



QUERY

The Saskatchewan Reading Council



In This Issue

- Building Bridges through Literacy: Laughing and Learning Our way to Literacy
- The Outcomes of Understanding: Cognitive Markers of Deep Understanding
- Vocabulary: The Missing Link
- Interactive Frames for Vocabulary Growth and Word Consciousness
- Reading to Babies: Building a Strong Foundation of Language and a Positive Relationship with Books and Reading
- Saskatchewan Young Readers' Choice (SYRC): The Willow Awards 2010

2010-2011
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CONTRIBUTIONS: Manuscripts and related correspondence should be addressed to the SRC.

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

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

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A Council of the International Reading Association

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Editor's Message

Magi McFadden



Welcome to the Spring/Summer issue of *Query*. The articles comprising this issue of *Query* focus on the importance of literacy initiatives that create successful reading experiences for all children, facilitate deep understanding, expand vocabulary, develop a positive relationship with books and cultivate love of reading. They emphasize that every student can become a successful reader and that caring teachers can and do make a difference. In *Building Bridges through Literacy: Laughing and Learning Our Way to Literacy*, Jacquie McTaggart acquaints us with the importance of teaching the way students learn best. She reminds us of the effectiveness of picture books, daily read alouds and independent reading. In *The Outcomes of Understanding: Cognitive Markers of Deep Understanding*, Ellin Oliver Keene discusses essential elements of literacy instruction that includes an intensive focus on comprehension learning for deep understanding. Teachers eager to build bridges through literacy in their classrooms will appreciate the article, *Vocabulary: The Missing Link* by Terry Dobson and Heather Baptie who discuss the strong link between vocabulary and comprehension. According to Terry Dobson and Heather Baptie, a positive benefit of having a large vocabulary is increased comprehension. These writers emphasize that richer vocabulary taught by student-friendly definitions, active engagement and numerous exposures to words in multiple contexts directly expands student vocabulary and positively impacts student success in reading comprehension, writing, speaking and learning in content areas. In *Interactive Frames for Vocabulary Growth and Word Consciousness*, Rod Winters describes a morpheme triangle strategy for vocabulary development that guides students through an interactive cycle of brainstorming, analysis and confirmation. The snapshot of classroom interaction during a morpheme triangle lesson described by Rod Winters in this article is aimed at increasing word consciousness – a fascination with new words that prompt ongoing student inquiry and exploration. Rod maintains that kindling student interest and active

engagement with words is integral for helping all students, especially less advantaged students, in becoming successful readers. A testimonial account of the positive impact of reading aloud comes from Brianne Misponas in, *Reading to Babies: Building a Strong Foundation of Language and a Positive Relationship with Books and Reading*, who describes her experience in the Saskatchewan Reading Council's Read to Me initiative as "wonderful", telling other teen moms that, "...it is good to read to babies. They will love to read when they get older and they will learn many things from the books they read." Love of reading is imperative for Florence Barton and Ruth Garnett who express their commitment to literacy through volunteer efforts in the Saskatchewan Young Reader's Choice – The Willow Awards 2010. It is through the efforts of this volunteer nonprofit organization that children of Saskatchewan participating in the Saskatchewan Young Reader's Choice 2010 – The Willow Awards have the opportunity to indicate their preferences from among the many terrific books published for children by Canadian authors nominated for the Willow Awards. This year, Saskatchewan children have indicated the following preferences: *Scaredy Squirrel* by Melanie Watt (Kids Can Press, 2009) received the Shining Willow Award, *Jolted* by Arthur Slade (HarperTrophyCanada, 2008) received the Diamond Willow Award and *Word Nerd* by Susin Nielsen (Tundra Books, 2008) received the Snow Willow Award.

These *Query* contributors emphasize that building bridges through literacy means developing positive relationships with books, relationships that cultivate love of reading and create successful reading experiences for all children. It means having the opportunity for sharing member knowledge and experience that *Query* provides. These *Query* contributors emphasize that building bridges through literacy means striving for deep understanding through active participation for learning. It means collaboration for professional development. It also means recognizing excellence.

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

President's Report

Nicole Lefebvre



The 2010-2011 Saskatchewan Reading Council's year began with four members; Nicole Lefebvre, Lynda Gellner, Juanita Brown, and Sherri Sieffert, attending the North American Leadership Workshop in Dallas, Texas on August 6-8. Sarah Womble, Jane Kline, and Rayann Mitchell prepared a well planned

workshop with fantastic, informative general and breakout sessions. Our workshop entitled, *Becoming We*, emphasized three main parts of becoming we: believing we, learning we, and being we and was based on the book, *Creating We*, by Judith E. Glaser. We were encouraged as a group to think about where to go from where we are, what do we want to become, how do we create an environment for learning, growing and supporting one another, and what do members value and how can we deliver this to them. These were very important questions to keep in mind as we prepared to grow this year.

Our Fall Provincial Leadership Meeting was held in Regina on September 24 and 25. We felt the becoming we ideas were so motivational that we asked Sarah to come to our Fall Leadership meeting to present to the rest of our group. We also had lots of our general fall leadership information occur that is routine. We chose to keep our School Liaison program this year as we find it is very helpful getting information into the schools. We also tried to encourage everyone to renew their membership by October 30, 2010 by having a draw for an IRA Membership, one for each council. Our biggest concern is our website and how effective it is working for us. We chose to look at some other websites and get ideas from them on how to improve ours.

Earlier in September, Nicole Lefebvre, Tammie Latimer, Pam Foy, and Sherri Sieffert attended the STF Special Subject Council meeting in Saskatoon. It is always a great networking opportunity and very informative. Thanks to Tammie for presenting on the SRC's behalf the final presentation for our grant we received 2 years ago from the STF for our 40th Anniversary memorabilia. Thanks to the STF for having this gathering every year to help us interact with other special subject councils.

The Winter Provincial Meeting was held on January 21 and 22 in Saskatoon. At this meeting, even though not all

councils could attend, we shared many new activities/ideas happening in our local councils. The local councils are becoming very creative in their ideas for how to promote their love of reading to others in their areas. We also spent a lot of time working with our Conference committee chair people going over all their hard work already and having local councils volunteer for their jobs for the conference. We are trying a new initiative at the conference this year by asking everyone who is coming to bring something they would consider needed for a teacher overseas and then making teacher Project Love bags to send to Garth Brook at CODE after the conference. Unfortunately there were no nominations for the Administrators Award or Lifetime Achievement Award. This will be really encouraged for next year as there are many worthy SRC members among us for both awards. We also are promoting our Read to Me program and the *Young Saskatchewan Writers* program. Our council has decided to totally update our website next year so watch for this on our site saskreading.org.

Our next big event was our Annual Conference *Building Bridges through Literacy*, which was held at the beginning of April. At the conference, we had great sessions from our keynote presenters; Ellen Oliver Keene, Jacquie McTaggart, and Gerald Duffy, our author luncheon speaker; Jacqueline Guest, and our many breakout presenters. We also had our final meetings of the year including an AGM for everyone just after the conference and then a business meeting to finalize all that was left. Thanks to Maureen Bezanson, Marilyn Vaughan, and their committee for all their dedication and leadership organizing a superb conference where we definitely learned and built bridges through literacy.

Thank you to everyone; SRC executive and Local Council Presidents for your dedication and devotion to the Saskatchewan Reading Council. With everyone working together we have "created we" in our council and will continue to thrive year after year with everyone's enthusiasm and excellence to literacy and leadership. Thank you to all SRC members who have stepped forward to become an active member, and continue to encourage all other members to become involved in a worthy council – Professionals Promoting Literacy and Learning.

I wish the best to everyone who is on the executive next year. Lynda Gellner will be our incoming president and I know she is very capable and prepared to work with everyone on the team. Good luck! Thank you everyone for a fantastic year! I have enjoyed working with and learning from each one of you.

Past President's Report

Shelly Galloway



The deadline for nominations for a Lifetime Achievement Award was November 30, 2010. No nominations were received by the deadline; therefore no one will receive this award at the annual conference.

