



# QUERY

The Saskatchewan Reading Council



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  - *I Survived: The Bombing of Pearl Harbor, 1941*
- Saskatchewan Reading Council Annual Conference: Literacy in a Digital Age

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## **Deadline for Submissions**

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April 30

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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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## Conference

Location TBA, Saskatoon  
Saskatchewan Reading Conference:  
Literacy in a Digital Age  
September 22, 2017

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# Editor's Message

Magi McFadden



The Spring/Summer issue of Query highlights innovative initiatives organized and implemented by local reading councils forming the Saskatchewan Reading Council network of professionals committed to literacy in our province. This issue of Query features post-Millennial trends that address literacy throughout

our province and around the world. Articles focus on promising practices in reading instruction for digitally literate Generation Z students of today, developing word identification competencies among beginning readers, summarizing strategy for reading comprehension and building global connections in literacy through bookmark exchanges. The majority of children today, alternatively called Generation Z or digital natives, have never known a world without Internet access to information, interactive digital books and digital reading games designed to motivate development of reading skills, and are maturing with increased technological savvy and connectedness making them, at a very young age, more aware of global issues, engaged consumers of large volumes of information and more accepting of diversity than previous generations. Prevailing literature about youth today describes Generation Z as resourceful problem solvers who think beyond the boundaries of the classroom. Our classrooms have become a hybrid between learning in physical spaces and in virtual spaces combining traditional classroom approaches with virtual learning tools. Reading resources that are shareable, modifiable and copyable have emerged over recent years providing an interactive alternative to textbooks for Generation Z. Alongside these changes, virtual schools, online courses, YouTube videos and iPhone apps complement traditional textbooks. Read more about these and other trends in *Post-Millennial Literacy: Promising Practices in Reading Intervention for Generation Z*.

Promising practices in reading instruction, specifically instruction in learning the relationship between letters and the sounds they represent, phonics, is an important part of literacy learning. In *Encouraging Word Identification Competencies among Developing Readers*, Nicole Wilton, LaShay Jennings, Renee Rice Moran, Stacey Fisher, Huili Hong and Edward Dwyer describe methods of learning sound symbol relationships through explicit instruction in phonics using the Word Builder Kit. Instantaneous recognition of onsets and rhymes as they appear in syllables is vital for fluent reading, and, consequently for reading comprehension. The systemic instructional strategies presented in this article describe effective, efficient and enjoyable approaches for providing phonics instruction

in a variety of contexts. Emphasis is placed on learning relationships of onsets and rhymes through a set of instructional materials in the Word Builder Kit. According to these experts, hands-on enjoyable experiences involving multi-sensory approaches within academically sound practices benefit both teachers and students. In addition to word study, reading teachers are also well-aware of the importance of strategy instruction for comprehension. Keenly aware of the difference that effective summarization can have for student comprehension, teachers prioritize identification of main ideas. Statement of main ideas of a text in as few words as possible, summarization, is the topic of the next article, *Summarizing for Comprehension*. By discerning the most important ideas in a text, ignoring irrelevant ideas in a text, and integrating and expressing central ideas in as few words as possible, students are challenged to become comprehending readers. Seven-eight techniques for implementing summarization strategy in varied content areas are described in this informative article. The classroom literacy project described in the next article, *Global Bookmark Exchange*, aims to build connections around the world by empowering young people to author lives of literacy. Focusing on the value of reading and literacy worldwide, Grade 7 students in a remote northern community in our province were twinned with students in the same grade in Scotland to exchange artfully-crafted bookmarks naming their favourite book title for exchange. Through this global interaction, students were enabled to generalize learnings and understand themselves as one among others. This global exchange of hand-crafted bookmarks celebrated a love of reading, demonstrating the importance of literacy and reading in the day-to-day life of our youth.

For query readers that have had their appetites whetted for more professional development in the topical area of literacy in the digital age, the recent publication from International Society for Technology in Education in Eugene, Oregon entitled, *Teaching Literacy in the Digital Age: Inspiration for All Levels and Literacies*, is a worthwhile read. In outlining trends in technology-supported literacy instruction, this book details a plethora of readily-available instructional activities focusing on creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving and decision-making; digital citizenship; and technology operations and concepts for classroom implementation K-12. The technology resources described are either free, low-cost or already commonly available in schools. Each chapter authored in this edited book informs and guides teachers as they define and refine literacy instruction that facilitates and

*continued on page 2* >

inspires student learning and creativity, design and develop digital-age learning experiences and assessments, model digital-age work and learning, promote and model digital citizenship and responsibility, and engage in professional growth and leadership that is an important part of our technology-shaped world. For those among you interested in learning more about modelling think-alouds for your students, look no further than Jeffrey Wilhelm's recent publication, *Improving Comprehension with Think-Aloud Strategies: Modeling What Good Readers Do*. According to author, Jeffrey Wilhelm, the most effective way to introduce students to the procedural tools of strategic knowledge is to model them in the context of meaningful tasks and then to assist students in their own use of these strategies through an interactive process of mentoring and monitoring. This means that for students to become expert readers, teachers must model the strategies of expert readers using authentic texts and then support students as they use expert strategies to read independently. Jeffrey uses think alouds to model, mentor and monitor students' strategic development with strategies varying from decoding words to interpreting symbols, to understand and use any kind of convention, to read or write any kind of genre with all the conventions that each genre entails to deepen the comprehension and engagement of every student. Mini lessons, practical activities, classroom scenarios and student work samples are liberally sprinkled throughout this dynamic book. Video footage in the companion DVD allows you to see teachers and students in action as they use think-aloud strategies. With this simple, powerful technique, you can show students how you use strategies such as predicting, inferring, visualizing and summarizing. Modeling think alouds to develop expert reader strategies allows students to "see" what good readers think and do and apply it to their own reading process. Think alouds are great for struggling or reluctant readers because they make reading an active, social experience. Put this book on your list of must reads for professional development if only because it brings to our attention the reading strategies that we do automatically and demonstrates how to teach them to our students. The book and DVD target Grade 4 and up but the expert reader strategies depicted are appropriate for any grade level.

The market is bursting with new and exciting books for children to read. For Query readers seeking "good reads" for children, *Princess Pink and the Land of Fake-Believe: Moldylocks and the Three Beards* and *I Survived: The Bombing of Pearl Harbor, 1941* have been reviewed. This uproariously hilarious book is one in a series of early chapter books in Scholastic's line called Branches, which is aimed at newly independent readers. Author Noah Z. Jones turns well-known fairy tales upside-down in this humorous new series! This is a good book for beginning chapter book readers. With easy-to-read text, high-interest content, fast-paced plot and engaging full-colour illustrations on every page, young children will happily be drawn into this very funny land of fractured fairy tales! Lauren Tarshsis's fast-paced thrilling chapter book, *I Survived: The Bombing of Pearl Harbor, 1941*, tells a terrifying story from history of the bombing of Pearl Harbor through the eyes of an eleven year boy who lived to tell the tale. Like other books in the *I Survived* series from Scholastic, this book is a work of historical fiction. All main events and places are real and characters are based on fiction. Author of this intriguing book from the *I Survived* series, Lauren Tarshis captures the chaos, fear and destruction in terms young readers can connect to on a personal level. This gripping story promises an intriguing adventure for boys and girls ranging from ages 7-10 years and will capture and sustain the interest of reluctant readers.

The Saskatchewan Reading Council's (SRC) annual conference, *Literacy in a Digital Age*, which was cancelled this year due to low numbers of registrants for the conference and has been rescheduled to be held September 22, 2017 in Saskatoon, location to be announced. Look for the Saskatchewan Reading Council's conference poster in early fall 2017. Join us and plan to attend the Saskatchewan Reading Council's annual cornucopia of professional development!

**Submissions to Query are welcomed at any time. Readers are encouraged to share this issue with colleagues to inform them of the benefits of an SRC membership.**

# President's Report

## Tana Arnott



It is hard to believe that the year has come to an end. During my first year as President of the SRC, I reflect on how extremely grateful I am for the members of our council. Their guidance, support and knowledge are appreciated. Our council has a lot of passion for reading! We get caught up in conversation, the sharing of ideas, and the latest books we have led. I am forever grateful for the sharing that happens. It has been a year of obstacles, but together, our council has persevered, and we are ready for next year. Education is undergoing changes, and our

council is finding ways to thrive among these new changes. Unfortunately, we had to cancel our annual conference. However, we will come back in the fall and provide teachers with a fantastic Professional Development opportunity.

