



QUERY

The Saskatchewan Reading Council



In This Issue

- Using Guiding Questions and Big Ideas in Language Arts and the Content Areas
- Making Sense of Understanding by Design and Unit Planning
- Using Talk Alouds to Improve Student Reading Comprehension and Writing
- Empowering Parents in Kindergarten and Grade One
- The “Wow” Factor: A Virtual Interview with Etta Kaner

2010-2011
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Deadline for Submissions

April 30, 2011
October 31, 2011

Query is the official publication of the Saskatchewan Reading Council, an affiliate of the International Reading Association. The Saskatchewan Reading Council is made up of the local councils that exist throughout the province. *Query* is published through the facilities of the Saskatchewan Teachers' Federation at 2317 Arlington Avenue, Saskatoon, Saskatchewan.

VIEWS OF THE AUTHORS: Articles published in *Query* reflect the views of their authors and are not necessarily those of the editors, the Saskatchewan Reading Council, its local councils, or the Saskatchewan Teachers' Federation.

INDEX: *Query* is indexed in the Canadian Education Index and listed in the Canadian Serials Directory and Ulrich's International Periodicals Directory.

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:

Saskatchewan Reading Council
c/o The Saskatchewan Teachers' Federation
2317 Arlington Avenue
Saskatoon SK S7J 2H8

Front Cover – iStockphoto.com image

ISSN 0380-240X

A Special Subject Council of the Saskatchewan Teachers' Federation
A Council of the International Reading Association

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Editor's Message

Magi McFadden



Our Fall/Winter issue of *Query* is jam-packed full of articles for your professional development! Articles comprising this issue of *Query* aim to build bridges through literacy by focusing on: big ideas, inquiry, instructional improvement through use of the understanding by design framework, use of talk alouds to improve student reading and writing, parent empowerment through participation in student learning and the importance of the “wow” factor for motivating student learners. In *Using Guiding Questions and Big Ideas in Language Arts and the Content Areas*, Jordan Carlson and Yvonne Denomy assert that framing curriculum with essential questions and big ideas increases student engagement and understanding. These guiding questions, essential questions or big questions reframe what we already do in school and make it matter for students by generating a meaningful purpose for learning and making connections to curriculum for students. According to Jordan Carlson and Yvonne Denomy, guiding questions allow teachers to integrate curriculum and plan for inquiry-based learning which is at the heart of an effective English Language Arts program, as well as a key component in Saskatchewan curriculum documents. In *Making Sense of Understanding by Design and Unit Planning*, Sandra Quayle provides clear description of the Understanding by Design framework. Sandra explains it as a “backward approach” to unit planning wherein the teacher starts with the end (the desired results), decides on a performance task, and then plans lessons so that students will be able to reach those results. According to Sandra, when the teacher and students know what the goals are, the students are more successful and achieve more. Teachers wishing to expand their repertoire of instructional strategies will appreciate the article, *Using Talk Alouds to Improve Student Reading Comprehension and Writing* by Mary Bishop which details an explicit model of teaching declaring talk alouds as a powerful means for engaging students in reading and writing. According to Mary Bishop, use of the talk aloud instructional strategy requires teacher modelling of their own thinking during reading and writing tasks. Through sharing and thinking aloud, the teacher provides students with a strong guide to follow – a guide that increases their confidence. In *Empowering Parents in Kindergarten and Grade One*, Angeleen Musyj and Marcia Harder provide

an account of a successful collaboration among students, teachers and parents – a Kindergarten Literacy Evening and a Grade One Reading Information Session which gave parents tools and activities necessary to support their beginning readers and empower them to become actively involved in their child’s education. Last but certainly not least is advice from accomplished author Etta Kaner in, *The “Wow” Factor: A Virtual Interview with Etta Kaner*, which emphasizes the importance of capturing student interest. According to Etta, writing proficiency is facilitated by voracious reading and finding your preferred genre.

These *Query* contributors emphasize that building bridges through literacy means linking big ideas and guiding questions to desired end results by capturing student interest, scaffolding instruction and collaborating for learning. These *Query* contributors acknowledge that building bridges through literacy means aiming for the “wow” factor.

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.

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

mcfaddenm@hotmail.com

President's Report

Nicole Lefebvre



Welcome everyone to another super year with the Saskatchewan Reading Council. I am looking forward to a fabulous year working together "Building Literacy into the 21st Century". The world is changing and our council needs to discuss how we can change to become more like the 21st Century. How are we

reaching our members? Are we communicating effectively for the 21st Century? How can our website build literacy? Finding answers to these questions will help us build our literacy into the new millennium.

The International Reading Council had a North American Leadership Workshop this year in Dallas, Texas. Juanita, Sherri, Lynda, and myself headed down to Dallas to represent our council. The LDA's presented three fantastic sessions from *Creating We* by Judith E. Glaser; believing we, learning we, and being we. Becoming we as a council is like building a bridge; we need to have a clear vision (the destination), connection (the pieces of the bridge), with members, and communicate our goals and love of reading (the road). This Leadership Workshop is a great way to network with other communities. It was super speaking to other council members and discussing everything under the sun to help make our council even better than then it is!!

Last weekend, some SRC executive members attended the Saskatchewan Teacher's Federation Special Subject Council Day. There were many presentations from other councils who had received grants to help their councils grow. Tammie Latimer presented on behalf of our council the final report for the grant we received in January 2009 to help promote our 40th year as a council. There were other sessions on Bookkeeping, Web Experiences, Conferences, and Publications/Communications. All the sessions were very informative and extremely helpful with lots of information for us this year.

With everyone working together creating "we", we will have a successful year.

Past President's Report

Shelly Galloway



Welcome to the new executive. I would like to congratulate the executive and wish them the best for their coming term. I hope that you enjoy your new positions as we "Build Bridges through Literacy". I would also like to welcome the new and the returning members to our organization. Each of you adds value to our membership and we do recognize that. I know that the executive will provide support and exemplary leadership through the coming year.

The on-going support of the IRA for our councils during the year is also appreciated. We were very honoured last year to receive the International Reading Association Honour Council Award. Congratulations to those councils that achieved Honour Council Status as well as the Prairie Lily Award winners.

Just a reminder that nominations for the Lifetime Achievement award are to be sent to the Past President by the end of November. My email address is shelly.galloway@rbe.sk.ca.

It was my pleasure to notify Lori Jamison Rog that she had been selected to receive the Lifetime Achievement Award. We have been fortunate to have someone of her calibre be so active within our organization. She has made a contribution to literacy and reading at the local, provincial and international levels. Congratulations again, Lori.

Congratulations to Darran Teneycke. He is a wonderful example of the kind of administrator that the Saskatchewan Reading Council's Administrator Award has been created to acknowledge. We know that we can only have effective teachers if we have knowledgeable and supportive principals like Darran.

I enjoyed my term as president and look forward to fulfilling the duties of this new position. I would like to again say "Thank You" to each member of the executive, as well as to the local councils for their support over the past year. The SRC has made a huge difference in my teaching career and the way I teach reading every day. As literacy leaders and SRC members across the province, I know you too, love reading. You are the leaders in your schools and you too, love sharing excellent books with your students.

Finally I will treasure the new friends that I have made and the old friendships that have been renewed. Thank You!

Vice President's Report

Lynda Gellner

I am pleased to be serving as Vice-President for the Saskatchewan Reading Council this coming year. I have been a member of my local Reading Council for over ten years and have been blessed to meet so many individuals who share my passion for literacy.

Over the years, I have witnessed how the Reading Council has provided numerous opportunities for members. These opportunities have included professional

development, the annual conference, networking opportunities and involvement in service projects. I am excited to see how the Reading Council will grow and transform as it rises to meet the changing needs of members both present and future.

I would invite you to reflect on how the Reading Council can best meet your needs and would encourage you to share these thoughts with our executive.

International Reading Association Coordinator's Report

Juanita Brown



Welcome to all new and returning readers of *Query*. I hope your school year has had a satisfying and interesting beginning. As you reflect back on the first two months of school, I hope that you can see evidence of growth and excitement in your students as their literacy skills continue to expand and develop.

I am sure each of you is finding support in your local reading council and the activities they provide to help teachers improve students' reading and writing. When you think about supports for your teaching of reading and writing I hope you will also think of the International Reading Association. The IRA provides practical teaching tools you can use in your classroom every day. It also provides you with access to top-rated journals, innovative research and best practices. Through your membership in the IRA you can also receive discounts on IRA publications and other professional development resources. Basic membership is only \$36.00 for a year and with that you receive the bimonthly print newspaper *Reading Today*. This newspaper is chalk full of great ideas to support literacy instruction as well as providing a broader picture of what is happening in literacy around the world.

You can also enhance your membership which enables you to receive your choice of one of three journals either as a paper or online copy. You can choose from *The Reading Teacher*, *Journal of Adolescent & Adult Literacy* or *Reading Research Quarterly* all of which contain excellent

information. The journal you choose depends on the grade you teach or your area of personal literacy interest. The titles of some of the articles in the current issue of *The Reading Teacher* are: "Teaching Literacy in Context: Choosing and Using Instructional Strategies", "Strategies to Enhance Comprehension of Expository Text" and "Writing feature Articles with Intermediate Students". Not only does *The Reading Teacher* contain informative, practical articles but it also has a section on teaching tips. In addition there is a section entitled "Ask an Expert" where you can send in your questions and have them answered by someone with a considerable literacy background.

