



QUERY

The Saskatchewan Reading Council



In This Issue

- Elevating Student Literacy through Professional Development for Teachers
- Writing about Reading: The Broccoli of Literacy
- Enhancing Emergent Literacy through Bookmaking
- Non-Fiction and Informational Texts in the Classroom: Resources to Meet Your Needs
- Malala Fund
- Saskatchewan Reading Council Administrator's Award 2014
- Book Review: *Oddrey*
- Saskatchewan Reading Conference

2013-2014
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Query Editor
Magi McFadden

International Reading Association Coordinator
Gloria Antifaiff

Communications Director
Kira Fladager

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

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

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

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

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c/o The Saskatchewan Teachers' Federation
2317 Arlington Avenue
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A Council of the International Reading Association

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Editor's Message

Magi McFadden



Saskatoon shines! Teachers attending the Saskatchewan Reading Council's annual conference were welcomed to the Radisson Hotel in the "shining" City of Saskatoon where they were refreshed, rejuvenated and inspired by professional development opportunities organized according to the conference theme,

Learning to Read, Reading to Learn. The Spring/Summer issue of *Query* features a photographic account of conference highlights and includes literary accounts of learning to read and reading to learn in Saskatchewan communities from the perspective of educators throughout the province and beyond. That Saskatchewan teachers are strongly committed to excellence in literacy is evident in *Elevating Student Literacy through Professional Development for Teachers*. Results of a recent member survey reveals that Saskatchewan Reading Council members view *Query*, the official publication of the Saskatchewan Reading Council, as a valuable means of self-directed learning empowering student literacy. In this survey teachers indicate that Saskatchewan Reading Council publication of *Query* keeps them knowledgeable of best practices in literacy instruction; informed of current literacy trends, leaders and initiatives; and provides them with interesting ideas for use with their students. Teachers voluntarily seeking on-going professional development through subscription to *Query* are highly knowledgeable about the development of literacy as a result of receiving professional development and can effectively accelerate the development of literacy. These teachers are keenly aware of the positive impact that professional development has for themselves and for their students.

In *Writing about Reading: The Broccoli of Literacy*, Lori Jamison Rog maintains the importance of writing to read. Succinctly stated, Lori declares that students need to write if they are to learn to read. Lori advances comprehension questions and prompts, summarizing, graphic organizers and personal responses as critical components of balanced literacy declaring that there is plenty of research indicating writing as the single best means of supporting reading comprehension for students, kindergarten to college. According to Lori, good teaching is the key to literacy for if students are explicitly taught how to craft well-written responses,

reading proficiency is increased. Reminding teachers of the myriad ways in which students effectively express ideas, Nicole Wilton, Renee Moran, Huili Hong, Audra Gray-Dowdy, Karen Keith and Edward Dwyer advocate a multiple intelligences approach to teaching literacy that engages not only linguistic strengths but also bodily-kinesthetic, naturalistic, moralistic, visual-spatial, musical, interpersonal, intrapersonal and logical-mathematical abilities. In *Enhancing Emergent Literacy through Bookmaking* this team of writers describe a bookmaking workshop that presents learners with highly positive opportunities for both affective and academic experiences in enhancing literacy competencies. These writers believe that tangible products and active engagement are especially important for literacy in this digital age. Providing teachers with a plethora of resources to meet the literacy needs of students, Joan Elliott has compiled an annotated bibliography of nonfictional and information texts in the classroom which are available for borrowing from the Stewart Resources Centre. Teachers wishing to borrow books from the Stewart Resources Centre located at 2317 Arlington Avenue in Saskatoon, Saskatchewan S7J 2H8 may contact Joan toll free at 1-800-667-7762.

Enabling girls to receive opportunities offered by formal education is the focus of the *Malala Fund*. As described by Margaret Plunz, the Malala organization sponsors girl-centric approaches to education that support the fund's goal of creating opportunities for adolescent girls worldwide to reach their full potential through formal education. Yet another means of promoting childhood literacy, is the *Saskatchewan Reading Council's 2014 Administrators Award*. This year's recipient of the award, Starla Grebinski, principal of Sacred Heart School in Regina is acknowledged for the passion she has for literacy. Serving the literacy needs of a community characterized by transiency, poverty and violence, Starla maintains high expectations for student literacy achievement. Resourceful in ways of engaging families in literacy learning activities, Starla is described as a positive, realistic and approachable team leader. With Starla as their principal, teachers are empowered to achieve and students in Sacred Heart School reap benefits of improved attendance, improved behaviour and increased reading achievement scores.

For *Query* readers seeking "good reads" for young children, *Oddrey*, has been reviewed. Dave Whamond's Willow Award 2014 nominated book is full of witty, energetic illustrations sure to resonate with young readers. A mesmerizing read aloud for young children, *Oddrey* is an endearing story with a timeless message of how the misfits in our midst can be the ones we most

continued on page 2

President's Report

Gisèle Carlson



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

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

The 2013-2014 Saskatchewan Reading Council year began with our Fall Executive meeting and Leadership workshop held in Saskatoon in September 2013. Our IRA representative, Gloria Antifaiff, led us in a workshop that resulted in a three-year strategic plan that outlines our goals, measures of success, and strategies to achieve these goals. All council members felt that this day was valuable in understanding what the council is all about and where we are headed.

The first goal is to provide support to local councils. Our measures of success are that local councils receive the SRC operating grant, the IRA Honour Council Award and the SRC Prairie Lily award. The second goal is to

promote and publicize the programs and goals of the IRA and the SRC. Our measures of success are the number of local council webpages that are up-to-date, the number of local councils that are published in *Query*, number of Read to Me kits distributed in each local council, and the number of participants in Young Writers in each local council. Our third goal is to continuously advance membership in the IRA and the SRC. Our measures of success are the number of SRC memberships, the number of IRA memberships, and the number of school liaisons. Our fourth goal is to provide opportunities for professional development. Our measures of success are the number of annual conference attendees, the number of SRC executive and local council presidents attending IRA leadership and the annual IRA conference, and the number of local councils involved in the SRC conference. I look forward to seeing the growth and results of our strategic plan over the next few years and beyond.

The Winter Provincial Meeting was held in Saskatoon on February 1. Karen Koroluk, vice-president, shared teaching strategies from her position as a reading intervention teacher at an inner city school in Regina. Local councils provided updates on their programs and Special Project Chairs provided directions for upcoming events (Young Saskatchewan Authors and Read to Me).

Our next big event was the Annual Conference Learning to Read, Reading to Learn in Saskatoon on April 3 and 4. Attendees listened to speakers such as: Dick Allington, Debby Silver, and Eric Wilson. The Saskatchewan Authors' Night included presentations from Brenda Baker, Arthur Slade, Anthony Bedulka, and Wilfred Burton. Many thanks go to Emilie Wolfe, Robyn Derenoski, and their committee for their organization and leadership in planning this learning opportunity.

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

Editor's Message continued

often misjudge. The plot that develops is a cheerful rendition of a young girl achieving peer acceptance, all the while reminding us of the importance of accepting individual differences.

Remember to mark your calendar for the 2015 Saskatchewan Reading Conference. The next annual conference, Reading....It's a Lifestyle! will be held at the

Regina Inn, April 23-24, 2015. Be sure to mark your calendar for the Saskatchewan Reading Council's annual cornucopia of professional development!

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

Past President's Report

Lynda Gellner



On a personal note:

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

On a council business note:

Goal one of our strategic plan was to Provide Support for our Locals Councils and a strategy identified under this goal was to develop a leadership nomination process for the SRC executive. Several nomination plan process recommendations have been brought to the executive this year and implementation has begun for several points and others will be discussed at future SRC meetings.

1. Description of Executive Officers easily available for members
2. Leadership nomination process as an static agenda item
3. Mentorships positions for those longer than one year and mentorship for those positions in which the member has served for over four years so we may remain true to our constitution section three that states "all other terms of office are for one year, and may be renewed through the election process for a period not to exceed four years in total"
4. Strive to have an executive officer slate that is representative of all councils
5. Strive to have nominations for each position complete before the annual conference
6. A nomination interest poster was also developed and can be used year round to generate interest and to create awareness of these leadership opportunities

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

Membership Director's Report

Sherri Sieffert



This past year has been one of transition. We have changed our expiry date for yearly memberships from October 31 to March 1. Due to these changes many memberships were grandfathered from October to March of the next year. We have also changed the conference fees to include membership fees so that it is easier for registration. If you were not able to attend the conference this year, please renew your membership. Memberships can be now be renewed online at the Saskatchewan Reading Council website <http://saskreading.com>.

We currently have close to 450 members. It is nice to have so much support from teachers and other partners in literacy. We also have 55 liaison members. Thanks to them for helping to promote our local councils.

The Saskatchewan Reading Council has been working diligently on our strategic plan. As membership director, I have been involved in supporting the following goals:

- Providing Support for Local Councils
- Continuously Advancing Membership in the International Reading Association and the Saskatchewan Reading Council.

More specifically, membership will continue working on promoting the SRC at the beginning teachers conferences that are held in the fall. As well we will be trying to promote the Saskatchewan Reading Council to First Nations Schools in the province and surveying members to find out what their needs are and how we can meet those needs.

I have greatly enjoyed my role as membership director for the past four years. It has been truly rewarding. The people serving on the Saskatchewan Reading Council are an inspirational, dedicated group and I always feel rejuvenated after meeting with them. I look forward to continuing my participation in the SRC in the future.

International Reading Association Coordinator's Report

Gloria Antifaiff



IRA Updates

International Reading Association Award of Excellence for 2013

I am pleased to announce that the Saskatchewan Reading Council of the International Reading Association has met all the requirements for the International Reading Association's Award of Excellence for 2012-2013. The Saskatchewan Reading Council received congratulations from the International Reading Association to all members of the council for this significant achievement and outstanding contributions to the reading profession and the International Reading Association. The Award of Excellence is presented annually by the International Reading Association to state and provincial councils that have distinguished themselves through organizing and implementing a wide range of programs and activities in their state or province that (a) serve and support councils and members, (b) contribute to education, and (c) coincide with and support the programs and goals of the Association. The Saskatchewan Reading Council has achieved the Award of Excellence 18 times: 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2012, and 2013. The Saskatchewan Reading Council has previously earned Membership of Excellence Awards in 2007, 2011, and 2012.

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

International Reading Association Honour Council Award for 2013

The Honour Council Program annually recognizes local councils that organize and conduct well-rounded programs serving the council members, the community, the provincial council, and the International Reading Association. Councils are being recognized for accomplishments of the previous year (July 1, 2012 – June 30, 2013). Congratulations to Kewetin Nene Reading Council and South East Reading Council for receiving the award this year. All member of these councils have worked hard all year to ensure their reading council program is active, viable, and meeting the literacy needs in their communities.

The IRA and Twitter

The International Reading Conference will be held in New Orleans on May 9-12, 2014. The International Reading Association will use Twitter to provide up to date news and details about the 2014 IRA Conference by using #IRA14. To follow the International Reading Association use: @IRAToday.

Saskatchewan Reading Council Strategic Plan

In September 2013, the executive members of the Saskatchewan Reading Council (SRC) developed a strategic plan to guide the program of the SRC for the next two years. A summary of the goals, 2015 targets, and strategies is provided below. In September 2014, the executive members will review the progress and ensure the SRC is continually improving.

DID YOU KNOW?

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

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

To borrow materials contact Emilie Wolfe at e.wolfe@locsd.ca.