I would strongly encourage you to share information about our council with your colleagues. Membership to our council is free, and with your membership, you will receive information about our council, ideas to use in the classroom, Query subscription, and the opportunity to attend our conference! Being a member of our council is a great Professional Development opportunity!

Thanks again to the executive and members of our council on an amazing learning experience this last year.

# Vice President's Report

## Lisa Kowalyshyn



This year has been a great year of learning, collaboration and professional development. I am excited to take on the new role of SRC President for the 2017-18 school year and look forward to working with the council again. With some changes occurring this

year in regards to free membership, I am excited to see our council grow in the future. Literacy continues to be a strong focus in Saskatchewan schools and I hope to provide professional development opportunities next year that our teachers will find helpful to support them in their classroom and school community. I hope you have a restful summer break and look forward to working with you again in the fall.

# Membership Director's Report

## Gisèle Carlson



Presently we have close to 300 members. At our Fall 2016 meeting, we voted to make our memberships free and ongoing, as a result of the discussion at the STF Special Subject Council Meeting in September 2016. This move will strengthen our membership base. Teachers can sign up online for a free membership at the Saskatchewan Reading Council

website <http://saskreading.com>.

Many thanks to the executive members and Local Council Presidents for promoting memberships in their areas. We will continue working on promoting the SRC at the Beginning Teachers' conferences that are held in the fall. Members can now email the membership director directly at [saskliteracymember@gmail.com](mailto:saskliteracymember@gmail.com).

It has been a rewarding year working with the talented and dedicated people that are a part of this council.

# International Literacy Association Coordinator's Report

## Shelly Galloway



### Mission

The mission of the Saskatchewan Reading Council (SRC) is to promote the development of literacy and the maintenance of quality literacy instruction.

### Affiliation

The SRC has been affiliated with the Saskatchewan Teachers' Federations (STF) as a Special Subject Council since 1969. The SRC has been affiliated with the International Literacy Association (ILA) as a provincial council since 1978.

### Purpose

The purpose of the SRC is to serve Saskatchewan as a professional organization for individuals who are concerned with the improvement of literacy and literacy instruction.

### Local Reading Councils

The SRC consists of nine local councils across the province. Each local council consists of membership from the school divisions within its boundary. Each local council promotes literacy to its members. \*\*\*Membership is now at no cost-so join and ask your colleagues to join too.

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

- **Young Saskatchewan Authors** – The Young Saskatchewan Writers 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. 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 attend 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 48th Annual Reading Conference will be held in Saskatoon, Saskatchewan on September 22, 2017. Keynote speakers will present current teachings as well as Sask. Authors presenting at the author's night.

\*\*\*Let's support Literacy in this province and attend this annual conference!

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

### ILA Conference

The ILA conference will be held in Orlando, Florida July 15-17, 2017. Join thousands of education professionals and discover new teaching methods, materials and tools to transform lives through literacy. \*\*\* There are flights directly out of Regina now to Orlando - If you have a chance to attend this conference you will be lucky to be inspired by Harvey Daniels and many speakers who will excite you with their commitment to literacy.

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. SRC basic memberships and student membership are available for no cost. We want your membership so that you can enjoy all of the amazing literacy opportunities the Saskatchewan Reading Council offers.

# Communication Director's Report

## Sharon Funk



The year has flown by since the last reports went out. In the world of communications, there were very few changes. We did see our social media following increase substantially through Twitter and Facebook. Many people have

expressed an interest in the articles and ideas presented through those venues.

I would like to encourage you to follow us on Facebook or Twitter. Feel free to forward articles and ideas to Saskatchewan Reading Council. Find us on Twitter @SaskReading or Facebook (Saskatchewan Reading Council).

# Young Saskatchewan Writers Coordinator's Report

## Lori Burton



Jack Kerouac said that, "It ain't watcha write, it's the way thatcha write it." I think that this year with our Saskatchewan Young Writers publication, we will be impressed and excited to read how our young people have written about their lives and their viewpoints – the WAY they have written.

It's an amazing journey to read through these pieces, starting with the very young, fledgeling writers who are just learning to express themselves and on through to the adolescent writers who are driven to share deeply from their hearts and their convictions. I am always humbled by the faith shown

by our students in sharing their writing: faith that they have a voice and it should be heard, faith that they will be accepted in their personal expression.

In this year's issue you will read pieces from all over Saskatchewan, from grades 1-12, from urban and rural children and youth, and from many perspectives including fantasy writing, questioning essays, and transgender viewpoints. Eighty-five young authors are represented here; the best of the best on offer from our diverse province.

"If a nation loses its storytellers, it loses its childhood." Peter Handke

Thank you to our young writers for helping us to keep our childhoods, while you are telling the stories from yours!

# Read to Me Coordinator's Report

## Joan Bue



Given the budgetary restraints the SRC is facing, our Read to Me project looked a little different this year.

We did receive a \$1000.00 grant from the Raise a Reader Program and I tried very hard to work within this budget for this year.

I was able to order 1200 books for \$1110.00 through Scholastic. (they have changed their bonus point system, so I wasn't able to get quite as many books for free this year.

However, after consulting councils and hearing back from a few, I decided not to order bags this year. With this decision, we should be able to cover most of our costs through the Raise a Reader Grant, essentially costing the SRC nothing extra.

Since we are not meeting face to face, I will need to get the books to other councils by bus. I have delivered books to Saskatoon and Regina councils. I hope to get the rest out soon. (Before May 19th!)

Three councils ordered extra books (South West-\$100, South Sask \$100 and South East \$200), so please send payment to Pam.

Just a reminder to all councils to send me a short outline of their literacy event so I can put together a report for the Saskatchewan Literacy Network. Pictures would be nice too!

We are more than grateful for the continued support from the Raise a Reader Grant as this may be the only way to continue this Program in future years.

## Local Council Reports

### East Central Reading Council

#### Tammie Latimer, President



The East Central Reading Council has continued to promote several purposes of the Saskatchewan Reading Council in accordance to the SRC Strategic Plan, in its region this year. The purposes we have served are:

1. To encourage and support leadership at local and provincial levels;
2. To initiate and support literacy programs at both the school and community levels;

*To encourage and support leadership at local and provincial levels*

We held an executive meeting to discuss the local program and discussed new professional and personal books we have enjoyed this year.

*To initiate and support literacy programs at both the school and community levels*

We had two programs which supported this purpose. At the beginning of the school year, we provided new books and the pamphlet, *For the Love of Reading* from the Literacy Network to all pre-K students in the Good Spirit School Division and the Christ the Teacher School Division. Over 230 books were labelled and distributed! We are also looking forward to distributing books to the new babies in the Yorkton and Melville areas through Public Health. Unfortunately our Young Writers' Submissions arrived late and we were unable to be a part of that provincial program this year.

Thank you to the East Central Executive members Jeanette Ebert, Sherri Sieffert, Joanne Sebastian, Darcie Krasowski, and Krystal Swidzinski for their dedication to literacy

## Kewetin Nene Reading Council

Magi McFadden, Vice President



KNRC welcomed several new council members this year! During this school year new and continuing KNRC members enthusiastically promoted literacy in northern Saskatchewan by hosting the following literacy activities for children, parents and teachers in local communities:

September – *Steps4Literacy* service project of the International Literacy Association tallied 69,000 steps taken for literacy by students on International Literacy Day, September 8. Willow Awards book launch undertaken for Shining, Diamond and Snow Willow Awards stimulated student interest in choosing their favourite books from among those nominated to receive the Willow Award. Young Saskatchewan Writers (YSW) posters were distributed to teachers' mailboxes inviting submissions of writing samples from students in northern Saskatchewan schools for publication in YSW.

October – KNRC/SRC membership drive with information display booth setup at the NATA convention in Prince Albert. "Good Reads Books" gift draws were held. Invitation announcements at NATA convention served to encourage teachers new to the school division to become an SRC/KNRC member. Membership in KNRC was also promoted at the annual NATA convention through our local council poster and brochure. The KNRC Annual General Meeting

was held at the Art Hauser Center in Prince Albert. New officers were elected, goals set and projects planned. Contribution to the Malala Fund was identified as our local council's international project.

January – Family Literacy Day – celebration of family literacy through a variety of Family Literacy Activities including literacy fairs, games nights and Elder storytelling to increase awareness and participation in family literacy. Northern author tour and Northern Reading Challenge.

