



# QUERY

The Saskatchewan Reading Council



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- Writing as Learning: 2016 Conference Highlights
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- Book Reviews:  
*Fox and Squirrel Make a Friend*  
*Seconds*  
*The Art of Being Stared At*

PROOF

2015-2016  
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**Deadline for Submissions**  
October 31  
April 30

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

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

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

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

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A Council of the International Reading Association

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# Editor's Message

## Magi McFadden



The Saskatchewan Reading Council's (SRC) annual conference, *Writing as Learning*, held in Regina at F. W. Johnson Collegiate May 13-14, 2016 was a resounding success, due in large part to expertise imparted by keynote speakers Lori Jamison and Sue Jackson and delightfully entertaining presentations from

authors: Sarah Ellis, Judith Silverthorne, Maureen Ulrich, Lori Saigeon and Rona Arato. Teachers attending the conference were lavished with professional development highlighting literacy as a lifestyle that inspires great writing, a lifestyle to be embraced.

The Spring/Summer issue of *Query* features conference highlights that focus on the link between reading and writing, teaching nonfiction writing to students and best practices for empowering student writers. Keynote addresses spotlighted methods of instruction for teaching writing, methods of teaching that help students draw from personal experience and make connections to write effectively and incorporate web based tools for enhancing literacy. In *Wonderful Word Clouds*, Lori Jamison describes innovative uses of word clouds for vocabulary development. Word clouds give greater prominence to words that appear more frequently in the source text. You can personalize your clouds with different fonts, layouts and color schemes. Students may print out the images created with word clouds such as Wordle, Tagxedo, Yippy and Mosaic or save them to their desktop to insert into their writing. Yet more strategies for teaching vocabulary development are described in the article by Nicole Wilton, Huili Hong, Renee Rice Moran, LaShay Jennings and Edward J. Dwyer, *Encouraging Sight Vocabulary among Developing Readers*. According to these experts, students in primary grades become physically, experientially, emotionally and academically engaged when learning sight words during preparation of a sturdy and attractive book focused on sight vocabulary in context. Although the book preparation detailed in the article focuses on promoting sight word acquisition among primary grade readers, the authors maintain the strategies are adaptable to a wide variety of learning endeavours. Student literacy projects are also featured in this issue. Check out articles about students actively engaged in such local community and international literacy projects as: *The Gift of Reading Book*

*Swap, Building Community Literacy: Little Free Library and Change the World: Read Aloud*. Making decisions about what book to read with your students? *Query* book reviews will be of help.

For *Query* readers seeking "good reads" for young children, tweens or teens, *Fox and Squirrel Make a Friend*, *Seconds* and *The Act of Being Stared At* have been reviewed. Ruth Ohi's picture book, *Fox and Squirrel Make a Friend*, delivers a delightful story of loyal friendship between two very different characters, red Fox and purple Squirrel, which is sure to appeal to young readers. With colourful, humorous illustrations and warm, simple prose, Ohi develops a friendship based on caring, loyalty and acceptance of differences. This is a wonderful friendship story, lighthearted, heartwarming, playful and ideal for young children. For sports fans 8-11 years of age especially those who are interested in cross country running, Sylvia Taekema's, *Seconds*, is sure to delight! Written in a no-nonsense, straight-forward style, this book imparts a youthful message about the importance of process over product, doing for the sake of doing, and the importance of truly enjoying what you do. Taekema's, *Seconds*, is a powerful story with a balanced healthful message for youth. The plot is contemporary and the characters are believable making this book an easy read. For readers 12 years and older, Laura Langston's contemporary novel, *The Art of Being Stared At*, invites readers to an experience of self-discovery and perseverance through tragedy. Progressing through the skillfully written pages of this novel, readers will learn of hardships faced by those inflicted with alopecia and coping strategies for life adaptations. Truly an inspirational read for adolescents facing their own struggles on life's journey toward self-acceptance, this compelling novel targets readers ages 12-17 years but appeals to readers of all ages.

Remember to mark your calendar for the 2017 Saskatchewan Reading Conference. The next annual conference, *Writing in the Digital Age*, will be held in Moose Jaw March 31-April 1, 2017, location to be announced. Join us and plan to attend the Saskatchewan Reading Council's annual cornucopia of professional development!

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



# President's Report

## Sherri Sieffert



Wow, I cannot believe that another year is nearing an end. This year has gone unbelievably fast. I would like to start off by thanking my executive for their amazing dedication. Everyone balances family life and work life and still finds time to devote time to the Saskatchewan Reading Council.