2013-2015 Saskatchewan Reading Council Strategic Plan Summary

Goal/Target	Strategies
<p>Goal One: Provide support for local councils</p> <p>2015 Targets:</p> <ul style="list-style-type: none"> • Number of Local councils to receive SRC Operating Grant = 9 • Number of Local councils to receive IRA Honour Council = 9 • Local councils to receive SRC Prairie Lily Award = 9 	<ul style="list-style-type: none"> a) Review requirements for operating grant to ensure currency and relevance b) Review requirements for SRC Prairie Lily Award to ensure currency, relevance, and alignment to operating grant and honour council requirements c) Provide mentorship to local councils to ensure understanding of measures of success d) Coordinate mentors for local councils that require additional support e) Update local council membership map to align with school division boundaries f) Post requirements and application procedure for all measures of success on SRC website g) Develop a leadership nomination process for SRC executive h) Provide a structured forum for regular local council sharing i) Promote membership to local councils at provincial conference j) Prepare for online banking to manage expenses
<p>Goal 2: Promote and publicize the programs and goals of the IRA/SRC</p> <p>2015 Targets:</p> <ul style="list-style-type: none"> • Number of Local Council web pages up to date = 9 • Number of Local Councils publicized in <i>Query</i> = 9 • Number of Read to Me Kits distributed in each local council = 900 • Number of participants in Young Writers in each local council = TBD 	<ul style="list-style-type: none"> a) Provide training to local councils on how to update local council web page b) Create and distribute local council brochure or postcard c) Promote and publicize local council events on SRC website d) Publicize awards received by SRC and local councils on SRC web site e) Clarify options for using social media for promoting SRC and local councils f) Coordinate provincial Read to Me Program g) Coordinate provincial Young Writers Program h) Coordinate information sharing for International Literacy Day i) Establish connections with post-secondary liaisons annually to follow up on program offerings and SRC scholarship recipients
<p>Goal 3: Continuously advance membership in IRA and SRC</p> <p>2015 Targets:</p> <ul style="list-style-type: none"> • Number of SRC Memberships = 380 • Number of IRA Memberships = 127 • Number of SRC School Liaisons = TBD 	<ul style="list-style-type: none"> a) Recruit SRC school liaisons in <i>Query</i> and in local councils b) Design promotion for SRC at Beginning Teachers' Conference and Faculty of Education at University of Regina and University of Saskatchewan c) Align 9 Tribal Councils and Unaffiliated First Nations with local councils and design promotion for SRC d) Design online membership survey to determine future needs of membership e) Establish online payment system to accept SRC memberships and conference registration fees f) Network with provincial and national literacy organizations (CNIRAC, Willows Awards) g) Review <i>Query</i> to ensure meeting needs of membership
<p>Goal 4: Provide opportunities for professional development</p> <p>2015 Targets:</p> <ul style="list-style-type: none"> • Number of SRC Conference Paying Attendees = 380 • Number of SRC Executive and Local Council Presidents attending IRA Leadership and Convention = 8 • Number of Local Councils involved in SRC Conference = 9 	<ul style="list-style-type: none"> a) Adopt a "For Learning, For Discussion, For Information" format for SRC and local council meetings b) Provide a Fall Leadership workshop that includes a new member orientation c) Encourage SRC Executive and Local Council Presidents to attend IRA Leadership and Conference events d) Involve SRC executive and local councils in conference planning on a regular basis and include: <ul style="list-style-type: none"> i. Program review to ensure timely and current trends in literacy and literacy instruction ii. Budget iii. Advertising (School Mailouts/STF <i>Bulletin</i>/Web Site/Email) iv. Registration numbers v. Organization

IRA Membership Summary	April 2013	April 2014	Results
Total Number of Current IRA Members	96	143	↑
Total Number of Current Regular IRA Members	96	143	↑
Total Number of Current Online IRA Members	17	43	↑
Total Number of Current Student IRA Members	1	4	↑

Communication Director's Report

Kira Fladager



The role of the Communication Director is to promote the goals of the Saskatchewan Reading Council and provide opportunities for the council to share information about the many events and activities that the council does to promote literacy in Saskatchewan. This year, the focus for this role has been the

development of the SRC website and providing support for local councils to update the website with local literacy events. This year, a section was developed on the SRC website for the 2014 Saskatchewan Reading Conference, "Learning to Read, Reading to Learn". The website provided a direct link to online registration as well as having links to essential information regarding keynotes, programming, accommodations, etc. A sub-committee headed by the Director of Communications was also created to look at other ways social media could be used to promote the SRC. As a result of this committee, the SRC now has a twitter account @SaskReading that will be used as another way to promote the SRC and the local councils.

Additional details and dates of these and other goals and actions of this role are as follows:

- SRC Website
 - Fall – "Tip" sheet created to support local councils to update content on the SRC website
 - Fall – Local councils asked to update their pages and provide information about the council members and events for 2013-2014

- January-February – SRC 2014 Conference page developed to provide direct link to online registration and information about the conference
- Ongoing – Website development
 - Update "Professional Library" page
- Social Media and the SRC
 - December – Subcommittee developed to look at options for using social media to promote the SRC
 - March – SRC Twitter account created @SaskReading – managed by Kira Fladager
 - Twitter account will be used to:
 - Promote SRC Website
 - Promote Reading Conference
 - Promote local councils and their activities
 - Promote International Reading Association
 - Increase followers and promote membership
 - Highlight *Query* and direct readers to the website
 - April – Social media at the reading conference
 - Conference hashtag #saskread2014 to promote live tweeting during the conference
 - Put hashtag, QR codes on the tables so people can link to website and twitter account with smartphones
- Support for Membership
 - March – Update local council membership map to align with school division boundaries
 - March – Post requirements and application procedure for all measures of success on SRC website
 - March – Publicize awards received by SRC and local councils on SRC web site

Please visit **www.saskreading.com**

*for more information about the Saskatchewan Reading Council.
A Special Subject Council of the Saskatchewan Teachers' Federation.
A Council of the International Reading Council.*

Young Saskatchewan Writers Coordinator's Report

Joan Bue



As this is my fourth year in the position of Young Saskatchewan Writers' Project Chair, things went very smoothly!

We received writing from eight of our nine council areas (North Central was not able to submit any writing for a second year).

Poems, stories, essays and personal narratives from Grades 1 through 12 were sent in.

A huge thank you to each council and their YSW reps – you all did an awesome job of formatting the writing and inserting pictures this year, which made my job as editor very easy. So thank you for that!

The writing, as always was a pleasure to read through. We have such talented young people in our province! Writing is truly alive and well in Saskatchewan schools! So thank you to all the teachers that take the time to teach the craft of writing, choose those special pieces of writing to publish, thereby encouraging our next generation of writers.

The publication was sent to the STF publishing desk on April 1, 2014. The book should be done and mailed by the end of May in time for Young Writers Celebrations held in June.

It has been an honour to serve in the capacity of YSW editor on behalf of the Saskatchewan Reading Council. I have enjoyed it immensely and look forward to reading future editions of *Young Saskatchewan Writers!*

Read to Me Coordinator's Report

Shelly Galloway



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

- One bookmark about READING \$90
- One booklet "For the Love of Reading" from the Saskatchewan Literacy Network
- LOVE OF READING bag \$700
- Total Cost: \$3,335

- Individual councils are encouraged to add any items they wish to their bags.
- Each council will take the following:

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

Read-to-Me Bags

To be given to children:

a. Read-to-Me bags will include:

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

Approximate costs:

- One book from Scholastic \$2,500
- One letter to parents with information about the Saskatchewan Reading Council and ideas on how to read to children \$45

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

Local Council Reports



Kewetin Nene Reading Council

Debby Noble, President

This has been another busy year for the Kewetin Nene Reading Council as we continue to promote a variety of literacy initiatives across the north. The year began with extending personal invitations to new teachers to select the Saskatchewan Reading Council as their STF Special Subject Council choice. Kewetin Nene members engaged in a variety of promotional activities at the Northern Area Teachers' Association Conference held in Prince Albert in October, such as: setting up a reading council information booth, holding several draws for grade-level book-baskets and sponsoring a professional development session "Growing Up Wild" (a Project Wild program from the Council for Environmental Education that integrates multiple literacies). We also held our local council AGM during the teachers' convention where we made plans for the coming year.

Kewetin Nene Reading Council continues its commitment to seeking membership from all northern communities by sharing information with First Nations Band schools and sponsoring membership of students from the Northern Teacher Education Program. NORTEP students distribute books for the SRC Read to Me program. Some of our other activities included a free "Book Give-Away" at the La Ronge Fire Department annual Duck Race to celebrate International Literacy Day, in partnership with Pahkisimon Nuye?ah Library System. Council members participated in a variety of Family Literacy Day activities in their schools in January, along with ongoing Family Literacy initiatives such as Read Together evenings, Family Literacy Games night, Book Draws, Willow Awards activities, Literacy Fairs, Elder Storytelling and Story Picnics... to name a few! KNRC contributes to Pahkisimon Nuye?ah Library System's SaskPower Northern Reading Program which includes a reading challenge to schools to become the "Readingest Community in Northern Saskatchewan", and a tour by Saskatchewan author Dianne Young. For our international project this year, KNRC donated to the Malala Foundation to promote literacy and advocacy for compulsory schooling for all children world-wide www.malalafund.org

Most of our members attended an excellent professional development workshop by Adrienne Gear on "Reading

Power" sponsored by Northern Lights School Division #113. Membership in KNRC/SRC was promoted at the workshop, and a KNRC draw held for a much-coveted box of Adrienne Gear's "Top Picks". Thank you to all council members for their continued commitment to literacy!



Northwest Reading Council

Emilie Wolfe, President

The Northwest Reading Council has started up under a new Executive. We have been working hard to learn what the council offers its members and have been trying to promote the SRC in our region.

One way that we have been promoting the council is by hosting the 45th Annual SRC Conference 2014. The majority of our time has been focused on the conference and the planning that comes with it.

Through the planning of the conference our council has planned according to the SRC Strategic Plan:

- To encourage and support leadership at local and provincial levels;
- To provide members with professional development and knowledge of the latest research in literacy; and
- To promote and publicize the programs of the IRA/SRC;

Our council was involved in planning the annual SRC conference with local councils involved. The SRC was involved in the planning, the budget and any items that needed an executive decision.

Our council participated in the *Young Saskatchewan Writers* and submitted writing to the provincial coordinator and will be hosting a dessert and tea Author night at the end of May. We look forward to next year as we now have a better understanding of the SRC and strategic plan.

Thank you to the Northwest executive members Robyn Derenoski, Natasha Nichol, Jordan Lamon and Annette Jangula for their love of reading.



Moose Jaw and District Reading Council

Tana Arnott, President

As our provincial council focuses on our Strategic Plan, the Moose Jaw and District Reading Council has been sure to fulfill our obligations to the council and our teachers. Our council continues to grow, and we are working hard at recruiting our teachers through Conference attendance and word of mouth. This is important as we continue to work towards receiving our SRC Operating Grant. It is important that we have as many of our local council members involved in the activities and programs we organize for the district. We will continue to focus on building our council membership, as well as member involvement. We will work towards receiving the SRC Prairie Lily Award in the future.

Our council has been successful at maintaining the programs that we have been operating from previous years. Our Read to Me program continues to be successful. We will, however, re-evaluate the packages and the contents to make sure that we are using the most current research information and are providing new parents with essential information. Our new partnership with the Moose Jaw Public Library will also be beneficial as we use their current program information in the packages for new mothers to know of the programming available.

Our Paper Back Book Exchange program has expanded, and we have had many schools in both the Prairie South (rural and urban) and Holy Trinity Catholic School Division hold their own book exchange at the school either in conjunction with Education Week or Family Literacy Day. It has been great seeing the success of this program carry into individual schools.

Moose Jaw has recently been named 'Reading Town' and in conjunction with numerous activities being held throughout our city during the first week of May, our Reading Council will be encouraging schools to participate in our city-wide Paper Back Book Exchange. We will also have classes participate in various activities such as author visits, reading in the park, and poetry with pizza. It will be great to see the City of Moose Jaw reading and the Moose Jaw & District Reading Council is pleased to assist in the programming.