The IRA not only supports classroom teachers but it provides leadership support for members of provincial executives. This summer I had the good fortune to attend the IRA Leadership Conference in Dallas. Along with other provincial executive members, Nicole, Sherry and Linda I was able to spend two wonderful days talking to and listening to people talk about reading and writing. It is inspiring to realize that you can be part of a professional organization that is world wide in supporting and promoting literacy.

Even if you aren't interested in joining the IRA please check out their website readwritethink.org which contains a multitude of classroom ready resources.

Whatever your level of interest we hope you will come and join us, participate, be as active as you wish and share the passion of promoting literacy.

Membership Director's Report

Sherri Sieffert

I am excited to begin my term as membership director for the Saskatchewan Reading Council. Memberships have been coming in for the upcoming 2010-2011 year. Please remember that all 2010 SRC memberships expire October 31st. The Saskatchewan Reading Council offers many benefits and I know that the local councils have many events planned. Please send in your renewal if you haven't already so that you don't miss out on any of the events offered in your area.

My term began with an exciting leadership workshop in Grapevine, Texas on August 6, 7 and 8. I was able to learn more about the membership director position as well as network with people from all over Canada and the United States. Our team (Nicole, Lynda, Juanita and myself) from Saskatchewan were able to meet together while we there to begin making plans for the upcoming year. The theme of the workshop was "Becoming We". I also attended breakout sessions on digital stories and peer discussion of text to promote comprehension.

Local Council Reports

Saskatoon and District Reading Council

Maureen Bezanson, President



This will be a very busy and exciting year as we continue to plan for the **Saskatchewan Reading Council Conference**, which will take place on April 7 and 8, 2011 in Saskatoon. Our conference theme is *Building Bridges through Literacy* and we have secured the newly renovated Saskatoon Travelodge

for our venue. We had the opportunity to present our promotional presentation at the April 2010 SRC reading conference when in Regina, highlighting our venue and special guests. We have confirmed Gerald G. Duffy, Ellin Keene, Jacqueline Guest, Jacquie McTaggart, and Kathleen Gould Lundy (breakfast presenter only) as our special guests. Our planning committee looks forward to learning all about running a successful conference. We thank Jan and Joanne for the support that they have given and will continue to give us as we find our way to make the 2011 reading conference a wonderful success!

As president of the SDRC and chairman of the 2011 conference committee, I had the luxury of attending the IRA conference in Chicago. Marilyn Vaughan, vice president, and Najla Akl, past president also attended. We were so excited to be a part of such a great learning

experience. We had the opportunity to lunch with non fiction author Bobbie Kalman and to meet Stephanie Harvey and Harvey Daniels in person! We came back saturated with learning from our sessions and conversations. Thanks again to the SRC for giving us this wonderful experience.

Regarding our usual commitments, we will continue to maintain good communication with our school liaisons and work to increase their involvement in all yearly projects.

East Central Reading Council

Jan Niebergall, President

We have an exciting new year coming up. We have some new executive members along with returning members. Many were active several years ago and now are returning again.

Last year we had several events. Some of the events were a book discussion on *"The Daily Five"*, book jacket contest that had more entries than ever before, Read to Me, and Young Writer's. As well our council planned the 2010 Reading Conference in Regina.

For the upcoming year, we will host the same events as before, but we are hoping to add a make and take in conjunction with a book exchange/membership drive and also a movie night.

South Saskatchewan Reading Council

Angela Hutton, President

The South Saskatchewan Reading Council is excited to be offering new programs this year. Teachers in Southern Saskatchewan with a seriously ill or injured student can request a "Get Well Soon Literacy Kit" to be delivered to them. In November our members can join a discussion about *To Understand* by Elin Olliver Keene and receive the book for free. For the second year we are teaming up with a "Teen Mother Program" at a local high school to offer resources and literacy packages during Education Week.

Along with our new programs we are still offering many old favourites. In December we will be collecting new books to donate to schools and daycares in need of literacy supplies and then will be rounding out the year with a Christmas social for all members. In February we will be offering "munchies and a Movie" again, where members gather to watch and discuss a professional video. Also in February we will be accepting submissions for the Young Authors' Publication. Our AGM meeting will be held on April 5th this year.

Along with all of our programs our council is also busy preparing for the 2012 SRC Conference: "Relax. Rejuvenate. Read." which will be held in Regina on March 29 and 30, 2012. Speakers such as Chris Tovani and Stephanie Harvey will be joining us. As you wait for the keynote address on the evening of Thursday, March 29th you can join us for free spa treatments, dessert and wine. Friday will include a Saskatchewan Authors' Breakfast and an Author luncheon featuring Barbara Reid. Mark your calendars for this exciting conference in 2012.

For more information on any of our programs please contact us at: saskatchewanreadingcouncil@gmail.com

Moose Jaw and District Reading Council

Tana Arnott, President

My name is Tana Arnott and I am the new President for the Moose Jaw and area Reading Council. I am a high school English and Social Studies teacher in Rouleau, SK. Our reading council has been busy with our Read to Me program. As well, we have been busy recruiting new members. Our hope is to have at least one member from each of the schools in our division represented on the

Council. We are currently busy planning a Yoga Storytelling Professional Development Workshop, as well as a Literacy Night with our Local Moose Jaw Warriors. As well, we are planning on continuing with our Paper Back Book Exchange and expanding the campaign to our rural schools. Last year, two of our rural schools had a lot of success with the book exchange. We look forward to another busy year and spreading the importance of literacy in our community.

Northwest Reading Council

Poppy Jeffery, President

I am excited to be this years North West Reading Council President. My name is Poppy Jeffery and I am a teacher in Lloydminster. I am looking forward to all that this year has to bring. I am ready to do my job as your President. I find that this is a wonderful opportunity for me to meet new friends and to share my love of reading. As a teacher I am a strong advocate of reading and of being a member of the SRC. I am ready to send out information about membership, the conference, and School Liaisons. So here is to the beginning of a new school year and another engaging year with SRC.

Kewatin Nene Reading Council

Debby Noble, President

KNRC is having a blue year. Motivation is low and so is our membership. We have had changes in our executive and it has increased some of the workload of the others. We hope that we will be able to expand our memberships with this liaison in the schools but we also know that it is hard to get one more commitment from people who are already volunteering a lot of their time and energy on school related extra-curricular activities.

Our commitment is still to promote KNRC and SRC with our teacher education program - NORtep/NORpac. We have sent out our brochures to the schools and faxed them again when schools started. Since we do not know how many sign up during the months, we cannot say welcome to the reading council until our names and contact information is given from our membership person. This year we applied for and received a grant from "Raise-a-Reader" for supplementing our Read to Me distribution. Our annual general meeting will be postponed until sometime in November as the schedules for people do not work for having an AGM in October during the NATA convention. The format for the YSW is great from a librarian's view point as it is easier to shelve. For the

students who received the book they were very impressed. Good work to the designer.

This past year we were not able to participate in the Honour Council, again time has a way of sneaking away and making it impossible to fulfill some of our obligations. Our next major event will be to help with the twentieth celebration of the Northern Reading Program.

The Northern Reading Program is a north wide program designed to encourage reading as a valuable pastime. The call goes out to various schools in a given geographical of the north to help with the program theme, timetable, and activities. This year the call goes out to Westside communities, those along highway 155.

We will be sending out our membership call using regular mail for those who do not have an email address so that they can renew and also pass along the membership forms to new teachers or associates.

Our executive is going to have to review their membership and IRA memberships. We also like to give away some SRC and IRA to deserving members of the teachers, criteria changes each year but we do provide this as a one time event and hope that they will continue with this membership the following year.

Our current executive is listed below but we hope to get a few more members by recruiting them when we have a meeting – usually entice by having coffee and desserts somewhere.

President: Debby Noble
Sec/Treasurer: Harriet Roy
Membership: Barb Traxel
Young Sask. Writers: Lynda Renaud
Read to Me: Bethany Speller
Harriet Roy, Secretary-Treasurer

North Central Reading Council

Sandra Quayle, President

What is North Central Reading Council?

The most important thing about North Central is our tenacity,
We are few in numbers,
We are all busy teachers,
We love working with our students and ...
We are passionate about reading and literacy.
We encourage student writing through the Young Writers,
We support family literacy by giving books to young families.

And although we encourage teachers to be part of our organization

As a council we are struggling,
But the most important thing about North Central is our tenacity.

If this sounds like you, we would love to have you join us. Our council area incorporates Prince Albert Catholic, Saskatchewan Rivers and North East School Divisions. We are still recruiting new members so if you are interested in joining us please contact Sandra.

North Central Reading Council has been reactivated this year. We decide to start the year by joining JumpStart into Reading for the Record Campaign on October 7. We will have our schools reading the storybook *The Snowy Day* by Ezra Jack Keats as we join other schools throughout the world trying to break the world record.

We are looking forward to future projects, which will include a Book Jacket Contest in conjunction with National Book Week in November, a Christmas Gift of Reading, a professional development movie night and a Wine and Cheese Christmas Party and Young Saskatchewan Writers in the spring.