February – Submission of writing samples from students in northern Saskatchewan schools for publication in Young Saskatchewan Writers.

March – Submission of Saskatchewan Young Readers' Choice Awards – Willow Awards student choice votes. Honour council requirements were submitted to the SRC executive.

April/May – SRC Read to Me Books purchased to be distributed to parents of newborns and teen moms in northern communities.

June - Change of local council officers occurs for the SRC. KNRC officers continue in their positions until the October general meeting at NATA convention.

Thank-you to all local council members, new and continuing, for their commitment to northern literacy.

## Moose Jaw and District Reading Council

Tana Arnott, President



Our council had a quiet year this year. The focus has been on keeping the programs going that we have worked on and within the past. We continued our strong Read to Me program giving every baby born in the Dr. F.H. Wigmore Moose Jaw Regional Hospital a reading package. We work 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. This year, we have partnered with Moose Jaw Literacy Network to help share costs for the program. We had a class at A.E. Peacock Collegiate help with the program this year to assemble the bags and deliver them to the hospital. We delivered over 400 packages. We also donated numerous books to preschool programs to help support their literacy initiatives.

Both Prairie South and Holy Trinity School Divisions continue to support literacy in our schools. Both school divisions work hard to make sure that there are various activities surrounding literacy during both Education Week and Family Literacy Day. So many of our schools are already planning evening activities for these events to instill a love of reading in our children and their families.

In mid-June, we will host our annual "Young Author's Night". This night gives the writers in our divisions an opportunity to share their pieces of writing with a small audience. It is always a wonderful night celebrating the writing talents in our division.

Our council will continue to work hard next year with teachers to help students understand the importance of reading and to expand our membership to deliver quality programming to our community.

## Saskatoon and District Reading Council

### Barbara Alberton and Lee Jacobson, Co-Presidents

1. Started a book club with approximately 10 members. We met 2 times this year so far. First time to discuss the book: "No More Independent Reading Without Support" by Debbie Miller (which we purchased for the members) and the second time to discuss reading strategies that teachers have successfully implemented and further discuss what the needs of the teachers are and how the council could support. We have one more meeting planned at Pike Lake Elementary School.
2. Mary Bishop will be our guest author for our 3rd annual "Young Author's Night Celebration". An invitation will be issued to every submission to the Young Saskatchewan Writers contest. Mrs. Bishop will conduct a workshop focusing on the writing process and being a "writer".
3. In June, we will host the Young Saskatchewan Writer Published Author Night featuring all 16 authors who have been published in the Young Saskatchewan Writer's Publication.
4. We will also donate books to the Maternity Ward at the Royal University Hospital.
5. We delivered our new "postcard" detailing the role and support of Saskatoon Reading Council to Saskatoon Catholic, Saskatoon Public and Prairie Spirit School boards.

## South East Reading Council

### Joan Bue, President



We are as always, small but mighty!

We had an author tour to begin our year. Maureen Ulrich toured some of our schools in October 2016. She did readings with some and with other she did a writer's workshop. She was very well received!

We had hoped to invite another author to tour in the spring, but due to money restraints we decided to hold off.

We did select 20 authors to be published in Young Saskatchewan Writers and we will hold a celebration in June to honour the writers.

We ordered 200 extra books for Read to Me this year. We partnered up with the Cornerstone Family and Youth

organization in Carlyle to put together a new mom bag – we contributed the books and CFY contributed puppets, baby tooth brushes and the bags. We found that we were both doing a book program and it seemed more sensible to combine our efforts. 160 books went to this program. Our council had purchased some board books and so along with these board books the rest of the books will be distributed in the Moosomin area.

We have been promoting our free membership among the schools in our areas, and we hope to build our membership in this way. Perhaps in the Fall we will hold a supper meeting to get to know some of our new members!

Pam and I are still hanging in there, but we realize that our membership needs to grow and we need new members to participate in the council, or we are afraid it may not be possible to continue. Time will tell!

## South Saskatchewan Reading Council

### Lisa Kowalshyn, President



The 2016/17 school year has flown by. I am pleased to say that our reading council has had another successful year of collaboration and learning together. The year started off with our first meeting and distributing information packages to all of the schools in and around Regina. We took part in our Christmas meeting and social in December. January and February our council focused on the young writers contest. We had a good

turnout of submissions and found it difficult to pick the pieces to publish as all were so well done. Our annual AGM will be held on May 4th followed by our professional book circle at Argyle School. We are looking forward to our Young Authors Night where our young writers get the chance to share their piece of writing and celebrate their accomplishments. We will end the year with our planning meeting to prepare for next year. Our council continues to provide Get Well Soon packages to students who may miss school due to extended illness or absence as well as our Read to Me packages to ECE classrooms.

## South West Reading Council

Jennifer Lundsten, President



It has been a rather discouraging year for education as a whole. The South West Reading Council was no exception. The financial challenges within the province has filtered down to our local council. Fortunately, we were still able to support many valuable literacy activities in our school divisions, but with extreme caution of the finances as we try to prepare for some financial security in future years as well.

We started our year with the goal to increase membership and supported the Saskatchewan Reading Council in their initiative to offer free memberships. We were successful and saw our membership more than double in the fall of 2016. A large number of these new lifetime members came as a result of executive members presenting at the annual Saskatchewan Hutterian Educators Conference in November.

Throughout the remainder of the year, we were able to continue our support of the following programs:

- Read to Me – providing books to Pre-K students
- Young Saskatchewan Writers' Publication
- Books for Fort McMurray – providing monetary support as school try to rebuild libraries after the fires in that area
- Hutterian School Preparation Kits – providing monetary support to create school preparation kits for 4 year old Hutterian children
- School Literacy Grants – providing monetary support to three literacy programs happening within our local council area

Although we did feel the need to change some programming as the year progressed, we are very pleased with the literacy activities we were able to help. This includes supporting programs that effect students in all three of our local school divisions. We feel that we were able to meet our goal of putting books into the hands of as many children as possible.

# Post-Millennial Literacy: Promising Practices in Reading Instruction for Generation Z

Magi McFadden

*Magi is editor of Query, the official publication of the Saskatchewan Reading Council which is a professional growth network of the Saskatchewan Teachers' Federation and affiliate of the International Literacy Association (ILA) and vice president of Kewetin Nene local council of the Saskatchewan Reading Council (SRC). Magi teaches resource in Minahik Waskahigan High School in Pinehouse Lake Saskatchewan with Northern Lights School Division 113. The majority of Post-Millennial children in schools today, alternatively called Generation Z or digital natives, have never known a world without Internet access to information, interactive digital books and digital reading games designed to motivate development of reading skills and are maturing with increased technological savvy and connectedness making them, at a very young age, more aware of global issues, engaged consumers of large volumes of information and more accepting of diversity than previous generations. For years, reading education has engaged in thinking about best practices, instructional approaches and techniques that improve children's reading development. Practices that hold promise for Generation Z and which have acquired research evidence over time that if used by children with fidelity, are likely to help them become proficient readers include: explicit instruction in vocabulary development; close reading comprising rereading for the purposes of text analysis; and digital books and adjuncts that personalize reading, increase relevant instructional time and support differentiation. Improvements in digital technologies have opened the door to entirely new kinds of reading opportunities for Generation Z – reading that is personalized to their individual needs for maximal fluency and comprehension, and facilitates social skills development.*

Generation Z, also known as Gen Z, Post-Millennials, iGeneration, iGen, Plurals, Gen Techs, Net Gen, Gen Wii or Digital Natives is the demographic cohort after the Millennials. While there are no precise dates for when this cohort starts or ends, demographers typically use starting birth years ranging from the mid-1990s to early 2000s (Wikipedia, 2016).



Generation Z  
(Word Tag Cloud, 2016)

A significant aspect of this generation is the widespread usage of the Internet from a young age. Members of Generation Z are typically thought of as being comfortable with technology and interacting on social media websites for a large portion of their socializing. Sometimes referred to as the Internet Generation, this is first generation to primarily communicate by text, voice, video or movies. This emphasizes the shift from personal computer to mobile to text to video among the neo-digital population. As children become teenagers, receiving a phone is considered a rite of passage, allowing the owner to be further connected

with their peers and it is now a social norm to have one at an early age. That the majority of Generation Z own an iPhone has become one of this generation's defining characteristics. Teens are much more likely to follow others on social media than share and use different types of social media for different purposes. Teens may get annoyed by many aspects of Facebook, but they continue to use it because participation is important in terms of socializing with friends and peers. Twitter and Instagram are seen to be gaining popularity among members of Generation Z (Wood, 2012; Ziegenfuss, 2016). Snapchat is also seen to have gained attraction for Generation Z because videos, pictures, messages send much faster than regular text messaging. Speed and reliability are important factors in Generation Z choice of social networking platform. This need for quick communication is presented in the prevalent use of emoji's among Generation Z (Wikipedia, 2016).

