



# QUERY

The Saskatchewan Reading Council



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- SRC Conference 2012  
Relax. Rejuvenate. Read.

2011-2012  
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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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# Editor's Message

## Magi McFadden



The Fall/Winter issue of *Query* invites you to participate in the theme of our Saskatchewan Reading Council annual conference, *Relax. Rejuvenate. Read.* being held in Regina March 29 and 30, 2012. Articles comprising this issue of *Query* focus on promotion of literacy through implementation of Millennial values of meaningful-

ness, participation, collaboration, innovation and success. This issue of *Query* offers valuable insights, professional perspective and practical solutions for achieving success with students.

Strong commitment to literacy is attested to by Jens Nielsen in *SRC Promotes Literacy*. In this article, Nielsen declares there is little doubt that there is considerable shared passion among the membership of the Saskatchewan Reading Council actively engaged in building bridges through literacy. In *The Brain Compatible Reading Teacher*, Magi McFadden describes a brain compatible reading teacher as one who understands the principles of brain function, uses strategies in a purposeful way, facilitates meaningful engagement of strategies based on neuroscientific principles of brain function and emphasizes the art of teaching in creation of brain-friendly environments. According to Magi, brain compatible reading teachers realize that optimal learning occurs through active participation in real life environments – environments that encourage learners to try new things safely, environments that compel learners to develop a personal aesthetic. With brain compatible instruction, students use strategies in a purposeful way. They understand the reasoning behind their use of good reader strategies. In a brain compatible model of reading instruction, students are continuously focused on learning as a lifelong process of brain development and renewal. Focus on active learning to “make meaning” is also seen in Steffany Kuhn’s article, *Revolving Role Play for Reading Comprehension: Hotseat for Intensifying Reading*, which describes role play ideas for reading comprehension before, during and after reading.

In *Technology and the Writing Process*, Lori Jamison Rog observes that literacy is no longer just a private world of a reader and a book; it has become a social world of email, text messaging, blogging and tweeting. These new modes of communication have spawned a whole new set of conventions in spelling, punctuation and capitalization. “4getn u is hard 2 do, 4gtm me is up2 u, 4gt me not, 4gt me nevr, but don't 4get, we're gr8 2gether” Lori encourages teachers to provide a full range of writing experiences that take

advantage of what technology has to offer, while balancing social networking communication and formal writing conventions by teaching students how to publish writing in the form of multimodal texts (podcast, PowerPoint or Wiki), be critical readers, and understand that different types and forms of writing are appropriate at different times and when to take advantage of each. According to Lori, our students are part of a technological revolution that has changed the place of writing in the social and academic worlds and will continue to expand communication in ways not even imagined today. This certainly rings true in the following article, *Adult Campus Student Now Published Young Saskatchewan Writer*. In this article Kathy Bachi takes great pride in announcing that one of their students is now a published writer! Stat Buffalo-Robe’s short story, “That Old Tire Swing”, was one of 16 selected from 150 submissions of student writing. Stat Buffalos’ short story appears in *The Young Saskatchewan Writers 2010-2011* publication.

The serious matter of implementing instruction that facilitates development of higher level thinking skills is humorously incorporated in *Willow Book Launch with Buddy the Book Clown* which provides a delightful photo-journalistic account of a school-based Willow book launch incorporating read alouds, buddy reading, paired reading, independent reading and book reports with students having oodles of fun reading with Buddy the book clown while preparing to vote for a favourite Willow book thereby exercising higher level thinking skills. Voting for a favourite Willow book provides students with an opportunity to make judgements and anonymously declare their personal opinion.

In *Read to Me*, Najla Akl describes a Saskatchewan Reading Council (SRC) initiative that reaches out to parents in the province and their young families by providing books for babies to promote the importance of reading to babies from birth. *Project Love for Teachers* by Maureen Bezanson describes a Saskatchewan Reading Council initiative aimed at promotion of global literacy. In this SRC project, teachers in Ethiopia, Africa receive valuable supplies for use in their classrooms – classroom supplies donated “from the heart” by teachers in Saskatchewan. In *Wanted! Student Writing for the 2011-2012 Young Saskatchewan Writers*, Joan Bue extends many thanks to YSW contributors while seeking submissions for the current school year.

For avid readers among us, this issue of *Query* also includes book reviews. Be sure to read *What Do They Really Know? Assessment that Informs Teaching and Learning*, reviewed by Lynda Gellner, *Boo Hoo Bird*, reviewed by Shelly Galloway and *Life on the Refrigerator Door* also reviewed by Shelly Galloway. Join us in Regina for the annual SRC conference – Relax. Rejuvenate. Read.

*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

## Lynda Gellner



I am pleased to be serving as President for the Saskatchewan Reading Council this coming year. I have been a member of my local Reading Council for over ten years and treasure the individuals I have had the pleasure of meeting who share my passion for literacy and the many professional development

opportunities that have been offered to me.

The Reading Council has provided numerous opportunities for its members over the years. These opportunities have included professional development, the annual conference, networking opportunities and involvement in service projects. As we move into the next year, I would challenge our executive to look ahead to examine how we might meet the needs of our future council members. Transformation will be key to our growth.

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

# Past President's Report

## Nicole Lefebvre



Can you believe how quickly the summer months flew by and here we are getting moving on our next SRC year with lots of energy and dedication. Lynda and the rest of the SRC executive, along with all the local council executives/members have already been planning their exciting years. There is so much

going on already. Good luck to the Conference committee and all their fun for the next few months.

Thank you to everyone who stepped in to help when I couldn't make it to the SRC Conference and AGM, I know this group of people are very committed and willing to help.

Congratulations to everyone who is on the SRC Executive and/or the Local Executives, you will do a wonderful job.

# Vice President's Report

## Gisèle Carlson



Welcome to another exciting year with the Saskatchewan Reading Council! We are off to a fantastic start. Thanks to all those who were able to attend the meeting in Saskatoon on September 16 and 17. It was a valuable time and sharing and planning for the rest of the year.

I would like to extend a special thank you to those that have volunteered their time and expertise in a position

on the council. Your hard work and input is very valuable and the council couldn't be successful without you - new members and those that have been a part of us for many years. I am looking forward to another year of supporting each other as we work towards increasing literacy in Saskatchewan.

I am especially looking forward to our annual conference "Relax. Rejuvenate. Read." at the Delta Regina on March 29 and 30, 2012. You won't want to miss keynote speakers Stephanie Harvey and Cris Tovani or authors Barbara Reid and Lois Lowry. See you there!

# International Reading Association Coordinator's Report

## Juanita Brown



Welcome everyone to another exciting year as members of the Saskatchewan Reading Council. In particular a warm welcome to our new members. I know that just like our experienced members you will find ideas, support and professional development opportunities through both your local

reading council and through the International Reading Association.

Congratulations to the new executives of both our local reading councils and the provincial council. We appreciate the time you devote to providing leadership for the literacy work in our communities and in our province. Without your dedicated leadership our literacy work would be more challenging.

In addition to providing professional development opportunities, top rated journals and innovative research the IRA honour councils who have met exceptional standards. I would like to congratulate the Kewetw Nene Council for receiving Honor Council Program Award for 12 years. I would also like to congratulate the Saskatchewan Reading Council for receiving silver Membership Achievement Award in 2011. Both of these awards were presented at the Annual IRA conference which was held in Orlando last year. It is only through the hard work of our members that these international awards can be received.

As I begin my third year as IRA Coordinator I have been reflecting on the significance of the use of technology in the world of literacy. Many of us use technology on a daily basis in our classrooms to support literacy development whether it is through digital storytelling, using the document camera to share a book or using blogs to help develop student writing. Global literacy organizations like the IRA have also begun to make significant use of technology to help connect educators around the world.

On an almost daily basis I receive emails from IRA explaining how they are updating and changing the "way we do business" by making more effective use of technology to allow IRA to support the work of local councils. Through technology the IRA can be more responsive to the needs of members at the local level. The IRA website [www.readwritethink.org](http://www.readwritethink.org) is also connecting with teachers using Facebook, Twitter and Thinkfinity Community.

The IRA in cooperation with PAIUnet (high speed network) are partnering to provide a new e-learning opportunity for teachers in Pennsylvania. Over 200 teachers in a number of locations had the opportunity to spend five hours with Richard Allington listening to him talk about struggling learners. As this use of technology is refined the IRA hopes to make these learning opportunities available for more of its' members.

One of the most popular exhibits at the IRA conference this year in Orlando was the one explaining the IRA's members-only website. At this exhibit people could go online and immediately sign up for this free online service. This service provides IRA members with literacy survival tips for new teachers, selected classroom resources, new lessons, podcasts and articles and chapters from IRA journals and books. You can also find places on here where you can chat with colleagues around the world about areas of interest in literacy. If you have an IRA membership this website is certainly worth checking out.

On a provincial level I know that our executive is trying very hard to find ways to make our website at <http://www.saskreading.org> up to date and useful for our members. I would also like to make better use of technology to offer IRA support to our local councils. If I can provide support or information to councils or even to individuals feel free to send me an email at [jbrown@mail.gssd.ca](mailto:jbrown@mail.gssd.ca).

Have a wonderful start to your school year and remember the love of reading starts with each one of us.

# Membership Director's Report

## **Sherri Sieffert**



Wow, I can't believe that a year has passed already. I believe that having one year under my belt will help me to better serve the membership. We have a new initiative this year with online registration for the SRC Conference in 2012 with an online payment option as well. It will be great to see how this will work.

We increased our membership by 40 members this past year. I am confident with all our hardworking local

councils that we will maintain this membership and hopefully increase it.

Memberships are starting to come in. I will be sending out a mass email to all SRC memberships and Stacey McConnell will also be mailing out a renewal notice from the STF, so members will be reminded twice about their renewals being due.

I look forward to working with Lynda and the new executive this year.