We thank the Saskatchewan Reading Council for their membership initiative. This has helped us by having more representation in our schools. Our Executive present are:

President: Sandra Quayle
Treasurer: Cathy Anderson

Our Gift of Reading books this year will be donated to new daycares at two of our local community schools. I am sure the young moms will enjoy reading to their children. In addition we are excited and eagerly looking forward to the Saskatchewan Reading Conference in Saskatoon. Watch for information in your schools.

Southwest Reading Council

Jennifer Lundsten, President

I hope everyone has had a pleasant fall. Below is a reminder of some coming literacy development events to participate in with your staff and students:

January 27, 2011 – Family Literacy Day
February 15, 2011 – Deadline for *Young Saskatchewan Writers'*
April 7-8, 2011 – Saskatchewan Reading Council Conference in Saskatoon

SWRC will continue to distribute literacy packages to mothers of newborns in the spring with the Read to Me program. The executive will be participating in the Project Love program, which sends school supplies and teaching resources overseas. Project Love is an excellent program to share with students as they learn the needs of school aged children from around the world.

Please let me know if you have any questions or would like to participate in the reading council in our area. You can contact me by email at jennackerman@sasktel.net.

Southeast Reading Council

Joan Bue, President

Hi, my name is Joan Bue. I am the incoming President for SERC. I am taking on the position of President due to the resignation of another member. I have been Secretary, Membership, Vice President, President and Past President of our reading council. Now I am President once again!

Our council has a very small executive/active membership and we are just trying to hang on hoping that our membership will increase or that we can find ways to encourage active membership in our council. If we can't find more members that are willing to take on responsibilities, then I am afraid our council will not last very much longer. Teachers are experiencing an enormous amount of change in our school division and are finding that they do not have the time of energy for special subject councils such as ours.

That said, we do have some dedicated members (Thanks Mona and Pam!) as well as a new recruit (Thanks Justine!) that make up our executive this year and we do have a few things planned.

Marny Duncan Cary will be touring our area in October and we are quite excited to be able to bring her out. We will work on encouraging schools to submit writing for the Young Saskatchewan Writer Publication. We will also be discussing ways to increase membership in our council this year.

We are small but mighty!

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 live to hear from you. Please email questions to saskatchewanreadingcouncil@gmail.com

Using Guiding Questions and Big Ideas in Language Arts and the Content Areas

Jordan Carlson and Yvonne Denomy

Jordan Carlson and Yvonne Denomy are literacy teachers with Saskatoon Public Schools and both teach at inner-city Saskatoon schools.

Framing your curriculum into essential questions and big ideas will increase student engagement and understanding. That's the "big idea" behind using guiding questions in language arts and the content areas. These guiding questions, essential questions or big questions, as they are equally known, "reframe what we already do in school and make it matter to students by generating a real purpose for content and students' personal connections to that curricular material." (Wilhelm, 2007)

Guiding questions allow teachers to integrate curriculum and plan for inquiry-based learning which is at the heart of an effective English Language Arts program, as well as a key component in every renewed Saskatchewan curriculum document.

A key step in determining guiding questions is to first think about the "big ideas" within your unit. Ask yourself, "What is it that you really want your students to know?" Joanne Olson (2008) describes the big idea as the "take home message", or "the central concept that should last long after experiences and facts have faded from memory."

So what does this look like in your classroom? Take a look at this example from a grade five Social Studies unit at Ecole Lakeview School in Saskatoon.

This unit is framed around the following outcomes from the Heritage unit (Saskatchewan Education, 1995)

Objectives

- All persons, including themselves, are unique and important.
- Groups of people, including families, schools, communities and countries, have similarities and differences.

- Indian and Metis peoples have a unique history and are an integral part of society.
- Individuals and groups of people make decisions that may result in change.
- Writers of history do so within the context of their own beliefs, values, and perspectives
- Explorers, traders, and immigrant came to this country for various reasons and brought with them their own cultures
- Events and interactions among peoples brought about profound changes
- Identify changes that occurred and relate them to the present
- Appreciate and value the diversity and interdependence of our communities.
- Appreciate and value the cultures and traditions of various people
- Appreciate the people and events that have helped shape this country

What is most important for students to know and understand? What is the "take home message" that students should go away with at the end of the unit? Is it a list of dates and explorers or the "big idea" that the arrival of explorers to Canada had a significant impact on the life of First Nations Peoples and the settlement of our nation? Is it more important for students to memorize a list of events and people from the past or to understand that our life today is different as a result of their contributions? The following are the big ideas that teachers from Lakeview School came up with:

- People and events from our past have made an important impact on our life as Canadians today.
- We can learn about ourselves by studying our past.
- My family and my community are valuable resources in understanding my past.
- History is worth preserving.

Of course, these "big ideas" may be framed differently based on both your personal understanding of the objectives or outcomes and those you have for your students. Regardless of what you identify as the "big idea", thinking about your curriculum in this way leads to the next step: defining guiding questions to frame your inquiry.

Now look back to the “big ideas” framed in the Heritage unit. What are some possible guiding questions?

Here are just a few: “Why is it important for us to learn about people and events from long ago?” “How have people and events from long ago shaped our life as Canadians today?” “How is history recorded and preserved?” “How do we learn about people and events from long ago?”

There is no right or wrong guiding question. However, consider the following criteria from Wiggins and McTighe (2005) in making your selection(s) by asking yourself if you’re guiding question(s):

1. Cause genuine and relevant inquiry into the big ideas and core content.
2. Provoke deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions.
3. Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.
4. Stimulate vital, ongoing rethinking of big ideas, assumptions, and prior lessons.
5. Spark meaningful connections with prior learning and personal experiences.
6. Naturally recur, creating opportunities for transfer to other situations and subjects. (p.110)

Finally, to ground your question in a real world context, consider presenting the guiding question to your

students in the form of a problematic scenario (Barell, 2007). Instead of just asking your students “How have people and events from long ago shaped our life as Canadians today?”, try the following: “You are the new curator of the National Museum of Canada, design an exhibit that represents to you the most important person or event that has shaped your life as a Canadian today”. Your inquiry is now underway.

Reframing your curriculum into guiding questions is a powerful tool to engage your students in deeper understanding of curriculum. Now, that’s one big idea.

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Calling all Language Arts and English Teachers

Contribute to *Query* your favourite lesson plan
involving any aspect of literacy.

Send all submissions to:
Query Editor
mcfaddenm@hotmail.com

Making Sense of Understanding by Design and Unit Planning

Sandra Quayle

Sandra Quayle is currently a Literacy Coach with the Saskatchewan Rivers School Division. Her work with teachers involves supporting and guiding teachers as they engage in curriculum planning, data analysis, and exploring best practices in teaching to improve the outcomes for all students.

The Saskatchewan English Language Arts curriculum (2010) is “designed to be the starting point for instructional planning” in order to address the learning needs of all students. (Sask. ELA Curriculum 2010, p.6). In following curriculum expectations teachers are required to provide meaningful learning experiences for their students and determine student needs in order to guide their teaching. They must also determine whether their students have attained the knowledge that leads to a deeper understanding of the big ideas.

Developed around the Understanding by Design model (Wiggins and McTighe, 1998), the renewed curriculum provides guidelines that enable teachers to provide

Big Ideas:

- Vision of what ALL students should achieve.
- Core concepts, principles and processes that anchor curriculum.
- This is what we want students to remember.

meaningful instruction that addresses “big ideas” and questions for deeper understanding while focusing on grade-level outcomes that achieve the aims and goals of the Language Arts program. Understanding by Design is simply a term that means deciding upon a learning outcome, creating an assessment tool that will determine the level of student’s understanding before writing any classroom lesson plans. In other words, with the Understanding by Design framework, the teacher starts with the end (the desired results), decides on a performance task, and then plans lessons so that students will be able to reach those results. When teacher and students know what the goals are, the students are more successful and achieve more.

Understanding by Design demands rethinking the way teachers view lesson planning. It is a way of looking at curriculum development that focuses on assessment first and instructional activities last. Traditionally teachers start curriculum planning with interesting activities and textbooks rather than asking the question “What do we want students to know and understand?” i.e. looking at the big picture with the end goals in mind. This process requires teachers to adjust their assessment planning. When planning units teachers set the enduring understandings and essential questions, decide how students will provide evidence of their learning (through a performance task), and finally design instructional activities to help students learn what is needed to be successful.

The backward design model is comprised of the following three stages:

1. Identifying the desired results
2. Determining acceptable evidence
3. Plan learning experiences and instruction

The first and most important aspect of Understanding by Design is for teachers to become familiar with the outcomes for the grade level and curriculum area being taught. They begin by looking at the big picture, considering what students need to know and understand to achieve those outcomes. This becomes the enduring understandings or core concept of the unit from which the essential questions are determined. Essential questions should be very broad, open-ended and have no one answer, but are framed in a way to be provocative and multilayered. “Questions for deeper understanding are used to initiate and guide a unit and give students direction for developing deeper understandings about a topic or issue under study” (Sask. Curriculum 2010, p.11).