In April, we are hosting a Professional Development opportunity for our District's teachers - an "Appies and

Authors". This evening will be held at the Moose Jaw Public Library. We will be offering a variety of new books for the teachers to browse through with information on the reading strategies and how the teachers can incorporate the new reading material into their classrooms, as well as look at the leveled books available through the library. The Children's Librarian will also be on hand to share with teachers a variety of programming the library can offer to their classrooms.

We are also pleased to have partnered with the City of Moose Jaw Parks and Recreation Playground Program. We will be creating 10 bins filled with books that we will circulate through the Parks Program during the summer months to help keep students reading throughout the summer. It will be great for kids to have access to books that they will be able to borrow during the week the bins are at the playgrounds.

In early June, we will host our annual "Young Author's Night". This night gives the Young Saskatchewan Writers winners an opportunity to share their winning piece with a small audience and receive recognition for their achievement. We are so pleased with the large number of submissions that we received this year!

We are also busy planning for the 2015 Saskatchewan Reading Conference to be held in Regina!

It has been a very successful year of promoting reading! Thank you to my local council members for their hard work!



East Central Reading Council

Tammie Latimer, President

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

1. To provide members with professional development and knowledge of the latest research in literacy;
2. To encourage and support leadership at local and provincial levels;
3. To initiate and support literacy programs at both the school and community levels;

To provide members with professional development and knowledge of the latest research in literacy

The East Central Reading Council hosted Kathy Cassidy via Google Hangouts for a presentation on Technology in the Classroom this fall. Kathy, a primary teacher in Moose Jaw, shared how she uses a tablet device in her classroom with her students to enhance their learning. The workshop was well attended and a lot of new apps were downloaded!

To encourage and support leadership at local and provincial levels

To encourage literacy leadership from the executive members in our local schools, we organized a professional book club. We purchased a copy of *When Writing Workshop Isn't Working: Answers to Ten Tough Questions, Grades 2-5* by Mark Overmeyer for each executive member to read and then we had scheduled a night to come together and discuss it. Unfortunately, winter got in the way and we are now looking forward to the discussion in the spring when travelling will be safer.

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

We had four programs which supported this purpose. At the beginning of the school year, we provided new books and the pamphlet, *For the Love of Reading* from the Literacy Network to all pre-K students in the Good Spirit School Division and the Christ the Teacher School Division. Over 230 books were labelled and distributed! In January, we invited teachers to have their families participate in a Family Literacy Contest and sent out a list of clues to popular kids' books. Families could guess the book titles and win a gift card to our local book store! Our area also supported the provincial program *Young Writers* and submitted writing to the provincial coordinator and will be hosting a celebration tea for the young writers in June. Finally, we look forward to distributing books to babies in May through the provincial *Read to Me* program.

Thank you to the East Central Executive members Jan Niebergall, Nicole Fredrickson, Jeanette Ebert, Sherri Sieffert, Joanne Sebastian, Darcie Krasowski, Janet Lawrence, Janine Neufeld-Reutz, Robin Dubiel, Sarah Todas and Lee Ann Corson for their dedication to literacy.



Southwest Reading Council

Jennifer Lundsten, President

Although it has seemed like another quiet year in the SWRC we have seen some exciting changes beginning to evolve. We are feeling as if our consistent work is beginning to show some results in our area. In the fall, we added another executive member to our local council. She brought with her new ideas and energy that fuelled us all.

As the president, I enjoyed participating in the conference calls that I was able to attend. This allowed me to hear more ideas and goals from other local councils and the SRC. As a result, the SWRC is trying to expand our social networking communications by starting a Face Book page. We are waiting to see how the SRC finds the Twitter format of communication before we venture into that area.

This year, we have made it a priority to get all executive members to the SRC conference in Saskatoon in April. There will be two members attending this year which will be great to inspire and motivate. The SWRC is pleased to maintain our regular programs each year which include:

- *Young Saskatchewan Writers'*;
- A charitable project – teacher support to a High River School damaged by the floods;
- Offering literacy support directly to schools where they find it is needed; and
- Read to Me.

We are optimistic of the growth we are beginning to see and are hopeful the momentum will continue into the fall.



South East Reading Council

Joan Bue, President

Our council continues to survive... although membership continues to be a challenge!

We were able to carry out several projects this year.

- Fall Author Tour: Marie Donais Calder – The Other Side of War books. Marie visited several of our schools, spreading her message of peace and harmony
- Books for Babies – books were distributed via our Public Health Nurses. We purchased an additional 50 books and bags to further spread the important message of early literacy in our council area.
- World Project: The Malala Fund
- Early Literacy Family Nights: We were granted \$5000 from the Saskatchewan Governments' Literacy initiative to offer early literacy evenings for Pre-K and Kindergarten aged children and their families. We hosted 5 nights in Carlyle with an average attendance of 15 families (more than 50 people!). Each family came to listen to a story or to participate in finger plays and songs together, do some fun activities and have a healthy snack. They got to take home a variety of books, games and activities. It was awesome!
- Attended the annual conference in Saskatoon and took care of the door prizes.
- Received Honour Council status from the IRA
- Spring Author Tour: Patricia Storms – Illustrator – Courtesy of Canada Book Week Tour.
- Young Writers Celebration: Carlyle in early June

It's been another very successful year for the SERC. Special thanks to Pam Foy, our loyal treasurer who keeps us in the black! Thanks to everyone who has helped in any way to promote literacy in the southeast corner of Saskatchewan!



South Saskatchewan Reading Council

Gisele Carlson, President

The SSRC was pleased to offer many programs to support literacy in southern Saskatchewan

over the past year. In the fall, the council donated books to the Regina Early Learning Family Centre in Regina and to Sacred Heart Community School. The council also offers "Get Well Soon Kits" to students in Pre-kindergarten to Grade 5 that are ill or injured and will be away from school for an extended period of time. In February, the council accepted "Young Author" submissions and will celebrate the winners at a special "Young Authors' Night" at Winston Knoll Collegiate on June 3. On April 29, we will hold a book circle discussion on *Struggling Readers* by Lori Jamison Rog. We were pleased to provide this book to book club participants. We will hold our AGM on the same evening.

We are thrilled that this year's SRC Administrator's Award will be presented to Starla Grebinski, principal of Sacred Heart Community School in Regina. Her innovation in the development of student literacy and her dedication to the students and staff in the north central area is well-known around Regina.

The SSRC is excited about this year's conference, "Learning to Read, Reading to Learn," held on April 3-4 in Saskatoon and were pleased to plan the Saskatchewan Authors' Night featured authors: Anthony Bidulka, Arthur Slade, Brenda Baker and Wilfred Burton.

The SSRC executive is a group of very talented, professional, and dedicated members. We are excited about our plans for next year and hope that you can join us.

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

Saskatoon and District Reading Council

Courtney Thornhill, President

This term we have been busy focusing on the collection of writing to publish in the *Young Saskatchewan Writers*. We had a variety of creative and inventive submissions from Kindergarten to Grade 12 both in French and English. Our Young Authors Night will be hosted at Vincent Massey Community School on Thursday June 5. This is an opportunity for the young authors to share their writing with an audience.

We are getting ready for the Saskatchewan Reading Council annual conference "Learning to Read, Reading to Learn". This year Saskatoon Public School Division has graciously volunteered their AV services for both days of the conference. We will also bring a group of grade 8 and 9 students from Confederation Park School and Tommy Douglas, to join our technology team. They are known as "The Athenians" (from Greek Mythology's Athena, Goddess of Wisdom). These young ladies will tweet, interview and write blogs to promote the learning throughout the conference. If you are planning on attending the conference, you can see them in purple and blue shirts.

It is with a heavy heart I announce the retirement of Maureen Bezanson. Maureen has been with the reading council for a number of years. She has held many positions, as of late president and treasurer. She will continue to be part of the Reading Council until the end of June, and then move to an ocean front cottage on Vancouver Island. We are thrilled and excited for her, however deeply saddened that she is leaving us. Our plan is to continue to keep in touch and fill her in on all the new and exciting ideas we come up with throughout next year.

We look forward to finishing the year off with a bang. This year we reflect on the new initiatives we have started (Lit Lover's Mixer and Project Love) and the old ones (Read to Me and Young Writers). As a group we look forward to a relaxing summer and a fresh start in September.

Ask the Experts

The Saskatchewan Reading Council is made up of individuals committed to quality literacy education. These individuals are teachers, administrators, literacy specialists, learning resource teachers, librarians and consultants.

Let these "experts" help you! If you have a question about literacy or about the council we would love to hear from you.

Please email questions to:

saskatchewanreadingcouncil@gmail.com

Elevating Student Literacy through Professional Development for Teachers

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 (SRC). Magi is editor of Query, the official publication of the Saskatchewan Reading Council, an affiliate of the International Reading Council. The SRC member survey of the impact of professional development provided by Query, conducted during the current school year by the following executive sub-committee: Magi McFadden (Chairperson), Gisele Carlson, Gloria Antifaiff, Sherri Sieffert, Debby Noble, Courtney Thornhill, Emilie Wolfe and Karen Koroluk revealed strong support for benefits to teachers and ultimately for increased student literacy achievement provided by subscription to the special subject council's professional journal. Survey respondents declared the importance of having the consistent access to high quality professional development that Query provides indicating that SRC publication of Query keeps them knowledgeable of best practices in literacy instruction; informed of current literacy trends, leaders and initiatives; and provides them with interesting ideas for use with their students.

Professional Development Benefits Students

Professional development, also referred to as professional learning or continuing education, is a powerful means of improving student learning (National Education Association, 2013). Professional development aimed at student improvement that recognizes the importance of teachers in enhancing student performance, benefits students and educators. In other words, student achievement is the product of professional development for teachers (Harwell, 2013). It is important for students that their teachers have consistent access to high-quality professional development. Quality professional development available to teachers throughout their careers ensures real results for students.

Ensuring Quality Learning

Investing in and supporting professional development that is on-going, connected to practice and school initiatives, focuses on teaching and learning, and builds strong working relationships among teachers makes a difference in student achievement (National Education Association, 2013). Higher-level professional development is self-directed, job embedded, intensive, grounded in day-to-day teaching practice, integrated into teachers' regular workday and continued throughout teachers' careers. More often than not, it is sought by teachers to address crucial challenges within the school work site.

The Difference Query Makes

The SRC member survey of the impact of professional development provided by *Query*, conducted during the current school year by a sub-committee of SRC executives revealed strong support for benefits to teachers and ultimately for increased student literacy achievement provided by subscription to the special subject council's professional journal (Figure 1. Saskatchewan Reading Council Member Survey, *Query* – The Official Publication of the Saskatchewan Reading Council). Survey respondents declared the importance of having the consistent access to high quality professional development that *Query* provides indicating that SRC publication of *Query* keeps them knowledgeable of best practices in literacy instruction; informed of current literacy trends, leaders and initiatives; and provides them with interesting ideas for use with their students. According to SRC members, research and theory articles, book reviews, lessons and classroom projects in *Query* serve to further professional growth and development providing teachers with ideas for use with their students – teaching ideas encompassing best practices in literacy instruction. SRC executive reports and local council president reports keep members informed of provincial initiatives and local events. The Calendar of SRC Events also keeps members informed, specifically about dates of provincial literacy events, award nominations and award nomination submission deadlines. Conference posters in *Query* keep members informed of current

literacy leaders at the international, national, provincial and local levels providing SRC members with information about opportunities for professional networking. Opportunities for Saskatchewan teachers to publish their accomplishments with students, and acknowledge recognition of teacher commitment and teacher excellence in literacy are yet other benefits indicated by SRC members subscribing to *Query*.