# *Young Saskatchewan Writers Coordinator's Report*

## **Joan Bue**



It was an interesting first year for me as the YSW co-ordinator. I learned a lot. I think the book turned out really well, with more photos and illustrations than other years. Also we had our first piece of braille writing. We had French and Ukrainian selections as well. Along with all the other amazing selections, it turned out

to be a very interesting publication.

At our spring meeting, it was decided to move the due dates for writing to an earlier date (all writing must be to me by March 1). I have put the date of February 1 on the poster for writing to be submitted to the local council reps. This is early, but it was requested by the councils, so that the books would be available for sure by June for Writing Celebrations. STF has reserved a spot for our publication for April 1. This gives me a month to

get everything together to send into the STF publishing unit. All writing must be e-mailed to me by March 1. All hard copies, permission slips and cheques for extra books must be in to me by March 15. Permission slips must accompany each piece of writing or it cannot be published. It is a big job to get all the writing into Grades, edited and formatted to send into the STF. I would appreciate it if the timelines are met.

Each council will be allotted eight pages and 16 pieces (two per page) once again this year. Thank you to everyone who submitted writing to the project last year. I know it isn't an easy job choosing the writing. Keep up the great work!

I will be communicating directly with the YSW reps in each council and will send the forms for this year directly to them. Thank you for all the dedication and hard work that goes into making this an amazing publication year after year!



# Read to Me Coordinator's Report

## Shelly Galloway



Thank you for supporting the "Read to Me" program this year!

Supplies for 1000 Read-to-Me bags were given to new moms and their babies in Saskatchewan. This year each bag included:

1. One book
2. Information about the SRC Reading council
3. A bookmark to give information to parents' on how to read to their baby.
4. "For the Love of Reading" booklet from the Saskatchewan Literacy Network.

What a wonderful way to get books into the hands of babes. "Remember the more you read the smarter you'll be!" For more information contact [shelly.galloway@rbe.sk.ca](mailto:shelly.galloway@rbe.sk.ca).

## Ask the Experts

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

# Local Council Reports

## Saskatoon and District Reading Council

**Maureen Bezanson, President**



The Saskatoon and District Reading Council supports and promotes literacy by continuing all previous commitments while increasing our efforts to develop a more active participation of our membership. This fall we have been working to fill all of our executive positions and even beginning a new position for our local council.

This year we will have to do without our vice president, Marilyn Vaughan, for a little while. She will be recuperating from surgery until December. We look forward to her recovery and to having her back with us.

The first order of business was to fill our membership director position, and we have done that. We welcome Lorraine Bentham, literacy coach with the Saskatoon Public Schools to our team. Many thanks to Lindsay Belanger, previous membership director and organizer of the Young Saskatchewan Writer's project. We want to recognize the exceptional work that Lindsay Belanger did for our council and wish her the best in her new marriage!

We are excited to have added a new position to our executive that we have called Professional Development Coordinator. Welcome to Mary Bishop! She is a literacy teacher with the Saskatoon Public Schools as well as one of our wonderful local Saskatchewan authors. Mary will help us to organize some learning sessions for our school liaisons, or perhaps parents in our school communities.

Our current executive membership now includes:

President – Maureen Bezanson  
Vice President – Marilyn Vaughn  
Secretary – Najla Ak  
Treasurer – Mary-Sue Muldoon  
Membership – Lorraine Bentham  
Professional Development – Mary Bishop

We also have some Members at Large, including:

Fernando Ferrer – Newspaper in Education  
Paula Klein – Young Saskatchewan Writer's Celebration coordinator  
Stephanie Ochitwa – Young Saskatchewan Writers Coordinator

Our council is currently finishing up final details as we close out the April 2011, *Building Bridges through Literacy* conference. A few of our executive members gathered one Friday night to pack the Project Love gifts that were brought to the conference to be given to teachers overseas. We received many items and packed up ten boxes that are being shipped to Ethiopia. Thank you to all who brought these gifts!

We had our fall AGM on October 24 with many of our school liaisons and we thank them for coming out to this information meeting. Our first project will be *The Gift of Reading* in both the Catholic and the Public school divisions. This has always been a successful event for us. The books collected by schools are given to local organizations and schools. The goal is to get new and gently used books into the hands of families. Thank you to Tammy Shercliff and the staff at St. Maria Goretti, who are organizing this event for all Catholic Schools, and to Audrey MacDonald and staff at Lester B. Pearson, who will be heading up this project for the Public Schools.

## East Central Reading Council

**Jan Niebergall, President**

East Central Reading Council has had a great start to our new school year. We began our planning for this 2011/2012 school year with our general meeting in May 2011. We held a Technology Workshop on the same day as the meeting which was a huge success. We had 35 teachers attend this event with the GSSD Digital learning Coach Michelle Morley running the presentation. Michelle gave teachers a hands on session with many excellent websites and tools for teachers of literacy. We served refreshments and had a few door prizes.

June saw us hold our annual, Young Saskatchewan Writers Tea. This was an amazing event organized by our chairperson Janine Neufeld-Ruetz. The young authors shared their stories and poems and then were treated to a special luncheon. We had a full house of parents, siblings, grandparents and friends. We had a record number of writing submissions this year and we look forward to receiving more this year.

Our school liaison forms are coming in quickly. We thank Sherri Sieffert, our treasurer for collecting them and keeping us organized.

During one of our planning sessions, we decided to order post cards with all our upcoming events with an opportunity for teachers to complete the back of the postcard and send in their membership. Joanne Sebastian, our secretary designed a great looking postcard and the cards have been coming in with new members and renewals.

Our first event of this school year was just recently held on October 28, 2011. We decided on a workshop entitled, "Working with Words". We wanted it to be a membership drive and an opportunity for teachers to hear about our council and also go home with some new information on a current topic. We were delighted to have had 60 teachers register for this event! We had three stations of word work activities that teachers could attend as well as a rich resource table of many new resources on the topic of word work as well as a door prize table, a conference table, and a refreshment table. We had five interns attend and they received a special gift for attending.

Our council plans on purchasing children's Christmas books and giving them to at least two Food Banks in our area for Christmas time. This complements the "Read to Me" project that the provincial Reading Council does. Every spring, every council including East Central, receive 100 book bags to give babies and moms in hospital.

Our council is looking forward to the annual provincial conference this year again. All our council members have been encouraging our teachers to attend this wonderful conference. We wish South Saskatchewan council the best of luck with the conference.

Our plans for spring are waiting for confirmation, but we do plan on an event to bring teachers together again for literacy learning.

We are excited to have this great opportunity to promote literacy in our schools and community through the Saskatchewan Reading Council.

## South Saskatchewan Reading Council

**Angela Hutton, President**

The members of the South Saskatchewan Reading Council are busy planning the upcoming Saskatchewan Reading Conference that will be held in Regina on March 29 and 30, 2012. We have a very dedicated group of volunteers organizing and planning this event. Please

join us as we "Relax. Rejuvenate. Read." at our annual conference.

Other activities that our council is facilitating this year include donating books to teen mothers during Education Week, participating in "Books for Babies" and our new, very popular program, Get Well Soon Literacy Kits. We also look forward to receiving Young Author submissions in January and will once again be hosting a Young Authors' Night in June.

## Moose Jaw and District Reading Council

**Tana Arnott, President**

The Moose Jaw and District reading council has been busy already this new school year. We have expanded our membership and we now have a School Liaison in all of the schools in the Holy Trinity School Division. We are excited to expand our Professional Development opportunities and the opportunities for the students of Moose Jaw and District!

Our Read to Me Program continues to be a huge success as we provide packages for all new born babies in Moose Jaw and District. With an average of 45 packages delivered each month, we know that our babies are going home with a new book and new moms and dads are equipped with the important information regarding literacy and their child. It is wonderful to know that every baby born at the Moose Jaw Union Hospital has a library started the moment they leave the hospital.

With Education Week under our belt, we had at least a dozen of our schools in our district hold either a literacy night or a literacy activity with their students. Some schools even held a Paper Back Book Exchange for their students at their school. This was an extension of the Moose Jaw Paper Back Book Exchange that we held during the first week of October at a local elementary school. It is great to see so many students exchanging their books for a "new" book. We will hold our annual Spring Book Exchange with two locations to help all students have the opportunity of attending.

We also had a school host an open mike night and allow students to come out and share their poems, stories, and music. Our council will be partnering with this activity and help promote literacy as students share more of their creativity.

We have also been busy planning our Professional Development opportunities for the teaching staff in our

district. In the upcoming weeks, we will be hosting a Yoga and Storytelling workshop in Moose Jaw. This is a great way to mix literacy with exercise. It also fits in perfectly with our school divisions In Motion initiative.

We are very pleased with achieving our goal of expanding our membership and having a contact in every school in our district. We still have a little ways to go, but we are excited to be working with many new teachers and promoting the importance of literacy in our community.

## Kewatin Nene Reading Council

### Debby Noble, President

The Kewatin Nene AGM was held on October 12 2011, during the Northern Area Teachers Association (NATA) Convention in Prince Albert. The members who attended the supper meeting reviewed our activities over the past year and made new plans for 2011-2012. The executive positions remained the same for the coming year.

Kewatin Nene Reading Council has participated in a variety of literacy initiatives in the north over the past year. We sponsored a professional development session at the NATA Convention on *Growing Up Wild*, which was facilitated by a KNRC member and handbooks were provided free to participating KNRC members. This was such a successful workshop that we are making plans for an encore! KNRC is once again partnering with Pakhisimon Nuyeh Library System in the Northern Reading Program that promotes reading through various activities during the winter such as a reading challenge, reading promotion bulletin board contest and an author tour to northern communities.

KNRC participated in SRC programs such as Young Saskatchewan Writers and Read to Me as well as contributed to Project Love. We are planning to continue these programs during the coming year: Our YSW coordinator is busy collecting student writing from teachers; Our Read to Me coordinator is planning on involving her NORTEP students in the distribution of book bags to teen parents in the north. Some of our members are facilitating Willow Award projects in their school – there have been some very imaginative activities taking place!