After the outcomes, enduring understandings and essential questions have been selected, the next step is to design an authentic assessment that will measure to what degree the desired learning has been achieved. This approach encourages teachers to consider their assessment strategies and tools before designing their lessons and activities. The unit will be anchored by a

performance task or project that will provide evidence that students are able to use their knowledge in context. This performance task should be closely aligned to the

Essential Questions:

- Organize and focus learning.
- Broad and open-ended.
- Address the big ideas.
- Allow students to think deeply.
- Have no one right answer.
- Raise other important questions.

outcomes, come with a rubric that assesses those outcomes and be framed using the GRASPS acronym (Goal; Role; Audience; Situation; Product or Presentation and Standards rubric). More traditional assessments (quizzes, tests and conferences)

should be used to gather further data by assessing essential knowledge and skills that students need in order to complete the performance task.

The third stage is developing specific lessons and selection of teaching strategies that will provide students with the opportunity to reach the desired objectives. Instructional methods are selected based on the specific types of learning needed to achieve the outcomes. Every lesson is connected to the outcomes, enduring understandings, essential questions and performance task. Every lesson is done with purpose and for a reason. Nothing is done in isolation. Before teaching the lessons, after the introduction and hook, let students know what the outcomes, the performance task and the assessment rubric will be. Tell them what they will be

expected to know, do and how they will be assessed. This way, the students will work with the goal in mind, and be more focused on the concept to be learned. Having clear outcomes, creating rubrics aligned with those outcomes, and communicating these to the student results in better lesson focus when teaching, better student focus on learning the content, and higher student achievement.

References

Tomlinson, CA. & McTighe, J. (2006) *Integrating Differentiated Instruction and Understanding by Design* ASCD: Alexandria, VA

Wiggins, G. & McTighe, J. (1998) *Understanding by Design*. ASCD: Alexandria, VA.

Assessment:

- Allows students to be assessed in different ways.
- Students demonstrate understanding throughout the unit, not just at the end.
- Criteria and performance standards are clearly stated and understood by all.
- Assessment answers the following questions:
 - How much did they learn? How well did they learn it? How well did we teach it?
- Used to inform instruction.

Be Connected!

Visit the Saskatchewan Reading Council Online at:
www.saskreading.org

Visit the International Reading Association Online at:
www.reading.org

Following is an English Language Arts unit using the framework of Understanding by Design. Teachers can easily adapt this for their own author of choice.

<p>Title of Unit: Author Study (Leo Lionni) Curriculum Area: English Language Arts ELA Context: Imaginative and Literary</p>	<p>Grade Level: Two Time Frame: 2-3 Weeks</p>
<p>Curricular Outcomes</p> <p>CR2.3 Listen and retell (with support from the text) the key literal and inferential ideas and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p> <p>CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.</p> <p>CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.</p> <p>CC2.3 Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, offering an opinion and providing reasons, and explaining information and directions.</p> <p>CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.</p> <p>AR2.1 Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria.</p>	
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do the features found in narrative texts help readers understand the important ideas? • How does knowing how an author writes help me understand the meaning of the story? • How and why do illustrations enhance the understanding of the stories I read? <p>ELA Context Question</p> <ul style="list-style-type: none"> • What techniques and strategies does this author do to help the reader gain meaning? 	<p>Enduring Understandings (Big Idea)</p> <ul style="list-style-type: none"> • Different texts types use very different organizational structures and techniques to convey ideas. • Sharing an author’s techniques and strategies helps gain insight into the author’s craft as a writer and/or illustrator.

Knowledge

Students will know...

CR2.3

- how to retell key points (who, what, where, when, and why) in grade-appropriate literary and informational texts.
- how to select and use task-relevant before, during, and after strategies to construct meaning when listening.
- how to listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.
- how to recall several ideas about a topic presented or discussed in class.

CR2.4

- that they can read and understand a variety of grade-level appropriate narrative and informational texts.
- that they can select and use task-relevant before, during, and after strategies to construct meaning when reading.
- how to apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when reading.

CC2.2

- that they can demonstrate understanding by designing a visual representation (e.g. a picture, puppetry, a chart, a model, a demonstration, an advertisement) to demonstrate understanding.
- that they can consider and choose appropriate text form (play, model, diagram etc) to represent ideas and stories.
- that written text and illustrations can be combined to express feelings, ideas, and information.

Skills

Students will be able to...

- respond orally in group discussion to a series of texts by an author.
- demonstrate the behaviours of a good listener.
- activate and build on prior knowledge. (B)
- set a purpose for listening. (B)
- make connections between own and others' ideas and experiences. (D)
- make inferences. (D)
- form sensory images. (D)
- demonstrate turn-taking strategies when working with a partner or in a small group. (D)
- respond to oral texts by discussing, asking and answering questions, storytelling, or contributing to shared writing. (A)
- talk about similarities among stories from oral, print, (A)
- recognize that stories have a structure that includes beginning, middle and end.
- participate in a variety of shared, guided and independent reading experiences.
- discuss similarities and differences in stories.
- state and explain preferences for a variety of texts.
- demonstrate the practices of an effective reader.
- demonstrate an understanding of Before, During and After strategies.
- activate and build upon prior knowledge and experiences. (B)
- set a purpose for reading. (B)
- read accurately most high frequency words and many irregularly spelled words in texts. (D)
- respond to literary texts by discussing, asking questions, storytelling, creating artistic impressions, and contributing to shared writing. (A)
- connect and compare information from texts to experience and knowledge. (A)
- express preferences for a variety of oral, print, and other media texts. (A)
- identify patterns in setting, character, and plot.
- compare details of more than one story.
- collaborate on drawings depicting information about setting, character, and plot.
- represent a story or an idea in other ways.
- use a combination of text and illustrations to express their feelings, ideas and information.

CC2.3

- how to use oral language to initiate and sustain a conversation with a number of exchanges, interact with others, exchange idea on a topic and engage in play.
- select and use before, during, and after strategies when speaking to communicate meaning.
- how to apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic, graphophonic, to construct and confirm meaning when speaking.

CC2.4

- select and use task-relevant before, during, and after strategies when writing to communicate meaning.
- how to write a response with supporting details from a text viewed, listened to, or read.
- how to write groups of clear sentences that develop a central idea in a basic paragraph of six sentences.
- how to understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when writing.

AR2.1

- how to reflect, with guidance, on listening, reading, representing, speaking and writing by explaining what is effective or what they like in a text.
- how they can reflect, with guidance, on own strategies (What do I do well? How could I be better?)

- use the strategies of an effective speaker and listener.
- generate ideas on a particular topic. (B)
- recognize that information can be expressed in a variety of forms. (B)
- order ideas to create beginning middle and ending in own oral texts. (B)
- present information in complete statements. (D)
- take turns and stay on task when working in a variety of partnership and group structures. (D)
- clarify information by responding to questions. (D)
- respond to others with encouragement and tact. (A)

- work through the stages of a writing process including pre-writing, drafting, and sharing.
- create original texts.
- begin to focus on key questions and to answer questions about a topic. (B)
- plan and make decisions about what to include in written products. (B)
- recognize that information can be expressed in different forms for different purposes (poetry, articles, stories, simple reports). (B)
- write complete sentences. (D)
- print legibly to form letters and words of consistent size, shape, and spacing. (D)
- arrange ideas and information to make sense.(D)
- develop and demonstrate an understanding of written language conventions including
- write complete sentences, using capital letters and periods.
- use a variety of spelling strategies such as approximations, best-guess, and checking grade-appropriate references.
- spell many high frequency words correctly and use familiar spelling patterns.

- begin to develop self-reflecting skills by asking questions such as “What did I do that worked well and How could I make my work better?”
- explain the strategies they use and why they were used.
- begin to set goals to improve their work and/or participation.

Performance Task

Goal: Your goal is to convince your teacher and/or librarian why this book should be included in the class/school library.

Role: You are an expert on books written by Leo Lionni. You have studied both the literary style and the art form and your teacher has asked for your opinion on books for the class library.

Audience: The target audience is your teacher and/or the school librarian.

Situation: Your challenge is to convince your teacher or librarian that the book you have chosen must be included in the new books for the library. Be prepared to orally explain your presentation and provide reasons for your choice of book.

Product/Performance: Your task is to choose your favorite Leo Lionni story and create a representation that will convince your audience to purchase this book for the library. You may choose any of the following formats: poster, puppet play in character; book review, speech, friendly letter, brochure or some other art form (mosaic, collage, painting etc). You will need to listen to or read and examine the art work in each of Leo Lionni's books; decide what form your presentation will take and provide information to support your choices. You will need to explain your choice of book to your teacher or librarian.

Standards:

- Comprehension
- Use of Strategies
- Cues and Conventions
- Message
- Assess and Reflect

Standards Rubric for Performance Task:

	Exceeding	Meeting	Beginning	Not Yet
Comprehend and Respond (V,R,L)				
Comprehension	Has a significant understanding and recall of what one views, listens to, and reads and provides insightful interpretations with evidence to support responses.	Has a good understanding and recall of what one views, listens to, and reads. Provides adequate interpretations and gives reasonable evidence to support responses.	Comprehends the basic ideas and understands most of what one views, listens to, and reads. Gives some interpretation and provides some evidence to support it.	Understands some or little of what one views, listens to, and reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.
Use of Strategies	Feels confident using task-relevant strategies before, during, and after viewing, listening, or reading.	Uses, with practice and teacher support, the important before, during, and after strategies relevant to the task.	Uses, with prompting and support, a few key before, during, and after viewing, listening, and reading strategies. Does not always know when to apply them to a new task.	Requires repeated modeling of before, during, and after viewing, listening, and reading strategies and requires continuous coaching on when and how to use them.
Cues and Conventions	Uses confidently and consistently the cues and conventions of communication and language to construct meaning.	Uses the cues and conventions of communication and language to construct meaning.	Uses some of the cues and conventions of communication and language to construct meaning.	Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.