That mobile technology, social media and Internet usage have become increasingly important to modern adolescents over the past decade is an understatement. Adolescents are using the Internet as a tool to: gain social skills that they then apply to real life situations, keep up with global news and learn about things that interest them. Generation

Z uses social media and other sites mainly to strengthen bonds with friends and to develop new friendships. Although Generation Z may interact with people who they otherwise would not meet in the real world, most teens spend their time online in personal communication with people they physically interact with outside the Internet on a regular basis. Due to this predominant usage, social media has become integrated into the daily lives of most Generation Z who have access to mobile technology. They use it on a daily basis to keep in contact with friends and family, particularly those who they see and talk to every day (Wikipedia, 2016).

### **Literacy for Generation Z: Promising Practices in Reading Instruction**

For years, reading education has been engaged in thinking about best practices, instructional approaches and techniques that improve children's reading development. Practices that hold promise and have acquired evidence over time that if used by children with fidelity, are likely to help them become proficient readers include: explicit instruction in vocabulary development; close reading (rereading for purposes of text analysis); explicit instruction in syntax to strengthen comprehension; and digital books and supports that personalize reading, increase relevant instructional time and facilitate differentiation (Roscos & Neuman, 2016). The majority of children today, alternatively called Generation Z or digital natives, have never known a world without Internet access to information, interactive digital books and digital reading games designed to motivate development of reading skills, and are maturing with increased technological savvy and connectedness making them, at a very young age, more aware of global issues, engaged consumers of large volumes of information and more accepting of diversity than previous generations. Prevailing literature about youth today describes Generation Z as resourceful problem solvers who think beyond the boundaries of the classroom. Our classrooms have become a hybrid between learning in physical spaces and in virtual spaces combining traditional classroom approaches with virtual learning tools. Reading resources that are shareable, modifiable and copyable have emerged over recent years providing an interactive alternative to textbooks for Generation Z. Alongside these changes, virtual schools, online courses, YouTube videos and iPhone apps complement traditional textbook learning (International Innovation, 2015).

Online videos, podcasts, blogs and games are supplanting traditional approaches to teaching literacy. One of the most motivating virtual tools for Generation Z are digital learning games which are starting to emerge as a new framework for finding information, collaborating and developing critical thinking and problem solving skills. One such site is Funbrain from Scholastic which features free reading skills development games, online books, online comics, author blogs, author videos and a message board. Funbrain offers

Generation Z more than 100 fun, interactive games that develop skills in literacy. Plus, Generation Z can practice comprehension strategy use with a variety of popular books and comics on the site, including *Diary of a Wimpy Kid*, *Amelia Writes Again*, and *Brewster Rocket*. Teachers can confidently encourage students to use Funbrain during their free time in class, assured that kids will enjoy an educational, safe online literacy experience that rewards effort at every step. Funbrain's games help students build on what they have learned in class and acquire new skills in reading and problem solving. Parents can trust Funbrain to deliver a fun and safe homework experience for even the youngest children. The Funbrain Playground helps parents introduce their preschoolers to the Internet and teaches them how to manipulate the mouse and keyboard. Funbrain is committed to providing a safe gaming environment that bridges learning and entertainment. It is critical that our youth develop the literacy skills of systems thinking, critical thinking, problem-solving and collaboration that reading games can provide (Scholastic, 2016).

### **Literacy in the Neo-Digital Age: Opportunities for Personalized Learning**

Improvements in digital technologies have opened the door to entirely new kinds of reading opportunities for those in Generation Z - reading that is personalized to their individual needs (International Innovation, 2015). Through technology, more Generation Z than ever before can access exciting Universal Design for Learning (UDL)-based reading experiences. To help children create and publish their own books as well as have them read back to them, see CAST's UDL Book Builder ([bookbuilder.cast.org](http://bookbuilder.cast.org)); for text to speech, writing tools and writing aids, visit UDL Tech Toolkit Wiki (<http://udltechtoolkit.wikispaces.com/Home>); to find nursery rhymes sung aloud by fun characters, go to award-winning The Mother Goose Book Club (<http://www.mothergooseclub.com>); to view stories in sign language visit Signed Stories ([signedstories.com/index.cfm](http://signedstories.com/index.cfm)); to help children create and publish their own books and have them read aloud to them, see CAST's UDL Book Builder (<http://bookbuilder.cast.org>) (Wood, 2012). Meanwhile reading skills games such as those in [www.learninggamesforkids.com](http://www.learninggamesforkids.com) and [www.playkidsgames.com](http://www.playkidsgames.com) are helping teachers and students embrace the possibilities within personalized learning to achieve the overarching principles of reading outlined in Saskatchewan Reads (2016) as: all students can read, the teacher is essential in a student's success in school, oral language is the foundation of literacy, balance is important in reading instruction, and family and community are critical partners in reading success. The online version of this recent document from the Saskatchewan Ministry of Education (2016) provides live links and video examples to clearly illustrate promising practices specifically in reading, focusing on instructional approaches, assessment

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and intervention (<https://saskatchewanreads.wordpress.com/introduction/>). This landmark document outlines a timeless educational principle that can be taken as a constant despite shifting technologies confronting Generation Z: reading instruction that engages readers, increases comprehension and develops fluency, should be interest-driven, creative, informative and fun. It must both teach and delight children for, "It is not enough to simply teach children to read; we need to give them something worth reading. Something that will stretch their imaginations-something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own."  
– Katherine Patterson (Saskatchewan Reading Council, 2016).

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# Encouraging Word Identification Competencies Among Developing Readers

Nicole Wilton, LaShay Jennings, Renee Rice Moran, Stacey J. Fisher, Huili Hong and Edward J. Dwyer

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Even the best of readers encounter words not instantaneously recognized. Consequently, competence in using effective and efficient word identification strategies is essential for fluent reading. In this paper, the authors focus on an important word identification competency, application of knowledge of onsets and rhymes for identifying words not known instantaneously. The authors propose that direct instruction in applying knowledge of onsets and rhymes, coupled with extensive practice in reading meaningful text, can play a key role in fostering substantial growth in reading achievement.

Decoding instruction, often referred to as phonics instruction, is the study of the relationship of sounds to letters in an alphabetic language like English. Success in mastering the alphabetic principle, the relationship between symbols and phonemes, is vitally important for success in learning to identify words (Adams, 1990; Reutzel & Cooter, 2012, DeVries, 2015). In addition, such mastery of the alphabetic principle is essential for reading fluency which, in turn, is critical for reading comprehension (Adams, 1990, Rasinski, 2010, Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon, 2015).

Arguments, however, continue on how best to implement and maintain a phonics instruction program. For example, the term “phonics instruction” has even become popular among some politicians who see phonics instruction as

the primary means, if not the only means, to overcome reading problems (Routman, 1996; International Reading Association, 1997). We have all heard words to the effect of: “Teach them the letters and the sounds that the letters make and they will all be able to read. It is that simple.” If only it were that simple!

The teaching of phonics has become enormously complicated. There is a myriad of books, kits and computer programs purporting to make phonics instruction both easy and effective and even enjoyable for children. Radio, magazine and TV ads abound with advertisers’ claims touting the value of various phonics programs. This virtual Niagara Falls of phonics materials is evident at provincial, regional and national literacy conferences. There are numerous publications purporting to promote phonics learning for sale even in supermarkets and large multi-purpose stores where a shopper can find phonics instruction materials as easily as finding a jar of pickles!