Our membership drive began with the start of the school year when the new forms were sent to all northern schools. Our membership numbers increased with

renewals and our sponsorship of 20 new NORTEP student memberships, and support from Northern Lights School Division #113 for Literacy-Numeracy Catalyst teacher memberships. We also actively sought liaison representatives in the schools.

We were very pleased to receive the IRA Honour Council Award at the September 2011 SRC meeting, and plan to continue to fulfill Honour Council commitments.

So it looks like the remainder of the year will be as busy as ever. We hope to see KNRC members at the SRC convention, even if it is a very long drive.

Thank You to all KNRC members for their continued commitment to literacy!

## Southwest Reading Council

### Jennifer Lundsten, President

Welcome back to another inspiring school year! I am eager to begin planning and building the SWRC. This year, our goal is to build an executive. For numerous years, there have only been a couple of teachers working to sustain our programming. I am looking for any teachers who are eager and passionate about literacy to share ideas and help to build our council. There is very minimal time needed for executive meetings and planning, and the professional development and networking opportunities are the greatest benefit. The more help we have, the less time we will all have to give. Please contact me if you are interested in sharing your ideas and providing more literacy opportunities for the schools in southwest Saskatchewan.

The SWRC will be continuing our usual programs such as:

- Read to Me – providing books to new babies in your community
- Participation in the *Young Saskatchewan Writers' Publication*
- Participation in the annual Saskatchewan Reading Council
- Project Love - donating school supplies to struggling schools overseas

I wish you all a successful school year. Please contact me if you can provide any help to our struggling executive. The SWRC have a new email address: [swrc@hotmail.ca](mailto:swrc@hotmail.ca)

## Southeast Reading Council

**Joan Bue, President**

Our council has had a busy fall with a supper meeting in September and a very successful Author Tour.

Our executive met in September to work on our activities for the year. We discussed creating a new brochure using the postcard format that other councils have adopted. We were very impressed with the idea and thank the South Saskatchewan Reading Council for sharing this idea with us.

In October, Mary Harelkin Bishop, author of the Tunnels of Time Series for young adults, visited a number of schools in our council area as well as a Public Library.

In Moosomin Mary did a reading at the school as well as an evening reading at the Moosomin Public Library. She also visited Kennedy School, Wawota School, Carlyle Elementary School and Wapella School. She was well received at all the readings and I am sure that we have created new interest in her series about Moose Jaw. Thank you to Pam Foy, our Treasurer for arranging this very successful author tour.

## Calling all Language Arts and English Teachers

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

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

# A Search for Meaning: The Millennial Generation

**Magi McFadden**

*Leadership training during the Fall Saskatchewan Reading Council business meeting chaired by Saskatchewan Reading Council president Lynda Gellner focused on the diverse needs and characteristics of the Millennial Generation – children born after 1980 sometimes called the “Y” generation, GenNext, the Google generation, the Echo Boom or Tech Generation. Discussion based on information from Lancaster’s and Stillman’s (2010) web-based article, The M Factor (deltaskymag.com), centered on needs and desires of children and young adults today. Among the needs expressed by Millennials as important are contextual meaning, productivity, creativity, innovation and success. Millennials want to be heard; they want to know they are making a positive contribution; and they want to make a difference. While the Millennial Generation continues to challenge teachers in schools, they have also entered our staffrooms and become our colleagues bringing their energy, innovation, and their search for meaning to our workplace and our schools. In depth exploration of the Millennial search for meaning can be found in the corresponding book published in 2010 by HarperCollin: The M Factor: How the Millennial Generation is Rocking the Workplace is the ultimate guide to understanding today’s children and young adults, offering valuable insights and practical solutions for achieving success like never before.*

**A**s Millennials (children born after 1980) join Generation Xers (children born 1965-1981), Baby Boomers (children born 1946-1964) and Traditionalists (children born prior to 1946) they rail against doing things the way they have always been done searching for meaning in their quest to make a positive difference. Millennials sometimes called Generation Y, GenNext, the Google Generation, the Echo Boom or even the Tech Generation have been shaking up everything from how the Internet gets used in schools to whether Mom and Dad – Grandma and



From left to right: Jan Niebergall, Sherri Seiffert, Joan Bue

Grandpa are invited to Open House during Education Week. The Millennial search for meaning can sound like just another way to avoid the drudgery of daily routine. To Generation Xers, the Millennial search for meaning is déjà vu all over again as they recall butting heads with corporate status quo and get ready to make way for more renovation. To Boomers who aren't sure they have resolved their own questions about purpose, the Millennials' quest can seem like something more appropriately achieved through spiritual awaking. Traditionalists who spent a lifetime climbing the corporate ladder might just wish Millennials would simply put their nose to the grindstone and earn the promotion to more meaningful work. Millennials have been raised by parents who told them that if they were going to work hard for a lifetime, they should find something to do that has meaning for them. With this background, many Millennials are passionate about career commitment, love their work and believe they are making a positive difference.

The real upside of the search for meaning is that while it may require thought, time and effort, it doesn't cost a lot. Millennials talk, text and tweet incessantly about what they do in their workplace. Millennials choose work that makes them feel like they are really

contributing. The biggest discovery about the search for meaning among Millennials is that it is the driving force motivating the workplace and our schools - motivating our students, parents, grandparents, and teachers. Millennials raised to be collaborators with their parents, teachers and peers seek leaders willing to collaborate with them on creating meaning in what they do. They don't consider meaningful work nice-to-have, they consider it a must-have. In their study of Millennials, Lancaster and Stillman (2010) have identified six meaning motivators that help us understand what Millennials "mean".

- Millennials want to make a difference. They see it as their duty to clean up messes made by previous generations.
- Millennials want to feel they are contributing. They need to understand how they make a difference on a collaborative team.
- Millennials want to be innovators. Having mastered an ever-evolving array of gadgets and acted as consultants to family and friends on everything from how to program cell phones to buying 3D TVs, they want to continue using these competencies in school and at work.
- Millennials want to be heard. They want to believe that someone is willing to listen to what they have to say.

- Millennials want to know they are succeeding. They are accustomed to working toward a score and being rewarded for their progress. For Millennials, some of the smallest and most personalized rewards hold the most meaning.
- Millennials want to express who they are through work. They love to be part of a team effort and are happy to work toward a group goal.

This generation strives to find context in what they do. From individual taste expressed in clothing or personalized websites, Millennials seek meaning in self-definition and self-expression. Millennials want to put their personal imprint on their environment on a daily basis in all that they do. As teachers in this Millennial generation we need to find ways Millennials can express their own uniqueness within the school environment lest we end up with a generation in constant search of meaning, only somewhere else. Collaboration among generations can offer valuable insights and practical solutions for achieving success like never before.

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Foreground from left to right:  
Nicole Lefebvre, Shelly Galloway



From left to right: Tana Arnott,  
Heather Hobbs



From left to right: Harriet Roy,  
Debby Noble

# SRC Promotes Literacy

## Jens Nielson

*Jens Nielson, editor of the Saskatchewan Bulletin, was in attendance at the recent Saskatchewan Reading Council's 42nd annual conference, Building Bridges Through Literacy, held April 7 and 8, 2011 in Saskatoon. According to Jens passion and commitment to literacy shared by SRC members abounded at the recent conference. In this article, Jens summarizes conference highlights as described by past and present SRC executive members: Shelly Galloway, Lynda Gellner, and Tammie Latimer. Permission to reprint this article has been received by the Bulletin, the official publication of the Saskatchewan Teachers' Federation. The Saskatchewan Bulletin is published 10 times during the school year by the Saskatchewan Teachers' Federation. Requests for coverage by the Bulletin staff should be received at least three weeks before the event.*

While overall they might be quite small in numbers as special subject councils go, there's little doubt there is considerable shared passion and innovation among the membership of the Saskatchewan Reading Council.

Anyone looking for evidence only had to watch close to 400 attending this year's 42nd annual conference in Saskatoon to see and overhear their shared passion.

And it's no accident organizers of the conference anxiously seek out a cadre of sought-after speakers on a whole range of timely topics to offer their views during the two-day session. That's to say nothing of the displays whose mission it is to provide another opportunity for educators to enhance their respective repertoire.

As SRC Past-President Shelly Galloway said, the emphasis is very much on trying to find the most current topics that teachers want to know more about,

adding that "best practices is what this conference is all about and it's a great chance for anyone to here to see what's up and coming.

We have a lot of classroom teachers, administrators and experts in their field here and as teachers we are all committed to continuing to learn and enhance our knowledge base."

Tammie Latimer, another past-president (2008) and current Vice-President Lynda Gellner indicated there's a purposeful desire to make sure the entire PreK-12 curriculum is part of the conference in one way or another.

Moreover, there's also the realization that reading, or more specifically literacy, now permeates all subject areas. As they pointed out in unison, the theme of Building Bridges Through Literacy has a strong resonance to all teachers in a myriad of ways.

"There's strong overall comprehension and reading as we used to know it is no longer isolated to the language arts," Latimer noted.

Gellner agreed, adding that in their respective leadership roles, they need to be mindful of this in planning for the conferences they want to present as much variety as possible.

As she was preparing to listen to the final keynote of the conference, Galloway made no bones about the fact that "this conference is probably the best professional development any teacher can have. You come here and you become one of the literacy leaders, which happens when you join the council. It's a very positive and enriching experience."

The SRC has nine local councils spread throughout the province, and the trio made no secret of the fact that they would be ecstatic to grow in numbers in the future.



# The Brain Compatible Reading Teacher

By Magi McFadden

Magi McFadden is a resource teacher with Northern Lights School Division 113. Magi teaches at Minahik Waskahigan School in Pinehouse Lake, Saskatchewan. She is a member of Kewatin Nene Reading Council and editor of Query for the Saskatchewan Reading Council.