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	Exceeding	Meeting	Beginning	Not Yet
Compose and Create (S, W, R)				
Message	Compositions and presentations are original and insightful.	Compositions and presentations are clear and thoughtful.	Compositions and presentations are straightforward and unrefined.	Compositions and presentations are basic. They are limited, unfocused, and/or unclear.
Use of Strategies	Uses, confidently, task-relevant strategies before, during, and after a speaking, writing, or other form of representing task.	Uses, with practice and teacher support, the important before, during, and after speaking, writing, and other forms of representing strategies.	Uses, with prompting and support, only a few before, during, and after speaking, writing, and other forms of representing strategies but does not always know when to employ them.	Requires repeated modeling of before, during, and after speaking, writing, and other forms of representing strategies and requires continuous coaching on when and how to use them.
Cues and Conventions	Demonstrates confident control of the elements of communication and language. Language is rich and varied.	Demonstrates control over the elements of communication and language. Few errors. Errors do not interfere with communication.	Demonstrates some control over the elements of communication and language and a basic use of the conventions. Errors interfere somewhat with communication.	Demonstrates an uncertain and simplistic grasp of the basic elements of communication and language. Errors interfere with communication.
Assess and Reflect				
Assesses strengths and needs	Critically reviews and reflects on own work and makes appropriate improvements.	Reviews own work and reflects (e.g., "What did I do well?") on how it can be improved.	Shares work with others and reflects on choices made and, with teacher support, possible ways to improve.	Reflects, with teacher prompting, on choices made and, with teacher support, possible ways to improve.
Sets Goals	Sets goals, independently, for listening, viewing, reading, speaking, writing, and representing.	Sets goals, with teacher support, for listening, viewing, reading, speaking, writing, and representing.	Sets goal, with teacher guidance for listening, viewing, reading, speaking, writing and representing.	Sets goals with teacher modeling and guidance for listening, viewing, reading, speaking, writing and representing.

Other Assessment Evidence

Observation	Conversation	Product
Observation checklists (participation, speaking, listening,) Anecdotal notes	Self-assessment forms (What did I learn? How could I do better?) Teacher-led discussions and questions	Performance Task (rubric) Additional Rubrics

Where are your students headed? Where have they been? How will you make sure the students know where they are going?

- Post essential questions on bulletin board.

Make students aware of the performance Task and accompanying rubric early in the unit so students can prepare prior to final three days.

How will you hook students at the beginning of the unit? (motivational set)

Teacher will need a collection of books by Leo Lionni, at least one per student. Begin the unit with the introduction of a “mouse” mascot and an exploration of Leo Lionni’s books.

What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?

Unit Development

Day 1: Introducing Leo Lionni

1. Tell students they are going to spend the next few weeks exploring the books of Leo Lionni. He is the author and illustrator of children’s books. Share the biographical information on Leo Lionni.
2. Introduce a new class mascot, a mouse (live, stuffed or puppet). Tell students that Leo Lionni often uses mice in his books. This will be the class mascot for the next few weeks. Name the mouse and talk about taking care of it.
3. Tell students they are going to spend some time just looking at Leo Lionni’s books. They will not have time to read the books as they will only have two minutes for each book.
4. “Before you open the book, record the title on your worksheet. When I say “Start” open the book. When I say “Stop”, close the book. Beside the title you will write “yes”, meaning I would like to read this book, or “No”, meaning I wouldn’t like to read this book. “maybe”, meaning I might like to read this book. After you have finished you will pass the book to your neighbour on your right and you will record the title of the next book.
5. Repeat this procedure until each student has had time to examine 7 or 8 books.
6. Tabulate students’ opinions about the books. Graph the results. Which book would students most like to read? Which book would they least like to read?
7. Students could then choose which book they would most like to read and write two or three sentences about why they prefer that book over the others.

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Day 2: Use web resource

<http://www.randomhouse.com/kids/lionni/aboutlionni.php> (CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions; CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.)

1. Use the website to acquaint students with the author, his books and his illustrations. Listen to Leo describe his writing and listen to or read about his life.
2. Use the Shared / interactive Writing technique to write sentences taking the main ideas from what they have read/listened to. (CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details; CC2.4 Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences)
3. Use as shared reading. (CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts)
4. Could also be cut/copied into separate sentences, illustrated by students and made into a class book. (CC2.2 Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details)

Subsequent Days: Read two of Leoni's books and using Venn diagrams, T-charts or other comparative graphic organizers compare details of each book. Vary the groupings (whole class, small group, individual)

- Following a reading of each book compare the author's works along the lines of genre, theme, illustrations, special effects, characters, settings, episodes, and resolutions. Construct a large matrix chart with headings that help to focus attention on relations among various books. Students are invited to respond to each book separately under the first three headings. Under the final heading students compare the techniques the author uses to make each book distinctive. An example could be as follows:

Title	Character	Tell what happens in the story	How does the author make each book different?

Final two or three days (depending on the class)

Allow time for students to complete their Performance Task. Teachers can conference with students as they complete their task. Use the performance task rubric to assess.

How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?

- Teacher develops a set of posters based on a mouse character that signals the students (e.g. STOP and THINK: “How am I doing?” “Can I do this better?” “What have I learned?” Display the posters throughout the room as constant reminders.
- Posters depicting the writing process so students know what they need to do next.
- Teacher-led discussion and practice. (Use Daily 5 format)

How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?

- Discussions – class and individual
- Self-Assessment forms – How did I listen?; Me as a Speaker.
- Students conclude with a self-assessment Thinking About My Work.

How will you tailor and personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

- Partner Reading / Shared Reading
- Modeling and Demonstration

Group discussions following the reading of texts

What resources will you use in the learning experiences to meet the outcomes?

Books by Leo Lionni

Alexander and the Wind-Up Mouse

The Alphabet Tree

* *A Busy Year*

The Biggest House in the World

**A Color of His Own*

Cornelius

An Extraordinary Egg

Fish is Fish

Frederick

The Greentail Mouse

Geraldine, the Music Mouse

**Inch by Inch*

In the Rabbit Garden

**It’s Mine*

**Let’s Make Rabbits*

**Little Blue and Little Yellow*

Matthew’s Dream

Mr. McMouse

Nicholas, Where Have You Been?

Six Crows

Swimmy

Tico and the Golden Wings

Tillie and the Wall

On My Beach There are Many Pebbles

Theodore and the Talking Mushrooms

* denotes easier text for shared reading.

Web Resources

<http://www.randomhouse.com/kids/lionni/aboutlionni.php>. This site tells the life story of Leo Lionni , has video clips of Leo, photographs taken from his personal collection and a brief synopsis of most of his books.

Using Talk Alouds to Improve Student Reading Comprehension and Writing

Mary H. Bishop

Mary has been teaching with the Saskatoon Public School Division for 21 years. Over the past seven years she has worked as a literacy teacher, supporting the Literacy for Life Initiative. As literacy teacher, she is a lead learner, who teaches struggling readers, and who plans for and facilitates ongoing professional development within the initiative. She works with colleagues to develop expertise in using current and effective instructional strategies, all for the one most important goal, the advancement of student learning. In her spare time, Mary loves to write. She has published seven books including the Moose Jaw Tunnels Series, which have sold over 50,000 copies! She is also the author of a prairie farm story – Seeds of Hope: A Prairie Story, published in 2008 and a biography – Moving Forward: The Journey of Paralympian Colette Bourgonje. Mary feels that her passions – reading, writing and teaching – fit together very nicely!

What is the Talk Aloud?

The talk aloud for reading comprehension is an explicit instructional model of teaching. A powerful way in which to engage students in reading, it also aids students in comprehension. The talk aloud involves the teacher's use of good quality non-fiction books. The teacher points out to students what 'works for him/her' as a reader. In this way, the teacher makes the students aware of the writer's craft. Students begin to see that authors write to convey a message to the reader and that authors use specific techniques to ensure that readers get their message. The teacher needs to model his or her own thinking and comprehension around a specific piece of text which contains text features or text structures that contribute to the teacher's understanding of the text.

What are Text Features?

Text features help readers access information provided in books. Examples of text features include: maps,

glossary, bold print, headings, pictures, charts, diagrams, pictures and captions, and text boxes, to name a few. Text features often make the book more colourful, interesting and engaging. They also offer additional information not usually included in the text. Sometimes students either ignore text features in a book, or don't know how to access the information and data provided by the text feature. By pointing out text features and sharing his/her thinking and comprehension around the text feature, the teacher helps students see the connection between the reader and writer. This helps the student begin to understand the reader-writer connection.

What are Text Structures and Why are They Important?