The year started off with the annual Professional Growth Network Day. Pam Foy, treasurer and myself attended on behalf of the Saskatchewan Reading Council. Gisele Carlson and Karen Koroluk were also there in other capacities. The STF explained about the name change and some of the new initiatives from the STF. Many discussions were held about the changing world of professional learning and how we as Professional Growth Networks can benefit our members. If you have any ideas of ways we can provide you with professional learning, please let us know through our website.

Later in the fall, we had a retreat at Manitou Springs in Watrous. One of my goals this year was to have the full executive together to meet and socialize together to share ideas to promote literacy throughout the province and in our local councils. It was a success and I think everyone went home, feeling invigorated and ready to begin projects with their local councils. Follow-up monthly conference calls were held to keep everyone updated and to help our conference planners with whatever support they needed.

This year we were awarded an Award of Excellence from the International Literacy Association. We try very hard to work with the ILA to continue literacy initiatives throughout North America. Also four of our local councils received Prairie Lily Awards for the continued dedication to literacy in their respective areas. The local councils are Kewetin Nene, South Saskatchewan, South West and South East. Way to go everyone.

We have continued this year to provide local council grants to active local councils. As well, we publish two issues of *Query* and Read to Me books are passed out to local councils. We also support the Young Writers program, with the publication of the successful young authors and a celebration of their work at the local level.

Another of our main goals is professional development or learning. We continue to provide professional learning through local workshops as well as our annual conference. This year the conference was held on May 13 and 14, 2016. The *Writing as Learning* conference was held at Johnson Collegiate and featured Lori Jamison, Sue Jackson, Sarah Ellis and Judith Silverthorne. Thanks to Gisele Carlson and Tana Arnott for taking the lead on the planning and getting the conference organized.

Thank-you to the Saskatchewan Reading Council for allowing me to serve as your President for the 2015-2016 year. It is an honour to work with so many dedicated professionals in the promotion of literacy throughout our province. Last of all, thank-you to you the members for it is your support that helps the Saskatchewan Reading Council to be a literacy leader. It has been a privilege to serve as the President and I look forward to continue to support the SRC as Past-President.

## Ask the Experts

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

# Young Saskatchewan Writers Coordinator's Report

## Lori Burton



Philip Pullman said that, "After nourishment, shelter and companionship, stories are the thing we need most in the world." And isn't this true? One of my university professors, Marlene Taylor, while explaining the need for QUALITATIVE research and discussion thereof, said that, "We lead storied lives."

It is a pleasure and a privilege to nurture the writing growth of young people, to help them reveal their "storied lives." As teachers, I believe we are acutely aware of the necessity of not only understanding our point of view, but communicating it effectively to others. Indeed, the reading/writing processes we struggle to impart on youngsters are irrevocably linked. One cannot survive without the other.

Once again, our young writers have surprised and amazed us with their creativity and insight into our "storied lives." Our *Young Saskatchewan Writers* publication is currently in the editing stage as I write

this, and we have 95 writers this year, representing all grades, genders, walks of life and areas of the province. It is wonderful to see not only both rural and urban students' writing, but also the varied genres students are learning (and obviously being taught!), including poetry, short stories, non-fiction such as reports, and persuasive/expository writing.

I would like to thank not only all the teachers who saw the beauty in their students' writing and edited it and sent it in, but also those special editors in each of our locals who collected the writing, checked and re-edited it if necessary, and then sent it in for our deadline. It takes a team to pull this publication together, and we are a great team!

This year, all SRC members will receive a copy of the *Young Saskatchewan Writers* publication with their membership. As well, all authors receive a free copy for themselves and one for their school. Many authors have purchased extras for \$10 each – some as many as 10 or 15! Our publication should be arriving for distribution at Young Authors Nights by early June.

# Read to Me Coordinator's Report

## Joan Bue



When all of the books are in the hands of each council I will officially know that my work here is done! I feel that the Read to Me project went quite smoothly this year. I ordered all the books from Scholastic and was able to order 1,200 books for just over \$1,200.00 using the bonus points from some of the

books, to buy others. I ordered 200 books especially for babies at the request of two councils. I was able to find a nursery rhyme bundle of four books that was quite reasonably priced. Each baby will get one of those

books, not all four (would be nice to give all four, but the cost was too high). I ordered cloth bags this year with the logo "Read to Me" on them, with the idea that parents could put a few books, toys and other items into the bag to take along to a friend's house or in the car thereby promoting literacy throughout the day. I revamped the book mark and ran it off on stock paper. We received a \$1,000.00 grant from Raise a Reader this year. So with the books, bags and bookmarks, minus the Raise a Reader grant and the money collected from other councils that ordered extra books this year, the total cost of Read to Me 2016 was ... \$1,124.11 – not bad for a rookie! I believe I came in under budget – always a good thing!