The brain compatible reading teacher is a teacher who understands the principles of brain function and facilitates purposeful engagement of reading strategies based on neuroscientific principles of brain function. In the following discussion anatomy of the human brain is reviewed (Figure 1.), human brain function during reading is described and principles of brain compatible reading instruction are featured. In this discussion, brain-based reading strategies are differentiated from reading skills. The importance of teacher creation of brain-friendly learning environments is emphasized. The brain compatible model of reading instruction described aims to ensure that students are continuously focused on learning as a lifelong process of brain development and renewal.

## The Brain's Activity during Reading

As you read silently the two main parts of your brain that are active are the cerebellum and cerebrum. Within the cerebellum, most activity occurs within localized areas responsible for controlling automatic eye movements and within localized areas of the reticular formation responsible for attention. Within the cerebrum, the most significant activity, that is – activity aimed at comprehending textual information, is located in the neocortex which is surface layer of the brain that is anatomically divided into four lobes – the occipital lobe at the back of the head, the frontal lobe at the front of the head, the temporal lobe on the side of the head, and the parietal lobe on the top of the head. While the occipital lobe is instrumental in processing visual information, the temporal lobe (especially on the left side in right-handed people) actively processes sounds and the frontal lobe (also on the left side in right-handed people) actively processes meaning (Wren, 2009).

- The **occipital lobe** of the neocortex is very active, processing all of the visual information encountered

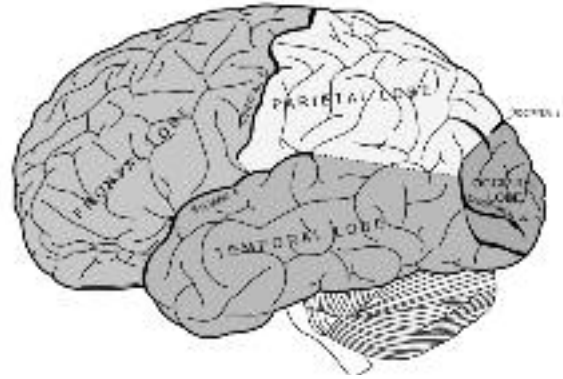


Figure 1. Grey, H. (1918). *Principal fissures and lobes of the cerebrum viewed laterally*. Gray's Anatomy of the Human Body. From *Human Brain*, Wikipedia, the free encyclopedia. Retrieved October 21, 2011.

- the words, the letters, and the features of the letters. As the eyes focus on letters, an area in the occipital lobe, called the primary visual cortex, becomes highly activated. Instantly, impulses travel along the network of cells, or neurons, firing up areas needed to decipher letters and give them meaning (Wikipedia, 2010b; Wren, 2009).
- The **frontal lobe** of the neocortex is engaged in processing the meaning of the text you're reading - the meanings of the words, the sentences, and overall passage comprehension, and it is working to relate what you are reading with what you already know. A key region nestled inside the frontal lobe is, **Broca's Area**. It is here that words are deconstructed into smaller units of sound otherwise referred to as phonological (sound) processing. In the left side of the brain within the frontal lobe sounds are put together with meanings in a region called the **angular gyrus**. Positron emission tomography (PET scan) of poor readers tend to show more activity in Broca's Area and within the brain's right hemisphere, a sign that they are using **collateral areas** typically not used for reading to help with the task. PET scans of good readers show most activity in the left temporal lobe of the brain (Price, Wise, Watson, Patterson, Howard & Frackowiak, 1994; Wikipedia, 2010a; Wagner, 2009).
- The **temporal lobe** of the neocortex (particularly on the left side of your brain if you're right handed) also actively processes the "sounds" associated with

reading. Even though you're reading silently to yourself, the areas of the brain that process speech sounds are active just like they would be if you were listening to somebody speak. Reading aloud and reading silently engage the left middle and superior regions of the temporal lobe. The functions of the temporal lobe are not limited to low-level perception but extend to comprehension, naming, verbal memory and other language functions. Sound processing is controlled by the left temporal lobe in **Wernicke's Area** (Price et al, 1994; Wikipedia, 2010c).

It is worth noting that brain activity associated with listening to a person speak and the activity associated with reading is very similar. In both cases, the temporal lobe (Wernicke's Area) especially on the left side in right-handed people, and the frontal lobe are active processing sounds (Broca's Area) and meaning (angular gyrus), respectively. It is only the addition of the activity in the occipital lobe (primary visual cortex) that separates reading text from listening to speech, and this is consistent with research on the cognitive processes involved in reading that have used PET scan evidence (Price et al, 1994; Wren, 2009).

Research evidence suggests that, during silent or oral reading, visual representations must be decoded and translated into a speech form. It makes sense, then, that good readers evidence decoding skills and are able to understand spoken language. These two skills are the foundations for reading comprehension. The human brain is very structured in the way it processes information (Wikipedia, 2009a; Wikipedia, 2010b). Complex tasks such as reading a passage of text are broken down into easier tasks, and the easier tasks are distributed to the areas of the brain that specialize in those tasks. While neuroscience explanation of physiology at the cellular level in the brain during reading is off in the horizon, PET scan analysis at the gross level, suggests that the brain is analyzing text at three major levels: visual features of symbols comprising letters and words are identified, sounds are matched to symbols and meanings are connected to sounds. The visual features of words are deciphered in the occipital lobe, phonological representation of words are processed for the most part in the temporal lobe, and the meanings of words and sentences are processed in the frontal lobe (Price et al, 1994; Wikipedia, 2010 a, b, c; Willis, 2008).

## Brain Compatible Reading Instruction

Eric Jensen (2008), uses the term "brain-based learning" from the broadest perspective. Jensen states that brain-

based learning applies neuroscientific principles to learning and teaching (Brain-Based Learning, 2009; Jensen 2008). It follows that brain compatible reading instruction is derived from a neuroscientific approach to learning. Brain-based reading instruction prioritizes application of principles that represent current neuroscientific understanding of brain anatomy and physiology (Brain-Based Learning, 2009). It focuses on learning as a lifelong process of brain development and renewal. Its basic tenet is that as long as the brain is not prohibited from fulfilling its normal processes, learning will occur (Brain-Based Learning, 2009). In brain-based reading, instruction is based on "best evidence" which in turn is based on neuroscientific principles of human brain function. Yet, this is not a "one size fits all" brain-based reading model for teachers to follow. Each brain is viewed as unique. Hence, instruction must necessarily be structured, process-oriented, strategic and emphasize aesthetic elements (Crilly & Clarkson, 2009; Price et al, 1994; Wikipedia, 2009a, c; Wikipedia, 2010b).

How the brain works has a significant impact on what kinds of reading activities are most effective. Teachers need to help students have appropriate experiences and capitalize on those experiences. The following interactive elements are essential to this process (Caine & Caine, 1994):

- Teachers must immerse students in interactive experiences that are both rich and real.
- Teachers must take advantage of the brain's ability to parallel process (use both left and right brain hemispheres).
- Students must have personally meaningful reading experiences, reading experiences of social significance for the reader.
- Students acquire insight about reading (recognition, decoding, comprehension) problems, through strategic analysis of the different ways to solve reading problems.
- Students learn best when reading instruction is structured in the same way the human brain processes information. For example, the complex task of silent reading a passage of text is broken into or "chunked" into sentences which may in turn be broken into easier word chunks.
- Feedback is best when it comes from reality, rather than from an authority.
- Students learn from solving realistic problems.
- The big picture of comprehension and the details of letter-word recognition and sound-symbol connections are inseparable.
- Because every brain is unique, teachers should allow students to individualize their own learning environments by developing a personal reading aesthetic.

Brain-based reading is strategic. Brain-based reading strategies apply neuroscientific principles to learning and teaching. In brain-based reading instruction, students are taught to use strategies in a purposeful way. They are taught to understand the reasoning behind their reading strategies. In a brain compatible model students are continuously focused on learning as a lifelong process of brain development and renewal and on reading skill development as structured and process-oriented (Brain-Based Learning, 2009)

## Brain-Based Reading Strategies

Brain-based reading strategies are not learning styles, although they may be matched to learning styles (Wikipedia, 2009c). They are not merely methods for teaching a particular student to read. They are actual reading strategies that support brain function. They are reading strategies that maximize brain function by applying neuroscientific principles to learning (Wagner, 2009a, b). They increase brain functioning for all kinds of different learners, all kinds of different brains, at various age levels. Brain-based reading strategies support optimal brain development and function. They include: nutrition that supports brain function, sleep/rest that supports brain function, mind-body connections, and activation of dominant and non-dominant hemispheres of the brain (BrainReady.com, 2009). Brain-based reading strategies are strategies based on current brain research that enable students to maximize their own reading achievement. They are reading strategies modeled on cognitive processes used by capable readers – learners who have achieved a desired goal through reading and who are able to articulate their reading strategy authentically in great detail. In this sense, they are “good reader” strategies. But they are more than this, brain-based reading strategies are health-centered strategies that help students read easily and effectively without struggling (Willis, 2008; Wikipedia, 2009c).

Brain-based reading strategies are strategies typically used by good readers. Good readers who are characteristically fluent, comprehending, purposeful and critical. When asked, good readers are able to describe the strategies used during a reading task. They know why they are reading, what they are reading, how they are reading and how well they are reading. They consciously vary their reading rate, the number and type of strategies used during a reading task according to the purpose of reading. Good readers use strategies to increase fluency, expand vocabulary and achieve comprehension. Good reader strategies are brain-based, that is, they are firmly grounded in current brain research. They are reading strategies that stimulate brain

activity which in turn produces readers who are proficient, purposeful, fluent, comprehending, critical and creative (Brain-Based Learning, 2009; Willis, 2008; Wren, 2009).