This fall SRC was notified that Carrie Stene was the recipient of the SRC University of Saskatchewan graduate studies award. Congratulations Carrie! The SRC and the STF established this award for masters or doctoral students majoring in reading.

The 42nd Annual Conference, *Building Bridges with Literacy* offered an exciting opportunity for all teachers to build those bridges in our classrooms. The conference planning team put together a wonderful collection of literacy experts to enhance your literacy teaching skills. Gerald Duffy, Ellin Keene, Jacqueline Guest and Jacquie McTaggart as well as breakout sessions and presenters helped build the literacy bridge. We are extremely grateful to the Saskatoon Team for organizing the Conference. It is the high quality caliber of the

Saskatchewan Reading Council Conference that draws delegates from around the province and the country to 'build bridges with literacy' for all members of the Saskatchewan Reading Council. Attending the conference gives everyone the opportunity to take home memories and ideas for your family and classroom. If you have any suggestions on how we can further 'Build Bridges with Literacy' in the Saskatchewan Reading Council, please email me at shelly.galloway@rbe.sk.ca.

The Saskatchewan Reading Council is in amazing shape. We invite all interested members to become part of the Saskatchewan Reading Council executive. We are a great group who work to promote reading and literacy for all children. The SRC offers leadership skills, organizational skills and the best professional development any teacher could ever have. With the success of our conferences, the executive is ready for the next few years. The 2012 conference promises to be exciting: "Relax, Rejuvenate, Read" will be held Thursday, March 29, 2012 and Friday, March 30, 2012 at the Delta Hotel in Regina. We are looking forward to **Cris Tovani, Stephanie Harvey and Barbara Reid**.

Finally I would like to say thank you to each member of the SRC executive and each local council president. You have each 'built bridges with literacy' in the SRC this year. Your enthusiasm and dedication to literacy leadership and excellence has been an inspiration to all SRC members in the province.

Vice President's Report

Lynda Gellner



I am pleased to have served as Vice President for the Saskatchewan Reading Council this 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 Saskatchewan 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 look forward to continuing my journey with

the Reading Council next year serving in the role of President.

Communication with our members has been identified as an area of growth. We are looking to improve our website in the areas of content and navigation. Executive members have been exploring other special subject council group websites to create a list of the "must-haves" for our renewed site. Email has also been utilized to communicate upcoming events to our members – we will continue to double-check the accuracy of email addresses as well as the inclusion of all members on our contact lists. The Saskatchewan Reading Council strives to grow and transform as it rises to meet the changing needs of members both present and future.

International Reading Association Coordinator's Report

Juanita Brown



I have again enjoyed my year as your IRA Coordinator. This year started out with a real energy boost when the IRA was able to once again host their Leadership workshop. As you have previously heard Nicole, Lynda, Sherri and I attended this workshop held in Dallas, Texas at the beginning of August. The heat outside was

intense but not nearly as intense as the learning and networking that went on inside the conference center. It was a wonderful opportunity to meet members of Reading Councils from all over North America. The three Leadership Development Associates of the International Reading Association took us on an exploratory journey that focused on learning to become "we". Our journey focused on who we are now, who we want to be, the current state of our councils and creating the future together with a vision of where we go from here.

In her continuing efforts to support provincial and state councils Sarah Womble, our Leadership Development Associate spent time this fall with our provincial executive helping us build our vision of "we". This year our provincial executive spent considerable time using our vision to guide our work with literacy. In order to respond to current economic constraints, the IRA has planned the Leadership workshop to take place on Sunday May 8, the day before the IRA Convention begins. If you are planning to attend the convention and are on the executive of your local council please consider attending this all day workshop.

Voting for the new executive of the International Reading Association is now complete. Our new Vice-President is Maureen McLaughlin. This will be a familiar name to many of you as not only is Maureen the author of a number of wonderful books on guided comprehension but she has been a keynote speaker at several Saskatchewan provincial conferences in the past few years. The new members to the Board of Directors include William Teale, Heather Bell and Steven Layne.

Just as the IRA elects new members to its' executive in the spring so does the Saskatchewan Reading Council. Elections will take place during the provincial conference in Saskatoon. I hope that any of you who are interested in either being part of the local or provincial council talked to your local SRC council president or a member of the provincial SRC executive during the

conference in Saskatoon and agreed to become part of our great organization.

If you are looking for a wonderful professional development opportunity, in addition to the SRC convention in Saskatoon, the 56th Annual IRA Conference is in Orlando, Florida. The dates of the IRA convention are May 8-11, 2011. The theme of the convention this year is The Power of Literacy. Registration is now open online. Two of the keynote presenters are Tony Dungy (former coach of the Indianapolis Colts) and Goldie Hawn.

In order to provide attendees with the deepest learning possible the 2011 IRA Annual Convention is introducing a premiere new series that promises cutting edge professional development. This new professional development called Teaching Edge will put participants face-to-face with the real leaders of the literacy world. These intensive sessions will boost attendee's knowledge, expand their abilities, and make them eager to return to the classroom to put it all into practice. Some of the presenters for the Teaching Edge series include The Sisters, Dick Allington and Reggie Routman.

Check out these and other available breakout sessions at www.reading.org. I would encourage all of you to consider attending this event. The annual IRA Conference offers wonderful professional development opportunities as well as numerous occasions to network with colleagues from all over North America and around the world.

Even if you can't attend the convention I would encourage you to become a member of the International Reading Association. Whether you are an experienced teacher, a new teacher or a literacy leader the IRA has something for you. Not sure if the IRA has anything to offer you? Just take a look at what's hot in the IRA these days. I believe three of the top four topics are also of particular interest to Saskatchewan teachers. They are adolescent literacy, comprehension and Response to Intervention. The IRA provides you with the opportunity to collaborate with colleagues around the world about these hot topics or other topics of interest in the area of literacy.

I would also encourage each of you to renew your interest and support for your local council. All our councils whether the IRA, the SRC or our local councils are only as strong as each individual member. We need your interest and dedication to sustain our work in literacy. If I can assist you or your council in any way please contact me at 306-786-4751 or by email at jbrown@mail.gssd.ca.

Membership Director's Report

Sherri Sieffert



I was excited to begin my first term as membership director for the Saskatchewan Reading Council and help to "Build Bridges through Literacy". My term began with an exhilarating 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".

In September, along with other members of our executive, I attended the workshop for STF Special Subject Councils. At this workshop we learned about the fiscal responsibility of special subject councils and also learned what other groups were doing in the province. In September and January, I attended the SRC meetings in Regina and Saskatoon respectively.

Our school liaison program has been very successful again this year. We had many new members join last year when they attended the conference. It looks like we are going to be very close to maintaining our membership numbers or even have an increase. Our membership numbers tend to vary year by year according to conference attendance and it is a goal of the SRC to make the Saskatchewan Reading Council a must, even if conference attendance is not possible. Many local councils have tried new initiatives to attract and keep members. There are many exciting things happening within the local councils. Please read the local president's reports to find out about them. I would like to thank everyone who has helped me throughout the year to learn this new position.

Young Saskatchewan Writers Coordinator's Report

Joan Bue



All councils have emailed their writing to me, but I am waiting for one more set of hard copies and book orders. This job is a bit over whelming. Trying to get it all done by the deadline that the STF has given me is difficult when I am still waiting for councils to get hard copies, permission slips and book orders

to me. There also seems to be some problems getting information out to schools regarding due dates and who to send the writing to in particular council areas. I thought each council would put that information on the poster before sending it out to their schools, but perhaps this information was not communicated to whoever was the *Young Saskatchewan Writers* contact person in each local council area. Once the *Young Saskatchewan Writers* coordinator knows who the contact person is for *Young Saskatchewan Writers* they could contact them directly regarding posters and due dates etc. Instead of bringing that information to the Fall executive meeting, it might be a better idea for presidents to come with the *Young Saskatchewan Writers* contact person's information and then the *Young Saskatchewan Writers* coordinator could send them the information they would need. An article in *Query* regarding the selection process as well as each council's *Young Saskatchewan Writers* contact information may be another way to improve communication. This could be part of the *Young Saskatchewan Writers* coordinator's job each year. Any other suggestions on how to improve the process would be welcome. Better communication and getting everything to the *Young Saskatchewan Writers* coordinator on time are definitely areas that need to be improved. That said I would like to thank all the councils for their hard work in selecting writing for this year's publication. It is never an easy task to choose from so many interesting pieces. Thanks to all for your hard work in getting things in on time. We are all challenged with too much to do and not enough time to do it in!

