Sherri Sieffert, Jan Niebergall



From left to right: Pam Foy, Lynda Gellner, Gisele Carlson, Gloria Antifaiff, Tana Arnott

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Regina Regional Intersectoral Committee (RRIC). (2012a). Early Childhood Development: The Importance of a Child's First Years, www.reginakids.ca

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Ask the Experts

The Saskatchewan Reading Council is made up of individuals committed to quality literacy education. These individuals are teachers, administrators, literacy specialists, learning resource teachers, librarians and consultants. Let these “experts” help you! If you have a question about literacy or about the council we would love to hear from you. Please email questions to saskatchewanreadingcouncil@gmail.com

Saskatchewan Reading Council Lifetime Achievement Award 2013

Shelly Galloway

The Saskatchewan Reading Council (SRC) Lifetime Achievement Award is presented to an individual who has furthered provincial council goals and directives. This year the SRC conference theme "Reading Together" brought teachers from across the province together in Moose Jaw, Saskatchewan to recognize active participation in literacy initiatives of the SRC made by a retired classroom teacher from Moosomin, Saskatchewan. The purpose of the award is to honour an individual who has made a significant contribution to the growth and development of the Saskatchewan Reading Council. Congratulations to Pam Foy, SRC treasurer, who received recognition from the council at the annual SRC conference!

Congratulations to Pam Foy, recipient of Saskatchewan Reading Council (SRC) Lifetime Achievement Award 2013! Pam started teaching in 1975 in Bengough, Sask. down in the Big Muddy Area. She taught there for two years and then went back to Regina to complete her degree. Pam got a teaching job in Moosomin and taught there for thirty plus years. Pam was married in 1979 and is the mother of four children. She is a farmer's wife which involves running lots of meals to the field in the spring and fall (I hear she is a great cook!). Pam taught full time through all of that and still had the time to commit to the Saskatchewan Reading Council. She is truly an amazing woman.

Pam became a member of the Southeast Reading Council in 1985. She has held the office of President, Vice President, Past President and Membership Director and is presently the Treasurer of the council. Pam is currently serving in the position of SRC Treasurer. For many years Pam was involved in planning and organizing the annual summer workshop for literacy held at Kenosee Lake. Pam is an integral part of the Southeast Reading council and because of her it is still a great working council. Without her in this council I don't think it would still exist. The Southeast Reading Council also received many IRA (International Reading Association) Honour Council Awards because of the work Pam puts forth.



Pam Foy

As President of a local council Pam started to attend the Saskatchewan Reading Council provincial meetings. It didn't take her long to become part of the executive. Pam has held the office of Membership Director for six years, Vice President, President in 2006 and Past President. I was fortunate to Conference Co-chair with Pam in 2007. Pam was on the Councils and Affiliates Services Committee of the IRA. Pam was involved in the IRA Awards, Planning Committee for the 50th anniversary IRA Conference. Pam is still involved with the SRC and has been Treasurer for the last six years.

Pam retired in 2009 but is an ongoing, strong advocate for the promotion of literacy through *Young Saskatchewan Writers* and *Read to Me*. She is also on the Willow Awards Young Reader's Choice Award board. Pam is now a substitute teacher. She plans and organizes author tours for many of her schools in the Southeast Cornerstone School Division. She is dedicated to kids and their love of reading. Pam has been involved with the Saskatchewan Reading Council for almost thirty years and therefore is a worthy recipient of the Lifetime Achievement Award. It is an honour to present the Saskatchewan Reading Council Lifetime Achievement Award to Pam Foy.

Saskatchewan Reading Council Administrator's Award 2013

Debby Noble

The Saskatchewan Reading Council (SRC) Administrator's Award is presented to a Saskatchewan administrator at the annual conference. This year the SRC conference theme "Reading Together" brought teachers from across the province together in Moose Jaw, Saskatchewan to recognize commitment to literacy made by a K-12 principal from Sandy Bay, Saskatchewan. The purpose of the award is to recognize and foster school-based, professional and academic literacy support given by a Saskatchewan educational administrator. Congratulations to Barb Traxel, principal of Hector Thiboutot Community who received recognition from the council at the annual SRC conference!

Congratulations to Barb Traxel, recipient of Saskatchewan Reading Council (SRC) Administrator's Award 2013! This year the Saskatchewan Reading Council recognizes a K-12 principal who lives and works in a remote community in northern Saskatchewan. Barb Traxel, principal of Hector Thiboutot Community K-12 School in Sandy Bay which is in the Northern Lights School Division 113 is a tireless advocate for her students and works extremely hard to help them have a successful educational experience. She has been instrumental in the implementation of a successful reading initiative at her school. Barb's positive attitude and belief in her students' potential is shown through her consistent support for her staff and students. She provides gentle but determined guidance and works to acquire needed resources and to implement successful programs such as guided reading for students in grades 1-9.

Long time member of Kewetina Nene local reading council, Barb has played a key role in the actualization of the Northern Lights School Division's literacy initiatives. She was instrumental in the implementation of a balanced approach to literacy instruction, including differentiated guided instruction for reading. Barb works closely with her staff to ensure that students get the appropriate level of support that they need for reading. Three teachers

have been assigned to provide reading intervention for students who are at frustration reading levels for their grade. These teachers provide Tier 2 literacy intervention as well as support the classroom teacher. Barb herself is personally engaged in reading instruction – she takes a guided reading group every day. She "walks the talk", and you can often catch a glimpse of her hustling down the hallway with her books, off to meet with her group. Barb Traxel tackles challenges in a positive and sensitive way that benefits her students and teachers!



Barb Traxel

Reading Power: Linking Thinking to Reading through Instruction

Adrienne Gear

Dynamic keynote speaker, Adrienne Gear, introduced teachers to key concepts in “Reading Power” at the Saskatchewan Reading Conference held at Mosaic Place in Moose Jaw, Saskatchewan April 25-26, 2013. Adrienne Gear has been a teacher in the Vancouver school district for nearly 20 years. She teaches part time and provides professional workshops, demonstration lessons and leadership sessions to schools and districts throughout the province. She has presented workshops in the United States and United Kingdom. Adrienne is the author of three books: Reading Power (Pembroke, 2006), Non-Fiction Reading Power (Pembroke, 2006), and newly released, Writing Power (Pembroke, 2011). Adrienne lives in Vancouver with her husband and two sons.