Brain-based reading strategies are differentiated from reading skills in that they are defined as action plans aimed at achieving particular goals (Wikipedia, 2009c). Brain-based reading strategies are relevant to many curriculum areas, from the reading within the research required to write a biographical account in Social Studies to the reading of qualitative data within a problem requiring calculation of a quotient in Mathematics. Within the curriculum area of Language Arts, brain-based reading strategies may be used to develop skill in fluency, vocabulary development and comprehension. Brain-based reading strategies differ from reading skills in that reading skills, which are also called talents, are the learned capacity to achieve pre-determined outcomes with a minimal outlay of time, energy or both, whereas brain-based reading strategies are the action plans having reading skill development as the outcome (Wikipedia, 2009b, c). Reading skills may be divided into domain-general and domain-specific skills (Wikipedia, 2009b). Within the skill area of reading, domain-general skills include fluency, vocabulary development and comprehension. Domain-specific skills within the general domain of fluency include rate, rhythm and expression. Some domain-specific skills within the general domain of vocabulary development include decoding, syllabication, context cues and dictionary use. Among others, domain-specific skills within the general domain of comprehension include recalling details, making inferences and drawing conclusions. Reading skills usually require certain environmental stimuli to determine the level of skill being demonstrated and implemented. Brain-based reading strategies facilitate domain general and specific skill development. Brain-based reading strategies and reading skill development are both facilitated by use of graphic organizers which are visual representations of knowledge, concepts or ideas (Wikipedia, 2009c).

Brain-based reading recognizes the importance of aesthetics (Wagner, 2009a, b). It acknowledges the influence of text aesthetics by considering the context of reading achievement. The visual appearance of text is a critical determinant of successful student reading achievement. Judgements made on form, functionality and social significance of text are based largely on visual information. For students, these judgements relate to the perceived attributes of texts and centre on the satisfaction of their wants and desires in addition to their needs. For brain-based reading teachers, the focus of text aesthetics is on student reading achievement. In brain-based reading, aesthetic elements (form, function

and social relevance) are emphasized for optimal reading achievement (Crilly & Clarkson, 2009; Free Online Dictionary, 2010; Word Net, 2010)

## The Brain Compatible Reading Teacher

A brain compatible reading teacher is one who understands the principles of brain function and uses strategies in a purposeful way. It is a teacher who understands the reasoning behind their teaching. It is also one who stays constantly updated through continuous professional development. A brain compatible reading teacher facilitates purposeful engagement of strategies based on neuroscientific principles of brain function. Brain compatible teachers emphasize the art of teaching in their creation of brain-friendly environments. They are aware that they must go beyond science to realize that optimal learning occurs through active participation in real life environments – environments that encourage learners to try new things safely, environments that compel learners to develop a personal aesthetic. With brain compatible instruction, students use strategies in a purposeful way. They understand the reasoning behind their use of good reader strategies. In a brain compatible model of reading instruction, students are continuously focused on learning as a lifelong process of brain development and renewal.

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# Revolving Role Play for Reading Comprehension: Hotseat for Intensifying Reading

## Steffany Kuhn

*Steffany Kuhn is a Literacy Numeracy Catalyst (LNC) teacher at La Loche Community School - Dene Building with Northern Lights School Division 113. Steffany has taught in Grade 7/8 and currently coaches and teaches guided reading and math in Grades 7 to 12. As you will see from this description of role play ideas for reading fiction, Steffany is committed to active learning. Through role play before, during and after reading, Steffany's students increase their comprehension of fiction and nonfiction through active participation in learning.*

### Revolving Role Play

The purpose of revolving role play is to have students actively listen to the story, talk, explore characters, infer, think about various perspectives, and make meaning of the story. This strategy is effective after reading a whole text e.g. short story or picture book or after reading a section of text such as a novel. Although used to increase comprehension of fiction, it is also useful for nonfiction reading in content areas.

### Teacher Preparation for the Revolving Role Play

Read the chosen text carefully thinking about:

- The various perspectives in the story
- What will likely be the attitudes and perspectives the students present
- What strategies will be the focus of the reading
- How to divide up the reading
- Which character will the As portray and who will the Bs role play for Part 1
- What problem will be the focus of the interview for the Bs in Part 1
- What characters will be assigned for Part 2 and what will the Bs be trying to find out from the As, whose perspectives do they need to think about now
- What final characters will be assigned for the final part of the reading and what will the purpose of this final interview be

### Before Reading

- Count the students off as As and Bs
- As will take on the role of the main characters in the story
- Bs will take on the role of another character e.g. friend

### During Reading

#### Part 1

- The teacher begins to read the story aloud
- At an appropriate spot in the first part of the story, each A will pair up with a B and start a conversation related to a problem the main character is experiencing e.g. the teacher may ask the Bs to talk with the main character to find out what is troubling him/her
- While the students are conversing, the teacher walks around in role and moves students along in conversation or throws in an idea or comment that complicates the issue and forces the students to think more deeply or ask better questions
- The Bs then report their findings to the whole class and the class discusses the information

#### Part 2

- The teacher continues reading the story aloud
- Students now role play different characters
- The purpose of this situation is to get students exploring the perspectives of others related to the story
- The As take on a role of someone related to the story such as a parent, the Bs take on the role of another related character e.g. the teacher (These characters can be related to the main character in the story or someone who would be in contact with the character in some way but does not necessarily have to be mentioned in the story)
- B students again report to the whole class and discuss the information

## After Reading

- Students reflect on the role play
- Students discuss the perspectives they discovered, which roles were more difficult to portray, what happened in the story and why
- A Hot Seat is held (See Hot Seat description below)
- Students reflect on the role play orally in small groups and record the discussion or they could write a response in the form of a letter, diary, news report, radio show, announcement, TV talk show, etc.

## Hotseat for Intensifying Revolving Role Playing

Hotseating is a cluster of enactment techniques that intensifies role playing by putting students “on the spot” so they can be addressed, questioned or advised. This role play strategy provides an opportunity for students to analyze characters, infer, elaborate and “think on their feet”. The student in the hotseat assumes the role of a character and tells about that person, responds to questions and situations in that role. Students who are not in the hotseat can advise the character, connect situations to broader contexts or larger concerns and suggest social actions (Wilhelm, 2002).

### Benefits of Hotseating

- Brings characters, text, ideas, forces and topics to life
- Promotes student exploration of sub-text e.g. characters unspoken thoughts, feelings, experiences in the past, present or future
- Engages students in the discussion of real issues and perspectives
- Builds oral communication skills

### Preparing Students for the Hotseat

- Students fill out a planning guide based on a character from a text they have read or are reading
- Students prepare “off the page” questions for the key characters in the chosen text that will be used to interview the characters on the hotseats (Instruction on types of the questions e.g. “on the page-literal questions” and “off the page-inferential questions” is required before this activity.)

### The Hotseat

- The teacher selects several students representing different characteristics to sit on the hotseats

- The hotseaters introduce themselves in role
- The rest of the class interviews the characters using the prepared questions and questions that arise during the interview

### Reflecting After the Hotseat

- Discuss the questions: “What would relationships and communication be like if you always knew what a person was thinking?”, “What if a person could only tell the truth?”, and “How would your life change if all your thoughts were known?”

### Variations of Hotseat

- Ego/Alter Ego: one student (ego) sits on a chair and answers questions as a character in the text but does not tell his/her real thoughts. A second student (alter ego) stands behind the ego character. After the ego answers a question the alter ego answers with the character’s true thoughts and feelings
- Press Conference: hotseat characters are interviewed by the class who are acting as the press
- Trial: hotseat characters are questioned as if in court - some students can play characters on trial, others can be witnesses
- Talk Show: hotseat characters can be guests on a talk show being interviewed by a talk show host
- Advice Columnist: students give hotseat characters advice about how to handle problems and situations
- Mantle of the Stranger: the teacher plays the role of a stranger who does not know the story or the topic of study. The teacher puts everyone in the class on the hotseat, asking them questions related to the text
- Hotseat the Author: one student plays the role of the author as other students interview him/her or comment, advise or judge the author. Students can include questions or comments on word choice, the way the text is organized, the author’s style, purpose and meaning or hidden meaning, character and plot development and agreement or argument with the author’s meaning or perspective

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# Technology and the Writing Process

**Lori Jamison Rog**

*Lori Jamison (Rog) is a former teacher and Language Arts Consultant for Regina Public Schools and the author of several professional books, including “Marvellous Minilessons for Teaching Intermediate Writing Grades 4-6 and Marvellous Minilessons for Teaching Beginning Writing K-3. During her teaching career, Lori found time for active participation in the Saskatchewan Reading Council (SRC) and the Board of directors of the International Reading Association. In 2010, Lori Jamison Rog became the recipient of the Saskatchewan Reading Council’s Honorary Lifetime Membership.*

Only a decade into the twenty-first century, we have probably seen more changes in the impact of technology on writing than in any previous century. The NCTE document, *Teaching for the 21st Century* writes, “this 21st century writing marks the beginning of a new era in literacy, a period we might call the Age of Composition, a period where composers become composers not through direct and formal instruction alone (if at all), but rather through what we might call an extracurricular social co-apprenticeship” (p. 5). Texting, blogging and tweeting are here to stay – along with other forms of technology-supported writing – and writing is moving in directions not even imagined ten years ago. We can only guess what future decades will bring.

In the 1980s, the personal computer revolution brought to schools what was little more than a very expensive, very fancy and not always reliable typewriter. Admittedly, it was a typewriter that made composing quicker and revision easier, but limited access to computers made keyboarding cumbersome and word processing inconvenient. We struggled with early Macs that crashed, early PCs that always had to be rebooted, and word processing programs that sometimes only handled four pages of text.

Today, almost every student has access to computers in school, with a national average of one computer for every five students. Word processing programs allow students to make frequent revisions without tiresome

recopying, to correct errors without messy erasures, and to produce printed work that looks practically professional. The Reading Next Report found that word processing was one of the instructional innovations to have a significant, impact on the quality of student writing. The report said that the use of computers for writing “appears to be an effective instructional support for students in Grades 4-12 and may be especially effective in enhancing the quality of text produced by low achieving writers” (p. 17).