Read to Me Coordinator's Report

Gisèle Carlson



Raise-a-Reader Grant: I am pleased to report that we have received a \$1000 grant from the Raise-a-Reader campaign this year!

Read-to-Me Bags: Supplies for 1000 Read-to-Me bags were ordered this year. These bags are delivered to new moms and their

babies in Saskatchewan hospitals in May 2011. This year each bag included:

1. One plastic book bag
2. One book from Scholastic
3. One letter to parents with information about the Saskatchewan Reading Council
4. One bookmark
5. One booklet "For the Love of Reading" from the Saskatchewan Literacy Network

Individual councils were encouraged to add any items they wish to their bags.

Thank you for your support of the "Read to Me" program this year!

Ask the Experts

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

Local Council Reports

Saskatoon and District Reading Council

Maureen Bezanson, President



Our council continues to work at maintaining good communication with school liaisons and to effectively participate in all reading council projects. This year, the Gift of Reading has taken on a slight change as we needed to divide the workload between the Catholic and Public schools. This program was getting

just too big for one small committee to handle! This means that this project will hopefully be done twice this year in Saskatoon. We will look at the structure and organization of this project again for next year. The Young Writer's of Saskatchewan project is just getting underway. Liaisons are collecting written submissions and a selection committee will meet on March 3rd to make decisions on submissions.

For a very exciting few months we worked out the details of the *2011 Saskatchewan Reading Council Conference*, which took place on April 7th and 8th, 2011 in Saskatoon. Our conference theme *Building Bridges through Literacy* was held at the newly renovated Saskatoon Travelodge. We sent out yellow conference flyers to all Saskatchewan schools and put conference information on the SRC website www.saskreading.org.

We were happy and excited to host keynote speakers Gerald Duffy, Ellin Keene, Jacqueline Guest, and Jacquie McTaggart. We were also happy and excited to present Saskatchewan speakers Marc Cheriyan (Freedom Writer teacher), and authors Bev Brenna and Mary Bishop. Our planning committee learned all about running a successful conference! We want to thank the SRC for the support we were given us as we found our way to making the 2011 reading conference a wonderful success!

East Central Reading Council

Jan Niebergall, President

Our year started off with a great beginning by actively seeking more liaison representatives for each school. We were very successful and attribute the success to mailing the information to each school principal and a follow-up email. We were successful in obtaining our \$1000.00 local council grant. We started September with an awareness of International Literacy Day in many of our schools. Many schools in the area took part in Margriet Ruurs, "Bookmarks Mark the World Project: which they learnt about from April Conference in Regina, Sask. We started September with an awareness of International Literacy Day in many of our schools. Many schools in the area took part in Margriet Ruurs, "Bookmarks Mark the World Project: which they learnt about from the April Conference in Regina, Sask. In October we held a workshop for all teachers in our area entitled, "Is That a Fact, Exploring Non-fiction". We had several stations set-up in the Public School Board Office such as, Navigating Non-fiction Websites, Exploring Non-fiction Text Features, Text mapping, creating Non-fiction Dictionaries', and Information Booth on SRC. Teachers visited all stations and comments were excellent. Teachers had been encouraged to bring a slightly used book and we had a fun game of exchanging books. Lunch was served and door prizes were given out. This was an extremely successful venture. January brought an excellent turnout of poems and stories for the Young Writers Publication. We had an overwhelming response and more entries than ever. All our schools received numerous reminders about the date this year to get their entries by. We look forward to the publication and seeing how many young authors from our area get published. Our AGM and A Spring Fling are held in the spring. We will have several displays on new literature and First Nations and Métis literature for teachers to view and order. In May we deliver our Read to Me – Book Packages to new born babies and their mothers. We deliver them to the public health nurses to bring with them on their first visit to baby and mom at home. The packages are delightful with a picture book, book mark and information for new parents. In June, we celebrate our Young Authors who were published in the edition of *Young Saskatchewan Writers Publication*. It is an opportunity for the students to have an audience to share their poems and stories to, as well as a small gift and lunch.

North Central Reading Council

Sandra Quayle, President

North Central Reading Council has taken a respite this year. We are a very small group and finding time to meet has been difficult with varying work schedules and other commitments.

One of our schools participated in the Jump Start for Reading/Reading for the Record and was part of the over 2 million children who either read or listened to *The Snowy Day* by Ezra Keats. Our students enjoyed the book and some of the activities teachers had put together for it. We hope to expand that next year to include more schools. We find this is more “doable” than International Literacy Day, as teachers are busy with school startup early in September but they do become enthusiastic about Jump Start in October.

We donated some books to Family Futures young moms to go with the Christmas boxes. These books came from teacher donations at various schools. We collected submissions to the *Young Saskatchewan Writers* and were impressed with the quality of writing this year. Each year we seem to get a different variety of writings, sometimes from the younger grades and others from the older grades. It is gratifying to see the joy on young writer’s faces when they see themselves in print. We thank the Saskatchewan Reading Council for this opportunity.

We have a small contingent of teachers attending the International Reading Conference in Orlando, Florida in May and look forward to hearing of all the exciting professional development and ideas they come back with. Locally, we will be looking at increased memberships for next year so hopefully we can find a new executive to revitalize the group. We could use any ideas from other councils as to how to get teachers motivated to not only join the group, but also become involved.

Northwest Reading Council

Poppy Jeffery, President

To connect with our teachers and prepare for the annual conference we sent out some brochures and reminders about the up and coming annual SRC conference. It has been exciting waiting for the conference in Saskatoon and the buzz I am hearing from teachers that attended is wonderful. I enjoyed the conference and the author luncheon. I look forward to the next edition of *Query*.

Moose Jaw and District Reading Council

Tana Arnott, President

Many thanks go out to our council for all of their hard work this past year. As we were going through a transition, it was great to see everyone come together and help each other out during this learning process. We worked very hard this year keeping the programs going in place while expanding on new ideas. We continued our strong Read to Me program giving every baby born in the Moose Jaw Union Hospital a reading package for a total of 594 packages delivered during 2010. Our Read to Me coordinator works very hard to find quality literature at a reasonable price to include in the package along with some information about the importance of reading to our children. We have been working hard at providing some Professional Development Workshops to the teachers in our district. Our Yoga and Storytelling workshop delivered by our own Vice President is a great way to combine literacy while staying In Motion, which is an initiative that our division is working on right now.

During Education Week, we have had four of our rural schools hold a “Paper Back Book Exchange”. This is a great way for students to bring in their gently used books and receive a coupon to find another book to take home. We are hoping to have more of our rural schools join in on this great idea and help all students with their personal library at home. In May, we had two local schools host a “Paper Back Book Exchange” in Moose Jaw. We are expanding this from the original one school because we want more students to be able to attend without having to worry about transportation to the event. We do encourage parents to attend with their child – this is always a hit among parents and children of all ages! In early June, we host our annual “Young Author’s Night”. This night gives the *Young Saskatchewan Writers* winners an opportunity to share their winning piece with a small audience and receive recognition for their achievement. For the 2011 Reading Conference, our responsibility was the hospitality room. This is a job our council really enjoyed and looks forward to continuing this responsibility. We look forward to the opportunity to socialize with the other SRC members and the speakers.

This year was a big transition for many of the members on our executive. With all of us in new roles, we are starting to get the idea of what our responsibilities are and we are looking forward to next year and all that it brings. We are a small council, but we all would like to see the council and the programs that have been started continue. I would like to thank Jaime, Tammy, Amber and Amanda for all of their hard work and dedication to the Moose Jaw and District Reading Council.