The purpose of this article is to present a rather simple but basically sound and inexpensive approach for teaching children to enhance their decoding competencies by learning sound-to-symbol relationships. Variations can easily be made depending on the learning environment. In this light, four basic principles, followed by directions for producing what we call the **Word Builder Kit** are presented below:

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1. Children need to learn the sounds typically associated with single consonants at the beginning of words. Start with familiar high-interest words such as bus, dog, cat, car, pizza and names of students (Ruetzel & Cooter, 2011; Ashton-Warner, 1963). The consonants are all the letters except the vowels, a, e, i, o and u. Since q and u always (except in Shaq and Iraq!) appear together, they can be treated as if they are a single consonant (Durkin, 1993). Granted, there are inconsistencies causing complications such as the initial consonant sounds associated with /c/ and /g/ and with consonant digraphs such as /ph/, /ch/, /th/, and /sh/ which must be afforded additional attention. However, the single consonants are highly reliable in the sounds they represent. For example, the sound associated with the letter b is the same in bell, bloom, book, etc.
2. As suggested above, readers must be familiar with the high frequency consonant digraphs such as: ph, sh, th and ch. The ph consonant digraph (phonics, phone, Phil) does not serve as an onset for common rhymes but can be taught separately. The /ng/ digraph is dealt with when studying the rhyme ing. The gh digraph is rare in words (“rough” and “tough”, rhyming with “fluff”) and can be learned through direct instruction and reinforcement through encountering the gh digraph during independent reading. The same can be said of the silent letter k at the beginning of words such as knight and knee.
3. Blending the letters in consonant clusters into the sounds they represent is also a very important competence for all readers. High frequency consonant clusters, adapted from Vacca et al. (2015), are: bl, br, cl, cr, dr, fl, fr, gl, gr, p1, pr, sc, sk, scr, sk, sl, sm, sn, sp, spr, st, str, sw, tr (p. 187).
4. Rhymes (also called phonograms and, in a typical elementary school, “chunks” or “word families”) are syllables beginning with a vowel and usually containing one or more consonant letters. Adams (1990) concluded through a comprehensive study of research that rimes are highly consistent in how they are pronounced in different words. Foorman, Fletcher, Francis, Schatschneider and Mehta (1998) determined that use of sound-spelling patterns (rimes) proved highly effective when working with 285 high risk second graders. Johnston (2001) determined that learning to spell as well as read is greatly facilitated through the use of onsets and rhymes. In a far earlier study that launched interest in looking at rhymes rather than sounds associated with individual letters, Wylie and Durrell (1970) reported that more than 500 words typically found in primary grades reading materials could be made from the following rhymes: ack, ail, ain, ake, ale, ame, an, ank, ap, are, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck, ug, ump, unk. After nearly 40 years, the benchmark Wylie and Durrell study is still the foundation for study of rhymes and onsets. For example,

Cunningham (2005) referred to the rhymes in the Wylie and Durrell study as “spelling patterns that allow children to read and spell over 500 words commonly used by young children” (p. 101). In addition, we have used an effective and comprehensive set of strategies for classroom instruction focused on onsets and rhymes developed at the Center for the Study of Reading (1991).

Other key rhymes contributed by teachers from a variety of sources are: ace, all, are, each, al, earn, ear, eyed, eel, eep, eeze, end, ent, ess, et, ike, ill, ime, ive, oat, oil, old, one, ong, ool, oop, ot, ought, ound, ow (two sounds as in bow and crow), ub, udge, uff, urn, umble, un, unch, ung, unt, urn, ust.

There are, of course, other principles of importance in teaching phonics. However, attention to the four presented above will help students and teachers immeasurably in learning to figure out words not known by sight. Also, using onsets and rhymes encourages phonemic awareness. On the other hand, too much emphasis on phonics generalizations of limited application is time not well utilized and takes time away from authentic reading and writing activities.

#### The Word Builder Kit

The **Word Builder Kit** can be a useful resource to foster awareness of sound to symbol relationships. Directions are presented below:

1. Type all the single consonant letters using a 100 point bold font. The fonts Arial, Century Gothic and Verdana are friendly for developing and beginning readers because they resemble the style of print found in most books printed for young readers. We unobtrusively underline the letters **b, d, m, n, p** and **w** to show direction. For example, a developing reader might be puzzled when encountering the letter **w** because it looks like **m**. We likewise underline the consonant clusters **pl, sn** and **sp** to indicate direction. We also underline the rhyme **op** to avoid confusion. We use **qu** rather than just **q** since **q** is always followed by **u** in English spelling. Instead of an underline, sometimes we add a dot at the bottom of the tile with letters that might be confusing. The three key consonant digraphs (ch, sh, and th,) can easily fit on one line of print and five lines can appear on one page.
2. Photocopy the sheets containing the consonants, consonant digraphs, rimes and consonant clusters using 110 lb. or 65 lb. cardstock of different colors. Regular 20 lb. copy paper is too flimsy.
3. Cover both sides of the printed pages with a clear plastic covering such as ConTact. Laminating machines or individual laminating sheets can be used but the pieces sometimes have a high gloss finish that reflects a lot of light.

4. Cut the individual units with a scissors or with a paper cutter.
5. Add a piece of lightweight magnetic tape to the back of each piece. This is not essential; however, the magnetic quality can add options for enjoyable practice (Photograph 1).

Quart size plastic zipper freezer bags or food storage containers can be used to store the letter pieces. The pieces can be manipulated on any flat clean surface and on magnetic surfaces. In addition to large classroom magnetic wall boards, we use steel trays that are often old cookie baking sheets covered with shelf liner (Photograph 2).

We provide a list of common rhymes and words made using the key rhymes titled Words We Know. This list is used as a reference for developing readers when there is doubt about the authenticity of a word. For example, a second grader was quite sure that “pling” was a word; “You know, when a thing goes ‘pling!’” (Photograph 2).

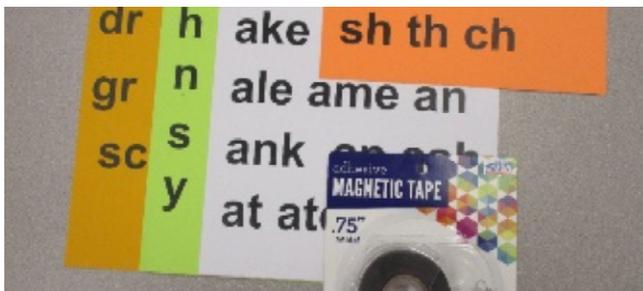
Produce a classroom word wall containing a word for each of the key rhymes. The focus word serves as a base for learning other words by analogy. For example, the student might learn to think: I know “bank” so this word must be “drank” (Photograph 3). We have a piece of yarn held by magnets called the “Mastery Line”. Students and teachers can move the line based on apparent mastery of the set of rhymes on the row directly above the line and all previously mastered rhymes and key words. Strategies presented

complement guidelines for teaching students with reading difficulties proposed by the Saskatchewan Ministry of Education (n.d.).

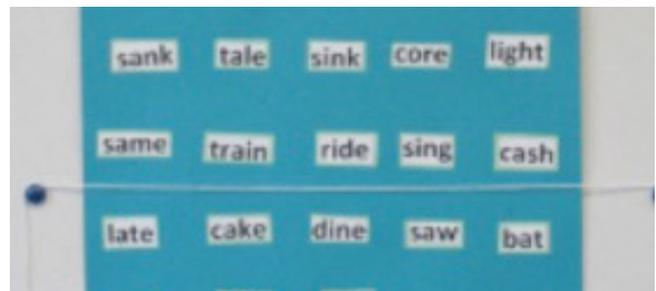
Students and reading coaches enjoy building words and practicing working with onsets and rhymes. Older siblings, parents, tutors, and volunteers at after school programs have reported successfully and enjoyably using the **Word Builder Kit** (Photograph 4).

Many instructional variations, including games, can be made to facilitate learning of common words containing rhymes and onsets. For example, we invented “Dunk a Chunk”. In this game, students get to throw a beanbag toward a trash can with a clean liner if they produce a word. They can score a point for their team if they successfully throw the beanbag into the trash can.

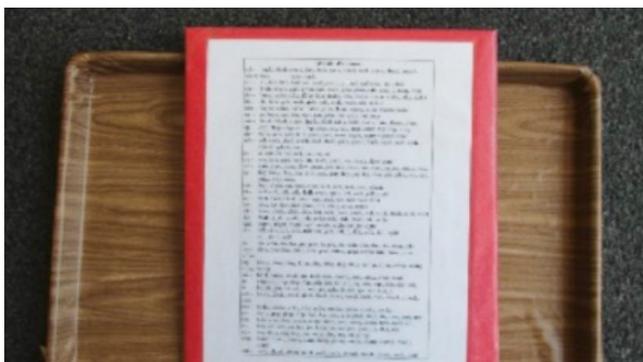
A kindergarten teacher we know has a lightweight clothes line and mini clothespins. The students see a rhyme pinned on the clothes line and then can pin an onset in front of the rhyme. There are countless activities that creative teachers can employ to make learning onsets and rhymes a thoroughly enjoyable hands-on adventure. The **Word Builder Kit** it is an easy to produce and inexpensive way for providing literacy support for developing readers. We have found that constructing the **Word Builder Kit** is a wonderful activity for teacher in-service programs and for parent volunteers. In addition, upper elementary grade students enjoy working with their first and second grade friends in one-on-one learning sessions.