# International Literacy Coordinator's Report

## Shelly Galloway



### Mission

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

### Affiliation

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

### Purpose

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

### Local Reading Councils

The SRC consists of nine local councils across the province. Each local council consists of membership from the school divisions within its boundary. Each local council promotes literacy to its members.

### Award of Excellence and Membership Award for 2015-2016

I am pleased to announce that the **Saskatchewan Reading Council (SRC)** of the International Literacy Association has met all the requirements for the International Literacy Association's **Award of Excellence and Membership Award** for 2015-2016. The Saskatchewan Reading Council received congratulations from the International Literacy Association to all members of the council for this significant achievement and outstanding contributions to the reading profession and the International Literacy Association.

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

- **Young Saskatchewan Authors** – The *Young Saskatchewan Writers* program provides an opportunity for young authors to have their work

published in an anthology of writing published by the Saskatchewan Reading Council. Writing submissions are received by the coordinator of the project. SRC members read, edit, send in the writing, and then organize a selection process for the final publication. Local reading councils host a special authors' night for the young authors to come and read their published works in front of an audience.

- **Scholarships** – Two scholarships from the SRC are offered – one at the University of Saskatchewan and one at the University of Regina.
- **Read to Me** – The Read to Me project raises awareness of the importance of reading to children in the home and to provide parents of Kindergarten children with a book and pamphlets full of information concerning the benefits of reading to their children from an early age. The children receive Read to Me bags with a book, a letter to the parents, a bookmark about reading, and a booklet published by the Saskatchewan Literacy Network about the importance of reading.
- **Saskatchewan Reading Conference** – The 47th annual reading conference: *Writing is Learning* was held in Regina, Saskatchewan on May 13 and 14, 2016. Keynote speakers were Lori Jamison, Sarah Ellis and Sue Jackson as well as Sask. Authors also presented at the Author's night. This annual conference is popular with teachers across the province.
- **QUERY** – This publication is published twice a year and provides teachers with up to date information about literacy.

### ILA Teacher Advisory Panel

Gisele Carlson, was successfully nominated by the Saskatchewan Reading Council to be a member of the International Literacy Association Teacher Advisory Panel (TAP) member. The SRC is pleased to have a Saskatchewan teacher representing the interests of Canadian teachers on an international committee!



## ILA Coordinator Meetings

During the year, I had the opportunity to be a part of a conference call with ILA Coordinators across North America. These important networking opportunities included discussions about how to successfully submit for the Award of Excellence, improving membership, and leadership discussions. In the upcoming year, I look forward to offering a stronger SRC connection to the ILA, working to increase ILA membership, and working with local councils.

The ILA has created an Affiliate Logo Use Guidelines. It has all the information about ILA to communicate with Councils.

## ILA Conference

The ILA conference will be held in Boston July 8-11, 2016. Join thousands of education professionals and discover new teaching methods, materials and tools to transform lives through literacy.

I encourage all educators interested in literacy to visit <http://www.reading.org/> to find more information about the International Literacy 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 ILA membership for 10 continuous years.

## Communications Coordinator's Report

### Sharon Funk



The first year of being on the Sask Reading Council executive has been full of new learning experiences. It has been an opportunity to push myself a bit more in the field of technology. We have had good response to a new Facebook page. This has been a great venue to promote reading, writing and the Council.

Our Twitter account continues to grow as well. I appreciate the patience that everyone has had with me while I learn some of the ins and outs of social media, the website and the Council. What a wonderful opportunity to share our love of literacy with our world!



## Membership Director's Report

### Sheri Shumay

The Saskatchewan Reading Council continues to flourish with approximately 360 members. We have seen our membership numbers increase over the past year, which indicates the dedication of teachers and other partners in this province in advocating for literacy. We encourage all members to promote our council within your school divisions. There is strength in numbers! Memberships can be acquired or renewed online at the Saskatchewan Reading Council website: [www.saskreading.com](http://www.saskreading.com). Membership will continue working to promote the SRC at the beginning teachers' conferences that are held in the fall.

The position of Membership Director is busy but I continue to enjoy working with the wonderful people that are a part of the Saskatchewan Reading Council. It is a pleasure to be a part of this great group!