But the impact of technology is much more than simply word processing. It has changed not just the way we do writing, but also the way we use writing. In some cases, writing has become as much visual as verbal. Some argue that the page as the dominant form of communication is giving way to the screen (Snyder, 1997). And with hypertext, we now have writing that is not just linear, but layered as well. “These new electronic texts – a Website that integrates words and images, blogs where multiple readers and writers contribute – challenge our basic notion of written texts as linear, verbal, single-authored texts” (Herrington & Moran, 2009, p. 2). Kress (2003), who coined the term “multimodal text,” emphasized that we need to think of student writers not just as producers of print text, but designers and composers who are able to use a variety of media to construct and communicate information. What impact these skills will have in life beyond school is difficult to predict, but we deal with it every time a fifth-grader decides to spend a half hour selecting a typeface rather than revising a piece of writing for clarity.

The advent of the Internet has made mountains of information available to students with the click of a mouse. Twenty years ago, few schools had access to internet; today, only a few do not, and this is likely to be a deliberate choice on the part of individual schools for religious or other reasons. Suddenly, students have access to all the information they need to answer virtually any question without opening a book or even getting out of their seats. The challenge, then, is to help our students distinguish between factual resources and “the online collection of surface facts, misinformation and inexcusable lies that masquerade as the truth” (Kay, 2009, paragraph 9).

For young people, literacy is no longer just a private world of a reader and a book; it has become a social world of e-mail, text messaging, blogging and tweeting. E-mail was the first phenomenon that led teachers to begin to take advantage of networks for student writers. However, this new genre of writing did not follow a standard process, was done “on the fly” and had a standard of grammar and conventions that made English purists cringe.

These new modes of communication have spawned a whole new set of conventions in spelling, punctuation and capitalization. “4getn u is hard 2 do, 4gtm me is up2 u, 4gt me not, 4gt me nevr, but don't 4get, we're gr8 2gether” is enough to make a teacher's head spin (especially those of us for whom typing “great” is much more efficient than searching for the number 8 on the top row) but it remains valid communication for a generation that “writes” more than any other in history.

We cannot anticipate how technology will move or what the grammatical and mechanical standards of the next forms of communication may be, but our students must learn to handle the requirements of a wide range of text – from casual text messages to formal business proposals to serious fiction and opinion essays. Thus books have emphasized more serious writing, but we will earn little “cred” with our students if we look askance at the chosen communication of their generation.

What can teachers do to provide a full range of writing experiences that take advantage of what technology has to offer, while balancing social networking communication and formal writing conventions?

- 1) Familiarize students with keyboarding as early as possible. This doesn't necessarily mean traditional touch typing; it does mean helping kids develop a system of automaticity with the keyboard. As long as students need to hunt and peck for every letter, simple typing will interfere with their thinking processes as they draft. The whole point of keyboarding is to allow the writer's fingers to move as quickly as his/her brain.
- 2) Require students to make a print copy of each draft. It's too easy for students to mislay files, lose revisions or fail to make changes at all. For instructional purposes, we need to see evidence of revision and proof of process, and, whether we like it or not, the hard copy is the most reliable.
- 3) Don't fight 'em; join 'em. There is no point in railing against emoticons and SMS abbreviations; instead, teach students when these typographic symbols are appropriate and when they're not.

An acronym that might make their friends rofl may very well be incomprehensible to Grandma and a symbol on an application is not likely to land them a job interview.

- 4) Teach students to publish writing in the form of multimodal texts. Not every type of writing requires a paper report with indented paragraphs and a title centered on the top. Could a podcast, Powerpoint or Wiki be equally effective? Encourage students to blend print and pictures, and teach them how to lay out a page efficiently so the urge for graphic design doesn't overwhelm the importance of crafting the text.
- 5) Be realistic about the internet and the cut-and-paste culture it generates. Require students to use a variety of print and web-based sources to gather information. Teach students how to be critical readers, to discern factual information from opinions and inconsistencies and to corroborate questionable facts from with support from other sources. Explain the effective use of quotations, how to cite references, and the pitfalls of plagiarism.

We want students to understand that different types and forms of writing are appropriate at different times and when to take advantage of each. Technology has changed the place of writing in the social and academic worlds and will continue to expand communication in ways not even imagined today. We owe it to our students to allow them to be part of that revolution.

### Short Writing Tasks for the Social Networking Generation

1. Write an Amazon book review and publish it online.
2. Dear blank, please blank ([www.dearblankpleaseblank.com](http://www.dearblankpleaseblank.com))
3. Write a thank you note to an inanimate object. ([thxthxthx.com](http://thxthxthx.com))
4. E-Bay or Craig's List: Write an ad to sell something you're wearing right now.
5. Groupon: Write a coupon ad for a service you might offer.
6. Write a comment for a Youtube video or online news story.
7. Write a tweet (maximum 140 characters, or about 25 words) about what you've learned today in \_\_\_\_ class.
8. If (a person in history, e.g., Benjamin Franklin) had a Facebook page . . .



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# 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

# Adult Campus Student Now Published Young Saskatchewan Writer

**Kathy Bachiu**

*Kathy Bachiu is an English Language Arts 30 teacher at the Regina Public School Adult Campus. Kathy's work with students ages 18-21 years centers on providing support for young adults to obtain their Grade 12 certificates. The Young Saskatchewan Writers initiative of the Saskatchewan Reading Council (SRC) publishes student writing in any language from Kindergarten to Grade 12 submitted for publication by teachers to their Local Reading Councils for adjudication by February each school year. The Young Saskatchewan Writers publication is mailed to schools in the province in June each school year. The published writers and their teachers receive a complimentary copy of the Young Saskatchewan Writers annual publication.*

The Regina Public Schools Adult Campus takes great pride in announcing that one of their students is now a published writer! Stat Buffalo-Robe's short story, "That Old Tire Swing", was one of 16 selected from 150 submissions of student writing. His short story now appears in The Young Saskatchewan Writers 2010-2011 publication.

The story focuses on a national leader who ponders the morality of his life and the ultimate decision he now makes. Short in length but powerful in depth, this story is a suspenseful, must read. The publication containing the story may be purchased from the Saskatchewan Reading Council by contacting Joan Bue, Young Saskatchewan Writers Coordinator, at [joan.bue@cornerstonesd.ca](mailto:joan.bue@cornerstonesd.ca).



Stat Buffalo-Robe

## Be Connected!

Visit the Saskatchewan Reading Council online at:  
[www.saskreading.org](http://www.saskreading.org)

Visit the International Reading Association online at:  
[www.reading.org](http://www.reading.org)

# Willow Book Launch with Buddy the Book Clown

## Magi McFadden

*Magi McFadden is a resource teacher at Minahik Waskahigan School in Pinehouse Lake Saskatchewan with Northern Lights School Division 113 and a member of Kewatin Nene local council of the Saskatchewan Reading Council. Magi is editor of Query, the official publication of the Saskatchewan Reading Council.*

*The Saskatchewan Young Readers' Choice – The Willow Awards, Inc. is a volunteer-run non-profit, registered charity whose mission is to promote reading by granting an award to the Canadian and/or Saskatchewan 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. The Saskatchewan Reading Council holds active membership in the SYRC. Minahik Waskahigan School is also an active member of SYRC. The Willow book launch at Minahik Waskahigan School has been accomplished by the following committee of dedicated teachers and librarians: Magi McFadden (Chairperson), Ashley Gillis, Leslie Johnson, Jane Laxdal, Leah Freitag, Jennifer Devries, Trevor Geiger, Peter Moreau, Diane Natomagan, Jennifer Smith and Sophie McCallum. Enjoy the summary of our school's Willow book launch and the delightful photojournalistic account of our students engaged in reading Willow books having oodles of fun reading with Buddy the book clown.*



Buddy the Book Clown with Ballot Box

**T**he Saskatchewan Young Readers' Choice – The Willow Awards, Inc. 2011 book launch at Minahik Waskahigan School has been successfully initiated but not without a lot of clowning around. Yes indeed Buddy, the book clown, has been exciting our students who are cheerfully clamouring to read the 2011 Willow nominees in all three award categories:

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

Students have been engaged in classroom read alouds, buddy reading, paired reading and independent reading of books nominated for the 2011 Saskatchewan Young Readers' Choice Awards actively practicing higher level thinking skills. Some students have been writing book reports in readiness to exercise their critical thinking skills by entering their vote by February 2012 in the Willow Awards website using ballots and voting procedures for the Willow Awards found in the website.

## Read Alouds

Read alouds are grrrrrrrrreat fun! They build community and a sense of belonging. Read alouds are planned oral

reading of books by teachers that engage student listeners while expanding vocabulary, developing language increasing comprehension, providing a stimulus for writing, fostering critical thinking and creating life-long learners. Story read alouds and the feelings and knowledge they create often remain with our students at the edge of memory long into their adult lives (Santoro, Chard, Howard & Baker, 2008).



Teacher Leslie Johnson Add and Grade 1 students with Buddy the Book Clown.



Teacher Ashley Gillis and Grade 1 students with Buddy the Book Clown.

## Buddy Reading

Buddy reading is a great way to promote literacy. Buddy reading helps students learn to read by using cross grade pairings (E-How Family, 2011). Students in older grades paired with students in younger grades sit side by side

holding the book and turning the pages. There are a variety of ways to make buddy reading an enjoyable learning experience. Examples include: read aloud, where the older student does the reading and the younger student follows along; echo reading, where the older student reads a page and the younger student repeats it; choral reading, where both students read aloud in unison; and see saw reading, where the students take turns reading. Through buddy reading experiences, students also learn to care and share (Oracle Think Quest, 2011).



Buddy the Book Clown with Halle Marsh, Grade 2 student and Shawn Lariviere, Grade 9 student.