Adrienne Gear

Level 3 – INTEGRATED (synthesizing, transforming, re-thinking)

Classroom components of “Reading Power” include:

1. **Reading Power Visual** – poster to promote meta-cognition and common language
2. **Reading Power Books** – used to support the strategies
3. **Method of Instruction** – your intention and explicit teaching of the strategies

Books to support the strategies focus on:

CONNECT books – family, friendship, feelings, school, siblings, losing a tooth, holidays

QUESTION books – poverty, homelessness, war, friendship issues, historical, fantasy

VISUALIZE books – descriptive, poetry, seasons, weather, places

INFER books- wordless picture books, books with very little text

TRANSFORM books – war, peace, homelessness, kindness, making a difference, taking risks

Components of comprehension instruction that follows **a gradual release of responsibility** approach include:

1. **Introduce the strategy – “I explain”** – Explain the concept of the strategy

A proficient reader is one who is engaged and interacting with text in: making connections, asking questions, visualizing, drawing inferences, determining importance, analyzing/synthesizing and monitoring comprehension. Key concepts of “Reading Power” include:

Meta-cognition – awareness of and ability to think about and articulate thinking,

Common language – everyone uses the same language, and

“Interacting with text”– teaching students that the text is only half of reading. The other half is the thinking that they integrate and weave into and through the text.

Three levels of understanding text in “Reading Power” are:

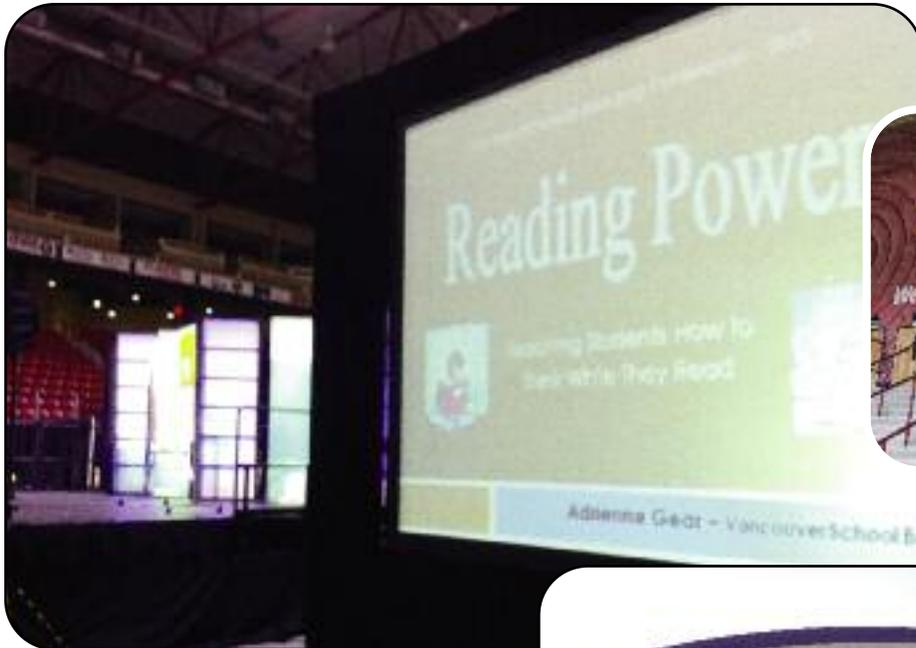
Level 1 – LITERAL (retelling, summarizing, text features, determining most important ideas)

Level 2 – INTERACTIVE (connecting, visualizing, questioning, inferring)

2. **Teacher Modeling** – “**I do, you watch**” – Read aloud/think aloud – speaking voice/thinking voice
3. **Guided Practice** – “**We do together**” – Reinforce the strategy through whole class practice, guided reading groups
4. **Independent Practice** – “**You do, I watch/monitor**” – Students practice the strategy on their own
5. **Application** – “**You do on your own**” – Student applies the strategy to real life reading experiences

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- Gear, Adrienne. (2006). *Nonfiction reading power: Teaching students how to think while they read*. NY: Pembroke.



Keynote Presenter, Adrienne Gear - Reading Power



Grand Entrance, Mosaic Place



SRC Conference Venue,
Mosaic Place, Moose Jaw, SK



Mosaic Place - Between Sessions



Historic Downtown, Moose Jaw, SK

Notebook Know-How: Strategies for the Writer's Notebook

Aimee Buckner

Luncheon keynote speaker, Aimee Buckner shared a vast repertoire of strategies, lessons and tips for teaching reading and writing with delegates attending the Saskatchewan Reading Conference in Moose Jaw, Saskatchewan April 25-26, 2013. Aimee Buckner has been teaching grades 3- 6 for over twenty years. Her books include Notebook Know-How: Strategies for the Writer's Notebook and Notebook Connections: Strategies for the Reader's Notebook. Aimee's third book, Non-Fiction Notebooks: Strategies for Informational Writing will be on bookshelves in August of this year. Aimee also contributes to Choice. In this article, Aimee describes launching strategies and revising strategies for use with students in Notebook Know-How: Strategies for the Writer's Notebook.

Launching Strategies

Launching strategies are about helping students find their voice and realizing they DO have something to write. These strategies can be used for both narrative and informational writing projects. The idea is to help students to develop their voice and sharpen the focus of their writing.

History of a Name: Students write their name on the top of their page. Then they write about it – how were they named? What is special about their name? What stories are linked to their name? This strategy can be repeated to write about a pet, sibling, a famous place, a famous person, or even an event.

Fierce Wonderings: Kids think about all kinds of things. The notebook is a perfect place for that, even if what they wonder about doesn't make much sense. Fierce wonderings are not just one statement. Students learn to develop their writing with details as well as to draw conclusions as they work this strategy. With a non-fiction topic, this strategy can also help students focus what to research.

Observations: Writers observe and make note of interesting moments in a normal life. Observations can be written as a list, or they can be more narrative. This is a good strategy for students to fine tune, as it is helpful with informational writing as well as narrative.

Revising

Often when students revise, we teach them to craft their writing. These kinds of revision can be practiced in the notebook first before transferring it to draft.

Try 10: Try 10 different leads, endings or transitions. Find 10 different ways to say "she's sad." As a writer, we sometimes need to push ourselves beyond our comfort zone to truly creative moments. After trying the 10 different ways, select one (or two) to use in your draft. Save the rest for later.

The Rule of Three: We've heard the saying, things happen in threes. It's true for writing. Three is a magic number: we use a comma to separate a series of three or more words. Standard paragraphs have three supporting sentences. And a story has three main elements: plot, character and setting. When revising, writers often



Aimee Buckner

repeat a phrase or a line three times. Or they may have three word phrases that start with the same sound. Look for things to happen in threes in books and try them in your writing.

Slow Down the Hot Spot: When students get to the climax of their story, they sometimes blow right through it to the end. Slowing down the hot spot allows writers to engage their reader, string them along and build tension in the story. Try using a repetitive phrase or using a sense of time to slow things down. Or try describing the last 10-seconds BEFORE the big moment to keep your reader on her toes.