Kewatin Nene Reading Council

Debby Noble, President

A small but enthusiastic group came out for our Annual General Meeting on the cold, snowy evening of November 19, 2010 in La Ronge. We are happy to report that Bethany Speller is our new vice-president and Deborah Gibson-Dingwall is our new Read to Me coordinator. The other executive positions remain the same: President: Debby Noble, Secretary-Treasurer: Harriet Roy, Membership: Barb Traxel and Young-Saskatchewan Writers: Lynda Renaud. At the AGM we planned our activities to fulfill our goals to increase membership, participate in SRC-generated activities, promote professional development in literacy and carry out the Honour Council commitments.

Our membership has increased thanks to the addition of several NORTEP students and many of the NLS#113 Literacy Catalyst teachers. We have found that each year we lose several members due to their re-locating out of the north so we continually make recruiting new memberships a priority.

KNRC has several partnership projects underway. We worked on organizing Literacy PD for northern teachers in March 2011 through a partnership with NORTEP and NLS#113. Some of our members are participating in a literacy program that involves reading to the elders in long-term care at the La Ronge Health Centre. There is also a project planned to work with grandparents in the schools through the *StarPhoenix* Raise-A-Reader program. KNRC is a partner in a Saskatchewan Arts Board Creative-Partnerships Exploration project to eventually get an artist to work on book-making with students in four northern schools. Our Read to Me books are distributed through the local Teen Parent programs in several northern communities. Information has been sent out to northern schools to remind teachers to send in submissions for *Young Saskatchewan Writers* and also to ask for artwork to display at the SRC Conference.

Of course KNRC is promoting attendance at the SRC Conference – we are hoping that northern teachers would take advantage of this great PD opportunity since it is 'closer' this year! (a 4-6 hour drive rather than a 6-8 hour drive!).

South Saskatchewan Reading Council

Angela Hutton, President

1. New Brochures – We were very excited this year to send all teachers and administrators within our district our new and improved brochure.
2. Teen Mother Program – This year we again teamed up with a high school tutorial program to provide literacy resources to teen mothers. This year we provided books and information on the importance of reading to 98 teen mothers.
3. Get Well Soon Literacy Kits – This new program has become quite successful with the help of grant money from "Raise-A-Reader". Teachers or administrators are asked to let us know when they have a student in grades pre-K through 3 that is ill or injured and will be away from school for an extended period. Our council then sends out a literacy package to be distributed to the child. The package includes two books, an activity book, crayons, a literacy game, information on reading to your child and a get well soon greeting.
4. Book Circle – 11 SRC members read and then met to discuss the book *To Understand* by Ellin Oliver Keene. Our meeting was held at the Regina Floral Conservatory which was a beautiful and quite spot. Meeting on neutral ground also seemed beneficial when it came to bringing in members that had never attended a meeting.
5. Gift of Reading – Again this year we collected new books to be distributed to schools and daycare centres in our area.
6. Facebook – The South Saskatchewan Reading Council is now on Facebook! Please join us.
7. AGM – The South Saskatchewan Reading Council's AGM will be held in April this year.
8. Read to Me – This year we will again be delivering literacy packages to new mothers at the Regina General Hospital during the week of Mother's Day.
9. Conference 2012 – The South Saskatchewan Reading Council continues to prepare for the 2012 conference that will be held in Regina on March 29 and 30, 2012.

Southwest Reading Council

Jennifer Lundsten, President

South West Reading Council has had a quiet year. We have worked to maintain our participation in Project Love. Picture books were given to the public health nurses in our area to be distributed to new babies. We are very proud of the number of submissions we received for the *Young Saskatchewan Writers* contest. Congratulations to the 15 students representing the SWRC in the 2010-2011 *Young Saskatchewan Writers* publication. We enjoyed reading all of the submissions.

We are looking for a couple of people to join the SWRC executive in the coming school year. Please contact us if you are interested in organizing the *Young Saskatchewan Writers* contest next year. Our goals are to increase membership in the southwest and find ways to support teachers and students in our local schools. If you have any ideas about how the SWRC can help you and your students please contact us.

Enjoy the last couple of months with your students. We hope you all have a relaxing summer vacation and look forward to working with you in the new school year.

Southeast Reading Council

Joan Bue, President



Our council has had a very different year this year. We have very few members and even fewer active members. Meetings have been done by email or phone as it is difficult to find the time (or the right weather!) to travel.

We had a very successful author visit from Marney Duncan Cary in November 2010. She visited 8 of our schools and did an amazing job.

We had 42 stories and poems sent in for Young Writers this year. This number is definitely down from previous years. The writing continues to be interesting and creative! Even with 42 pieces of writing, choosing just 16 is a difficult job!

We will host our Young Writers Tea in June this year. That way we will be able to present the writers with their copy of the book. In previous years, we have had our Tea in early May.

We will distribute our Books For Babies to several communities in our council area. It continues to be a very popular and important program in our area.

It is hard to believe the year is coming to an end already! It seems to have just started. We look forward to another successful year in 2011-12!

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

Building Bridges through Literacy: Laughing and Learning Our Way to Literacy

Magi McFadden

Jacquie McTaggart, featured speaker at the 42nd Annual Saskatchewan Reading Conference, enjoys public speaking! Jacquie has presented at 61 state teacher conferences, including International Reading Conferences. Jacquie is author of From the Teacher's Desk (2003) and If They Don't Learn the Way You Teach, Teach the Way They Learn (2009). Jacquie traveled from Iowa with her husband to share her knowledge and expertise with teachers attending the spring conference at the Travelodge Hotel in Saskatoon, Saskatchewan April 7 and 8, 2011.

Delegates of the forty-second annual SRC conference, *Building Bridges through Literacy*, held at the Travelodge Hotel in Saskatoon, April 7 and 8, 2011 were greeted Thursday evening with an hour of laughter and learning from featured speaker and author, Jacquie McTaggart. Drawing from extensive teaching experience and from her most recent publication, *If They Don't Learn the Way You Teach, Teach the Way They Learn* (2009), Jacquie McTaggart offered pro-active guidance for "building bridges to literacy" by making every child a successful reader. Jacquie emphasized the use of picture books, the practice of daily read-alouds and the importance of giving students time for independent reading. Speaking from the heart, Jacquie McTaggart greeted conference delegates with down-to-earth advice and information based on more than four decades of teaching experience, advice that was indispensable for teachers and others who care about our children and our schools.



Conference Delegates



Maureen and Marilyn Welcome Conference Delegates



Jacquie McTaggart and Poppy Jeffrey



Vendor's Display

The Outcomes of Understanding – Cognitive Markers of Deep Understanding

Ellin Oliver Keene

Ellin Oliver Keene is a classroom teacher, staff developer, adjunct professor of reading and writing, author of To Understand and co-author of Assessing Comprehension Thinking Strategies. As one of the featured speakers at the 42nd Annual Saskatchewan Reading Conference, held at the Travelodge Hotel in Saskatoon, April 7 and 8, 2011, Ellin discussed essential elements of literacy instruction that included an intensive focus on comprehension learning. In this excerpt from her presentation, Ellin Oliver Keene discusses the outcomes of understanding in narrative text and in expository text and the behaviour markers of deep understanding.