Recognizing the Influence of Teachers in Enhancing Student Literacy Skills

There is a growing consensus that teachers are the most powerful in-school factor affecting student outcomes. In a recent study, Scanlon (2013) reported that through professional development that emphasized comprehensive and responsive literacy instruction, teachers were able to reduce the number of students who experienced literacy learning difficulties by 50%. According to Scanlon, teachers highly knowledgeable about the development of literacy skills as a result of receiving professional development can effectively accelerate the development of literacy skills. Teachers voluntarily seeking on-going professional development are keenly aware of the positive impact that professional development has for themselves and for their students. To support teachers' growth as professionals, The Saskatchewan Teachers' Federation (STF) offers various kinds of professional growth opportunities, support and services. All of these are based on the underlying premise that teachers' professional growth should be designed and facilitated by teachers (Saskatchewan Teachers'

Federation, 2013). The mission of the Saskatchewan Reading Council (SRC) is to promote the development of literacy and the maintenance of quality literacy instruction. *Query*, the official publication of the SRC, is closely aligned with this mission statement, focusing on professional perspective, professional endeavours and practical initiatives aimed at achieving literacy success with children through leadership efforts of Saskatchewan teachers.

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Be Connected!

Visit the Saskatchewan Reading Council online at:
www.saskreading.com

Figure 1. Saskatchewan Reading Council Member Survey

Query - The Official Publication of the Saskatchewan Reading Council

As member of the Saskatchewan Reading Council (SRC), your views are important. Your participation in this survey is requested to assist in continuous improvement in professional development for SRC members. Please underline Y for yes or N for no. Email the completed survey to Magi McFadden, *Query* Editor, mcfaddenm@hotmail.com Survey results will be e-mailed to you (Please indicate email address in the blank space provided)

Email address: _____

- 1) **Y N** The articles in *Query* further my professional growth and development.

- 2) **Y N** The book reviews in *Query* further my professional growth and development.

- 3) **Y N** The local council president reports keep me informed of local events that further my professional growth and development.

- 4) **Y N** The SRC executive reports keep me informed of provincial initiatives that further my professional growth and development.

- 5) **Y N** The Calendar of SRC Events keeps me informed of event dates and award submission deadlines.

- 6) **Y N** The Calendar of SRC Events keeps me informed of award nomination deadlines.

- 7) **Y N** The Calendar of SRC Events keeps me informed of event dates and award submission deadlines.

- 8) **Y N** Lessons in *Query* provide interesting teaching ideas for use with my students.

- 9) **Y N** Research articles in *Query* further my professional growth and development.

- 10) **Y N** Classroom projects in *Query* provide interesting teaching ideas for use with my students.

- 11) **Y N** Theory articles in *Query* further my professional growth and development.

- 12) **Y N** Conference posters in *Query* keep me informed of current international literacy leaders.

- 13) **Y N** Conference posters in *Query* keep me informed of current provincial literacy leaders.

- 14) **Y N** Reports in *Query* keep me informed of current literacy leaders in local communities.

- 15) **Y N** Articles in *Query* keep me informed of current literacy trends.

- 16) **Y N** Articles in *Query* keep me informed of best practices in literacy instruction.

- 17) **Y N** *Query* provides a feeling of connectedness among teachers and other professionals committed to literacy.

- 18) **Y N** *Query* provides opportunities for professional networking.

- 19) **Y N** *Query* provides opportunities for teachers to publish accomplishments.

- 20) **Y N** *Query* provides opportunities to acknowledge recognition of teacher commitment and teacher excellence in literacy.

Writing about Reading: The Broccoli of Literacy

Lori Jamison Rog

*Lori Jamison Rog is a former teacher and Language Arts Consultant in Regina Public Schools and an honorary lifetime member of the Saskatchewan Reading Council. Her most recent professional book is **Struggling Readers: Why Band-aids Don't Stick and Worksheets Don't Work** (Pembroke, 2014).*

For most struggling readers, there's only one thing worse than reading: it's writing about reading. Ask any reluctant reader and he'll tell you to junk the journals, can the comprehension questions, and scrap the sticky notes. After all, pretty much all of our struggling readers are struggling writers. But the truth is, writing about reading is kind of like eating broccoli. You may not like it, but it's really good for you.

There is plenty of research behind writing as the single best way to support reading comprehension – for students from kindergarten to college (Graham & Hebert, 2011). Just consider all the cognitive processes involved when we create a written response to reading: We need to reflect on the ideas in the text and connect them to our own background knowledge and beliefs. We need to organize and synthesize our thoughts into a coherent message. Finally, we need to transfer the words in our heads into print on a page (or a screen).

The good news is that writing about reading has been shown to be particularly effective for lower-achieving students. The bad news is that if these students are not explicitly taught how to craft well-written responses, the effects on reading proficiency are negligible. Good teaching is key.

Comprehension Questions and Prompts

Believe it or not, the lowly comprehension question ranks high on the list of effective “writing to read” routines (Graham & Hebert, 2011). But we teachers have to make sure that we craft questions and prompts that actually require the reader to read and think deeply about what they read. For example, a question such as, “What does the word chaos mean?” may test a student's

Here are five tips for helping readers – especially struggling readers – craft written responses to reading:

- **Model, demonstrate and provide guided practice** in writing effective responses. Here's a good rule of thumb for teachers: test every question, prompt or written task by trying to answer it yourself before assigning it to students.
- **Talk first, then write.** For struggling readers in particular, provide a chance to formulate and rehearse their responses orally before asking them to put their ideas in writing.
- **Teach students to explain, justify or elaborate**, even if the prompt doesn't explicitly ask them to do so. Remind them to assume that there's always a “why?” in every question.
- Teach students that **no response is complete without specific references to the text.**
- **Chill out on conventions.** Focus instead on conveying ideas as clearly and effectively as possible. Reading responses are, technically, first-draft writing; let's back away from “getting it right” and focus on “getting it good”.

vocabulary knowledge, but probably has nothing to do how well he or she has read the passage. Even rephrasing that question as “What clues in the text help you understand the word *chaos*?” forces the reader to do some reflecting on the reading process.

It's important to teach students to explain their thinking and support their ideas with evidence from the text when responding to open-ended questions. But let's not rule out multiple-choice questions as well. Choosing from among a set of well-designed alternatives can actually generate more critical thinking than some open-ended prompts. By asking students to write an explanation for the answer they selected, we can take the guesswork out of multiple-choice and enhance reflective reading.

RAFTS Structure for Crafting Extended Response Prompts

The acronym RAFTS stands for: Role of the writer, Audience, Format, Topic, Strong verb (purpose). A RAFTS prompt asks students to take a particular perspective, consider their reader and write for a specific purpose in a specific form. RAFTS prompts are effective for both fiction and nonfiction. For example: *As Brian, write a report describing to newspaper readers how his hatchet helped him survive in the wilderness.*

Summarizing

Robert Marzano and his colleagues (Marzano, Pickering & Pollock, 2001) have identified summarizing as one of the nine instructional strategies most likely to improve student achievement across all content areas and across all grade levels. But summarizing is a pretty demanding cognitive task: analyzing, prioritizing, synthesizing, organizing, and paraphrasing are enough “zings” to make a struggling reader’s head spin. Part of the problem is that our students are often assigned to write summaries, but not as often taught to write them.

Teachers can use modeled, shared, interactive or guided writing to demonstrate and practise the process of creating a summary. One effective instructional routine is to guide students through a detailed retelling of a text, then condense that retelling into a summary. Start by listing all the details from the text. Cross out the details that are repeated or less important and connect the ideas that could be combined. Add a topic sentence and put the remaining details in your own words to create a summary.

Guidelines for Summarizing

- Make sure to include all important information.
- Leave out information that’s not important (supporting details or description).
- Put the details in the same order in which they appear in the text.
- Don’t repeat information, even if it’s repeated in the text.
- Use key vocabulary from the text but use your own words to craft sentences.
- Combine ideas or events that go together.
- Use category words instead of lists of words (e.g. vegetables instead of carrots, beans and corn).

Graphic Organizers

Graphic organizers support the kind of learning the brain does best – breaking information into chunks and then sorting those chunks into patterns. It’s not unlike what early astronomers did when they created constellations to sort and study the myriad stars in the sky.

As the name suggests, graphic organizers help readers organize their thinking, note relationships among ideas, construct networks of information and provide a visual, at-a-glance overview of key information. So, how are graphic organizers different from the much-maligned worksheets of old? Whereas a traditional worksheet might include mind-numbing activities like fill-in-the-blanks or circle-the-word, today’s graphic organizers are templates that enable learners to organize and record their thinking.

Two-Column Notes

The world’s simplest graphic organizer is a piece of paper folded into two parts. Some ways to use a two-part organizer include:

- What I wonder/What I think
- Inferences/Evidence from the Text
- What the text says/What I think
- Key ideas/supporting details
- What the text says/My connections
- My predictions/Evidence from the text

Graphic organizers may be used before reading to activate background knowledge, during reading to self-monitor comprehension, and after reading to reflect upon and consolidate ideas. Graphic organizers can be pretty cool tools for supporting comprehension and vocabulary development for learners at all levels, but they are particularly supportive for struggling readers (Moore and Readence, 1984). An added advantage is that they reduce the “intimidation factor” by limiting the amount of writing required. (There’s something about writing in a box or square that is more manageable than writing on a blank piece of paper!)

Personal Responses

A personal response to reading should be more than “the book was awesome” or “it sucked”. Although most personal responses focus on the text and the reader’s interpretation of it, they may also include reflections on the reading process or observations on literary techniques. A reader might draw comparisons to other texts by the same author or on the same theme, other media such as websites or movies, or even issues in the wider world. Some responses can reflect on the strategies the reader has used or the writer’s craft or bias.

Kick-start personal response writing with sentence stems such as:

- *When I read ..., I inferred*
- *At first, I thought...but then I read...and now I think ...*
- *The most important message I got from this reading was ...*
- *A technique the author used was ... and it was effective/ineffective because ...*
- *I was confused by ...*
- *If I could change one thing in this text, it would be ...*
- *I believe that the author wants the reader to ...*

Theoretically, personal responses are not right or wrong. (In reality, we'd surely look askance at a response that suggested that Charlotte was a pig and Wilbur a spider.) At the very least, responses should reflect a basic understanding of the reading. The most effective responses are clear and insightful, with rich elaboration and direct support from the text. The following is a basic rubric that can be adapted to virtually any type of written response, from personal reflections to graphic organizers.

In a balanced literacy diet, writing about reading may not be the tastiest item on the plate. But it's certainly

one of the most nutritious. As Steve Graham and Michael Hebert say, in their meta-analysis of the research on writing to read: "if students are to make knowledge their own, they must struggle with the details, wrestle with the facts, and rework raw information and dimly understood concepts into language they can communicate to someone else. In short, if students are to learn, they must write." (Graham and Hebert, 2011, p. 2).

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5	4	3	2	1
Thorough and well-crafted response that extends beyond the obvious or expected and includes strong support from the text	Thorough response with strong support from the text	Credible response with limited support from the text	Marginal response reflects some comprehension of the text but lacks elaboration or support	Response reflects negligible understanding of the reading

Enhancing Emergent Literacy through Bookmaking

By Nicole R.B. Wilton, Renee R. Moran, Huili Hong, Audra Gray-Dowdy, Karen J. Keith, and Edward J. Dwyer

Nicole Wilton is director of the Community Music Education program at the University of Saskatchewan. She can be reached at niw298@mail.usask.ca. Renee Rice Moran, Huili Hong, Audra Gray, and Ed Dwyer are members of the Faculty of Education in the Department of Curriculum and Instruction at East Tennessee State University in Johnson City, TN. Nicole, Renee, Huili, Audra, and Ed have great interest in promoting affectively oriented as well as academically sound learning strategies. Renee can be reached at ricemoran@etsu.edu. Contact person: Nicole Wilton, Community Music Education Program, University of Saskatchewan, Saskatoon Saskatchewan, Room 478 Williams Building, 221 Cumberland Ave. N. S7N 1M3, niw298@mail.usask.ca, 306-966-5625. These authors propose that producing attractive cloth-bound books in the early childhood/language arts learning environment is an enjoyable, academically sound, and memorable experience for both children and teachers. Books can be produced with young children and each year thereafter, as the child grows older. Detailed instructions provide guidance for producing cloth-bound books in a variety of learning environments.