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- Buckner, Aimee. (2006). *Inside notebooks DVD: Bringing out writers, grades 3-6*. ON: Stenhouse.
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How Much Is a Picture Worth? Building Literacy through Graphic Power

Magi McFadden

In his keynote address to teachers attending the 2013 Saskatchewan Reading Conference at Mosaic Place in Moose Jaw, Saskatchewan, keynote speaker, David Booth spoke of the effectiveness of graphic readers in today's elementary classrooms for enhancing literacy. Professor Emeritus at OISE/University of Toronto, David Booth has worked with teachers for more than 40 years in creating, applying and evaluating approaches to how children learn to read and write. As a classroom teacher, consultant, speaker and writer he has delighted thousands with his energy, enthusiasm and commitment. He has given hundreds of speeches and workshops throughout North America, Australia and England and has appeared on dozens of television and radio programs. David's humorous approach to the serious topic of literacy had teachers cheerfully engaged in professional development - smiling and laughing all the while.

Exclaiming, "Hooray for computers!", David Booth described positive effects on word knowledge and comprehension that shifting emphasis from text-only materials for use during reading instruction to graphic-supported text for use during reading instruction have for developing literacy in young readers. According to David, "Technology doesn't dumb us down, it frees our minds." Using graphics combines compelling topics and dynamic artwork to create engaging experiences that motivate students to read and read some more.



David Booth

"Books aren't dead. They're just going digital." Technological advancements in literacy allow today's students to choose from among highly visual texts, audio, and interactive and projectable eBooks. David Booth encouraged teachers to harness the power of graphic readers in elementary classrooms by providing students with opportunities to discover action-packed and visually stunning graphic novels. According to this fun-loving keynote speaker, "The only skill you need for technology is literacy."

Reference

Booth, David & Swartz, Larry. (2010). *Learning to read with graphic power*. ON: Pembroke.

Be Connected!

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www.saskreading.com

Encouraging Literacy through Musical Experiences

Nicole Wilton, Huili Hong, Jamie Temaj, Karin J. Keith and Edward J. Dwyer

Nicole Wilton is the director of the Community Music Education Program at the University of Saskatchewan. Nicole has an undergraduate degree from the University of Saskatchewan, an ARCT in piano pedagogy and is a current graduate student in Curriculum Studies – Early Childhood Education (M.Ed) at the U of S. Nicole can be reached at niw298@mail.usask.ca. Huili Hong is an assistant professor in the Department of Curriculum and Instruction (CUAI) at East Tennessee State University (ETSU) in Johnson City, TN 37614 (USA). Huili has studied affective applications for learning both in China and in North America. Jamie Temaj teaches kindergarten students at Fairmont Elementary School in Johnson City. Jamie has an undergraduate degree in music therapy and a master of arts in teaching degree. Karin Keith is an assistant professor and coordinator of the reading education program in CUAI Department. Ed Dwyer is a professor in the CUAI Department at ETSU and teaches classes in literacy development in the K-6 program. Nicole, Huili, Jamie, Karin, and Ed have great interest in promoting affective considerations in all learning environments and see music and one of the most important elements in this pursuit.

The era of high stakes testing often puts pressure on teachers and administrators to deemphasize activities, such as music education, that are not perceived as directly related to improving test scores. On the other hand, the authors propose that music is essential for encouraging overall learning competencies in general and reading/writing achievement in particular. In addition, music activities foster positive affect within the school environment.

The International Reading Association (1999) strongly demonstrated that curriculum related to literacy learning is influenced, and almost entirely driven in some environments, by high-stakes testing. In this light, high stakes testing “means that the consequences for good



Grade one student, Ethan, ready to make music with a drink container musical shaker.

(high) or poor (low) performance on a test are substantial ...such as promotion or retention, entrance into an educational institution, teacher salary, or a school district’s autonomy depend on a single test score.” (p. 1) Consequently, high stakes tests tend to focus curriculum on classroom strategies that increase reading scores and designate great amounts of time to such activities in the elementary school. (The same can be said for the study of mathematics.) Downgrading the importance of arts education is a natural outcome of high-stakes testing where time spent in activities such as music is not perceived as contributing to learning that will be measured by tests. On the other hand, the authors propose that music is essential for intellectual growth, academic learning and building community within school environments. In this light, Sacks (2007) determined that from brain imaging, we can see that music involves many parts of the brain and in fact, more of the brain is involved in perception and response to music than to language or anything else. Sacks concluded that through brain imaging, observers can see the changes in a musician’s brain.

Gibson, Folley and Park (2002) concluded that musicians tend to have higher overall IQ scores than individuals with limited musical experiences. These researchers suggested that musical experiences enhance the way the brain functions in many areas including: memory, language and literacy, verbal memory, mathematics and more. They found that professionally trained musicians more efficiently and effectively engage in divergent thinking while using both sides of the brain than individuals with limited musical experiences. This phenomenon, Gibson, et al. suggested, can be at least partly explained because musicians use both hands independently to play their instruments.

Fujioka and Trainor (2006) determined, from the perspective of neuroscientists, that infants from the time they are born have multi-sensory connections between auditory and movement areas of the brain. These connections can be substantially enhanced from experiences involving music, particularly in environments featuring the Suzuki methodology. Fujioka and Trainor evaluated two groups of children – those who were studying music in the Suzuki tradition and those who were not, and found some developmental changes over periods as short as four months in their yearlong study. They also concluded that general memory competencies improved more in the children studying music than those who were not studying music. Overall analysis of findings led Fujioka and Trainor to conclude that music can have a profoundly positive effect on how the brain develops and that musical experiences contribute substantially to learning competencies in non-musical abilities such as literacy, verbal memory, mathematics and overall IQ. Consequently, the researchers determined that implementation of musical opportunities must be an integral component in pre-school and primary school learning environments.

Continuing in this light, Gordon (2011) confirmed that the most productive time for a child to learn is from the moment of birth through 18 months of age. This researcher determined that there are windows of opportunity in the brain for learning music with birth to age three as the best time, ages three through six next best, but after age six the inclination to learn music decreases at an accelerating rate.

In addition to encouraging overall learning competencies, implementations of musical activities of an engaging nature encourage literary achievement. Music can also be a powerful vehicle for building community in the classroom, especially in environments impacted by linguistic and cultural diversity. In this light, music can bridge the gap between cultures by exposing children to stories and songs that celebrate differences as

well as similarities. The authors propose that songs and stories carried in songs can be used effectively and efficiently to foster both reading/language arts achievement and community building.

Bandura (1997) concluded that self-efficacy, that is, beliefs and judgments about one's capabilities, are the foundation for self-motivation and perseverance. Unless students believe they can achieve, they have little incentive to become engaged in classroom activities or to persevere when faced with difficulty. Classroom musical experiences, integrated with reading opportunities, can provide positive academic and social outcomes (von Zastrow & Janc, 2004) encouraging self-efficacy relative to learning to read more capably.