Ellin Oliver Keene



2011 Conference

The Outcomes of Understanding in Narrative Text

Thinking patterns that characterize deeper comprehension (narrative text)

1. **Readers experience empathy** – we sense that we are somehow in the book. Empathy can include:
 - **character empathy** in which we feel we know the characters, experience the same emotions, stand by them in their trials
 - **setting empathy** in which we feel a part of the setting
 - **conflict empathy** in which we experience the internal and external conflict as if first-hand
2. **Readers experience a memorable emotional response** – the sense that what the reader feels may be part of his/her emotional life for a long time, he/she may feel moved to take action to mitigate a conflict in the world
3. **Readers experience the aesthetic** – we find particular aspects of a book very compelling; we feel a desire to linger with or reread portions of the text we find beautiful, well-written, surprising, humorous or moving
4. **Readers ponder** – we feel a desire to pause and dwell in new facets and twists in the text – we may want to reread in order to think more about certain ideas
5. **Readers find ourselves thinking about the books when we're not reading – we generate new ideas and imagine new possibilities** in characters' lives; our ideas are original, but related to the text
6. **Readers advocate and evaluate** – we may follow one character or plot element more intensively and may have the sense of being "behind" the character(s) or narrator – we want events to evolve in a particular way
7. **Readers recognize patterns and symbols** – we may experience a moment of insight or begin to use our knowledge of literary tools to recognize themes, motifs as well as symbols and metaphors in stories
8. **Readers extrapolate from details in the text** – we arrive at **global conclusions from focal points** in the text – these conclusions may reach beyond the scope of the text to other people, events, settings – we may feel an urge to take action to solve a problem or act on an issue in our community
9. **Readers evaluate the author's intentions, values and claims** – we actively study the author's style and may choose to replicate it in our writing;

we are aware of how he/she manipulates our thinking with tools such as diction, foreshadowing and metaphor; we sometimes argue with the author; we discern and evaluate the author's success in making the book credible and we are attuned to ways in which he/she affirms or changes our **beliefs, values and opinions**

10. **Readers remember** – we develop a sense of permanence that comes with deeply understanding something – we know that we'll be able to use a concept we understand in a new situation

The Outcomes of Understanding in Expository Text

Thinking patterns that characterize deeper comprehension (expository text)

1. **Learners imagine themselves in real world situations immersed in ideas** – we have compelling questions. We take on the role of scientist, social scientist, mathematician. We:
 - begin to **understand thought leadership** – we explore and seek to understand the lives of those who have made significant contributions to a field and begin to imagine how we might make contributions
 - **understand the problems that led to discoveries and new solutions** in the scientific, technological social scientific world – we have a sense of the elements that make a situation problematic and some of the steps to be taken to solve the problem
2. **Learners experience a memorable emotional response** – the sense that what the reader feels may be part of his/her emotional life for a long time, he/she may feel moved to take action to mitigate a conflict in the world
3. **Learners experience the aesthetic** – we feel a sense of wonder about the complexities and nuances related to a concept we are learning – we may feel compelled to reread portions and dig more deeply into the topic
4. **Learners revisit and rethink** – we choose to reread or explore other texts in order to learn more about a concept – we feel that we want to review and rethink a concept
5. **Learners generate our own hypotheses and theories** about why and how happen in the natural and social world; we check those hypotheses against those that have been tested
6. **Learners direct our energy to comprehending a few ideas of great importance** – we develop a sense of what matters most, what is worth

remembering, and have the confidence to focus on important ideas rather than details that are unimportant to the larger text – we **evaluate the information** and make decisions about credibility or bias in what we read

7. **Learners recognize patterns and text structures including:**

- **cause and effect** – we use our background knowledge to discern how events affect each other
- **comparisons and contrasts** – we develop a sense of how concepts are similar and different
- **chronology** – we sense general order of development or the progression of a series of ideas
- **problem/solution** – when a problem is introduced, we begin to consider solutions and/or to anticipate solutions that may be presented in the text; we anticipate new problems and solutions related to earlier ones

8. **Learners create schema** – we realize how newly learned concepts “fit” into existing background knowledge, that we can make sense in relation to what is already known – that our existing knowledge is accurate or inaccurate (and needs to be revised) – we look to a variety of sources to complete schema when we recognize that it is missing
9. **Learners recognize the influence of beliefs/values/opinions** – we may experience a sense of affirmation of existing beliefs/values/opinions and/or sense of newly developing beliefs/values/opinions related to the text – we can give evidence to support them
10. **Learners remember** – we develop a sense of permanence that comes with deeply understanding something – we know that we'll be able to use a concept they understand in a new situation

Dimensions of Understanding: Behavioral Markers of Deep Understanding

Behaviors associated with understanding (what we might observe in the classroom when children are understanding)

- **Readers are deeply engaged** – we experience a sense that the world around us has disappeared and we are subsumed by the world of the text – we choose to focus on particular ideas for longer periods of time, we may need to focus in silence and/or in conversation with others – we **apply fervent attention** – we can observe others concentrating with a focus that is nearly impenetrable
- **Readers want to take action in the based on what they have read** – through discussions, writing,

drama or art we feel an urge to do something or act in some way to mitigate or resolve related conflicts in the world; we can talk about how a book changed us, caused us to think and act differently in our own lives – **we may want to leave a written, artistic or dramatic legacy** – we want to make an observable contribution to the world around us based on what we read

- **Readers show willingness to struggle** – we choose to challenge ourselves in order to understand more deeply – we consciously fight any influence of negative self-judgment, seek, with a sense of efficacy to solve complex problems
- **Readers can describe our progress as readers** – we can describe our own processes, preferences and progress as a reader – we can describe, for example, how we used a comprehension strategy and how such use improved our understanding – **we define and describe how our thinking has changed** and can ascribe those changes to the use of comprehension strategies or other factors
- **Readers engage in rigorous discourse** – we speak with others in order to develop deeper

understanding and/or defend our ideas – we remain open to multiple perspectives and consider other’s ideas seriously, often integrating them into our own background knowledge – **we argue/defend** – we may discuss, challenge other’s ideas and beliefs and/or defend our own evidence from the text and from background knowledge (schema)

- **Readers are renaissance learners** – we meander among a wide range of topics, interests, genres, authors, pursue study in areas we find compelling or aesthetically rewarding – **we pursue a compelling question** – we may decide to tackle a topic of interest in order to build a knowledge base, satisfy curiosity
- **Readers experience insight** – we experience and can describe a moment of clarity, of “seeing” for the first time, possibly due to our efforts to recognize patterns and structures in text
- **Readers remember** – we reapply previously learned concepts and ideas in new learning situations.

Be Connected!

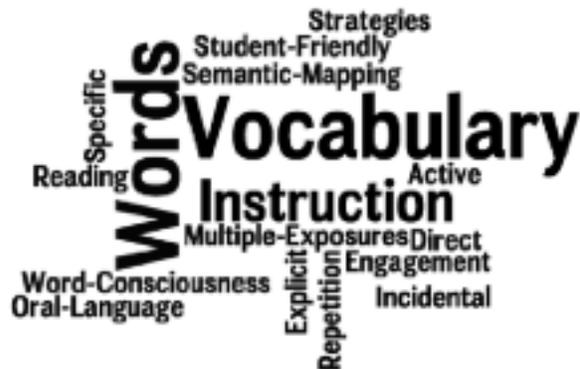
Visit the Saskatchewan Reading Council Online at:
www.saskreading.org

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

Vocabulary – The Missing Link

Terry Dobson and Heather Baptie

Terry Dobson and Heather Baptie have taught students from kindergarten through graduate school and frequently share their knowledge at regional and international conferences. As teachers in School District #23 (Central Okanagan), they created a successful remedial reading clinic for students with severe learning disabilities. Most recently, they founded Links 2 Learning Online, Inc., a unique and affordable alternative to traditional tutoring. For more information, visit www.links2learningonline.com.



We know that a richer vocabulary significantly impacts our students' success in reading comprehension, writing, speaking and learning in the content areas, yet it often receives relatively little attention in many classrooms (Beimiller, 2001).

The discrepancy that exists in students' oral language even before they begin school is a concern. Hart and Risley (1995) found that three-year olds from advantaged homes had oral vocabularies as much as five times larger than children from disadvantages homes. Louisa Moats (2001) estimated that linguistically advantaged students enter grade one with about 20,000 words, while disadvantaged students were likely to have only 5,000 – a condition she called "word poverty". Without intervention, this gap continues to widen. Andrew Beimiller (2005) suggested however, that because vocabulary deficits are often culturally based, the likelihood of remediation is higher than with other learning problems.