Text Structures are devices the author uses within the text in order to most effectively share a message or knowledge with the reader. Examples of text structures are: use of sequence words, cause and effect, comparison and contrast, question and answer, and description. Along with the text structure, there are often key or signal words which alert the reader that the author is going to use a certain text structure. These words or phrases are referred to as transitions and include phrases such as: for this reason, as opposed to, in the meantime, for instance, in addition, as a result, first, second, next, etc. Teaching students to be aware of text structures when they are reading can greatly enhance student comprehension. When readers are aware of and pay attention to text structures, they are beginning to think of the author's craft of writing, which enhances the reading-writing connection.

What is the Talk Aloud for Writing?

As with the talk aloud for reading comprehension, the talk aloud for writing is an explicit instructional model of teaching. It is a powerful way in which to engage students in writing. The talk aloud for writing provides a guide or scaffold as students learn how to use text structures in their own writing. Text structures are great organizational tools for students to use as they plan and

write. The text structures offer a framework on which students can organize their thinking. The teacher can help the students be even more successful by making sure to model how to use the text structure.

Why is the Teacher Modelling Such an Integral part of the Instructional Loop?

Through sharing and thinking aloud, the teacher provides students with a strong model and guide for them to follow. Students feel more confident to try using the text structure, knowing that their teacher has led the way for them.

Where Do You Begin?

Start with text features. Take a look at many books and find some in which the text features are particularly alluring. Choose one text feature which really helps you understand something as a reader. Then share this with your students, being sure to talk about your thinking and how the feature helped you understand something important in the book. Next, give students the opportunity to look at many books and find text features which work for them as readers. Note this is not

a one lesson topic but rather an on-going practice throughout the year.

Next, begin to pay careful attention to the writer's craft in quality non-fiction books, especially in the content areas in which you are teaching. Find a structure within the text that you want to teach, and first do a talk aloud for reading comprehension about the sentence or paragraph. Make sure to make your thinking visible for your students on how the text structure helped your understanding. Then write a short piece in which you use the text structure. Share your piece with your students, remembering to talk about your thinking around how you organized your thoughts and put them into writing. Finally, have your students do some writing, inviting them to practice that text structure. You may be pleasantly surprised, or perhaps blown away at how quickly your students pick up the text structure and begin to use it! Once you implement the talk aloud for reading comprehension and the talk aloud for writing models, you will see what powerful teaching tools they are and will use them more often. Good luck and happy writing!

What are Some of the Text Features and Structures the Author Used in Writing This Piece?

Text Features

- headings in bold print
- questions as headings
- bold print of important words in the text
- text box

Text Structures

- question and answer
- sequence – 'first', 'then', 'next'
- transitions to clarify – 'for example'; 'for instance'
- transitions to add information – 'as well'

Empowering Parents in Kindergarten and Grade One

Angeleen Musyj and Marcia Harder

Angeleen Musyj and Marcia Harder are Kindergarten and Grade One “Looping” Teachers at Rendell Park School in Lloydminster, Alberta. This year Angeleen is teaching Kindergarten and Marcia is teaching Grade One. Next year Angeleen will teach Grade One and Marcia will teach Kindergarten. Marcia has many years of teaching experience in the lower elementary grades. Angeleen’s experience is also in the lower elementary grades. Angeleen is the recipient of the Prime Minister’s Award of Teaching Excellence.

A lot of research has been done on the positive impact that parents have on their children when they are actively involved in their education. Educators struggle with initiating and maintaining parental involvement that is both meaningful and beneficial for everyone involved. Marcia and I have implemented two programs at the Kindergarten and Grade One level designed to empower parents to be active participants in their child’s education.

Kindergarten Literacy Evening

In May, pre-registered Kindergartens and their parents are invited to a Literacy evening in the school gymnasium. We talk about the importance of parents being actively involved in their child’s education. Different centres are set out around the gym that focus on skills such as upper and lowercase letter recognition, fine motor and numeracy. The parents and their child explore the centres. This offers the children an opportunity to participate in structured “school-like” activities. It also provides the children with a forum to meet and work with their future classmates as well as their teacher. This eases their anxiety when they come to school in the fall. Having the parents attend, gives them the chance to observe their child in educational activities. Parents also are engaged with their child at the centre guiding and encouraging them on the tasks. In some cases this is the first time parent and child have come together in a school based learning activity. At one session, a parent commented, “I don’t think I’ve ever seen a pencil in his hand!” This evening allows parents

the opportunity to meet other parents and their children as well as the Kindergarten teacher. This evening tends to reduce parental anxiety about school, especially if it is their first child attending school. As a teacher, there are many benefits that come with this event. We begin to form a relationship with students and their parents months before the child formally enters school. The evening also gives us the chance to observe the children at work and to see what skills they have.

After an evening of fun, each pre kindergarten student receives a literacy kit full of materials to keep. A point is made to place the kit in the hands of the child. This gesture gives the child ownership of the kit and it’s contents. Many a child with wide eyes has said, “I got my own glue!” The Kindergarten Literacy kit contains a variety of items selected to involve students in activities that will support their pre-school development. The literacy kit contains: a book to read, glue, dice, a deck of cards, crayons, scissors, a pencil, magnetic uppercase letters, magnetic lowercase letters, magnetic numbers, and an exercise book with games and activities. The exercise book promotes skills such as: fine motor, numeracy, letter recognition (upper and lower), as well as pre-reading skills. When leaving, parents are encouraged to explore the kit and its contents over the



Angeleen Musyj and Marcia Harder

summer with their child. On the first day of Kindergarten, it is not uncommon for students to talk about the kit and completing all the activities over the summer.

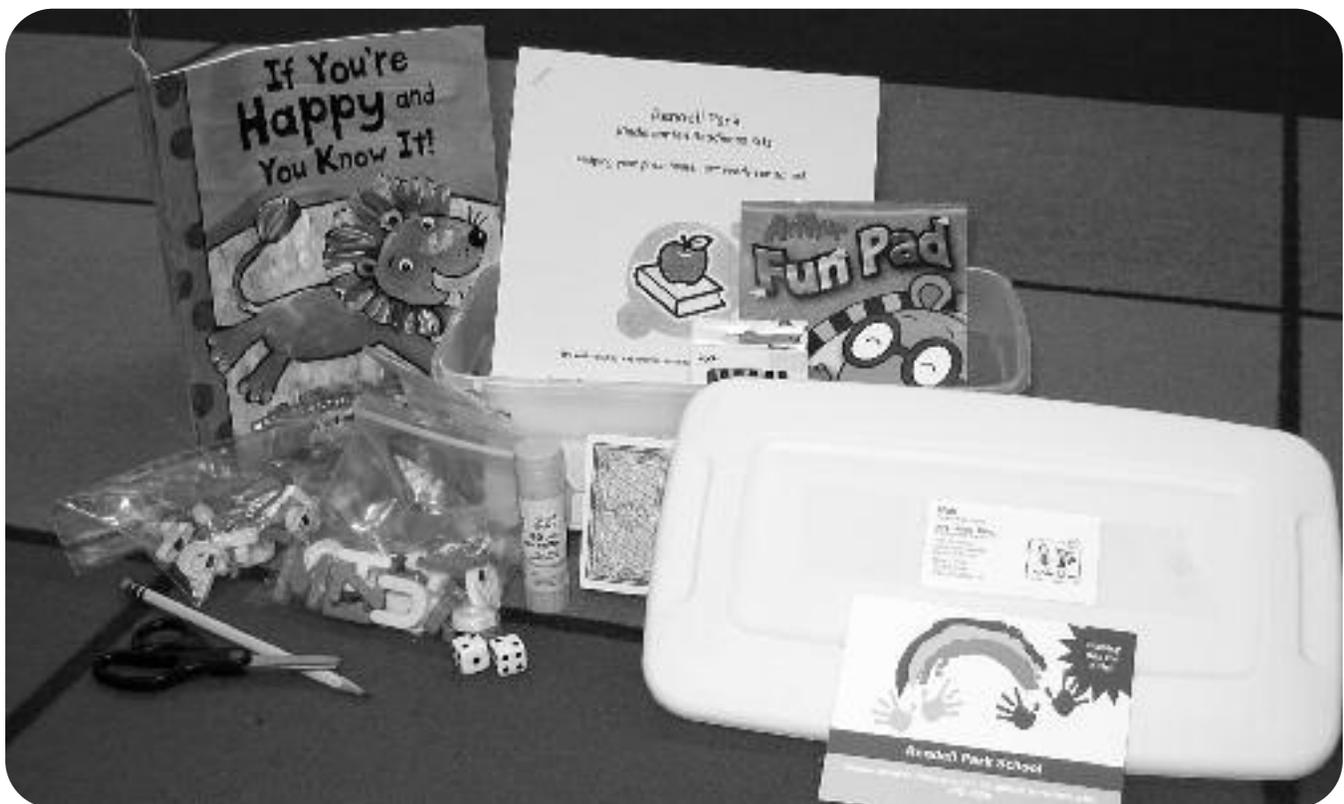
To keep the kit functional, activities, referred to as “Home Links”, are sent home on a regular basis during the Kindergarten year. A second Literacy Evening is held later on in the year offering parents more ideas and activities to work on with their growing child. Additional materials are given out to supplement those in the kit. These materials focus on the development of beginning reading skills. They include: sight word magnets, reading strategy bookmark, chunk word information, and information on the emerging reader.