Fields, Groth and Spangler (2004) determined that repeated shared readings of songs and poems have a positive impact on developing sight vocabulary. These researchers suggested that music should be a constant part of the classroom every day and not limited to special events. As we see from the evidence presented above and from our own experiences, children benefit both socially and academically from music/reading experiences. We propose that this is especially true for children from social and/or ethnic backgrounds that are different from those of the majority of students in the learning environment.

When the music plays, social, economic and class barriers drop and children are lifted to a level of enjoyment that invites all of them into the class as a whole. From an anthropological perspective, Dunbar (2004) determined that music evolved among human beings because of the social benefits of banding people together. Dunbar also suggested that singing and dancing tend to be group-oriented activities that foster cooperation and encourage common purposes.

Neuroscientists Hyde, Lerch, Norton, Forgeard, Winner, Evans and Schlaug (2009) determined through extensive study of physiological brain activity that music fosters the more complex connections between various areas of the brain. In addition, these researchers concluded that music significantly encourages development of auditory and motor systems within the human brain. Consequently, the researchers determined that there is physiological evidence demonstrating the value of music in learning environments.

In like manner, Juslin and Vastfjall (2008) concluded that involvement in musical activities has the ability to alter, in a positive manner, emotions that are fundamentally centered on human striving for essential needs. These researchers suggested that music triggers reflexes in the brain that encourage visual imagery in the

cerebral cortex. This activity, in turn, fosters cognitive behaviors that encourage reading achievement in particular and learning in general. Prescott (2005) determined that teachers contend that music has positive impacts on student achievement beyond what can be assessed. Students find inspiration and incentive to learn when there is music in the classroom.

While researchers cited above agree that music contributes to developing a positive disposition toward learning, an extensive review of research led Cartwright (2009) to determine that going beyond domain specific study strategies (i.e. reading) by integrating a variety of complementary learning domains (i.e. art, speech, theater, music, and reading) encourages “cognitive flexibility” (p. 130) leading to more powerful learning experiences. In addition, Cartwright concluded that study across domains fosters development of the “ability to conceptualize a task or situation in multiple ways” (p. 118) leading to greater comprehension and flexibility relative to new learning, particularly as new learning involves reading. Music and song is highly valuable in bringing variety and spontaneity to the often over regulated classroom. Too often, we have seen young students involved in predictable seatwork activities that do not promote creativity. Weil (2011) determined that there must be “healthy variability” (p. 9) in activities for engaging learners creatively. Songs and music provide for dynamic variability during the school day, which includes reading songs while singing. Children want to read songs while singing so they can learn them for a performance. A strategy that we have found that works enormously well is having students learn songs for what Rasinski (2010) described as performance reading. For example, children learn songs to sing at a parent/teacher meeting and perform for an appreciative audience. An additional benefit is that having children perform greatly enhances attendance at parent/teacher conferences.

Teachers and principals can benefit from descriptions of learning environments that demonstrate how to integrate music and reading instruction while addressing diversity among students. The following suggestions are based primarily on the experiences of the authors but also contain many ideas from other teachers that we have encountered over the years. While examples presented below focus on diversity, we propose using similar strategies in all classroom environments.

Reading, Cultural Sensitivity, and Music in the Classroom

Holiday themes are wonderful for integrating language arts and music in the elementary classroom. Learning about holidays through music adds a lively spark to the

celebrations. We package holiday music lessons with traditional songs, stories and historical references. School librarians and children’s librarians in public libraries are invaluable resources.

Cinco de Mayo is probably the most widely celebrated holiday among people of Mexican heritage living in the United States and Canada. This day, the 5th of May, honors the men and women who fought off French invaders and preserved Mexican independence in the mid-eighteen hundreds. On the other hand, Allen and Hermann-Wilmarth (2004) concluded that teachers often look for attitudes and behaviors that reflect their own cultural and academic backgrounds when working with their students. In this light, these researchers determined that teachers must make conscious efforts, even leaving their comfort zone, to foster appreciation of children whose culture is different from the dominant culture in the school or classroom. As suggested above, we propose that valuing the music and song of children from a non-dominant culture is a valuable response to the concerns presented by Allen and Hermann-Wilmarth.

Children of Hispanic heritage make up a substantial part of the elementary school population in the United States and Canada. Making them feel welcome, both in social and academic environments, is an important goal of all school personnel. For example, in a recent school-wide program, a first grader whose parents are from Mexico sang a solo in Spanish. Her parents, family, and friends arrived at least 15 minutes before the program began and the 10 of them sat proudly in the second row. The little girl beamed with joy and pride in the warm glow of the entire audience. Such moments exemplify what Bandura (1997), mentioned above, and described as self-efficacy, the sense of well-being that accompanies emotional and cognitive awareness of success. In addition, we have found that shared music experiences encourage an overall sense of being part of the community of learners described so eloquently and comprehensively by Vygotsky (1978).

Cecil (1997) determined that many children, both native speakers of English and English language learners, have considerable knowledge of their world but their schema of the world is substantially different from that of the dominant culture. Consequently, these children’s interests/concerns might not be as focused on the verbal and mathematical constructs that typically drive education within the dominant culture. On the other hand, leaning on the work of Gardner (1990), Cecil proposed that tapping into those intelligences involving the arts is especially productive for English language learners. Cecil concluded that singing could “raise the

status of children... all children can become joyful singers of songs" (p.184). Musical experiences give convincing evidence that the concept of raising the status of Hispanic children is particularly powerful through introducing songs in Spanish with English translations.

As suggested above, there is abundant evidence that music enhances intelligence and development of the brain. Sacks (2007) determined, through many years of study relative to the overall benefits of using music in a variety of health and educational endeavors, that ability to engage in musical activities and appreciate music is a defining quality of our humanity. Sacks further determined that engaging in musical activities activates much of the brain in stimulating activity. He further determined that music occupies more areas of the brain than language and that humans are fundamentally a musical species.

Rasinski (2010), like Bandura and Vygotsky, stressed the importance of community within the classroom and the school. Rasinski proposed that choral reading of songs followed by singing not only builds community but enhances reading competencies as well. Rasinski described moving readers from total or nearly total dependence on a more competent reader to independent reading of the text as scaffolding. In Rasinski's model the reader experiences support in a variety of ways including:

1. being read to,
2. echo reading,
3. paired reading,
4. choral reading and
5. listening to recordings while reading along with a fluent reader.

The students then moved on to singing the songs. These procedures are followed with many songs but more closely with songs in Spanish, which are unfamiliar to the majority of the students.

A natural outcome of scaffolding, as described by Rasinski above, is enhancing the learning of key onsets and rimes which Adams (1990) concluded is essential for developing fluency and comprehension. In this light, Rasinski, Rupley, and Nichols (2008) presented strong arguments that poetry and song are natural and enjoyable vehicles for learning rimes and onsets effectively and efficiently. Many songs, of course, have rhyming couplets and students can enhance their learning of key rimes through singing are reading the words in songs.