The strong link between vocabulary and comprehension is well documented. Nagy (2005) states, "Of the many benefits of having a large vocabulary, none is more valuable than the positive contribution that vocabulary size makes to reading comprehension". Cunningham and Stanovich (1997) found that the vocabulary of students entering grade one not only predicted their word reading ability at the end of first grade, but also their 11th grade reading comprehension. While vocabulary was predictive of comprehension in later years, word recognition skills were not.

A satisfactory vocabulary and the ability to fluently recognize words may not be sufficient to guarantee comprehension, however both are necessary, and a deficit in either will hinder the ability to comprehend. It is easier for beginning readers to decode and understand an unfamiliar word in text when it is part of their oral vocabulary (Hiebert & Kamil, 2005). Approximately 95% of students in grade three and above can read more words than they can define or explain (Beimiller & Slonim, 2001). Beimiller (2005) suggests that vocabulary may be the missing link for many children who have mastered phonics, but continue to struggle with comprehension.

Effective vocabulary instruction has several key components, and students acquire word knowledge both directly and indirectly. Indirect or incidental word learning often occurs as a result of rich oral language experiences and wide reading. A direct or intentional approach includes specific word instruction, word learning strategies and word consciousness (Graves, 2006, *Vocabulary Handbook*, CORE, 2006). Student-friendly definitions, active engagement and numerous exposures to words in multiple contexts all enhance students' vocabulary learning.

*Want to learn more about teaching vocabulary? A great place to start is *Vocabulogic* - <http://vocablog-plc.blogspot.com>. This outstanding online resource posts weekly articles relating to linguistics and word knowledge. *Vocabulogic* is where we first discovered *Wordle* (www.wordle.net), the fun, online tool we used to create the word cloud at the top of this article.*

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Calling all Language Arts and English Teachers

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

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contain the target morpheme. As students volunteer known words, each word is received, acknowledged, and added to the emerging list on the outside of the corner. When a list of five to six words has been accumulated, a discussion ensues about possible links in meaning among the brainstormed words. A plus sign (+) is placed in front of words when the group agrees that there appears to be a shared meaning link. The use of a question mark (?) rather than the plus sign indicates the possibility of an "imposter" and a need for more follow-up to confirm or disconfirm a shared meaning association (see Figure 1). As more words on the list are associated with the common denominator of shared meaning, student excitement and confidence begins to rise. In tandem with the increased confidence, students also become increasingly ready to question words where the meaning link does not appear to fit.

This willingness to question rather than blindly associate meaning with spelling patterns is an important disposition for students to develop if transfer to independent word solving is the goal. Students can easily misconceptualize morphemes as "same spelling always equals same meaning," which leads

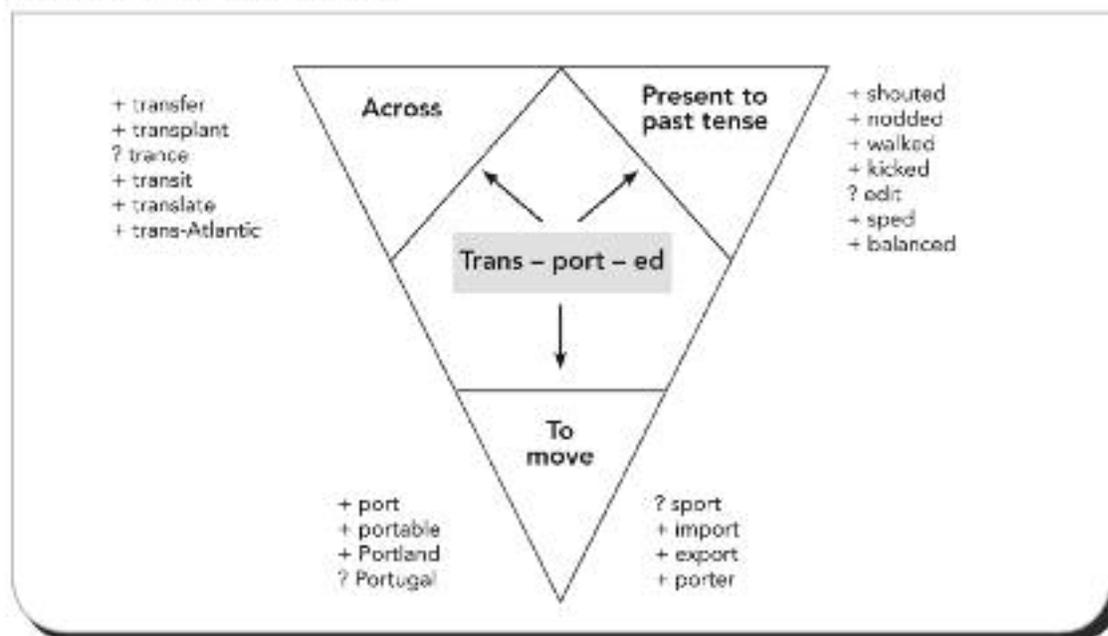
to a lack of street credibility when students try to apply morphemes in independent reading. Addressing such issues in the context of guided discussions allows students to be prepared in advance for coincidences of spelling that do not indicate the presence of related meanings.

Having noted possible exceptions for the shared meaning link of the brainstormed words, the teacher guides students to hypothesize a working definition of the morpheme. The teacher plays an active role if necessary in clarifying and shaping the working definition and then records the product of the group's work on the inside of the corner. In similar fashion, the discussion continues to move around each corner of the triangle as each morpheme in the targeted word is considered.

The Before and After of Morpheme Triangle Discussions

Classroom discussions that emerge around morpheme triangle lessons are intentionally freewheeling

Figure 1
Morpheme Triangle for Transported



and improvisational, reflecting the dynamic nature of authentic discussion. However, when teachers plan and carry out such discussions with intention, they can give rise to a variety of activities to enrich and extend student word understanding still further. One important element of intentional preparation is previewing of upcoming reading selections for identification and selection of high-utility morphemes. Given the limited amount of instructional time in most classrooms, words placed under the microscope for this type of word play must matter; the word must be rich in morphemes that are likely to transfer to future vocabulary needs. Instructors can access several resources if assistance is needed in identifying high-utility morphemes. Cunningham's (1988) list of the "Nifty Thrifty Fifty" is perhaps the most well known. In addition, a Web search for Latin or Greek morphemes can quickly return a list of websites that provide assistance, for example, <http://htmlplanet.com/morphemes.htm> and www.virtuallsalt.com/roots.htm.

Confirmation and Follow-Up in Rich Contexts

In addition to prediscussion planning, teachers can also plan for a variety of postdiscussion extension activities. The most obvious recommendation for planning follow-up is to ensure that students encounter targeted words in meaningful text as soon as possible after the interactive discussion. If words are chosen from upcoming selections, this aspect is easy enough to achieve and fits into normal classroom procedure. However, there are a variety of other activities that will heighten word consciousness still further with a modest amount of effort.

Students can be invited to use a standard classroom dictionary as a resource for confirming and ratifying the group's informal definition for targeted morphemes. Taking this familiar activity to the next level by looking at entries from multiple online dictionaries deepens student knowledge further by illustrating other nuances across suggested definitions. For example, an online search for the word *transport* at dictionary.reference.com reveals 10 results ranging from fairly straightforward information to background on its French and Middle English etymology. Other potential resources include www.m-w.com and sites such as myword.info and www.visualthesaurus.com.

Moving beyond online definitions, students can be shown how to type a morpheme into the "find" function of a CD-based resource, such as an encyclopedia, and quickly locate words that incorporate a given morpheme. With Internet access, students in Mrs. W's fifth-grade class can also confirm their informal understanding of the first morpheme in *transportation* by searching several websites for *trans-*. Searching www.nwf.org/search provides students an excellent opportunity to see *trans-* used on the National Wildlife Federation website in a wide variety of contexts ranging from articles on the Trans-Siberian pipeline to a transborder refuge near Sierra del Carmen.

Finally, if Mrs. W wants the students to document their collection of evolving morpheme knowledge, she might involve them in the creation of a personal or group morpheme dictionary. Online templates for such work are available online at ReadWriteThink.org, www.reading.org/resources/tools/lessons/276.html.