## Paired Reading

Paired reading personalizes instruction. Paired reading occurs when a student and a teacher orally read a text together (Topping, 1987; Intervention Central, 2011). They follow an established pattern to encourage the student to take over reading in sections where they feel confident. In a quiet, comfortable location within the classroom without distractions, the teacher reads orally with the student adjusting the pace so that it matches that of the student. Each misread word is repeated until the student reads it correctly. If the student makes an error, the teacher models correct reading helping the student to overcome the obstacle of unknown words, freeing the student from being overly concerned with sounds and symbols and helping him/her to read for meaning. The teacher praises the student frequently during paired reading. Paired reading sessions are kept short, usually 10-15 minutes. After reading a book, the teacher discusses the student's favorite parts of the story and finds more books to read on a favorite topic.

## Independent Reading

Providing students with chunks of library time for independent reading of books of their choice motivates them to want to read (McKool, 2007). During independent reading students take full responsibility for their reading. Students self-select and silent read at their “just right” rate, navigate texts and practice good reader strategies that they have learned. By self-selecting books, students take control of what they read, and therefore, become confident, motivated and enthusiastic about reading. Independent reading that allows students to make their own book choices and gives them blocks of time for silent reading provides students with necessary skills to becoming independent life long readers.



Peayamechikee Librarian Sophie McCallum and Buddy the Book Clown



Minahik Waskahigan Librarian Dianne Natomagan

## Book Reports

Creating a book report provides students with a terrific opportunity of sharing information about literature, as well as selective criticism. A book report which includes a summary of the plot coupled with a recommendation and information about the author, the time period in which the book was set and any background necessary for appreciating the literary work compels students to become interactive with text, consider complicated plots and summarize key elements and pare them down to brief abstracts. It allows students to give an account of their personal reaction to the story. The readers of book reports benefit in that they receive an account describing what a book is about and an opinion as to its worthiness (ABC Teach, 2011).

## Higher Level Thinking Skills

Voting for a favorite book instills higher level thinking skills (Anderson, 2011; Bloom, 1956; Wilson, 2006). After reading a book and asking students for recall, comprehension and application of information to their own lived experiences, critical thinking skills are instilled in students by asking them to question what they have read. Through this critical analysis of books read, students look beyond the surface message of books to select their favorite book from among those analyzed. Brightly colored and cheerfully decorated ballot boxes placed in a convenient location within the classroom facilitate the democratic voting process. Voting for a favorite Willow book provides students with an opportunity to make judgements and anonymously declare their personal opinion.

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# Read To Me

## Najla Akl

*Najla Akl is currently a teacher librarian at Vincent Massey Community School and Brunskill School with Saskatoon Public Schools. She is secretary of the Saskatoon and District Reading Council (SDRC) and has been leading the Read to Me project for more than eleven years.*

**S**tart Reading to your child at birth, this is the message the Saskatoon & District Reading Council (SDRC) wants to spread when they hold their yearly Read To Me project at Royal University Hospital.

Part of the SDRC mission is to promote literacy in the community. The Read to Me project is one way the

SDRC carries out this mandate and reaches parents and their young families. Each year, during the month of May, the SDRC packages around 100 gift bags. The bags contain at least one picture book, public library application forms, reading pamphlets etc... The packages are then dropped off at Royal University Hospital to be handed out to new mothers on Mother's Day.

This project is a success story in partnering. In 1966, the Provincial Reading Council with funding from the Saskatchewan Literacy Foundation provided the council with books. This has become a province wide project with District Reading Councils participating. The SDRC members have found the Read to Me project a great way to promote the importance of reading to young babies from birth.

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](mailto:mcfaddenm@hotmail.com)

# Project Love for Teachers

## Maureen Bezanson

*Maureen has enjoyed working with the Saskatoon Public School Division for 23 years. During the past seven years she has worked as a literacy teacher supporting the Literacy for Life Initiative. She currently works at Confederation Park School as a literacy coach, co-teaching in a grade 4-5 classroom. She also works at central office, planning and facilitating ongoing professional development for teachers who are new to the initiative. Teachers from the Horizon School Division and Saskatoon Tribal Council Schools also take part. The aim is to develop practice in the use of the Picture Word Inductive Model along with other effective research based instructional strategies to help our students move forward more quickly as they learn about their world through literacy. Maureen is president of the Saskatoon and District Reading Council. This is her third year.*

What a feeling we are left with after our work bee, packing items that will be shipped to teachers in Ethiopia. One of us commented, "Wouldn't you just love to be there to see how the items are divided and then to see the faces of the teachers as they open up their gifts!"

The three of us should not be the only people feeling good. Many, many teachers around Saskatchewan donated these fun, shiny new teacher items. At last April's Saskatchewan Reading Council's reading conference, delegates brought along with them a variety of teachers' items such as chalk and chalk brushes (remember those!), scissors, staplers with staples, notepads and sticky notes, loose leaf paper, notebooks, pencils, pens, erasers, and paper clips (the fancy kinds). We also added some Pearson cloth tote bags. And there are more.

Garth Brooks (sorry ladies, not the good looking singer), coordinator for CODE Canada was thrilled when we told him of our gift. He is arranging to have our boxes picked up by Canada Post and then shipped from Ontario to Ethiopia, Africa. Did you know that Canada Post and CODE have a partnership agreement? This makes it very easy for us to send gifts over seas.

It is a Saskatchewan Reading Council tradition to participate in Project Love. All 9 councils have done their part each year to contribute. We encourage each council to think about other ways that they can support our global community.

So, hundreds of "Thank You" to all of you! If we receive photographs and any kind of information back we will be sure to let you know.



From left to right: Lorraine Bentham - SDRC membership director and literacy coach with Saskatoon Public, Maureen Bezanson - SDRC president and literacy coach with Saskatoon Public and Mary Bishop - SDRC professional development coordinator and literacy coach with Saskatoon Public, as well as Sask. author



Mary Bishop and Lorraine Bentham

# Wanted! Student Writing for the 2011-2012 Young Saskatchewan Writers Publication

## Joan Bue

*Joan Bue teaches Grade 2 in Carlyle Elementary Community School with Cornerstone School Division. Joan is president of the Southeast Reading Council and Coordinator of Young Saskatchewan Writers.*

**Y**ou may have seen this poster around your school and you may have sent in some writing in the past. Thank you! I am sure you wondered what happens to the pieces of writing you send into Young Writers. Here is how it works.

We have nine local reading councils in our province. Each council is responsible for 8 pages in the Young Writers Publication each year. (8 pages=16 pieces of writing maximum). Each council has their own Young Writers Selection Committee. You send your writing to the selection committee and then they select up to 16 pieces of writing to be published. The pieces are then sent to me, the editor and I spend a bit of time editing and formatting the writing before it is sent into the STF for printing.

I have such a great job! I get to read all those great pieces of writing from students in K to 12 from all over our province. Thank you for sending in the student writing. Without teachers like you, we wouldn't have a Young Writers Publication each year. So keep up the great work! Don't forget pictures of the writers and student illustrations are welcome too. I look forward to reading the 2011-12 selections in March. Remember the date to send writing to the selection committees is earlier this year – February 1, 2012. Any writing done from February 2011-February 2012 is welcome.

Here is all the information you will need to send your writing in. Look to see what council area your school division is in and send your writing to the contact person for that reading council. All writing must be done in Microsoft Word and e-mailed to the contact person. They will contact you as to whether the writing will be published or not. Not all pieces submitted will be published. So that's it! Have your students write. Pick the best of the best and send it in to the selection committee for your council area. Happy writing!

### Local Councils, Young Writers Rep and School Boards

**Kewatin Nene:** YSW Rep-Lynda Renaud  
lyndarenaud@nlsd113.net

Northern Lights School Division #113; Ile a la  
Crosse; Creighton; Black Lake

**North West:** YSW Rep-Nicole Lefebvre nbreh@telus.net

Lloydminster Public; Living Sky; Northwest; Lloyd  
Separate S.D.; Northwest Catholic Division; Biggar  
Separate S.D.

**Saskatoon:** YSW Rep-Maureen Bezanson  
mbezanson@sasktel.net

Saskatoon S.D.; Prairie Spirit; Greater Saskatoon  
Catholic Schools

**North Central:** YSW Rep-Sandra Quayle  
squayle@srsd.119.ca

Northeast S.D.; Saskatchewan Rivers; Prince Albert  
Separate School Division

**Southwest:** YSW Rep-Jenn Ackerman  
jennackerman@sasktel.net

Chinook S.D.; Sunwest S.D. ; St. Paul's; Shaunavan  
Separate; Swift Current Separate

**Moose Jaw:** YSW Rep-Jaime Ackerman  
ackerman.jaime@prairiesouth.ca

Prairie South S.D.; Holy Trinity

**East Central:** YSW Rep-Janine Newfeld-Ruetz  
jneufeld-ruetz@mail.gssd.ca

Engelfeld Private; Good Spirit S.D.; Christ The  
Teacher; Horizon; Humbolt Separate S. D.

**South Saskatchewan:** YSW Rep- Lori Saigeon  
lori.saigeon@rbe.sk.ca

Regina Public S.D.; Prairie Valley S.D.; Regina  
Separate S.D.

**South East:** YSW Rep- Joan Bue  
joan.bue@cornerstonesd.ca

South East Cornerstone S.D.; Holy Family Separate S.D.



## *Boo Hoo Bird*

Reviewed by Shelly Galloway

Author: Tankard, Jeremy. Format: Hardcover. Publisher: Scholastic, Inc.. Publisher Location: New York. Publication Date: 2009/04/01. ISBN-13: 9780545065702, 0545065704

Bird suffers a nasty bonk on the head while playing catch with his pal, Raccoon. When he starts to cry, Raccoon takes him to visit all their animal friends, one by one, hoping someone can mend his boo-boo. They try all the standard treatments (a kiss, a cookie, a Band-Aid) but nothing can make Bird stop crying – that is, until Bird realizes his injury is making his friends cry, too.