Rasinski's ideas relative to promoting reading competencies through singing while reading lyrics to songs are strongly supported by Gardner's (2004, 1993)

theories of multiple intelligences. Gardner powerfully demonstrated the need for involving as many modes of intelligence as can be integrated into the learning environment. Gardner persuasively challenged the long held contention that "intelligence is a single entity and people are born with a certain amount of intelligence" (p. 29). Gardner further contended that it is essential that educators/leaders, through engaging positive intervention, actually enhance intelligence. Integrating music and reading, in light of Gardner's theory of multiple intelligences, especially encourages linguistic intelligence described as "facility in the use of spoken and written language" (p. 31). Spatial intelligence and the personal intelligences, intrapersonal and interpersonal, described by Gardner are also engagingly facilitated through strategies involved in music and reading. Gardner decried the compartmentalization of subject matter in schools with its limitations on using a greater variety of stimuli and learning strategies for enhancing learning. In this light, Gardner proposed that learning is enhanced by positive experiences, cultural expression that is valued and a variety of motivational factors fostered by application of learning strategies that tap one or more of a learner's intelligences. For example, it appears likely that linguistic intelligence and musical intelligence, applied simultaneously, would be stronger in many environments than focusing on strategies that rely mainly or entirely on one dimension of intelligence.

Resources for Integrating Reading and Music

Flanigan and Girouard (2004) published a beautifully illustrated children's book titled *Cinco de Mayo* that explains the events celebrated by the holiday. Sharing parts of this book with children provides a strong reference for the understanding of the holiday. In another informative book, Vazquez (1999) used vivid color photographs while describing how and why *Cinco de Mayo* is celebrated.

Diez Deditos and Other Play Rhymes and Action Songs (Orozco, 2002) is a marvelous collection of songs with both Spanish and English lyrics. In addition, musical scores and cleverly illustrated invitations for movement activities accompany songs. Further, the illustrations of Elisa Kleven add to the beauty of this wonderful resource by providing enjoyment for everyone while creating especially welcoming experiences for Hispanic children.

Piñatas and Smiling Skeletons (Harris & Williams, 1998) provides a wealth of information about Mexican culture with references to the indigenous people and how they have fostered modern Central American cultures. The beautiful illustrations add much to the enlightening text.

While the above-mentioned materials provide background, the books below offer a wealth of songs related to our Latin American neighbors. Delacre (1989) presented a delightful collection of songs and music in *Arroz Con Leche: Popular Songs and Rhymes from Latin America*. The songs are presented in both Spanish and English with delightful illustrations. Orozco (2004), like Delacre, published an enchanting collection of songs in *DeColores and Other Latin-American Folk Songs for Children*. Delacre also has side by side Spanish and English versions of the songs.

Teachers need to be always on the lookout for songs from a variety of sources to add to their holiday programs. Stories involving historical background add much to the presentations concerning individual songs and holidays in general. Although students might well be exposed to information concerning holidays, they, as well as their parents and extended family, might not be aware of the origin and/or significance of a particular song.

Improvised musical instruments add to the enjoyment of singing. For example, drums can be made from coffee cans while home aquarium pebbles in tall containers, such as those containing snack chips, make great rhythm/rain sticks. This can be done by placing pebbles, or tiny wooden blocks, typically used in math classes, in the chip containers, cover them with decorative construction paper, add illustrations, and seal them with clear plastic adhesive. The teacher can photo copy pictures from any of the books listed above, invite students to color the figures, then cut them out and glue them to the chip containers. The teacher could then cover the containers with clear adhesive film such as ConTact. Additionally, shaker instruments can be made from clear plastic juice drink containers. Production is as follows:

1. Wash the container and peel off the label.
2. Place colorful home aquarium rocks in small amounts in the containers.
3. Permanently reseal the cap with a hot glue gun, which makes it impossible for children to turn the cap.

No other decorations are needed!

As mentioned above, copies of the holiday songs are made for the children. The teacher and the class choral read the songs several times before singing which encourages accurate pronunciation and reading fluency. Then there is a discussion on any unusual words. Pictures are used along with a discussion to determine what a piñata is and how it is used in celebrations. The children improve dramatically in their ability to read the songs and learn new words. For another example, songs

presented in a Thanksgiving Day school program are not only sung in a delightful manner but also foster students' reading abilities. As mentioned above, singing and reading the songs together fosters a sense of community. Even struggling readers appear to be able to read the songs while singing after just a few choral reading activities.

Music and reading integrate very well. In this light, the students embrace the songs with enthusiasm. As mentioned above, Hispanic children were particularly delighted with the classroom activities coupled with celebrations of Cinco de Mayo. These suggestions can be broadly applied to various holidays and other special occasion. The nature of music and accompanying stories add an important dimension to helping children experience both delight and a sense of achievement in the classroom. In this light, Rome (2012) concluded that reading instruction is as much about teaching children "to **want** to read as it is about **how** to read" (p. 12).

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DID YOU KNOW?

The Saskatchewan Reading Council has a professional library available to its members.

Check out our selection at our website:
www.saskreading.com

To borrow materials contact:
Heather Hobbs at hobbs.heather@prairiesouth.ca

Saskatchewan Reading Council Conference
April 3-4, 2014
Radisson Hotel, Saskatoon, SK

Presentation Proposal

Name: _____
Address: _____
City / Town: _____ Postal Code _____
Telephone: (h) _____ (w) _____
E-mail: _____ Fax: _____
Title of Presentation: _____
Target Audience: _____
Last conference and date at which this session was presented: _____

AV Needs :

- _____ (If possible, please bring your own laptop)
- Please attach presentation description and presenter's background.
- Presentations should be one hour in length and should be appropriate for an audience of 20 – 35 people.
- An honorarium of \$100.00 will be awarded to a maximum of 2 presenters per session. A discounted rate of \$80 (student rate), if registering for the full conference, is also available. Additional expenses shall be absorbed by the presenter, however out of province presenters will have their hotel room covered.
- Please provide an electronic copy of your presentation for publication in *Query*.
- Deadline for proposals is November 30, 2013
- You will be notified of your acceptance no later than January 15, 2014
- Mail proposals to:
Emilie Wolfe
e.wolfe@lccsd.ca

Grant Application for Registration to the Saskatchewan Reading Conference 2014

Name: _____

Address: _____

City/Town: _____

Postal Code: _____

Telephone (H): _____ (W): _____

Fax: _____

Email: _____

Teacher's Certificate #: _____

School Division: _____

Years of Teaching Experience: _____

Signature: _____

This grant is available to beginning teachers in their first two years of teaching. The SRC will pay the cost of your SRC registration for the 2014 Conference. Three people will receive the grant by random draw.

To be eligible for the grant you must:

1. Be a current member of the Saskatchewan Reading Council.
2. A first or second year teacher.
3. Write an article for the SRC's publication *Query* by the Fall of 2014.