Grade One Reading Information Session

To further foster the connection between the school, parent and child, a reading session is held for the parents at the beginning of the school year. At this session parents are introduced to the stages of reading and the target behaviors at each stage. They have the opportunity to learn what we, as teachers expect from young readers. Parents are invited to attend an information evening at the school, furthering the relationship between home and school with a new focus on the child’s reading skills. Parents are provided with information that teachers hold about successful reading strategies.

Parents are introduced to the concept of the “Readers Toolbox” and the limited number of tools that a beginning reader has. We talk about the different tools that readers use to bring meaning to text. The tools that we talk about are: picture clues, sight words, initial letter, looking for smaller words, chunk words, skipping unknown words and rereading. Each of these concepts is modeled to help parents better understand how the young reader develops. The stages of reading are also introduced to the parents. We focus on the emergent and developing stages of reading in this session. At both levels we teach the parents the importance of Three Key Questions that they need to be aware of when working with a beginning reader. These are: Does that (what you read) make sense? Does that sound right? Does that match the print? To close the evening we (the teachers) role play and read books. This gives parents the opportunity to see a beginning reader and a facilitator engaged in a reading session.

The Kindergarten Literacy Evening provides the foundation for a positive working relationship between the student, teacher and parent. The Literacy Kit keeps the relationship going so that parents stay involved. The Reading Information Session provides parents with the tools necessary to support their beginning reader. These activities empower parents to become actively involved in their child’s education.



Kindergarten Literacy Kit

The “Wow” Factor: A Virtual Interview with Etta Kaner

Magi McFadden

*Award winning author, Etta Kaner, writes for the “wow” factor. The majority of her children’s books are non-fiction: Animal Defenses (1999), Animal Groups (2004), Animal Talk (2002), Animals at Work (2001), Animals Migrating (2005), Have You Ever Seen a Duck in a Raincoat? (2009), Have You Ever Seen a Hippo with Sunscreen? (2010), Have You Ever Seen a Stork Build a Log Cabin? (2010), Have You Ever Seen an Octopus with a Broom? (2009), Who Likes the Rain? (2007), Who Likes the Snow? (2006), Who Likes the Sun? (2007), Who Likes the Wind? (2006) and How Animals Defend Themselves (2006). Etta has been the recipient of many awards including: the Silver Birch award, the Henry Bergh award, the Animal Behaviour Society award, Scientific American Young Readers Book award and the Science in Society Book award. Etta Kaner feels that the most enjoyable part of writing non-fiction books is finding out about things that she doesn’t already know. She loves to interview experts in fields with which she is unfamiliar either in person or by phone. She finds that most people are very co-operative and love to talk about their area of interest and expertise. When making a decision as to what to include in the book, she uses the “wow” test. She tries to choose information that will make her readers say “wow” when they read it. In this interview, Magi McFadden, Query Editor, interviews **Etta Kaner** about reading, writing and her Shining Willow Award nominated book, “Have you Ever Seen a Duck in a Raincoat?” (Kids Can Press, 2009).*

Query Editor:

Tell us about your 2010 Willow Awards nominated book, “Have You Ever Seen a Duck in a Raincoat?” (Kids Can Press, 2009).

Etta Kaner:

Have You Ever Seen a Duck in Raincoat? is the first in a four book series for 4 to 7 year olds. All of the books compare physical adaptations of animals with humans. This particular book compares animal adaptations to

human clothing. For example, ducks spread oil on their feathers to make them waterproof while humans wear raincoats to protect them from rain. The book can be used in several ways. The patterned part can be easily read by a child at the lower end of the age range while the scientific explanation can be read by a 6 or 7 year old. The illustrations show all of the animals in a humorous light. A board game reinforcing the idea of animal/human comparisons appears on the endpapers of *Have You Ever Seen a Duck in a Raincoat?* as well as in the other books in this series.

Query Editor:

What specific readership did you have in mind when you wrote your book?

Etta Kaner:

This book was written for 4 to 7 year olds but I think that older readers would also enjoy it since there are facts and perspectives that they might find new and interesting. They certainly were for me when I was researching the series!

Query Editor:

What was your first publication?

Etta Kaner:

My first book, *Balloon Science*, written for 9 to 12 year olds, was published in 1089. It’s a hands-on book of experiments using balloons and household items. The experiments explore a variety of scientific principles involving air and water pressure, static electricity, and carbon dioxide. In addition to the experiments, there are lots of unique sidebars and my specialty-groaner riddles!

Query Editor:

If you had to recommend three books for Saskatchewan children to put on their “Must Read List,” what would those books be?

Etta Kaner:

There are so many wonderful Canadian books that are published every year and it really depends on the interests of the individual reader. Three books that I think are really well written are *Wow Canada* by Vivien

Bowers, *The Insecto-files* by Helaine Becker and a YA book that has just come out entitled *The Way It Is* by Donald Reid.

Query Editor:

What is the focus of your reading right now?

Etta Kaner:

My favourite genre is historical fiction but right now I'm reading a Canadian author who writes mysteries set in a small town in Quebec. I heard her read from her latest book at Word on the Street in September and was hooked. Her name is Louise Penny. Of course, I'm always reading material for the purpose of doing research for my latest book.

Query Editor:

What useful advice have you received as a writer?

Etta Kaner:

I think the most useful advice has been to be open to finding your genre. When I first started writing for the purpose of publishing, I thought that my genre was picture books and indeed, one of my first books was a picture book. But I soon discovered that I had a strong interest in and ability to write non-fiction, specifically science books. So I'd suggest that writers not limit themselves to only one form of writing.

Query Editor:

What advice do you have for motivating young student writers regarding planning, preparing, editing and publishing one's work?

Etta Kaner:

If you want to be a good writer, you need to be a voracious reader. Reading exposes you to a variety of writing styles and allows you to meet characters, settings and situations that you wouldn't normally experience in your daily lives. The actual process of writing requires a lot of humility. By this I mean that the writer can't think that the first or second draft is perfect. A writer always needs to look for ways that s/he can improve a text and be willing to listen to the advice of a teacher or editor. Publishing your writing can take a variety of forms, not just a book – a school or class newspaper, blogs, community papers.

Query Editor:

When will your next book hit the bookstores?

Etta Kaner:

My next book will be coming out in the spring of 2012.

Local Council Grants

To receive a local council grant, each local council must present the following items to the provincial treasurer by October 1.

- a proposed budget for the upcoming year
- a program plan
- a reviewed financial statement from the previous year
- confirmation of 10 current IRA members which includes officers on the local council executive
- confirmation that all local council executive are SRC members in good standing

What's Happening Around Saskatchewan

Calendar of Events 2010-2011

January 2011

- January 15 – Deadline for Grant Application for Registration to Saskatchewan Reading Conference 2011
- January 15 – Deadline for Nomination of Administrator's Award
- January 21-22 – SRC Provincial Executive Meeting at the Travel Lodge in Saskatoon
- January 26 – Family Literacy Day

March 2011

- March 1 – Deadline for Annual Reports from Executive and Local Council Presidents for the IRA
- March 1 – Deadline for Award of Excellence Application
- March 1 – Deadline for Honor Council Application Forms to be Submitted
- March 1 – Deadline for Prairie Lily Award Application

April 2011

- April 7 and 8 - SRC Annual Conference at the Travel Lodge in Saskatoon –“Building Bridges through Literacy”
- April 8 – SRC Annual Executive Meeting at the Saskatoon Travel Lodge
- April 30 – Deadline for submissions to Spring/Summer issue of *Query*

May 2010

- May 8-11 - IRA Annual Conference, Orlando, Florida
- May 12 – Deadline for submissions to Young Saskatchewan Writers

July 2011

- July 1 – Change of SRC Executive Officers
- July 11-14 – Leadership Workshop
- July 12– SRC Executive Planning Meeting

July 2011

- July 1 – Change of SRC Executive Officers
- July 12-15 – Leadership Workshop
- July 13 – SRC Executive Planning Meeting

September 2011

- September 8 – International Literacy Day, Saskatchewan Literacy Day

- September 18 – Special Subject Council Meeting at the STF Building in Saskatoon
- September 30 – Beginning Teachers Conference in Saskatoon
- September 30 – Deadline for Canadian Children's Book Week Applications (For information regarding author visits in Saskatchewan see www.bookweek.ca)
- September 30 – SRC membership expire – time for renewal of SRC membership

October 2011

- October 1 – Council Grant Information due – send to Pam Foy, treasurer.
- October 15 – Deadline for Honor Council Intent Applications
- October 1 – Beginning Teachers Conference in Regina
- October 31 – Deadline for submissions to Fall/Winter issue of *Query*
- October 31 – Deadline for Advocacy Award and Local Council Community Service Award Applications

November 2011

- November 14-20 – Canadian Children's Book Week
- November 15 – Deadline for Exemplary Reading Program Award Application
- November 30 – Deadline for SRC Lifetime Achievement Nomination

DID YOU KNOW?