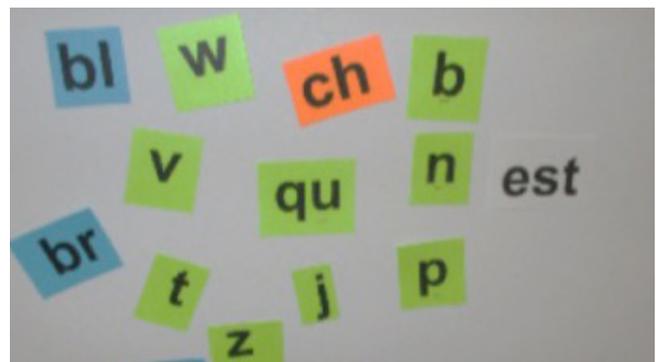
Photograph 1. Materials for producing the Word Builder Kit.



Photograph 3. Focus words containing 37 key rhymes.



Photograph 2. Magnetic tray and word list.



Photograph 4. Onsets and the rime est on a magnetic board.

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# Summarizing for Comprehension

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Summarizing which teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate and express the central ideas in a meaningful way is a demanding cognitive task for readers at all levels (Jamison, 2017; Reading Rockets, 2017). Teaching students to summarize improves comprehension by enhancing memory for what is read. It is a particularly useful strategy in that in its varied forms it can be used in almost every content area (Lewis, Thompson & Henlopen, 2010; Reading Rockets, 2017). It takes intensive instruction followed by practice to be able to summarize effectively. According to Jamison (2017) instruction for summarizing can be accomplished through teacher think alouds to model the strategy followed immediately by co-construction through shared writing experience with the students. Jamison (2017) provides seven rules for summarizing:

1. Include all information that is important ie main ideas and crucial details.
2. Leave out information that is not important.
3. Put details in the same order in which they appear in the text.
4. Do not repeat information, even if it is repeated in the text.
5. Use key vocabulary from the text.
6. Combine ideas or events that go together.
7. Use category words instead of lists of words i.e. fruit instead of apples, oranges, pears.

Summarizing involves restating the main ideas of a text in as few words as possible. Summarizing that improves memory and comprehension teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. It is a particularly useful strategy because in its varied forms it can be used in

almost every content area (Reading Rockets, 2017). Lewis, Thompson and Henlopen (2010) have compiled a list of 78 creative ways to implement summarization in the classroom. Strategies featured in this list include:

- **Written Conversations:** Each student begins the answer to a question or prompt posed by the teacher. Then after 1 or 2 minutes of writing, they exchange their papers (or pass them around). Then they spend 1-2 minutes responding to the writing/thinking on the paper they receive. Then they pass the paper the paper back (or on) and continue the process. Limit the time, using a timer or other signal, so that students are always left thinking they have more to say.
- **One-Sentence Summary:** Summarize in one sentence the key point of the lesson (be specific about what to summarize—i.e., the importance of ---).
- **Text Transformation:** Students transform a text into a different genre. Say they read a section in a science or social studies text. Then they could transform the information in the text to any of the following: 1) newspaper article, 2) flyer or advertisement, 3) letter from a specific viewpoint (see RAFT), 4) diary entry, 5) comic strip, etc.
- **\$2 Summaries:** With each word worth 10 cents, write a \$2 summary of the learning from the lesson. This can be scaffolded by giving students specific words related to the learning that they must include in their summaries. This can be increased to any amount of money.
- **Gist:** Students are given a grid of blanks (any number, depending on the age/level of the student and the level of complexity of the topic). They must fill each blank with a word or phrase that helps capture the “gist” of the learning.

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- **Acrostics:** Give students a key word/concept from the lesson. They must then write a detail or descriptor that starts with each of the letters of the key word/concept.

A list of 78 strategies can be found at Quick Summarizing Strategies to Use in the Classroom, [http://www.christina.k12.de.us/literacylinks/elemresources/lfs\\_resources/summarizing\\_strategies.pdf](http://www.christina.k12.de.us/literacylinks/elemresources/lfs_resources/summarizing_strategies.pdf).

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# Global Bookmark Exchange

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*Place me between your pages,  
And like a sentinel so true,  
I'll guard your place and save it,  
And hand it back to you.*

**Anonymous**

## Reading Experiences: From Solitary to Shared

**B**ookmark exchange is an interactive reading experience that occurs when students join in or share the title of their favourite book on a self-crafted bookmark with others while guided and supported by a teacher. Global Bookmark Exchange provides students with an opportunity to go beyond sharing solely with local classmates, to sharing with students across the world what they are reading and to discover new books favoured by students around the world who are at the same grade level (Ruurs, 2015). With teacher supervision and assistance, students create artful bookmarks that include the title of their favourite book. Through the convenience of our postal service, the personally-crafted bookmarks are then exchanged with a twinned classroom in a school across the world. Through the exchange, each student crafting a bookmark also receives a bookmark. Upon receiving a bookmark, students receive much more than just a bookmark, they also receive a book title, the title of a favourite book from a student across the world in the same grade level. For this bookmark exchange, Grade 7 students attending Minahik Waskahigan High School in a remote northern village in Pinehouse Lake, Saskatchewan, Canada were twinned with Grade 7 students attending Saint Leonard School in the heart of Saint Andrews, Scotland, United Kingdom, Great Britain.

## Benefits of Bookmark Exchange

Benefits of participating in a bookmark exchange are myriad. Bookmark exchange activities offer a venue to bring the lone act of reading into a social circle. Bookmark exchange becomes a vehicle for excellent conversations about books. Reading is a social activity and we love talking about what we read. Bookmark exchange encourages students to form opinions about what they read, and express and support these opinions with peers. During the process of crafting the bookmarks for exchange, students discuss, debate and decide which book title to write on the bookmark as their favourite book. Sharing their favourite book titles with one another motivates students to read more, to find out more. Subsequent discussions address the qualities of literary merit, and help students to really judge the book beyond "I liked it" or "I didn't like it."

By motivating students to share their favourite book title, struggling readers are provided with necessary support. Sharing book titles allows students to enjoy books that they may not have discovered on their own. Providing support to the entire group during bookmark crafting activities, ensures that all students feel successful during reading. At any grade level or age, being engaged in a literacy activity such as a bookmark exchange teaches students valuable skills: relating reading to personal experience, reading for enjoyment, expressing an opinion and appreciating the opinions of others. In addition, students get to make connections with other book lovers and read books they might not have chosen to read on their own. Making use of exchanged bookmarks encourages students to read more. Bookmark exchange is so appealing because students can truly express their personality artfully and linguistically

*continued on page 20 >*

without standardized tests looming, no comprehension questions to answer, just the pure satisfaction of reading for enjoyment and letting someone else know of your favourite book title.

### The Appeal of Global Bookmark Exchange

Global Bookmark Exchange elevates bookmark exchange activities to heightened levels of appreciation. Through this global interaction, students are facilitated to generalize learnings and come to understand themselves as one among others in a broader context. This global exchange of bookmarks celebrates a love of reading demonstrating the importance of literacy and reading in the day-to-day life of our youth. It may even expand student horizons to collecting bookmarks as a hobby (The World of Bookmarks: Exchange Bookmarks All Over the World, 2016a, b)!



### References

Ruurs, M. (2015). *Margriet's Book News*. Retrieved April 29, 2016 from <http://www.margietruurs.com>.

*The World of Bookmarks: Web's Largest Information Base on Bookmarks*. (2016a) Retrieved May 6, 2016 from [http://www.miragebookmark.ch/wb\\_exchange\\_bookmarks.htm](http://www.miragebookmark.ch/wb_exchange_bookmarks.htm).