Submit your applications to:

Sherri Sieffert
Box 682
Melville, SK S0A 2P0
Email: ts.sieffert@sasktel.net

Applications must be received by January 15, 2014.

Small Saul

Reviewed by Magi McFadden

Author: Ashley Spires
 Format: Hardcover
 Publisher: Kids Can Press, Ltd
 Publisher Location: Regina, SK
 Publication Date: 2011
 ISBN – 978-1554535033

Ashley Spires’s poignant tale of a little pirate who dares to be different is sure to get huge laughs. The author of *Binky the Space Cat* creates a brand new character for us to enjoy, Small Saul! Saul is born to be on the sea but the navy has a height requirement and, well, he’s “Small Saul”. Fortunately, pirates aren’t as choosy as the navy, so he enrolls in Pirate College. Following completion of Pirate College, Small Saul joins a crew of pirates aboard the *Rusty Squid* but the crew immediately disapproves of his idiosyncratic pirate ways. Rather than being rough, tough and untidy like his mates, Small Saul is thoughtful, clean and cheerful. Striving to follow the pirate code which emphasizes: the ship, being tough and lots and lots of treasure, Small Saul redecorates the ship making it more homey, gets a tattoo to appear fierce and ponders treasure at length. None of which impresses the captain and crew of the *Rusty Squid*. Impatient and disgruntled with Small Saul, the captain throws him overboard. The *Rusty Squid* quickly becomes its usual disorderly dirty sea home for pirates. Surprisingly, the crew no longer desires their old ways. Even the captain cannot adjust to the old pirate ways. So the crew turn the ship around and return for Small Saul. Finding Small Saul adrift in the ocean, they invite him to continue his civilized pirate ways as a welcome member of their crew.

This book is full of humour and the illustrations are greattttttt! You can count on Ashley Spires to draw your attention to the little jokes she embeds in her illustrations, making her stories both fun and funny. Small Saul shows us that individual differences are OK and there’s a place in this world for all of us. It serves as a great jumping off point to talk to children about being kind and helpful and also about being your true self despite pressure to conform. You’ll have fun plundering this book for all of its humour.

Comprehension Connections: Bridges to Strategic Reading

Reviewed by Marilyn Vaughan

Author: Tanny McGregor
 Format: Paperback
 Publisher: Heinemann
 Publisher Location: Portsmouth, NH
 Publication Date: 2007
 ISBN – 978-0-325-00887-5

I have recommended McGregor’s book *Comprehension Connections: Bridges to Strategic Reading* to many colleagues as a practical, teacher friendly resource for use when teaching reading comprehension strategies. MacGregor believes in the importance of making students aware of their thinking and bridges the gap between the known and unknown by using concrete experiences as a “jumping-off” point. She uses the same “launching sequence” for each strategy, an instructional pattern developed through classroom trial and error and professional dialogue. McGregor includes examples of classroom anchor charts, ‘thinking stems’, and lists of resources to use for future strategy lessons. Her lessons are a great addition to teachers’ repertoires, aiding in helping students develop their ability to understand text and become active, involved readers!

Marilyn Vaughan is a literacy coach with Saskatoon Public Schools. She currently supports classroom teachers in two community schools, and as a central office team member, plans and facilitates ongoing, professional development for teachers. She has served as vice president of the Saskatoon and District Reading Council for the past three years.

What’s Happening Around Saskatchewan

July 2013

- July 1 – Change of SRC Executive Officers

WANTED!

Student Writing

For the

Young Saskatchewan Writers Publication

K-12

Short Stories ✎ Plays ✎ Essays
✎ Poetry ✎ Personal Narratives

Criteria for 2013-2014

1. The Saskatchewan Reading Council accepts writing **in any language**, from Kindergarten to Grade 12 students. Genres include **poetry, short stories, plays, essays and personal narratives**. (Writing from February 2013-February 2014 may be submitted) **Not all writing submitted will be published.**
2. All selections must be **proofread and typed** when submitted. (Arial font/size 12/single space)
3. **Whole classroom submissions of the same title will not be accepted.** Please select the **best** writing selections to be considered. Please consider the audience to which the book will be going out to (**K-12**) and select accordingly. Longer pieces may be excerpted (please try to keep writing to one page or less)
4. Please email student writing to: (*Insert contact information for your council here*). (word documents only please) Make sure to include the information at the bottom of this poster.
5. **Illustrations** may accompany written selections but should be placed on a separate sheet (8 ½ x 11). A **Photograph** of the writer may be added to the writing (scanned or inserted onto the piece of writing)
6. Each **published author** and his/her resource center will receive a complimentary copy of the Young Saskatchewan Writers publication.
7. Each piece of writing **must be submitted to your local council by February 1, 2014.**
8. Please identify each piece of writing with the following information:

Student Name: _____

Title of Writing: _____

Grade: _____ School: _____

School Address: _____

City/Town: _____ Postal Code: _____

Teacher: _____ Phone/Fax: _____

Membership Application

Saskatchewan Reading Council

Invites you to renew before March 1 (To receive a full year of benefits!)

Benefits of SRC membership includes:

- Professional journal *Query*, featuring many literacy articles and bonuses
- Opportunities for Professional Development
- *Young Saskatchewan Writers'* publication of K-12 writings
- Literacy programs such as "Read to Me" and other local programs
- Informative speakers and exciting author visits
- Additional savings in SRC conference fees



Please check your choice

- Regular \$25.00
- Student \$10.00
- Institution \$20.00

Send Your Membership Application/Renewal Form Today

The following information is required to register as a member of the Saskatchewan Reading Council. The information will be used to contact members for renewal and membership drive purposes, to send out newsletters and to forward conference and professional development opportunities information. The information will be kept on file for a period of two years past expiration date.

Name: _____

Address: _____

City: _____ Postal Code: _____

Phone: _____ Email: _____

Teacher's Certificate #: _____ First Time Member Renewal Membership

If renewal, any information changes (eg. address): _____

School Division: _____ Local Council (if known): _____

Type of Membership: Regular \$25.00 Student \$10.00 Institution \$20.00 Amount Paid: _____

Signature: _____ Date: _____

Make cheques payable to: Saskatchewan Reading Council (SRC) Please return your form along with payment to:

SRC Membership
Sherri Sieffert
Box 682
Melville, SK S0A 2P0
ts.sieffert@sasktel.net

School Reading Liaison Form

The SRC invites each school to select one enthusiastic literacy teacher on staff to receive a **FREE** Saskatchewan Reading Council membership for the 2013/14 year. This teacher will become the School Liaison for the SRC and local council.



Forms must be received by October 30, 2013.

The SRC is an awesome professional growth opportunity for teachers interested in the areas of language arts, reading instruction, and the promotion of effective literacy in schools. Become a member today!