This book is written by Jeremy Tankard author of *Grumpy Bird* with was also a Willow award nominated book. Tankard's illustrations are part of the joy of reading his books. The combination of ink and digital photography is both sophisticated and playful.

The theme of friendship coupled with Tankard's illustrations makes *Boo Hoo Bird* an ideal book for storytime. Kids will be eagerly waiting to see what Bird does next.

## *Life on the Refrigerator Door*

Reviewed by Shelly Galloway

Author: Kuipers, Alice. Format: Hardcover. Publisher: HarperCollins. Publisher Location: New York. Publication Date: August 2007. ISBN: ISBN-13: 9780641892837, 0641892837

*Life on the Refrigerator Door* by Alice Kuipers is a poignant and deeply moving first novel about the bonds of love and frustration that tie mothers and daughters together. Told entirely in a series of notes left on the kitchen fridge – some casual, some intimate, some funny, some angry – it is the story of nine months in the life of 15-year-old Claire and her single mother. The mundane soon becomes extraordinary when a crisis overtakes their lives – a momentous change that will redefine their relationship and unfold in their exchanges on the refrigerator door.

Short, powerful and unforgettable, Kuiper's novel looks deep into the complex relationship between mothers

and daughters, and the distances that can open up between people who live together but exist in their own worlds. This book is a wonderfully simple and intimate narrative, *Life on the Refrigerator Door* will appeal to readers across the generations, delivering universal lessons about love. I loved it and I am sure you will too.

*Shelly Galloway is a teacher-librarian and reading effects teacher at Davin School with Regina Public Schools. She has taught in kindergarten to Grade 4 classrooms and she has been a First Steps tutor. Shelly has held varied executive positions with the Saskatchewan Reading Council (SRC) including: treasurer, president and past president positions. Shelly is the 2011-2012 Read to Me Coordinator for the SRC.*

## *So What Do They Really Know? Assessment That Informs Teaching and Learning*

Reviewed by Lynda Gellner

Author: Tovani, Cris. Format: Trade paperback. Publisher: Stenhouse. Publisher Location: Portland, Maine. Publication Date: 07/2011. ISBN: 1571107304, 9781571107305.

I had read Cris Tovani's *Do I Really Have to Teach Reading?* and *I Read It , But I Don't Get It* and was thoroughly impressed by her writing, so when I heard a new book was available, I quickly sought out a copy.

In *So What Do They Really Know?* Cris Tovani shares her thinking regarding the issues of assessment and grading. She shares her thoughts of following school system assessment mandates and her own understanding of what assessment is needed to help students move forward. Cris takes the research of formative assessment and describes how to make it practical, realistic and manageable.

Cris shares lessons from her classroom including a range of student work samples from struggling readers to college-bound seniors. She provides the reader with a snapshot of the key formative assessment tools she uses in the classroom. She provides her rationale for employing these tools as well as an analysis and interpretation of the student responses.

Cris describes how she uses a workshop model to structure her class time to include the appropriate

balance of time for instruction and time for assessment. She intentionally makes the learning targets visible for her students and empowers her students to understand what they should be able to know and be able to do and more importantly, to reflect and set goals for achievement.

*Lynda Gellner is president of the Saskatchewan Reading Council (SRC). Currently, an Instructional Consultant with Regina Public Schools and primary teacher, Lynda has been a member of the South Saskatchewan Local Reading Council for the past 10 years. In her role as president of the SRC, Lynda has*

*declared commitment to leadership that focuses on bringing energy and innovation to the position. Among her recent professional reading is a book by Cris Tovani, "So What Do They Really Know: Assessment that Informs Teaching and Learning?" which provides insight into current assessment practices. Lynda describes the book as practical, authentic and inspirational. Cris Tovani's most recent book is recommended professional reading for SRC members focusing on assessment that "helps students move forward".*

# What's Happening Around Saskatchewan

## Calendar of Events 2012

### September 2011

- September 8 – International Literacy Day, Saskatchewan Literacy Day
- September 17 – Special Subject Council Meeting at the STF Building in Saskatoon
- September 16-17 – SRC Leadership and Fall Meeting at the Radisson, Saskatoon
- September 29-30 – 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](http://www.bookweek.ca))
- September 30 - SRC membership expire – time for renewal of SRC membership

### October 2011

- October 1 – Deadline for Local Council Grant Information – send to treasurer Pam Foy
- October 15 – Deadline for Honor Council Intent Applications – NO longer a requirement

- October 27-28 – Beginning Teachers Conference, Regina Inn, 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 13-19 – Canadian Children's Book Week
- November 15 – Deadline for Exemplary Reading Program Award Application
- November 30 – Deadline for SRC Lifetime Achievement Nomination

### January 2012

- January 15 – Deadline for Nomination of Administrator's Award
- January 27 – Family Literacy Day
- January 27-28 – SRC Provincial Executive Meeting at the Delta Hotel in Regina

## March 2012

- March 1 – Deadline for Award of Excellence Application
- March 1 – Deadline for Honor Council Application Forms to be Submitted
- March 1 – Deadline for Prairie Lily Award Application
- March 1 – Deadline for submissions to Young Saskatchewan Writers
- March 29-30 - SRC Annual Conference at the Delta Hotel in Regina –“Relax. Rejuvenate. Read.”
- March 30 – SRC Annual General Meeting and Executive Meeting at the Delta Hotel in Regina

- March 30 - Deadline for Annual Reports from Executive and Local Council Presidents for the IRA

## April 2012

- April 29-May 3 - IRA Annual Convention, Chicago, ILL, USA, Celebrating Teaching
- April 30 – Deadline for submissions to Spring/Summer issue of *Query* including Local Council President and Provincial Executive member reports

## July 2012

- July 1 – Change of SRC Executive Officers



## DID YOU KNOW?

The Saskatchewan Reading Council has a professional library available to it's members.

Check out our selection at our website: [www.saskreading.org](http://www.saskreading.org)

To borrow materials contact:

Heather Hobbs at [hobbs.heather@prairiesouth.ca](mailto: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**. (Writing from February 2011-February 2012 may be submitted) 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. Please e-mail student writing to the YSW Rep for your Reading Council Area\*. (word documents only please) Make sure to include the information at the bottom of this poster.
5. **Illustrations and photos of the writers** 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:  
\*See related article in this issue of the *Query*

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

Title of Writing: \_\_\_\_\_

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, Lois Lowry, David Bouchard  
and Miriam Trehearne**

For more information or to register:

[www.saskreading.org](http://www.saskreading.org)



March 29 & 30, 2012

## Saskatchewan Reading Council Conference

“Relax. Rejuvenate. Read.”

March 29-30, 2012

Delta Hotel, Regina, Sk.

# Presentation Proposal

---

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

Address: \_\_\_\_\_

City / Town: \_\_\_\_\_ Postal Code \_\_\_\_\_

Telephone: (h) \_\_\_\_\_ (w) \_\_\_\_\_

E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

Target Audience: \_\_\_\_\_

Last conference and date at which this session was presented: \_\_\_\_\_

### AV Needs :

- \_\_\_\_\_ (If possible, please bring your own laptop )
- Please attach presentation description and presenter's background.
- Presentations should be one hour in length and should be appropriate for an audience of 20 – 35 people.
- An honorarium of \$100.00 will be awarded to a maximum of 2 presenters per session. A discounted rate of \$80 (student rate), if registering for the full conference, is also available. Additional expenses shall be absorbed by the presenter, however out of province presenters will have their hotel room covered.
- Please provide an electronic copy of your presentation for publication in *Query*.
- **Deadline for proposals is November 30, 2011.**
- You will be notified of your acceptance no later than January 15, 2012.
- Mail proposals to:  
**Carole Hutchinson**  
**6 Darke Cres.**  
**Regina, Sask. S4S 3X9**  
  
Phone: (306) 586-6296 (hm) or 529-6033 (cell)      Fax: (306) 791-8660 McNeill School  
  
E-mail: [carole.hutchinson@rbc.sk.ca](mailto:carole.hutchinson@rbc.sk.ca)

Saskatchewan Reading Conference



March 29 & 30, 2012



## Saskatchewan Reading Conference 2012 Registration

[www.saskreading.org](http://www.saskreading.org)

### Personal Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

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

Attending Thursday Spa Night?  Yes  No

Attending Author Luncheon? (included in your registration costs)  Yes  No

### Fee

Member: \$210.00 CAD

\$230.00 CAD after Monday March 19, 2012

Non Member: \$240.00 CAD

\$260.00 CAD after Monday March 19, 2012

Student: \$80.00 CAD

\$100.00 CAD after Monday March 19, 2012

### Business Information

School Division Teaching Certificate #: \_\_\_\_\_

Position/Grade: \_\_\_\_\_

### Badge Information

\*Badge Name: \_\_\_\_\_

School Division: \_\_\_\_\_

For more information please contact:

Angela Hutton and Carole Hutchinson

Saskatchewan Reading Council

[readingconference2012@gmail.com](mailto:readingconference2012@gmail.com)

306-586-8854

Conference Registration Fees include Thursday Spa Reception, Friday Breakfast and Author Luncheon.

Room Registration: Delta Hotel 1919 Saskatchewan Drive 1-800-209-3555 (ask for the Sask. Reading Conference room rate)

\*This information is required for registration at the Saskatchewan Reading Conference 2012. The information will be used to confirm attendance and will be retained 3 years for membership purposes.

# 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.

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

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



Please join us in Regina!

# Saskatchewan Reading Conference



*Relax.  
Rejuvenate.  
Read.*



*March 29 & 30, 2012*

Featuring: Stephanie Harvey, Cris Tovani,  
Barbara Reid, Lois Lowry, David Bouchard  
and Miriam Trehearne

For more information or to register:

[www.saskreading.org](http://www.saskreading.org)