*The World of Bookmarks: Exchange Bookmarks All Over the World*. (2016b). Retrieved May 6, 2016 from [http://www.miragebookmark.ch/wb\\_exchange\\_bookmarks.htm](http://www.miragebookmark.ch/wb_exchange_bookmarks.htm).

# Book Reviews

## *Teaching Literacy in the Digital Age: Inspiration for All Levels and Literacies*

**Reviewed by Magi McFadden**

**Editor:** Mark Gura

**Format:** Paperback

**Publisher:** International Society for Technology in Education

**Publisher Location:** Eugene, OR

**Publication Date:** 2014

**ISBN-13:** 978-1564843395

Between the covers of this compelling title lies myriad practices and approaches to implement curriculum and develop literacy skills: fluency, 3D storytelling, story analysis, report writing, persuasive writing, story writing, discussing literature and vocabulary development. Major sections of the book focus on: reinforcing reading and writing with audio and video; analyzing and discussing literature through online literature circles; story writing with graphic novels; persuasive and argumentative writing; using on-line vocabulary resources; digital television news production; and podcasting to foster speech delivery, debate skills and foreign languages. No matter what language arts topic you are teaching, articles in this professional resource will provide you with authentic activity ideas using a wide range of technologies and each activity is tagged with a recommended level, main technologies used and literacy skill developed.

In outlining trends in technology-supported literacy instruction, this book details a plethora of readily-available instructional activities focusing on creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving and decision-making; digital citizenship; and technology operations and concepts for classroom implementation K-12. The technology resources described are either free, low-cost or already commonly available in schools. Each chapter authored in this edited book informs and guides teachers as they define and refine literacy instruction that facilitates and inspires student learning and creativity, design and develop digital-age learning experiences and assessments, model digital-age work and learning, promote and model digital citizenship and responsibility, and engage in professional growth and leadership that is an important part of our technology-shaped world.

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## *Improving Comprehension with Think-Aloud Strategies: Modeling What Good Readers Do*

**Reviewed by Magi McFadden**

**Author:** Jeffrey D. Wilhelm

**Format:** Paperback

**Publisher:** Scholastic

**Publisher Location:** Toronto, ON, Canada

**Publication Date:** 2012

**ISBN-13:** 978-0-545-21883-2

The premise behind this 192 page book with accompanying DVD is simple: the most powerful thing we teach our students is how to learn. Stated differently, the most important knowledge we can impart to our students is strategic knowledge. For reading teachers this is knowledge of how good readers think, read, communicate and write. According to author, Jeffrey Wilhelm, the most effective way to introduce students to the procedural tools of strategic knowledge is to model them in the context of meaningful tasks and then to assist students in their own use of these strategies through an interactive process of mentoring and monitoring. This means that for students to become expert readers, teachers must model the strategies of expert readers using authentic texts and then support students as they use expert strategies to read independently. Jeffrey uses think alouds to model, mentor and monitor students' strategic development with strategies

*continued on page 22 >*

varying from decoding words to interpreting symbols, to understand and use any kind of convention, to read or write any kind of genre with all the conventions that each genre entails to deepen the comprehension and engagement of every student.

Thinking aloud to develop strategic knowledge helps readers learn to be aware and identify what they are thinking, feeling and doing as they read. Mini lessons, practical activities, classroom scenarios and student work samples are liberally sprinkled throughout this dynamic book to: assist teachers in monitoring student comprehension; enhance instruction in whole-group, small-group and individual settings; model the reading strategies that expert readers use; and encourage students to engage visually, emotionally and intellectually with texts in a variety of genres.

Video footage in the companion DVD allows you to see teachers and students in action as they use think-aloud strategies. With this simple, powerful technique, you can show students how you use strategies such as predicting, inferring, visualizing and summarizing. Modeling think alouds to develop expert reader strategies allows students to “see” what good readers think and do and apply it to their own reading process. Think alouds are great for struggling or reluctant readers because they make reading an active, social experience. Put this book on your list of must reads for professional development if only because it brings to our attention the reading strategies that we do automatically and demonstrates how to teach them to our students. The book and DVD target Grade 4 and up but the expert reader strategies depicted are appropriate for any grade level.

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## ***Princess Pink and the Land of Fake-Believe: Moldylocks and the Three Beards***

### **Reviewed by Magi McFadden**

**Author:** Noah Z. Jones

**Format:** Paperback

**Publisher:** Scholastic

**Publisher Location:** Toronto, ON, Canada

**Publication Date:** 2014

**ISBN-13:** 978-0545638395

This book is uproariously hilarious! It is a quirky fractured fairy tale with an imaginative uptake of *Goldilocks and the Three Bears* that will amuse kids. *Moldylocks and the Three Beards* tells the story of a tomboy named Princess Pink who is transported to the land of Fake-Believe through her refrigerator. There she must save her new friend Moldylocks from being eaten by the Three Beards. Princess Pink’s antics allow her to save the day!

This book is one in a series of early chapter books in Scholastic’s line called *Branches*, which is aimed at newly independent readers. Noah Z. Jones turns well-known fairy tales upside-down in this humorous new series! This is a good book for beginning chapter book readers. With easy-to-read text, high-interest content, fast-paced plot and engaging full-colour illustrations on every page, young children will happily be drawn into this very funny land of fractured fairy tales!

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## ***I Survived: The Bombing of Pearl Harbor, 1941***

### **Reviewed by Magi McFadden**

**Author:** Lauren Tarshsis

**Illustrator:** Scott Dawson

**Format:** Paperback

**Publisher:** Scholastic

**Publisher Location:** Toronto, ON, Canada

**Publication Date:** 2011

**ISBN-13:** 978-545206983

This fast-paced thrilling chapter book tells a terrifying story from history of the bombing of Pearl Harbor through the eyes of an eleven year boy who lived to tell the tale. Like other books in the I Survived series from Scholastic, this book is a work

of historical fiction. All main events and places are real and characters are based on fiction. It is December 7, 1941 and protagonist Danny Crane is preoccupied with plans of leaving Hawaii to return to New York to make sure his best friend Finn is OK. Secretly Danny makes plans to stow away aboard a ship and ride the rails to New York City. The very morning he is about to leave, Danny hears the terrifying sounds of war planes, gunfire and bombs. Desperately, Danny searches for his mother through smoke-filled air. Pearl Harbor has been attacked.

Author of this intriguing book from the *I Survived* series, Lauren Tarshis captures the chaos, fear and destruction in terms young readers can connect to on a personal level. Subplots throughout this chapter book depict the life of Japanese Americans in Hawaii and how they were treated following the attack. An appendix explores Japan's motivation for the attacks, America's response and resultant changes in Pearl Harbor today. A timeline outlines the events of that fateful morning from 3:40 am, when a US ship identified suspicious activity at sea, to 10:00 am when the attack culminated. Illustrator, Scott Dawson, uses pencil sketches and a black and white photograph of the Pearl Harbor memorial that deftly create mood that is dark and stark. This gripping story promises an intriguing adventure for boys and girls ranging from ages 7-10 years and will capture and sustain the interest of reluctant readers. Other books in the *I Survived* series include: *I Survived the Sinking of the Titanic, 1912*; *I Survived the Shark Attacks of 1916*; *I Survived Hurricane Katrina, 2005*; *I Survived the San Francisco Earthquake, 1906*; *I Survived the Attacks of September 11, 2001*; *I Survived the Battle of Gettysburg, 1863*; *I Survived the Japanese Tsunami, 2011*; *I Survived the Nazi Invasion, 1944*; and *I Survived the Destruction of Pompeii, AD 79*.