Interactive Vocabulary Discussions for All Learners

Because limited vocabulary has been recognized as a key factor in the achievement gap for students with learning disabilities, students of color, and English-language learners (Biemiller & Slonim, 2001), teachers need to seek out and employ vocabulary development activities that provide access to students of all backgrounds and abilities. One benefit of the guided conversations employed with morpheme triangle discussions is that they offer entry points for whatever knowledge and skill students bring to the discussion. In classroom use with mixed ability groups, both struggling and advanced readers have volunteered words and made meaning connections that contributed to group thinking. If teachers so choose, the graphic frame can be altered to better meet instructional needs. For instance, the triangle shape can be changed to a rectangle to segment a simple prefix from a base word (see Figure 2). Also, the triangle can be morphed into a four- or even five-sided shape for more advanced words (see Figure 3).

However teachers may choose to adapt shapes or procedures, care should be taken to honor the dance between conjecture and confirmation that lies at the heart of the structured discussion that is built

Figure 2
Morpheme Rectangle for *Unlikely*

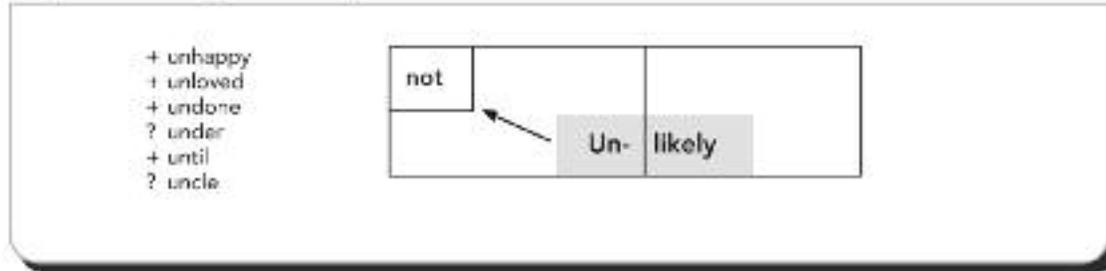
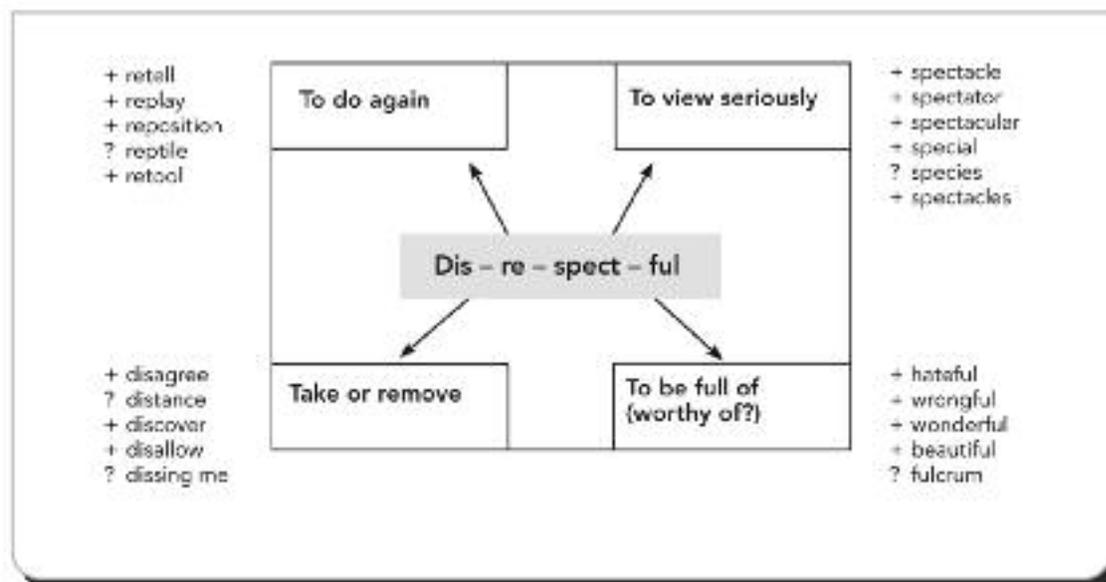


Figure 3
Morpheme Rectangle for *Disrespectful*



around morpheme triangles. It is the risk-taking and teacher-supported conspiracy to understand that appears to propel students toward apprenticeship. As noted by Graves (2006), "Kindling students' interest and engagement with words is a vital part of helping all students, but especially less advantaged students, to develop rich and powerful vocabularies (p. 120)." When employed thoughtfully and intentionally, morpheme triangles can offer one means to ensure that all learners experience increasing word consciousness as an integral part of ongoing classroom activity.

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Lesson Link

For related lesson plans, visit ReadWriteThink.org and click Lessons to find

- ▶ Rooting Out Meaning: Morpheme Match-Ups in the Primary Grades
- ▶ Improve Comprehension Using a Word Card Game With Root Words and Affixes

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

Reading to Babies: Building a Strong Foundation of Language and a Positive Relationship with Books and Reading

Magi McFadden

*Brianne Misponas, and her daughter Carley Misponas have lots of love for one another and for reading. Brianne is an enthusiastic high school student at Minahik Waskahigan High School in Pinehouse Lake, Saskatchewan, Northern Lights School Division 113 and an active participant in the **Read to Me** initiative of the **Saskatchewan Reading Council**. Brianne's daughter Carley who attends the Teen Infant Daycare while Brianne is in school contently coos and babbles as she gazes up at her Mom during read aloud from a Read to Me book. Brianne and Carley have been participating in the Read to Me initiative of the Saskatchewan Reading Council since receiving the "Wild for Reading" book bag and literacy resources at the Mamawetin Churchill River Health District Clinic in the Northern Village of Pinehouse Lake. As a young mother committed to parenting excellence, Brianne believes that reading aloud to Carley at an early age will help her learn and develop a lifelong love of reading.*



Brianne and Carley Misponas

Read to Me is an initiative of the **Saskatchewan Reading Council**, a special subject council of the Saskatchewan Teacher's Federation that gives a free bag containing a book and literacy resources to babies born or adopted in Saskatchewan. The bag is distributed at hospitals or health clinics in the province within the first few hours or days of birth.

The basic premise of "Read to Me" is that learning begins at birth. By starting early with talking, cuddling, reciting nursery rhymes, singing and reading to a baby, parents can help build a strong foundation of language and along with it a positive relationship with books and reading.

At birth a baby has all the brain cells they need for life, but they need to develop the synapses or connections between these cells. These connections are essential for learning. Between birth and age three, the brain's ability

to develop these connections is greater than at any other age (Sousa, 2005). Reading to a child from birth provides the sounds, sights and touch that will help the brain develop. Reading, reciting nursery rhymes and singing to a baby also helps develop important physical and emotional bonds. Holding, patting, rocking and cuddling a baby provides comfort.

Babies learn language by hearing language, and babies feel safe and loved when hearing a human voice. Sharing stories, songs and nursery rhymes throughout the day calms, entertains and helps build language, reading, writing and critical thinking skills. From birth babies love to focus on bright, colorful, bold pictures in books. Your local library has many great books for you to read to your baby. Starting early with books gives babies the best possible start in life!

Why Read to Babies?

- Babies love to be held, rocked and cuddled, it makes them feel safe and loved.
- Babies love to hear the sound of their parent's voice, and babies need to hear language to learn language.
- Babies love to look at the bright, colorful pictures in books.
- Babies love stories with repetition and rhyme in the language.
- Early exposure to books and reading builds essential pre-reading skills and gives babies the best possible start to lifelong learning.

How to Read to Babies

- Make time to read, sing, talk and cuddle your baby every day.
- Change your voice as you read, use expressive language and have fun with words in the books you read.
- Talk about the pictures in the book and tell your own stories, particularly family stories.
- Read aloud from books that you enjoy. Your baby loves to hear your voice, you can read almost anything to your baby and your baby will love it.
- Have books everywhere in your home – on low shelves in bookshelves, in book baskets, and in toy boxes.