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

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

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



WANTED

Student Writing For the *Young Saskatchewan Writers Publication* K-12

Short Stories  **Plays**  **Essays**
 **Poetry**  **Personal Narratives**

Criteria

1. The Saskatchewan Reading Council accepts student writing in any language, from Kindergarten to Grade 12.
2. All selections should be proofread and typed.
3. No whole classroom submission of the same title. Please select the best writing selections to be considered. Longer pieces will be excerpted. Please try to keep writing to one page or less.
4. The Local Saskatchewan Reading Council in your area will determine which selections will be submitted for publication.
5. Illustrations may accompany written selections but should be placed on a separate sheet (8½ by 11).
6. Each **published author** and his/her resource centre will receive a complimentary copy of the *Young Saskatchewan Writers* journal.
7. Each piece of writing must be **submitted to your local council**. Please identify each piece of writing with the information listed below.

Student Name: _____

Title: _____

Grade: _____ School: _____

School Address: _____

City/Town: _____ Postal Code: _____

Teacher: _____ Phone/Fax: _____



Saskatchewan Reading Council's "Building Bridges through Literacy"

Travelodge Hotel Saskatoon
April 7th and 8th, 2011



Ellin Oliver Keene

Classroom teacher, staff developer
and adjunct professor of reading and writing
Ellin is author of *To Understand*,
co-author of *Mosaic of Thought*,
and *Assessing Comprehension Thinking Strategies*.

ellinkeene@earthlink.net



Jacquie McTaggart

Retired from a forty-two year Iowa teaching career,
IRA conference speaker.
Jacquie is author of *From the Teacher's Desk*,
and *If They Don't Learn the Way You Teach*,
Teach the Way They Learn, August 2009.

www.theteachersdesk.com



Jacqueline Guest

Jacqueline is a Metis author of 16 novels
including award winning *Belle of Batoche*, and *Wild Ride*.
She will be presenting "*Building a Literacy Bridge – One Page at a Time*"
at our Friday author luncheon.

writer@jacquelineguest.com



Gerald Duffy

Former classroom teacher, principal and
Professor of Literacy
Gerald is author of *Explaining Reading*.

Duffy4edu@gmail.com

Breakout Session Presenters:



Kathleen Gould Lundy

Co-ordinator of Destination Arts at York University
and worked for 30 years with the Toronto District School Board

Kathleen is author of publications:

Leap into Literacy: Teaching the Tough Stuff so it Sticks

50 Strategies that turn teaching into Learning

kgouldlundy@edu.yorku.ca

Kathleen Presents: "Humanizing the Curriculum: Teaching Hard Skills in Soft Ways" 4-8
"Teaching Fairly in an Unfair World" 4-8

Ellin Oliver Keene "Reading Non Fiction Text" K-8
"Using Comprehension Strategies as Learning Strategies
Across the Curriculum" K-8

Jacque McTaggart "Transforming the Reluctant Reader" PK - 8
"If You Can't Beat' em – Join' em" PK – 8

Jacqueline Guest "Engaging the Twitch Generation: Creating Classroom Bridges"

Gerald Duffy "Effective Guided Reading in Grades 4-8"

More Breakout Presentations:

Sue Jackson "Creating Readers for Life K-3"
"Connecting Reading and Writing in grades 4-6"

Mark Cheriyan Saskatchewan Freedom Writer Teacher

Mary Bishop Saskatchewan Author of The Tunnel Series and *Seeds of Hope*

Bev Brenna "Able Texts: Books that Support Critical Literacy Discussions Across the
Grades"

Please visit www.saskreading.org for detailed information.

You may also contact bezansonm@spsd.sk.ca or
vaughanm@spsd.sk.ca Conference co chairs



42nd Annual Saskatchewan Reading Conference

The Saskatoon Travelodge Hotel

April 7th and 8th, 2011

REGISTRATION FORM

PLEASE COMPLETE IN UPPER CASE.

Name: _____
Position/ Grade: _____
Address: _____
City/ Town: _____
Postal Code: _____
Telephone (H): _____ (W): _____
E-Mail: _____
Teaching Certificate #: _____
School Division: _____
Signature: _____

Conference Registration Fees (includes Thursday Hospitality Evening and Friday breakfast)

SRC Member \$185 \$ _____
Non Member \$220 \$ _____
(includes membership which expires Oct. 31, 2011)
Student \$40 \$ _____

Thursday Evening Reception with Keynote speaker Jacquie McTaggart FREE _____
(Please ✓ if planning to attend this evening)
Friday Author Luncheon \$25 \$ _____

TOTAL \$ _____.

- ◆ The above information is required for registration at the Saskatchewan Reading Conference 2011. This information will be used to confirm attendance and will be retained three years for membership purposes.
- ◆ All prices include GST.
- ◆ **Please make cheques payable to:
The SRC Conference 2011**



- ◆ **Early Bird Registration: Register before Feb. 28/11 to be entered in a draw for one FREE night stay or a basket of Willow Award books!** Please make a copy of this registration form for your records.
- ◆ Receipts will be issued on-site. A confirmation of registration will be sent by e-mail.
- ◆ **Refund Policy:** All refund requests must be postmarked by April 5, 2011. Conference fees (less 20% for processing) will be refunded.
- ◆ A \$30.00 NSF charge is in effect.
- ◆ Post dated cheques or purchase orders will not be accepted.
- ◆ Send registration to:

**SRC Conference Registration
Sherri Sieffert
Box 682, Melville, Sask.
SOA 2PO**

Advance Room Registration

**The Saskatoon Travelodge Hotel,
106 Circle Drive West,
Saskatoon, SK S7L 4L6
1-800-578-7878 or 306-242-8881**

RATE: \$ 124.95
Standard Room

When registering, please ask for the Saskatchewan Reading Council room rate. Room rates are in effect until March 08, 2011.

OFFICE USE ONLY

Date Received: _____
Confirmation of Membership _____
Entered _____
Registration Number _____
Local Council _____

Grant Application for Registration to the Saskatchewan Reading Conference 2011

Name: _____
Address: _____
City/Town: _____
Postal Code: _____
Telephone (H): _____ (W): _____
Fax: _____
Email: _____
Teacher's Certificate #: _____
School Division: _____
Years of Teaching Experience: _____
Signature: _____

This grant is available to beginning teachers in their first two years of teaching. The SRC will pay the cost of your SRC registration for the 2010 Conference. One person from each local council will receive the grant by random draw. If a council has no submissions all remaining entries will go into a pool for selection.

To be eligible for the grant you must:

1. Be a current member of the Saskatchewan Reading Council.
2. A first or second year teacher.
3. Write an article for the SRC's publication *Query* by October 31, 2011.

Submit your applications to:

Nicole Lefebvre
nbreh@telus.net

Applications must be received by January 15, 2011.

Saskatchewan Young Readers Choice – The Willow Awards

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



Make cheques payable to:

SYRCA – Saskatchewan Young Readers' Choice – The Willow Awards, Inc
Mail to: 2832 WASCANA ST., REGINA, S4S 2G8

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

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

Name: _____

Street: _____

City: _____ Province: _____ Postal Code: _____

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

Email Address: _____

Prairie Lily Award

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

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

Requirements:

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

AND at least 5 of the following:

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

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

Submit this form to SRC President before the Annual General Meeting.

Membership Application

Saskatchewan Reading Council

Invites you to renew before October 1, 2010 (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 journals or 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

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

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

Membership: Regular Student Institution Amount Paid: _____

Signature: _____ Date: _____

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

SRC Membership
c/o Sherri Sieffert
Box 682
Melville, SK S0A 2P0

International Reading Association

Application Deadlines for Awards & Programs

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

*Advocacy Award	October 15	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
Honour Council Award	March 1	Special Service Award	October 15
Honour 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 honor an individual who has made a significant contribution to the growth and development of the Saskatchewan Reading Council.

1. Qualifications

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

2. Nominations

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

3. Presentation of Award

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

4. Follow-Up

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

5. General Considerations

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

Saskatchewan Reading Council Lifetime Achievement Award Nomination Form

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

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

Name of Nominators:	_____	_____
Address:	_____ _____ _____	_____ _____ _____
Phone:	_____	_____
Fax:	_____	_____

Applications must be received on or before November 30, 2011 and should be sent to:

Shelly Galloway
SRC Past President
3022 Birch Crescent
Regina SK S4S 7J3

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.org).

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

Name of Nominee: _____

Academic Institution Information

Name of Institution: _____

Address: _____

Phone: _____

Fax: _____

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

Nominator Information (2 persons)

Name: _____

Address: _____

Phone: _____

Fax: _____

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

Nicole Lefebvre
510 - 27th Street
Lloydminster AB T9V 126
nbreh@telus.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.org).

Does Your School Receive the Recognition It Deserves?

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

Exemplary Reading Program Award

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

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

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

Recognizing Excellence in Education

Have you applied for the Local Council Community Service Award?

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

Local Council Community Service Award

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

Help Your Council Receive the Recognition It Deserves

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

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

Recognizing Excellence in Education

Past Presidents of the Saskatchewan Reading Council

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

Saskatchewan Reading Council's
“Building Bridges Through Literacy”

Travelodge Hotel Saskatoon • April 7th and 8th, 2011

Keynote Speakers



Ellin Oliver Keene



Jacquie McTaggart



Jacqueline Guest



Gerald Duffy

*Please visit www.saskreading.org
for detailed information.*