In an intriguing study, Ripley (2013) examined the emerging life stories of remarkably gifted children in this, the digital age. The author suggested that despite the ubiquitous presence of technology, the children studied were usually more enlightened and inspired by producing products and ideas that were more than visual representations. In this light, Gardner (2004) powerfully demonstrated the need for involving as many modes of intelligence as can be integrated into the learning environment. Gardner (2004: 29) persuasively challenged the long held contention that “intelligence is a single entity and people are born with a certain amount of intelligence”. Gardner further contended that

it is essential that educators/leaders, through engaging positive intervention, actually enhance intelligence.

Reading and producing visual representations related to reading, in light of Gardner’s (2004: 31) theory of multiple intelligences, especially encourages linguistic intelligence, “facility in the use of spoken and written language”. Spatial intelligence and the personal intelligences, intrapersonal and interpersonal, described by Gardner are also engagingly facilitated through strategies involved in producing cloth-bound books described herein. In addition, Gardner described “naturalist intelligence” (p. 36) as intrinsic and intuitive ability to discern what is in nature, literature, and art, which, we believe, is also encouraged by production of decorative cloth-bound books. We have found, as Gardner determined, that the different intelligences interact and overlap in the production of cloth-bound books. In this light, Gardner (2014: 35) determined that learning to read is enhanced by contributions from all of the areas of intelligence including, for example, “bodily-kinesthetic intelligence”.

Although not referred to as a separate area of intelligence, research in visual, auditory, kinesthetic, and tactile approaches to learning (VAKT) through the foundational research of Fernald (1947) and the subsequent research of many others, including Tierney, Readence and Dishner (1995), appears to be strongly connected with reading achievement for some students. In addition, Cartwright (2009: 130) concluded that engaging literacy activities involving children socially and physically as well as academically encourage language development and what Cartwright described as “cognitive flexibility”. We concur with researchers cited above in that we have observed how positively children react when engaging in the producing cloth-bound books.

From an empirical scientific perspective, neurologist turned classroom teacher, Willis (2008), determined that children learn best when they are actively and creatively involved in their learning. This researcher concluded that active/affectively oriented learning

increases dopamine, a brain chemical, which enhances learning through a sense of well-being. Further, in this light, Hruby (2009: 193) concluded that while neurophysiologists “envision the brain as an evolved and developing biological system for actively negotiating actual environments” and “cognitive psychologists envision the mind/brain as an information processing system”, both neurophysiologists and cognitive psychologists agree that learning environments must be developed which encourage productive, creative, and positive involvement within a world full of information.

Neurologists Hruby (2009) and Willis (2011) concluded that there is much to be learned about both physiologically oriented and cognitively oriented brainpower. While there is still much to be learned, based on their research, both Hruby and Willis concluded that engaging activities enhance cognitive functions and impact positively on the brain and; consequently, encourage a sense of well-being that contributes to learning effectively and efficiently. The following activity, we believe, is a substantial contribution in this light. In addition, an extensive review of research lead Flippo (2014: 43) to conclude that emergent literacy is greatly enhanced through “social interactions with people ...and with the literacy products of people”. Herein, the literacy product, a cloth-bound book, is a treasure for both the producer who is the child and the family of the child.

We have made hundreds of books with young children. Pre-school children, for example, can make a book of musically based nursery rhymes (Palmer, 1991; Derrydale, 1994; Sharon, Lois, & Bram, 1985). We always include a picture of the child on the inside cover. The autobiography has been one of our favorites as well. The young child, with the help of an adult, produces a life story with pictures and text. The child can produce an autobiography each year and eventually have a collection spanning several years.

Producing Cloth-bound Books

Materials:

1. **Heat-N-Bond (Ultra):** This product is used to affix cloth to cloth or to other substances. It is available in craft and sewing stores as well as in large department stores. A roll is 5 yards long and 17 inches wide.
2. **Mat Board:** This heavyweight poster board can be found in art supply stores, bookstores, and picture framing establishments. Frame shops

sometimes have high-quality scrap mat board that they are willing to give to teachers.

3. **Heavyweight cardstock (110 lb.):** This paper, generally used to cover reports, comes in packages of 8.5” by 11” sheets in a variety of colors. Regular copy weight (24 lb.) is too flimsy and will not work well. White paper is good for pages while plain colored cardstock is good for the backing page.
4. **Cloth:** We often use cloth called Keepsake Denim because it affixes smoothly, is attractive, and provides a good base for a cover photograph. There are, however, many bright and themed patterns on cloth that would work well. On the other hand, avoid broadcloth or other thin fabrics.
5. **Patterns for cutting** cloth and Heat-N-Bond can be made from mat board. The patterns designating measurements provide guidelines for cutting.
6. **A long-arm stapler:** This is a stapler with a wider range for stapling than the typical desk top stapler. The shorter reaching stapler can be used, but requires bending book pages.
7. **Irons:** Typically, one clothes iron is needed for every five people making a book. Small travel irons are efficient and take up little space in the bookmaking kit or on shelves. Many people readily donate their older irons.

Preparing Materials for Making Books:

1. One longer and one shorter piece of Heat-N-Bond are needed for each book. For the longer piece, cut Heat-N-Bond into pieces 8.5” by 11.25”. One roll of Heat-N-Bond (5 yards by 17 inches) will yield 32 pieces. A cut file folder or piece of mat board works well for making a pattern: cut at the 11.25” mark and then fold the piece in half and cut again to get two 11.25” x 8.5” pieces.

For the shorter pieces, cut pieces of Heat-N-Bond that are 8.5” by 5” and draw a line vertically across the 17” band of the Heat-N-Bond. The cut section will be 5”x17” and can be cut in half to produce two 8.5”x5” pieces. Again, patterns can be made using mat board or file folders.

2. Cut the mat board into 4.5” x 5.5” pieces. The two pieces needed to make the book cover can be cut on a sturdy paper cutter. As mentioned above, picture framing shops often have scrap pieces of mat board that can be cut for use as book covers.
3. Cut the heavyweight paper into 8.5” x 5” pieces using a standard paper cutter. One package of 250 sheets will yield 500 pages.

4. Cut the cloth into 9" x 12" pieces. Cloth is usually sold by the yard with a width of 45 inches, so a typical yard of cloth will yield 15 pieces. The 45-inch width yields five 9" x 36" pieces, which are cut into thirds for three 9" x 12" pieces. It is important to note, however, that if there is a pattern flow that favors one direction, cut the cloth so that the flow favors the 12- inch

direction. This will provide a natural view of the figures on the pattern when the book is in its normal position.

5. Cut the plain white cardstock into 8.5" x 5" pieces. Trim one inch off the 11" side of the paper and then cut the paper in half which yields two 8.5" x 5" pieces.

Assembling the Books:



Step 1: Lay the cloth with the brighter side down on a hard and clean surface. Be sure to put a paper bag or piece of mat board under the cloth to protect the surface of the table. (See Appendix for photographs.)

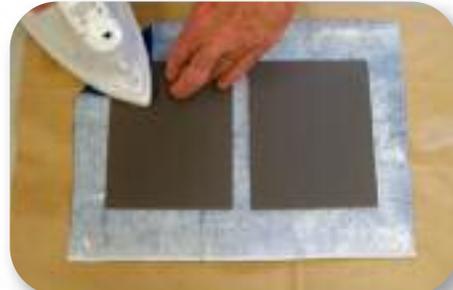
Step 2: Place the large (11.25" x 8.5") piece of Heat-N-Bond paper side up on top of the cloth. Leave an even border of cloth around the Heat-N-Bond approximately one-half inch wide.



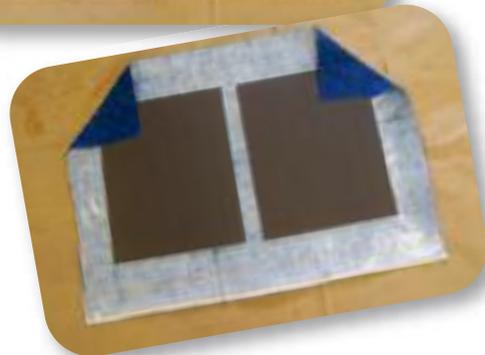
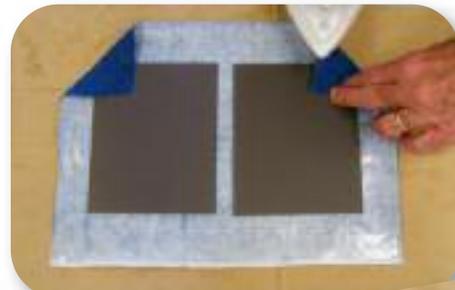
Step 3: Using a warm clothes iron, press the Heat-N-Bond, and gently lift the paper off. This leaves the adhesive on the cloth.

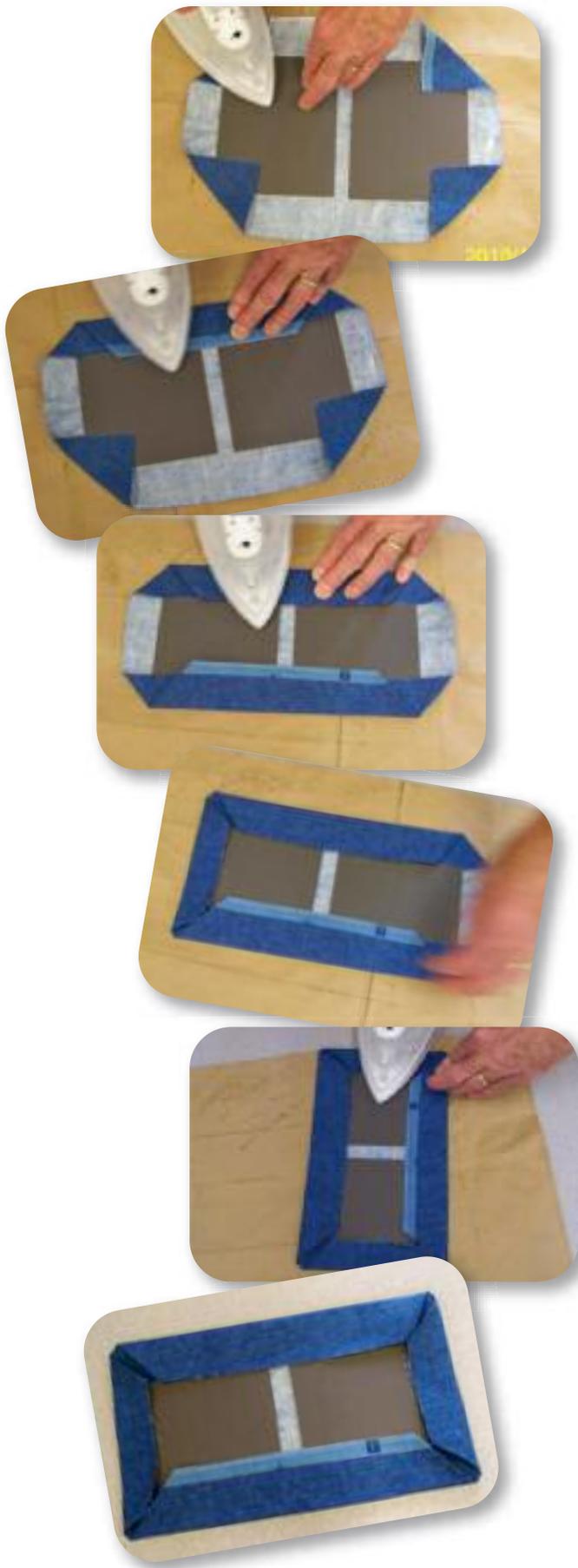


Step 4: Place two 4.5" x 5.5" pieces of mat board on the cloth equidistant from the top, bottom, and sides. Be sure to leave a space approximately one-half inch between the pieces of mat board so that the finished book will close properly. When the mat board is placed, gently press the mat board with your hand to keep it from sliding.