## 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](mailto:saskatchewanreadingcouncil@gmail.com)



# LITERACY IN A DIGITAL AGE

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**Saturday, September 22, 2017**

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**Location TBA, Saskatoon**

**More information to come.**

For more information email [saskreadingconference@gmail.com](mailto:saskreadingconference@gmail.com)

Visit our website and click on the conference link for more information and to register  
[www.saskreading.com](http://www.saskreading.com)

# Interest

## What's Happening Around Saskatchewan

### September 2016

- 8 International Literacy Day
- 24 Professional Growth Networks Day

### October 2016

- 15 Deadline for SRC Local Council Grants
- 21-22 Executive Leadership Meeting in Moose Jaw
- 31 Deadline for *Query* Submissions/All Local Council reports will be in this issue

### November 2016

- 30 Deadline for SRC Lifetime Achievement Nomination<sup>14</sup>

### December 2016

- 3 Conference Call 9:00-10:00 a.m.
- 15 Honour Council Application Form Due

### January 2017

- 4 Honour Council Achievement Award
- 7 Conference Call 9:00-10:00 a.m.
- 15 Deadline for SRC Administrators Award Nomination
- 27 Family Literacy Day

### February 2017

- 1 Young Saskatchewan Writer's Deadline

### March 2017

- 4 Conference Call 9:00-10:00 a.m.
- 15 SRC Annual Reports Due
- 24-25 Annual Conference in Moose Jaw – cancelled

### April 2017

- 1 Conference Call 9:00-10 a.m.
- 29 Conference Call 9:00-10 a.m., Annual General Meeting, Facebook posting
- 30 Deadline for Spring Issue of *Query* – all local council president's reports and executive members must submit

### June 2017

- 1 Submit Current Membership list to STF
- 30 Change of officers

# 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  
c/o Gisele Carlson  
gisele.carlson@gmail.com

# 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 school year. This teacher will become the School Liaison for the SRC and local council.



## Forms must be received by the SRC Membership Director by October 30

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 Yearly 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 Membership

School Division: \_\_\_\_\_ Local Council (if known): \_\_\_\_\_

Type of Membership:  Regular \$25.00  Student \$10.00

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

SRC Membership  
c/o Gisele Carlson  
gisele.carlson@gmail.com

Short  
Stories

Poetry

Plays

**WANTED!**

## Student Writing

- Select your best!
- Grades K-12!
- Any language!
- Info: **[lori.burton@rbe.sk.ca](mailto:lori.burton@rbe.sk.ca)**
- Deadline February 1!

Essays

Letters

Personal  
Narratives

# Saskatchewan Reading Council Young Saskatchewan Authors

## Criteria

1. The Saskatchewan Reading Council accepts writing in any language, from **Pre-K to Grade 12 students**. Genres include **poetry, short stories, plays, essays, letters and personal narratives**. **Not all writing submitted will be published.**
2. All selections must be **proofread and typed** when submitted. (Arial font size 12, single spaced).
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 (**Pre-K-12**) and select accordingly. Graphic violence or swearing will not be published. Longer pieces must include an excerpt. (Please keep the excerpt to one page or less.)
4. Please email student writing to: [lori.burton@rbe.sk.ca](mailto:lori.burton@rbe.sk.ca) (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 centre 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.**
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: \_\_\_\_\_

## 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: YVONNE DENOMY, 304 POPLAR CRESCENT, SASKATOON SK S7M 0A6

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

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

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

Street: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone (h.): \_\_\_\_\_

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. Please submit this form to the SRC President by March 1.



Council: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

President: \_\_\_\_\_ Email: \_\_\_\_\_

### Requirements:

- Promotion of membership: (minimum of 3)
  - Postcard/brochure
  - Posters
  - Conference promotion
  - School liaisons
  - Social Media
  - Other: \_\_\_\_\_
- Fulfill Conference Committee responsibilities
- Provide representation at a minimum of 50% of SRC meetings/conference calls
- Participate in the Read to Me Program
- Contribution of local council news in *Query*

### AND at least five 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: \_\_\_\_\_

# International Literacy 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](http://www.reading.org) for further information.

*Advocacy Award	October 15	IRA Presidential Award for Reading & Technology	November 15
Albert J. Harris Award	September 15	Jeanne S.Chall Research Fellowship	January 15
Arbuthnot Award	October 15	Leen Bennett Hopkins Promising Poet Award	December 1
*Award of Excellence	March 1	Local Council Community Service Award	October 31
Broadcast Media Awards for Television	January 7	Nila Banton Smith Award	November 15
Constance McCullough Award	October 1	Nila Banton Smith Research Dissemination Support Grant	January 15
Developing Country Literacy Project Support Fund Grant	October 1	Officer Report Form for Councils	April 15
Dina Feitelson Research Award	September 15	Outstanding Dissertation of the Year Award	October 1
Eleanor M. Johnson Award	November 15	Outstanding Teacher Educator in Reading Award	October 15
Elva Knight Research Grant	January 15	Paul A. Witty Short Story Award	December 1
*Exemplary Reading Program Award	November 15	Print Media Award	January 15
*Exemplary Reading Program Intent to Participate Form	June 1	Reading/Literacy Research Fellowship	January 15
Gertrude Whipple Professional Development Program	Open	Regie Routman Teacher Recognition Award	November 1
Helen M. Robinson Grant	January 15	Special Institutes, Seminars and Conference Proposals	Open
Honor Council Award	March 1	Special Service Award	October 15
Honor Council Intent to Participate Form	October 15	Teacher as Researcher Grant	January 15
International Citation of Merit Award	October 15	William S. Gray Citation of Merit	October 15
IRA Children's Book Awards	November 1		
IRA John Chorlton Manning Public Service Award	December 15		

*\*Provincial Council Only*

# Saskatchewan Reading Council

## Lifetime Achievement Award

### **Purpose:**

**The purpose of this award is to honour 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:

Sherri Sieffert  
ts.sieffert@sasktel.net

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](http://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 Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

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 of Nominators: (1) \_\_\_\_\_ (2) \_\_\_\_\_

Address of Nominators: \_\_\_\_\_  
\_\_\_\_\_

Phone Number of Nominators: \_\_\_\_\_

Fax Number of Nominators: \_\_\_\_\_

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

Sherrí Sieffert  
ts.sieffert@sasktel.net

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](http://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 LITERACY ASSOCIATION honors 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 LITERACY 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	1993	Marilyn Keerak
1970	David Lockerbie	1994	Connie Tenaski
1971	Karen Holm	1995	Ramona Stillar
1972	Sr. Juliana Heisler	1996	Connie Watson
1973	Marie B. Spate	1997	Dianne McLeod
1974	Howard Klein	1998	Gloria Antifaiff
1975	Carol Caswell	1999	Leslie Widdifield-Konkin
1976	Ron Gruending	2000	Adele Oway
1977	Joan Ball	2001	Kim Stewart
1978	Dennis Strauss	2002	Donna Humbert
1979	Bill Prentice	2003	Andrea Hnatiuk
1980	Ken Holliday	2004	Karen Lind
1981	Lee Warkentin	2005	Pat Selvig
1982	Lynn Taylor	2006	Pam Foy
1983	Louisa Kozey	2007	Sharon Conner
1984	Shirley Magdalin	2008	Tammie Latimer
1985	Joanne McCabe	2009	Shelly Galloway
1986	Agnes Rolheiser	2010	Nicole Lefebvre
1987	Eleanor Vogeli	2011	Lynda Gellner
1988	Neville Hosking	2012	Gisèle Carlson
1990	Amber McLeod	2013	Gisèle Carlson
1991	Norm Waters	2014	Karen Koroluk
1992	Leona Burkhart	2015	Sherri Sieffert
		2016	Tana Arnott

## Incoming SRC Provincial Executive 2017-2018

Lisa Kowalyshyn – President

Tana Arnott – Past President

Not filled – Vice President

Jennifer Lundsten – Secretary

Lori Burton – *Young Saskatchewan Writers* Coordinator

Joan Bue – Read to Me Coordinator

Magi McFadden – *Query* Editor

Sharon Funk – Communications Director

Lee Jacobson, Barbara Alberton and Tana Arnott – Conference Coordinators Co-Chairs

Not filled – Membership Director (Mentor – Sherri Sieffert)

Pam Foy – Treasurer

Shelly Galloway – International Literacy Association Coordinator



# Saskatchewan Reading Council

## 2016-2017 Provincial Executive



**Tana Arnott**  
President &  
Conference  
Co-Chair



**Sherri Sieffert**  
Past-President



**Lisa  
Kowalyshyn**  
Vice President



**Jennifer  
Lundsten**  
Secretary



**Pam Foy**  
Treasurer



**Gisele Carlson**  
Membership  
Director &  
Conference  
Co-Chair



**Sharon Funk**  
Communications  
Coordinator



**Lori Saigeon**  
Young  
Saskatchewan  
Writers  
Coordinator



**Joan Bue**  
Read to Me  
Coordinator



**Shelly Galloway**  
ILA Coordinator



**Magi  
McFadden**  
Query Editor

Please visit [www.saskreading.com](http://www.saskreading.com)  
for more information about the Saskatchewan Reading Council.  
A Professional Growth Network of the Saskatchewan Teachers' Federation.  
A Council of the International Literacy Association.