Brianne Misponas, a life-long resident of the Northern Village of Pinehouse Lake, Saskatchewan and a participating mom in the **Read to Me** initiative of the **Saskatchewan Reading Council** elaborates a personal commitment to reading aloud to her baby. In this interview with *Query* Editor Magi McFadden, Brianne provides an account of her personal experience of reading to her daughter, Carley, to build a strong foundation of language and a positive relationship with books and reading.

Query Editor:

How did you become aware of the Saskatchewan Reading Council's Read to Me initiative?

Brianne Misponas:

I received a book bag containing a book and literary resources for my daughter Carley who is now six months old.

Query Editor:

What was your reaction to receiving a Read to Me book to read aloud to your baby?

Brianne Misponas:

I was very happy! My daughter loves to listen to anyone's voice. She smiles happily all the time.

Query Editor:

How did you become a participating mom in the Saskatchewan Reading Council's Read to Me initiative?

Brianne Misponas:

Our school elder and school community council member, Yvonne Maurice, drove me to school one cold winter morning. Magi McFadden, our school resource teacher, gave me a *Wild for Reading* book bag and we talked about reading aloud to Carley. I practiced reading aloud to Carley from the book in the bag. We used lots of expression in our voice

Query Editor:

When you were reading aloud to your baby, how did you feel?

Brianne Misponas:

I felt a strong bond between me and my baby. Carley was a really good baby. She really listened to the whole book.

Query Editor:

How did your baby react to being read to?

Brianne Misponas:

Carley wanted to grab the book and she was listening to every word I read.

Query Editor:

If you could describe the strongest emotion you felt while reading to your baby, what would it be and how did you display your emotion to your baby?

Brianne Misponas:

The strongest emotion I felt was calm. I just felt calm. I keep reading to Carley.

Query Editor:

You have described your experience with Read to Me as a wonderful experience for you and for your baby. What would you say to other teen mothers about the benefits of participating in the Saskatchewan Reading Council's Read to Me initiative?

Brianne Misponas:

I would tell other teen moms that it is good to read to babies. They will love to read when they get older and they will learn many things from the books they read.

References

Sousa, D. (2005). *How the brain learns to read*. CA: Sage.

Saskatchewan Young Readers' Choice (SYRC) – The Willow Awards 2010

Magi McFadden

The Saskatchewan Young Readers' Choice (SYRC) – The Willow Awards, Inc. nonprofit display booth at the Forty-Second Annual Saskatchewan Reading Council's Conference held at the Travelodge in Saskatoon April 7 and 8, 2011 was a big hit with delegates who swarmed the booth to get the 2011 list of Willow nominated books. Florence Barton, President, and Ruth Garnett, Chair of the Snow selection committee, were on hand to discuss the book display and answer questions about membership. The Saskatchewan Reading Council holds active membership in the SYRC. For a complete list of SYRC members go to www.willowawards.ca



Florence Barton, President, and Ruth Garnett, Chair of the Snow selection committee

The Saskatchewan Young Readers' Choice – The Willow Awards, Inc. is a volunteer, non-profit, registered charity that began in 2001. The mission of The Willow Awards is to promote reading by granting an award to the Canadian book voted by Saskatchewan students to be the best of those nominated in three designated categories: Shining Willow, Diamond Willow and Snow Willow each year. According to Saskatchewan Young Readers' Choice – The Willow Awards policy which is detailed in their website, www.willowawards.ca, membership is open to any person, organization, institution or business, society or organization that is interested in their mission and objectives. Membership fees are payable on application and then annually at the beginning of each fiscal year in April. Membership fees support the work of the Willow Awards and are a tax-deductible donation. The Saskatchewan Young Readers' Choice – The Willow Awards board of directors include: a president, two vice presidents, treasurer, secretary, past president and several directors at large. The Saskatchewan Young Readers' Choice – The Willow Awards board of directors have established submission guidelines for publishers which are listed in their website. Procedures for submitting books to Saskatchewan Young Readers' Choice – The Willow Awards for consideration include shipping three copies of books to the appropriate committee chair person listed in their website. Deadline

for receiving the books is October each school year. Publishers whose books are selected as Willow nominees are notified in February each year.

To encourage participation by all children at all reading levels, The Saskatchewan Young Readers' Choice – The Willow Awards board of directors have established three awards:

- The Shining Willow Award for books written for young readers preschool to grade 3.
- The Diamond Willow Award for books written for upper elementary readers in grades 4-6.
- The Snow Willow Award for books written for young people in grades 7-9.

Students may vote in any category in which they have read the minimum number of books required also listed in their website. Individual ballots or class tallies of individual votes may be submitted. Ballots and voting procedures for the Willow Awards are found on the Willow Awards website. Participation in the Willow Awards is at no cost to Saskatchewan students. Saskatchewan Young Readers' Choice – The Willow Awards depends on membership donations and sponsorships to operate. As a member of the Saskatchewan Reading Council, you are a member of

The Saskatchewan Young Readers' Choice – The Willow Awards, Inc. The Saskatchewan Young Readers' Choice – The Willow Awards Gala held at John Diefenbaker School in Prince Albert, Saskatchewan this year in April revealed the 2010 recipients of the Willow Awards as follows:

- The Shining Willow Award to *Scaredy Squirrel at Night* by Melanie Watt (Kids Can Press, 2009)

- The Diamond Willow Award to *Jolted* by Arthur Slade (HarperTrophyCanada, 2008)
- The Snow Willow Award to *Word Nerd* by Susin Nielsen (Tundra Books, 2008)

Be sure to visit the Saskatchewan Young Readers' Choice – The Willow Awards website for a list of the 2011 nominated The Willow Awards books. Plan to participate in 2011!

What's Happening Around Saskatchewan

Calendar of Events 2011

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 for 2011-2012

1. The Saskatchewan Reading Council accepts writing in any language, from **Kindergarten to Grade 12 students**. Genres include **poetry, short stories, plays, essays and personal narratives**. Not all writing submitted will be published.
2. All selections should be **proofread** and **typed** when submitted.
3. Whole classroom submissions of the same title will not be accepted. Please select the best writing selections to be considered. Please consider the audience to which the book will be going out to (K-12) and select accordingly. Longer pieces may be excerpted (please try to keep writing to one page or less)
4. **Local Saskatchewan Reading Councils in your area will determine which selections will be submitted for publication.** (Insert your local council information here) If you have questions about who to submit writing to, please email Joan Bue at joan.bue@cornerstonesd.ca
5. **Illustrations** may accompany written selections but should be placed on a separate sheet (8 ½ x 11).
6. Each **published author** and his/her resource center will receive a complimentary copy of the Young Saskatchewan Writers publication.
7. Each piece of writing **must be submitted to your local council by February 1, 2012.**
8. Please identify each piece of writing with the following information:

Student Name: _____

Title: _____

Grade: _____ School: _____

School Address: _____

City/Town: _____ Postal Code: _____

Teacher: _____ Phone/Fax: _____

Please join us in Regina!

Saskatchewan Reading Conference



*Relax.
Rejuvenate.
Read.*



March 29 & 30, 2012

**Featuring: Stephanie Harvey, Cris Tovani,
Barbara Reid and Lois Lowry**

readingconference2012@gmail.com

Grant Application for Registration to the Saskatchewan Reading Conference 2012

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 2012 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, 2012.

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, 2011 (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
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

2010-11 Provincial Executive



Nicole Lefebvre
President



Shelly Galloway
Past President



Lynda Gellner
Vice President



Heather Hobbs
Secretary



Pam Foy
Treasurer



Sherri Sieffert
Membership
Director



Juanita Brown
IRA Coordinator



Harriet Roy
Communications
Director



Joan Bue
Young
Saskatchewan
Writers
Coordinator



Gisele Carlson
Read to Me
Coordinator



**Maureen
Bezanson**
Conference
Co-Chair



**Marilyn
Vaughan**
Conference
Co-Chair



**Magi
McFadden**
Query Editor

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