Step 5: Fold over one of the corners of the cloth and place it at a right angle on the corner of the mat board. Then press it with the iron. Make all the folds tight, not leaving excess cloth around the edges of the mat board. Using the warm iron, gently press the cloth onto the mat board. The heat of the iron will cause the Heat-N-Bond to affix the cloth to the mat board. Avoid touching the Heat-N-Bond directly with the iron. Repeat this procedure until all four corners are affixed to the mat board. Then, fold down and press the sides and ends of the cloth.





The book cover is now completed!

Options: Covers can be varied. If plain fabric is used, fabric paint can be used to decorate the cover further or Heat-N-Bond can be put into the shape of another piece of fabric to be affixed to the cover. This is how numbers and names are usually affixed to sports jerseys.

Photos or drawings done with crayons, colored pencils, or markers can also be put on the cover. To do this, use a glue stick to tack the picture to a paper frame made of a piece of heavy weight paper such as that used for the backing page. (The frame is centered and then tacked to the cloth cover using the glue stick. The frame is not necessary but adds a nice touch.) Then affix the picture to the cover with a piece of self-adhesive laminating film. We use pieces cut from individual laminating sheets that are sold in boxes of 50 in office supply stores. These sheets require no heat or tools to apply and work very well. Each sheet should cover the picture, the frame, and about a half-inch border. Clear plastic adhesive such as ConTact can also be used efficiently and effectively.



Step 6: Take approximately three pieces of plain white cardstock (5" x 8.5") described above and fold them together crisply in the center. This produces a booklet of 12 pages.

Step 7: Crisply fold the heavier (8.5" x 5") cover stock paper in half. It is better to fold it separately from the pages to ensure a crisp fold. This provides the backing page for the book. Then place this piece with the six pages already folded.



Step 8: Slide the pages, which now include the backing page, into the long-arm stapler, and staple three times along the fold. A teacher we know uses her portable sewing machine instead of a stapler and this works very well.





Step 9: Take the cover, completed earlier, and centrally place the shorter (8.5" x 5") piece of Heat-N-Bond on the inside of the book cover. Be sure equal amounts of the Heat-N-Bond are on either side of the center fold in the book cover. As before, heat and remove the paper.



Step 10: Place one side of the backing sheet and book pages directly over the Heat-N-Bond and then put an extra piece of plain white copier or other plain paper over one side of the backing page. Then, using a warm iron, press one side of the backing sheet paper down and affix it and the book pages to the book cover. The white paper placed over the backing page while ironing prevents the possibility of scorch marks or residue from the iron marring the backing page. When one side of the backing page is affixed, do the other side the same way.



Step 11: Close the book and iron the outside cover, front and back, to ensure that the Heat-N-Bond is ironed to the covers.



Your cloth-bound autobiographical book is complete!

It is preferable to prepare the pages before assembling the book. If errors are made, the pages can be thrown away. An author and support personnel can use a paper clip to hold the pages together while working on the book. This keeps the pages in order but also makes it possible to easily replace a page.

The procedures described above can be followed easily and produce wonderful, long-lasting books. In this light, we must add a story. A 28 year-old teacher, we'll call her "Ms. Kelly", in one of our graduate classes said she made one of the books described herein when she was in grade three. We asked her to bring it to class if possible. She said the cloth-bound book of poems she had made was kept on the mantle above the fire place in her parents' home. Ms. Kelly said and she would bring the book to class next week. Ms. Kelly, now an experienced third grade teacher, said she had to convince her parents that she would be careful not to lose it or let it be damaged in any way!

Conclusions

We feel strongly producing cloth-bound books as described herein presents learners with highly positive opportunities for both affective and academic experiences in enhancing literacy competencies. We believe activities such as producing cloth-bound books are more important than ever given the emphasis on high-stakes testing found in nearly all schools today (International Reading Association, 1999). We have completed these activities with hundreds of students. We have observed what Csikszentmihalyi (1998) described as flow, wherein intrinsic motivation is fostered through a state of harmony within the learning environment. Tangible products and active engagement are especially important in this, the digital age. In this light, Jackson (2008) determined that there is less and less permanence in the lives of individuals in this, the digital era.

We have found that making cloth-bound books as described herein is a wonderful teacher workshop activity. We admit, however, to temporarily putting out the electric power in the wing of a school building when we had eight clothes irons working at once! Fostering positive classroom climates through activities such as those described above in an action-oriented framework contribute enormously to both academic learning and social development while encouraging the building of a community of learners.

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Nonfiction and Informational Texts in the Classroom: Resources to Meet Your Needs

By Joan Elliott

Joan Elliott is a librarian/manager at the Stewart Resources Centre, Saskatchewan Teachers' Federation, 2317 Arlington Avenue, Saskatoon, Saskatchewan S7J 2H8. Teachers wishing to contact borrow any of these professional materials from the Stewart Resources Center may contact Joan by telephone 306-373-1660, fax 306-374-1122 or e-mail www.stf.sk.ca.

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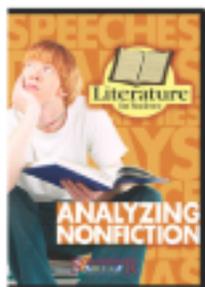
In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

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- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.

**A list of professional materials available
for borrowing from the Stewart Resources Centre**





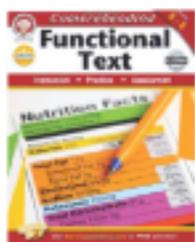
808.06 A532

Analyzing nonfiction [DVD]

Wynnewood, PA: Schlessinger Media, 2006.

Subjects: Reading comprehension – Juvenile films. Exposition (Rhetoric) – Juvenile films.

Summary: In literature when your purpose is to really dig into a subject and get to the facts of the matter, nonfiction is where it's at. Join the program's hosts in an exploration of all things nonfiction, from primary and secondary sources to a survey of the many different types of nonfiction writing. Grades 5-9.



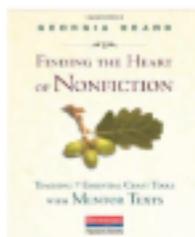
372.4 C182

Comprehending functional text. Grades 6-8 / Cameron, Schyrlet. Myers, Suzanne,

Greensboro, NC: Mark Twain Media, 2013.

Subjects: Reading (Middle school) – Study and teaching. Reading (Middle school) – Activity programs.

Summary: This book is designed to help students successfully deal with everyday reading of nonfiction materials. It teaches students to understand purpose, gather key ideas, make inference, and evaluate the information they are reading.



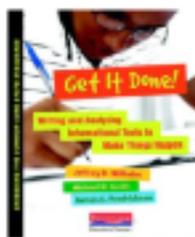
372.6 H435

Finding the heart of nonfiction : teaching 7 essential craft tools with mentor texts / Heard, Georgia.

Portsmouth, NH: Heinemann, 2013.

Subjects: Mentoring in education. Exposition (Rhetoric) – Study and teaching. English language – Composition and exercises – Study and teaching.

Summary: This book describes how to choose mentor texts, use them, and mine them for exemplary instruction. Between these suggestions and the instructional ideas, the author shows how students can write nonfiction that informs and inspires.



428.00712 W678

Get it done! : writing and analyzing informational texts to make things happen / Wilhelm, Jeffrey D. Smith, Michael W.

Portsmouth, NH: Heinemann, 2012.

Subjects: English language – Composition and exercises – Study and teaching (Secondary). Exposition (Rhetoric).

Summary: The authors wrote this book so that once kids leave school, they'll have the skills, know-how, and agency to do work that matters by composing nonfiction texts – and so that their teachers have a clear-cut set of strategies for instruction in informational genres. Naming and listing, summarizing, describing, defining, comparing and contrasting, classifying, identifying cause/effect relationships, exploring problem/solution situations – this book will both help you teach all these types of informational texts engagingly and effectively.

* Annotations have been excerpted from book descriptions provided by the publishers.



372.64 M145

Genre connections : lessons to launch literary and nonfiction texts / McGregor, Tanny.

Portsmouth, NH: Heinemann, 2013.

Subjects: Reading comprehension. Youth – Books and reading. Literary form – Study and teaching.

Summary: The author's lessons use everyday objects, works of art, music, and her much-loved anchor charts to help readers get acquainted with seven commonly taught genres and to discover what makes them unique. Her launching sequences gradually release responsibility for learning about text types, and they can be adapted for any genre. They help readers weave creative, sensory threads into a tapestry of understanding by taking them from a fun introductory object lesson to an immersive experience.



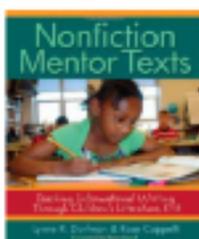
372.4 H868

Navigating informational texts : easy & explicit strategies, K-5 [DVD] / Hoyt, Linda.

Portsmouth, NH: Heinemann, 2007.

Subjects: English language – Composition and exercises – Study and teaching (Elementary). Language arts (Elementary). Exposition (Rhetoric) – Study and teaching (Elementary).

Summary: Linda Hoyt and her colleagues show you how to infuse informational texts into read alouds, guided reading, and guided writing. Most important, they offer easy and explicit strategies to help you to: make informational texts inviting to all learners; teach reading skills across content areas; and attend to the needs of English language learners, too. Grades K-5.



372.623 D695

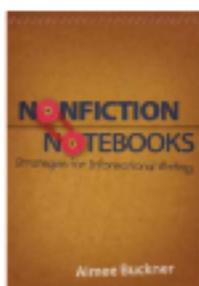
Nonfiction mentor texts : teaching informational writing through children's literature, K-8 / Dorfman, Lynne R. Cappelli, Rose.

Portland, ME: Stenhouse, 2009.

Subjects: English language – Composition and exercises – Study and teaching (Middle school). English language – Composition and exercises – Study and teaching (Elementary). Children's literature – Study and teaching (Elementary).

Children's literature – Study and teaching (Middle school).

Summary: The authors guide teachers through a variety of projects, samples, and classroom anecdotes that demonstrate how teachers can help students become more effective writers of good nonfiction.

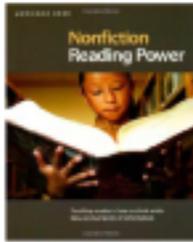


372.6 B925

Nonfiction notebooks : strategies for informational writing / Buckner, Aimee E. Portland, ME: Stenhouse, 2013.

Subjects: Exposition (Rhetoric) – Study and teaching. English language – Composition and exercises – Study and teaching. Note-taking – Study and teaching.

Summary: The author explains how writer's notebooks can help students improve their nonfiction writing – reports, articles, memoirs, essays, etc. As this book explains, the prewriting work a student does is particularly important when writing informational pieces. Writer's notebooks help students capture their thoughts, develop ideas, explore mentor texts, refine a research strategy, and play with multiple outcomes – all of which lead to stronger concepts and better first drafts. Greater emphasis on the front end of the writing process also saves time and energy at the revision and editing stages.



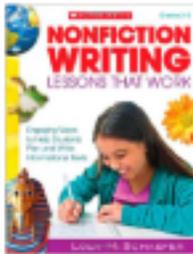
372.47 G292

Nonfiction reading power : teaching students how to think while they read all kinds of information / Gear, Adrienne.