Your 2013/14 Membership Benefits include:

Professional journal *Query* featuring many literacy articles and bonuses Opportunities for Professional Development *Young Saskatchewan Writers' Publication* of K-12 writings Literacy programs such as "Read to Me" and other local programs Informative speakers and exciting author visits as well as additional savings in SRC conference fees.

We ask that the teacher who receives this membership be a literacy leader in your school by displaying local council promotional posters and literacy information.

The following information is required to register as a member of the Saskatchewan Reading Council. The information will be used to contact members for renewal and membership drive purposes, to send out journals or newsletters and to forward conference and professional development opportunities information. This information will be kept on file for a period of two years past expiration date.

School Name and Principal: **(REQUIRED!)** _____

Name: _____

Address: _____

City: _____ Postal Code: _____

Phone: _____ Email: _____

Teacher's Certificate #: _____ First Time Member Renewal

If renewal, any information changes (e.g., address): _____

School Division: _____ Local Council (if known): _____

Membership: Regular Student Institution Amount Paid: _____

Signature: _____ Date: _____

Make cheques payable to: Saskatchewan Reading Council (SRC) Please return your form along with payment to:

SRC Membership
c/o Sherri Sieffert
Box 682
Melville, SK S0A 2P0
ts.sieffert@sasktel.net

Saskatchewan Young Readers' Choice – The Willow Awards

Support SYRCA with your membership donation. Choose your level of support!



Make cheques payable to:

SYRCA – Saskatchewan Young Readers' Choice – The Willow Awards, Inc

Mail to: 2832 WASCANA ST., REGINA, S4S 2G8

Please indicate amount enclosed. A tax receipt will be issued.

\$20 \$30 \$40 \$50 \$100 other: \$ _____

Name: _____

Street: _____

City: _____ Province: _____ Postal Code: _____

Phone (h.): _____ Phone (w.): _____

Email Address: _____

SRC Prairie Lily Award

The Prairie Lily Award will be presented annually to local councils who choose to participate, and fulfill all requirements of the award prior to the Annual General Meeting.

A certificate and a monetary award, to be determined by the yearly budget, will be presented to all eligible councils at the year-end meeting or the Fall Leadership meeting.

Requirements:

- Maintain 60% of membership or increase membership by 20%.
- Fulfill Conference Committee responsibilities
- Provide representation at all Executive Meetings
- Participate in the Read to Me Program
- Contribution of local council news in *Query**
- Report of local council officers to the IRA Coordinator by AGM*

AND at least 5 of the following:

- A professional development event
- A community service event
- A special event for students
- Participation in an International Project
- An Image Brochure (please attach)
- Honor Council participation
- International Literacy Day Project
- Submit contributions to *Young Saskatchewan Writers'* Publication
- Other:

**Please note that these are now a requirement of the Prairie Lily Award*

Submit this form to the SRC President before the Annual General Meeting – deadline May 1 – Presentation at Fall Meeting.

International Reading Association Application Deadlines for Awards & Programs

Information about these awards is carried each year in an issue of *Journal of Adolescent & Adult Literacy*, *Lectura y vida*, *Reading Research Quarterly*, *The Reading Teacher*, and/or *Reading Today*. Also, see the IRA website at www.reading.org for further information.

*Advocacy Award	October 15
Albert J. Harris Award	September 15
Arbuthnot Award	October 15
*Award of Excellence	March 1
Broadcast Media Awards for Television	January 7
Constance McCullough Award	October 1
Developing Country Literacy Project Support Fund Grant	October 1
Dina Feitelson Research Award	September 15
Eleanor M. Johnson Award	November 15
Elva Knight Research Grant	January 15
*Exemplary Reading Program Award	November 15
*Exemplary Reading Program Intent to Participate Form	June 1
Gertrude Whipple Professional Development Program	Open
Helen M. Robinson Grant	January 15
Honour Council Award	March 1
Honour Council Intent to Participate Form	October 15
International Citation of Merit Award	October 15
IRA Children's Book Awards	November 1
IRA John Chorlton Manning Public Service Award	December 15

IRA Presidential Award for Reading & Technology	November 15
Jeanne S.Chall Research Fellowship	January 15
Leen Bennett Hopkins Promising Poet Award	December 1
Local Council Community Service Award	October 31
Nila Banton Smith Award	November 15
Nila Banton Smith Research Dissemination Support Grant	January 15
Officer Report Form for Councils	April 15
Outstanding Dissertation of the Year Award	October 1
Outstanding Teacher Educator in Reading Award	October 15
Paul A. Witty Short Story Award	December 1
Print Media Award	January 15
Reading/Literacy Research Fellowship	January 15
Regie Routman Teacher Recognition Award	November 1
Special Institutes, Seminars and Conference Proposals	Open
Special Service Award	October 15
Teacher as Researcher Grant	January 15
William S. Gray Citation of Merit	October 15

**Provincial Council Only*

Saskatchewan Reading Council

Lifetime Achievement Award

Purpose: The purpose of this award is to honor an individual who has made a significant contribution to the growth and development of the Saskatchewan Reading Council.

1. Qualifications

- Nominee must have been an active member of the Saskatchewan Reading Council.
- Nominee must have made a significant contribution to the growth and development of the Saskatchewan Reading Council and/or literacy development in Saskatchewan and/or Canada through active participation or innovative ideas and/or directive organization.

2. Nominations

- Nominations will be received until November 30.
- Nominations from local councils or the provincial executive will be accepted.
- Two Saskatchewan Reading Council members must support nominations.
- A concise written presentation about the nominee will accompany the nomination form.
- A committee, chaired by the past president, will be formed to examine the nominations.
- Nominations will be brought before the provincial executive at the January meeting and be voted on only by the provincial executive board.

3. Presentation of Award

- The recipient of the lifetime achievement award will publicly receive a plaque and corsage as well as a free lifetime membership to the SRC. All arrangements are to be made by the past president.
- The award will be presented at the annual reading conference at a time and place to be decided upon by the conference chairperson and past president.
- The recipient's family will be invited to attend.

4. Follow-Up

- The name of the recipient, picture and a short biography will be published in *Query*, the *Saskatchewan Bulletin* and the SRC website.
- The past president will confirm with the membership director that the STF maintains an up-to-date membership list of lifetime achievement award recipients.

5. General Considerations

- The entire management and presentation of the award will be the responsibility of the past president.
- There is no obligation to present the award each year.
- The past president will invite lifetime members to the conference each year. They will receive a free conference registration.

Saskatchewan Reading Council Lifetime Achievement Award Nomination Form

Name of Nominee:	_____
Address of Nominee:	_____ _____ _____
Phone Number of Nominee:	_____
Fax Number of Nominee:	_____

Please provide a written rationale as to why the above stated person should be considered for the Saskatchewan Reading Council Lifetime Achievement Award. Rationale should not exceed one page in length.