Markham, ON: Pembroke, 2008.

Subjects: Reading (Elementary). Reading comprehension.

Summary: This book gives teachers a wealth of effective strategies for helping students think while they read material in all subject areas. Using the best children's books to motivate students, the author shows teachers how help students zoom-in, question and infer; find the main idea, make connections, and transform what's on the printed page. Key introductory concept lessons for each of the five reading powers provide valuable insight into the purpose of each strategy.



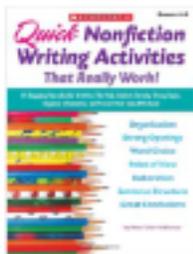
372.623 S294

Nonfiction writing lessons that work, grades 2-5 : engaging ways to help students plan and write informational texts / Schaefer, Lola M.

New York, NY: Scholastic, 2012.

Subjects: Language arts (Elementary). English language – Composition and exercises – Study and teaching.

Summary: Students learn how to share fascinating facts through sidebars, communicate concisely with terse verse, connect with audiences through factual riddles, organize writing with the Vase graphic organizer, and much more. Complete with model lessons, graphic organizers, books lists, student samples, and tips for differentiation, this resource provides a wonderful way to build writing skills and content-area knowledge at the same time.



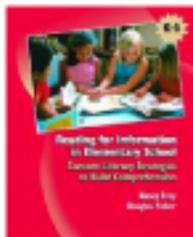
372.623 N753

Quick nonfiction writing activities that really work! / Nobleman, Marc Tyler.

New York, NY: Scholastic, 2009.

Subjects: Language arts (Elementary). English language – Composition and exercises – Study and teaching (Elementary).

Summary: These 15-minute reproducible activities teach key nonfiction writing skills, including: finding and developing a topic, describing vividly, using quotations, organizing ideas effectively, strengthening sentence structure, and more. Grades 4-6.



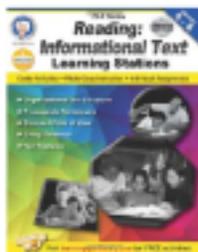
372.41 F893

Reading for information in the elementary school : content literacy strategies to build comprehension / Frey, Nancy. Fisher, Douglas.

Upper Saddle River, NJ: Pearson, 2007.

Subjects: Reading comprehension. Reading (Elementary).

Summary: Because the bulk of any student's school career is spent reading informational texts – textbooks, reference materials, nonfiction trade books – developing strong skills in reading for information is essential. This book gives teachers the tools they need to lay an educational foundation that promotes students' success with informational texts throughout their school careers. Packed with research-based, classroom-proven strategies, this text follows a before-, during-, and after-reading format that models the most effective approach to reading for information, focusing on the processes required to develop content literacy.



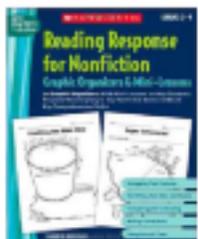
372.4 C182

Reading. Informational text learning stations. Grades 6-8 / Cameron, Schyrlet Myers, Suzanne.

Greensboro, NC: Mark Twain Media, 2013.

Subjects: Language arts (Middle school). Reading (Middle school).

Summary: This book is perfect for centre activities, whole class instruction, or individual assignments. Topics includes organizational text structure, bias and point of view, citing evidence and more. Grades 6-8.



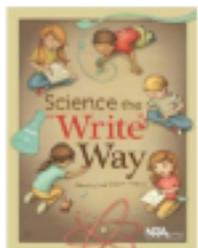
372.47 J17

Reading response for nonfiction. Grades 2-4 : graphic organizers and mini-lessons / Jacobson, Jennifer.

New York, NY: Scholastic, 2008.

Subjects: Language arts (Elementary). Reading comprehension – Study and teaching (Elementary).

Summary: Help students learn to comprehend nonfiction with 20 engaging graphic organizers. They'll navigate text features, make connections, compare and contrast, and more. Interactive mini-lessons introduce each organizer.



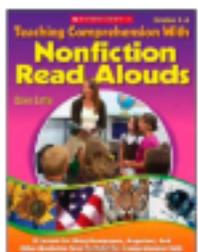
507.12 S416

Science the write way / Wheeler-Toppen, Jodi (Ed.).

Arlington, VA: NSTA, 2011.

Subjects: Science – Study and teaching (Elementary). Science – Study and teaching (Middle school). Technical writing – Study and teaching (Elementary). Technical writing – Study and teaching (Middle school).

Summary: This book highlights the importance of science writing and attempts to help elementary and middle school teachers of science tackle the topic with confidence and ease. Outlining both the process and the methods for teaching science writing, articles cover lab reports, science journals, field guides, interactive science notebooks, blogs, and even creative nonfiction and environmental poetry. Grades K-8.



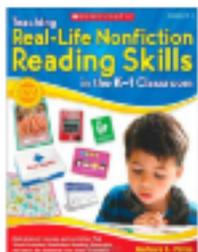
372.47 L778

Teaching comprehension with nonfiction read alouds : 12 lessons for using newspapers, magazines, and other nonfiction texts to build key comprehension skills / Little, Dawn.

New York, NY: Scholastic, 2010.

Subjects: Reading (Elementary). Reading comprehension – Study and teaching (Elementary).

Summary: You'll learn how to plan and present interactive read alouds of newspaper or magazines articles, textbooks, informational books, and lots more. Standards-based lessons include exploring the features and structures of nonfiction, activating background knowledge, making inferences, summarizing, and much more. Grades 3-6.



372.47 P659

Teaching real-life nonfiction reading skills in the K-1 classroom / Pinto, Barbara S.

New York, NY: Scholastic, 2013.

Subjects: Reading comprehension. Reading (Elementary) – Activity programs. Language arts (Elementary).

Summary: The lessons and activities in this book build vocabulary and background knowledge as students ask questions about informational texts, explore text

features, compare and contrast information, identify main ideas and key details, categorize information, and so much more.



372.47 S783

Text-marking lessons for active nonfiction reading. Grades 2-3 / Stamper, Judith Bauer.

New York, NY: Scholastic, 2012.

Subjects: Reading comprehension – Study and teaching (Primary).

Summary: This resource provides ready-to-use readings organized around high-interest topics connected to the curriculum. The readings are specially formatted to provide practice with text marking, a proven, powerful tool for building comprehension skills, such as finding main idea and details, identifying cause and effect, and using context clues. Each lesson comes with specific instructions and tips to help teachers follow a gradual release instructional approach. Also includes a CD-ROM of whiteboard-ready files that provides another great way to model, practice, and apply the technique.



372.47 S783

Text-marking lessons for active nonfiction reading. Grades 4-8 / Stamper, Judith Bauer.

New York, NY: Scholastic, 2012.

Subjects: Reading comprehension – Study and teaching (Elementary).

Summary: This resource provides ready-to-use readings organized around high-interest topics connected to the curriculum. The readings are specially formatted to provide practice with text marking, a proven, powerful tool for building comprehension skills, such as finding main idea and details, identifying cause and effect, and using context clues. Each lesson comes with specific instructions and tips to help teachers follow a gradual release instructional approach. Also includes a CD-ROM of whiteboard-ready files that provides another great way to model, practice, and apply the technique.



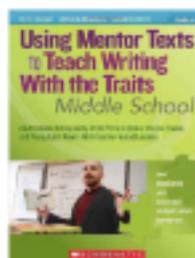
372.4 C182

Understanding informational text features. Grades 6-8 / Cameron, Schyrlet. Craig, Carolyn.

Greensboro, NC: Mark Twain Media, 2013.

Subjects: Reading (Middle school). Language arts (Middle school). Reading – Study and teaching.

Summary: This book is designed to help students more easily navigate the world of nonfiction reading, and focuses on common text features such as type, index, glossary, table of contents, captions, charts, and more.



372.623 C967

Using mentor texts to teach writing with the traits. Middle school / Culham, Ruth. Blasingame, James.

New York, NY: Scholastic, 2010.

Subjects: Language arts (Middle school). English language – Composition and exercises – Study and teaching (Middle school).

Summary: The authors have selected 150 fiction and nonfiction books by master writers, annotated them, and organized them by trait. Each annotation explains what the book is about and why it's a good model. Twenty ready-to-use, literature-based lessons are also included.



428.4 M978

You can't just say it louder : differentiated strategies for comprehending nonfiction / Murphy, Debby.

Huntington Beach, CA: Shell Education, 2010.

Subjects: Individualized instruction. Reading comprehension.

Summary: This book provides the foundation you need to confidently and successfully teach comprehension to a diverse population of students. Filled with classroom-tested models for differentiating instruction, this professional development resource will leave you feeling empowered, equipped, and excited to implement the strategies. The model lessons feature concrete examples with sample texts from award-winning resources.

For even more titles like these, please visit our Online Catalogue at www.stf.sk.ca and try a keyword search using terms such as *nonfiction* and/or *informational text(s)*.

SRC Annual Conference 2014



Andrea Hnatiuk, Debra Melle & Jacqueline Hagel – Researched Reading Instruction



Florence Barton, SYRCA – Willow Awards



Marilyn Stearns
– Saskatchewan Literacy Network



Sheila Erickson, Stacy Hoskins, Kim Swan & Jonathon Koch – Roadways to Reading



SRC 2014 Conference Displayer



Executive Meeting



Joan Bue - Wrapping Door Prizes



Refreshing Beverages by
Trevor Robertson, Radisson Hotel



Decadent Desserts by
Chef Trevor Robertson, Radisson Hotel



Gastronomic Delights by
Trevor Robertson, Radisson Hotel



Gisele Carlson, SRC President



Co-Chairs Robyn Derenoski & Emilie Wolfe



Displayer - Pearson



Connections Cafe, Radisson Hotel



Displayer - JerBear Books



Displayer - Lexia



Displayer - Lia Sophia



Displayer - Mary Kay



Displayer - Portage & Main Press



Displayer - Reading A-Z



Displayer - Scholastic



Table Center Pieces



Heather Hobbs & Sherri Sieffert



Read to Me Books

Malala Fund

By Margaret Plunz

Margaret Plunz is a reading intervention teacher at Churchill High School in La Ronge Saskatchewan and member of Kewatin Nene Reading Council. This year Kewatin Nene Reading Council donated to the Malala Fund which sponsors girl-centric approaches to education that support the Fund's goal of creating opportunities for adolescent girls worldwide to reach their full potential through formal education. The Malala Fund is committed to investing in the most innovative and effective projects around the world so that girls who are denied formal education are empowered to receive opportunities offered by formal education.

Who is Malala?

Malala Yousafzai, now 16 years old, was born in Pakistan in the town of Mingora in the Swat Valley District of Khyber Pakhtunkhwa Province. Malala attended a school where her father was headmaster. She publicly advocated for the education of girls. On October 9, 2012, Malala was riding on a bus along with other girls returning home from school. The bus was stopped and Malala was shot in the head and left shoulder in what appears to be an ordered assassination attempt on her life. Her killing was ordered by a prominent advisor of the Taliban in Pakistan. Malala was rushed to a military hospital in the region and then airlifted to a hospital in England. Her family has since moved from Pakistan to England to be with her. Malala is still recovering from her injuries. (For more information, see <http://www.cbc.ca/news/world/malala-yousafzai-s--shooting-by-taliban>)

Recognition of Malala's Advocacy for the Education of Girls Worldwide

Malala has been given 17 awards for her advocacy work in support of the education of girls. In 2013, Malala was nominated for the Nobel Peace Prize and the International Children's Peace Prize. (For more information, see <http://www.thenews.com.pk/Todays-News-2-207727-Malala> and <https://www.google.ca/#q=malala+nominations+for+awards>)

Presentations

Malala spoke to the United Nations Youth Assembly on her 16th birthday (July 12, 2013) nine months after she was shot. Her speech is available at the following website: <https://secure.aworldatschool.org>

Publication of Malala's First Book

In collaboration with journalist, Christina Lamb, Malala Yousafzai published her first book in 2013. It is widely available internationally, but has been banned in Pakistan. Full bibliographic details are as follows: Lamb, Christina, & Yousafzai, Malala (2013). *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*. Little, Brown and Company.

Malala Fund

An internationally-supported fund has been initiated since Malala was shot. The Malala Fund supports Malala Yousafzai, an advocate for compulsory schooling for all children worldwide. For more information, refer to the following websites: www.malalafund.org and <http://womenone.org/news/the-malala-fund/> and www.unesco.org/.../quality_education_for_girls_will_be_the_focus

Saskatchewan Reading Council Administrator's Award 2014

By Karen Koroluk

Karen Koroluk teaches with Regina Catholic Schools and is a member of the South Saskatchewan Reading Council. Karen is currently serving as Vice President of the Saskatchewan Reading Council (SRC).

Any of the children, community, and staff who know her would surely acknowledge that school-based literacy is her passion. Starla Grebinski is in her ninth year as principal at Sacred Heart Community School in Regina. Although she calls it a “complicated” community, where transiency, poverty and even violence are often factors, her expectations on literacy achievement are high. She will always find ways to provide resources to support reading. She consistently says yes to any ideas that will benefit student’s reading. She opens doors to parents and guardians to read to their children before school, after school and at least one evening a month. Attendance at family reading nights typically reaches about 50 families, with the sound of readers’ voices buzzing in the halls, library and classrooms.

She has promoted the setting of personal reading goals, leading by example, participating and sharing her own goals and achievements on a regular basis. Her passion for reading has become contagious. Students from pre-kindergarten to grade eight are proudly talking about books they’re reading. This literacy push has brought

intrinsic pride, not just to the students, but entire families. Starla refers to her school as a “reading school”. She often says that reading needs to be a part of everything. If it’s science class, students need to be reading. If it’s social class, students need to be reading. Maximizing time spent reading is what her school is all about. Starla has invested in take home reading, recognizing that the price of a few lost books is worth the cost of getting children to read outside of school. She has also supported and found funding for two of our teachers to run a summer literacy camp for the past two years.

Starla also works with teachers to monitor student progress. Her supportive, positive, realistic and approachable leadership style has a definite impact on the teachers working directly with the kids. Starla’s staff feel appreciated, respected and empowered to achieve. Starla has advocated a team approach. Teachers on her staff look at each child’s literacy development as their responsibility.

One of Starla’s beliefs is that improved student achievement will breed improved attitude, behaviour and school attendance. Since Starla Grebinski has been principal at Sacred Heart School, reading scores have improved substantially. With this outstanding achievement in reading, it is no wonder that positive attitudes, good behaviour and improved school attendance are evident in the hallways of Sacred Heart School.

Oddrey

Reviewed by Magi McFadden

Author-Illustrator: Dave Whamond
Format: Hardcover
Publisher: Owlkids Books
Publisher Location: Toronto, Canada
Publication Date: 2013
ISBN: 978-1-92697-345-6

Dave Whamond's book is full of witty, energetic illustrations sure to resonate with young readers. A mesmerizing read aloud for young children, *Oddrey* is an endearing story with a timeless message of how the misfits in our midst can be the ones we most often misjudge. The plot that develops is a cheerful rendition of a young girl achieving peer acceptance, all the while reminding us of the importance of accepting individual

differences. Filled with illustrations of *Oddrey* in full color, author Dave Whamond connects *Oddrey* to other story characters through colourful illustrations of the main character and illustrations of other children rendered in tones of grey and blue. The smiling teacher, like *Oddrey*, is in full colour, inferring that she understands the "unusual" girl who can make the most of any situation. With her shiny black pageboy haircut, the main character in the story is perpetually sunny, inventive and confident. *Oddrey* is unique! While her peers have 40 watt ideas, *Oddrey* has 100 watt ideas! Whereas their apples are colored red, *Oddrey's* apples are colored blue. Despite *Oddrey's* differences, she eventually finds acceptance among her peers. *Oddrey's* classmates decide not just to tolerate her uniqueness but to let her actions inspire their own creativity. The final illustration in the book depicts the children joyfully romping on the playground, inspired by the cheerful, positive perspective of their new friend – *Oddrey!*

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

Reading is a Lifestyle
Saskatchewan Reading Council Conference
April 23-24, 2015
Regina Inn, Regina SK

Presentation Proposal

Name: _____

Address: _____

City/Town: _____

Postal Code: _____

Telephone (H): _____ (W): _____

Fax: _____

Email: _____

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 will be awarded to a maximum of two 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, 2014.
- You will be notified of your acceptance no later than January 15, 2015.
- Submit your proposals to:

Tana Arnott
arnott.tana@prairiesouth.ca

Amanda Hassen
amanda.hassen@htcsd.ca

Reading is a Lifestyle
Grant Application for
Registration
to the
Saskatchewan Reading Conference 2015

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 2015 Conference. Three people will receive the grant by random draw.

To be eligible for the grant you must:

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

Submit your applications to:

Sherry Shumay
Email: s.shumay@rcsd.ca

Applications must be received by January 15, 2015.

What's Happening Around Saskatchewan

June 2014

- 1 Change of Officers
- 1 Deadline for Prairie Lily Award
- 30 Deadline for submission of officers to IRA

Membership Application

Saskatchewan Reading Council

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

Benefits of SRC membership includes:

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

Please check your choice

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

Send Your Membership Application/Renewal Form Today

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

Name: _____

Address: _____

City: _____ Postal Code: _____

Phone: _____ Email: _____

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

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

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

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

Signature: _____ Date: _____

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

SRC Membership
Sherry Shumay
s.shumay@rcsd.ca

School Reading Liaison Form

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

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

Your 2013/14 Membership Benefits include:

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

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

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

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

Name: _____

Address: _____

City: _____ Postal Code: _____

Phone: _____ Email: _____

Teacher's Certificate #: _____ First Time Member Renewal

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

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

Membership: Regular Student Institution Amount Paid: _____

Signature: _____ Date: _____

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

SRC Membership
c/o Sherry Shumay
s.shumay@rcsd.ca

WANTED!

Student Writing

For the

Young Saskatchewan Writers Publication

K-12

Short Stories ✎ Plays ✎ Essays
✎ Poetry ✎ Personal Narratives

Criteria for 2014-2015

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 2014-February 2015 may be submitted) **Not all writing submitted will be published.**
2. All selections must be **proofread** and **typed** when submitted. (Arial font/size 12/single space)
3. **Whole classroom submissions of the same title will not be accepted.** Please select the **best** writing selections to be considered. Please consider the audience to which the book will be going out to (**K-12**) and select accordingly. Longer pieces may be excerpted (please try to keep writing to one page or less)
4. Please email student writing to: (*Insert contact information for your council here*). (word documents only please) Make sure to include the information at the bottom of this poster.
5. **Illustrations** may accompany written selections but should be placed on a separate sheet (8 ½ x 11). A **Photograph** of the writer may be added to the writing (scanned or inserted onto the piece of writing)
6. Each **published author** and his/her resource center will receive a complimentary copy of the *Young Saskatchewan Writers* publication.
7. Each piece of writing **must be submitted to your local council by February 1, 2015.**
8. Please identify each piece of writing with the following information:

Student Name: _____

Title of Writing: _____

Grade: _____ School: _____

School Address: _____

City/Town: _____ Postal Code: _____

Teacher: _____ Phone/Fax: _____

Saskatchewan Young Readers' Choice – The Willow Awards

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

Make cheques payable to:

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

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

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

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

Name: _____

Street: _____

City: _____ Province: _____ Postal Code: _____

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

Email Address: _____

SRC Prairie Lily Award

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

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

Requirements:

- Maintain 60 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*
- Other:

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

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

International Reading Association Application Deadlines for Awards & Programs

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

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

**Provincial Council Only*

Saskatchewan Reading Council

Lifetime Achievement Award

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

1. Qualifications

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

2. Nominations

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

3. Presentation of Award

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

4. Follow-Up

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

5. General Considerations

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

Saskatchewan Reading Council Lifetime Achievement Award Nomination Form

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

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

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

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

Gisele Carlson
SRC Past President
gisele.carlson@gmail.com

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

Saskatchewan Reading Council

Administrator's Award

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

1. Qualifications

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

2. Nominations

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

3. Presentation of Award

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

4. Follow-Up

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

5. General Considerations

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

Saskatchewan Reading Council Administrator's Award Nomination Form

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

Name of Nominee: _____

Academic Institution Information

Name of Institution: _____

Address: _____

Phone: _____

Fax: _____

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

Nominator Information (2 persons)

Name: _____

Address: _____

Phone: _____

Fax: _____

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

Gisele Carlson
SRC Past President
gisele.carlson@gmail.com

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

Does Your School Receive the Recognition It Deserves?

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

Exemplary Reading Program Award

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

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

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

Recognizing Excellence in Education

Have you applied for the Local Council Community Service Award?

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

Local Council Community Service Award

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

Help Your Council Receive the Recognition It Deserves

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

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

Recognizing Excellence in Education

Past Presidents of the Saskatchewan Reading Council

1969	R.E. Stephenson	1992	Leona Burkhart
1970	David Lockerbie	1993	Marilyn Keerak
1971	Karen Holm	1994	Connie Tenaski
1972	Sr. Juliana Heisler	1995	Ramona Stillar
1973	Marie B. Spate	1996	Connie Watson
1974	Howard Klein	1997	Dianne McLeod
1975	Carol Caswell	1998	Gloria Antifaiff
1976	Ron Gruending	1999	Leslie Widdifield-Konkin
1977	Joan Ball	2000	Adele Oway
1978	Dennis Strauss	2001	Kim Stewart
1979	Bill Prentice	2002	Donna Humbert
1980	Ken Holliday	2003	Andrea Hnatiuk
1981	Lee Warkentin	2004	Karen Lind
1982	Lynn Taylor	2005	Pat Selvig
1983	Louisa Kozey	2006	Pam Foy
1984	Shirley Magdalin	2007	Sharon Conner
1985	Joanne McCabe	2008	Tammie Latimer
1986	Agnes Rolheiser	2009	Shelly Galloway
1987	Eleanor Vogeli	2010	Nicole Lefebvre
1988	Neville Hosking	2011	Lynda Gellner
1990	Amber McLeod	2012	Gisèle Carlson
1991	Norm Waters	2013	Gisèle Carlson

SRC Provincial Executive 2013-2014

Pam Foy – Treasurer

Gisele Carlson – President

Karen Koroluk – Vice President

Lynda Gellner – Past President

Heather Hobbs – Secretary

Sherri Sieffert – Membership Director

Magi McFadden – *Query* Editor

Gloria Antifaiff – International Reading Association Coordinator

Emilie Wolfe and Robyn Derenoski – Co-Conference Chairs

Joan Bue – *Young Saskatchewan Writers* Coordinator

Kira Fladager – Communications Director

SRC Annual Conference Coordinators – Tana Arnott and Amanda Hassen

Saskatchewan Reading Council

2014 Provincial Executive



Gisele Carlson
President



Lynda Gellner
Past President



Karen Koroluk
Vice President



Heather Hobbs
Secretary



Pam Foy
Treasurer



Sherri Sieffert
Membership
Director



Gloria Antifaiff
IRA Coordinator



Kira Fladager
Communications
Director



Joan Bue
Young
Saskatchewan
Writers
Coordinator



Shelly Galloway
Read to Me
Coordinator



**Robyn
Derenoski**
Conference
Co-Chair



Emilie Wolfe
Conference
Co-Chair



**Magi
McFadden**
Query Editor

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