Name of Nominators:	1) _____	2) _____
Address of Nominators:	_____ _____ _____	_____ _____ _____
Phone Number of Nominators:	_____	_____
Fax Number of Nominators:	_____	_____

Applications must be received on or before November 30 and should be sent to:

Gisèle Carlson
SRC Past President
giselle.carlson@rbe.sk.ca

The above information will only be used for the stated purposes of the Saskatchewan Reading Council and will follow the guidelines of the Saskatchewan Reading Council's Privacy Policy as stated on our website (www.saskreading.com).

Saskatchewan Reading Council

Administrator's Award

Purpose: The purpose of this award is to recognize and foster school based, professional and academic literacy support given by a Saskatchewan educational administrator.

1. Qualifications

- Nominee must have made a significant contribution to the growth, support and development of school-based literacy in Saskatchewan through active participation or innovative ideas and/or directive organization in an administrative role.

2. Nominations

- Nominations will be received until January 15.
- Two nominators must be current SRC members and the nomination must be supported by the local reading council.
- A concise written presentation about the nominee will accompany the nomination form.
- Nominations will be brought before the provincial executive at the January meeting and be voted on only by the provincial executive board.
- A nomination form will be displayed in *Query*, and will be available on the SRC website. Forms are also available by contacting a Local Council President or an Executive Member of the SRC.
- All those nominated will receive recognition of their nomination.

3. Presentation of Award

- The recipient of the Administrator's Award will be awarded a plaque at the annual SRC conference. They will also receive a free conference registration and one year SRC membership.

4. Follow-Up

- The name of the recipient, a picture and a short biography will be published in *Query*, the *Saskatchewan Bulletin* and the SRC website.

5. General Considerations

- The entire management and presentation of the award will be the responsibility of the president.
- The Award recipient will be notified by the President of the SRC.
- There is no obligation to present the award each year.

Saskatchewan Reading Council Administrator's Award Nomination Form

The purpose of this award is to recognize and foster school based, professional and academic literacy support given by a Saskatchewan educational administrator.

Name of Nominee: _____

Academic Institution Information

Name of Institution: _____

Address: _____

Phone: _____

Fax: _____

Please provide a written rationale as to why the above stated person should be considered for the Saskatchewan Reading Council's Administrator's Award. Rationale should not exceed one page in length.

Nominator Information (2 persons)

Name: _____

Address: _____

Phone: _____

Fax: _____

Applications must be received on or before January 15 and should be sent to:

Gisèle Carlson
SRC Past President
giselle.carlson@rbe.sk.ca

The above information will only be used for the stated purposes of the Saskatchewan Reading Council and will follow the guidelines of the Saskatchewan Reading Council's Privacy Policy as stated on our website (www.saskreading.com).

Does Your School Receive the Recognition It Deserves?

Do These Statements Describe Your School
and Its Reading/Language Arts Program?

Exemplary Reading Program Award

- The reading program is consistent with sound theory, research, and practice
- The reading program facilitates student learning.
- Students have access to a wide variety of reading materials.
- Students demonstrate success in reading.
- Comprehension strategies are taught and applied across the curriculum.
- Listening, speaking, viewing, and writing are being integrated into the reading program.
- Administrators provide leadership and vision for the building and/or district reading program.
- The school and/or district offers support services to the program.
- Literacy activities occur outside of school.
- The community is involved in the reading program.

Through its Exemplary Reading Program Award, in cooperation with state/provincial councils, the INTERNATIONAL READING ASSOCIATION honours schools for outstanding service to reading and literacy education.

Call 302-731-1600, extension 236,
for more information.

Recognizing Excellence in Education

Have you applied for the Local Council Community Service Award?

You should if you can say “yes” to these questions about your community service project.

Local Council Community Service Award

- Is it unique and creative?
- Does it have impact on your community?
- Are your council members involved?
- Could it be replicated by others?

Help Your Council Receive the Recognition It Deserves

The INTERNATIONAL READING ASSOCIATION, through its Local Council Community Service Award program, will honour councils for outstanding service to their communities and to literacy. Monetary prizes are sponsored by SCHOLASTIC, INC.

Call 302-731-1600, extension 236, for more information.

Recognizing Excellence in Education

Past Presidents of the Saskatchewan Reading Council

1969	R.E. Stephenson	1992	Leona Burkhart
1970	David Lockerbie	1993	Marilyn Keerak
1971	Karen Holm	1994	Connie Tenaski
1972	Sr. Juliana Heisler	1995	Ramona Stillar
1973	Marie B. Spate	1996	Connie Watson
1974	Howard Klein	1997	Dianne McLeod
1975	Carol Caswell	1998	Gloria Antifaiff
1976	Ron Gruending	1999	Leslie Widdifield-Konkin
1977	Joan Ball	2000	Adele Oway
1978	Dennis Strauss	2001	Kim Stewart
1979	Bill Prentice	2002	Donna Humbert
1980	Ken Holliday	2003	Andrea Hnatiuk
1981	Lee Warkentin	2004	Karen Lind
1982	Lynn Taylor	2005	Pat Selvig
1983	Louisa Kozey	2006	Pam Foy
1984	Shirley Magdalin	2007	Sharon Conner
1985	Joanne McCabe	2008	Tammie Latimer
1986	Agnes Rolheiser	2009	Shelly Galloway
1987	Eleanor Vogeli	2010	Nicole Lefebvre
1988	Neville Hosking	2011	Lynda Gellner
1990	Amber McLeod	2012	Gisèle Carlson
1991	Norm Waters		

SRC Provincial Executive 2012-2013

Pam Foy – Treasurer

Gisele Carlson – President

Angela Hutton – Vice President

Lynda Gellner – Past President

Heather Hobbs – Secretary

Sherri Sieffert – Membership Director

Magi McFadden – Query Editor

Gloria Antifaiff – International Reading Association Coordinator

Joan Bue – *Young Saskatchewan Writers* Coordinator

Tammie Latimer – Communications Director

SRC Annual Conference Coordinators – Tana Arnott and Amanda Hassen

Saskatchewan Reading Council

2012-13 Provincial Executive



Gisele Carlson
President



Lynda Gellner
Past President



Angela Hutton
Vice President



Heather Hobbs
Secretary



Pam Foy
Treasurer



Sherri Sieffert
Membership Director



Gloria Antifaiff
IRA Coordinator



Tammie Latimer
Communications Director



Joan Bue
Young Saskatchewan Writers Coordinator



Shelly Galloway
Read to Me Coordinator



Tana Arnott
Conference Co-Chair



Amanda Hassen
Conference Co-Chair



Magi McFadden
Query Editor

Please visit www.saskreading.com
for more information about the Saskatchewan Reading Council.
A Special Subject Council of the Saskatchewan Teachers' Federation.
A Council of the International Reading Council.