Be  
Connected!

Visit the  
Saskatchewan Reading Council  
online at:

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

# Local Council Reports

## Kewetin Nene Reading Council

**Deborah Gibson-Dingwall, President**

Kewetin Nene Reading Council continues to promote a variety of literacy initiatives across Northern Saskatchewan.

KNRC members engage in promotional activities at the Northern Area Teachers' Association Conference held in Prince Albert in October by setting up a reading council information booth and providing books for door prizes. We also hold our local council AGM during the teachers' convention and a new executive is chosen and make our KNRC plans for the coming year.

KNRC 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. The local council Read to Me Coordinator, NORTEP students and SRC school liaisons distribute the books for the SRC "Read to Me" program to health clinics, daycares and Kindergarten classrooms each year. SRC "Read to Me", books were sent to sixteen communities throughout the North this year.

KNRC increased our number of submissions to the *Young Saskatchewan Writers* publication this year. There were 21 entries received this year. Entries were received from NLS 113 schools located in Pinehouse, La Ronge, Cumberland House, Air Ronge and two band schools - Clearwater Dene and Sally Ross in Hall Lake. Kewetin Nene has nine pages allocated to them for this edition.

Some of our other activities include council members participating 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, Literacy Fairs and Elder Storytelling. KNRC contributes to the 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." This year's theme was Discover a Reading Star.

For our international project KNRC continues to donate to the Malala Foundation to promote literacy and advocacy for compulsory schooling for all children

world-wide ([www.malalafund.org](http://www.malalafund.org)). Our professional development activity in March of this year was our KNRC members participating in a Book Circle.

A second Northern Lights School Division #113 sponsored workshop by Adrienne Gear was held at Pre Cam Community School for two days on "Reading Power and Writing Power". Many of our members including our KN sponsored, Northern Teacher Education Program language arts class pre-interns attended. Membership in KNRC/SRC was promoted at the workshop as well as at the spring Northern Area Teachers' Association and SSL meeting.

Thank you to all council members for their continued commitment to Northern Literacy.

## Saskatoon and District Reading Council

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

1. Provided 2 magazine subscriptions to EGADZ
2. Mary Bishop will be our guest author for our 2nd annual "Young Author's Night Celebration". An invitation will be issued to every submission to the *Young Saskatchewan Writers* contest. Mrs. Bishop will conduct a workshop focusing on the writing process and being a "writer".
3. In June, we will host the *Young Saskatchewan Writers* Published Author Night featuring all 16 authors who have been published in the *Young Saskatchewan Writers* publication.
4. We will also donate books to Ronald MacDonald House, the Crisis Nursery.
5. We will have the final details ironed out in respect to our "postcard" detailing the goals and objectives of Saskatoon and District Reading Council.
6. We are looking forward to being participants to the new version of the Saskatchewan Reading Council conference in May.



## Southwest Reading Council

**Jennifer Lundsten, President**

Our focus this year continued to be reaching as many children, teachers and families as possible encouraging literacy growth.

This spring, we are continuing to offer monetary support to 2 literacy programs in our local council area. This was a program designed to help schools provide literacy programming which meets the needs of that individual school. Each year we hear more and more original ideas from schools and are very proud to be able to help, even in a little way, with these events.

We are waiting to pick up our Read to Me book packages. With the books given to us by the Saskatchewan Reading Council and ordering an additional 100 books and book bags again this year, we are able to distribute books to all of the Pre-K students in our local council area.

Our participation in the *Young Saskatchewan Writers* publication continued this year and we are eager to get our hands on newest edition when it comes off the press. We were able to accept and publish more entries this year. Thank you to all the teachers who continue to collect and share student work with us!

We have two new projects we are working on this year. The first project has been working to support our local Hutterian schools. We are currently working out the details, but hope to pass out school readiness kits to all our young, eager Hutterian students and their families as soon as possible. Reading is definitely valued in all communities and cultures and we are excited to be reaching out to new families with this program.

The second new project our executive members are working on supports our goal to reach as many children as possible. In spring 2015 and again this spring, each executive member has chosen an early learning centre in their area to donate board books to. We believe it is important to share literacy as early as possible with children. Each year we choose 4 different facilities to receive the donation, so we can share and encourage reading throughout south western Saskatchewan. If you know an early learning facility that would appreciate some brand new board books to share and read, please let an executive

member know so we can add your favorite facility to our list.

We are pleased to have one executive member to represent each school division in the SWRC. Our executive is made up of local teachers who love reading, love teaching, and can't pass up a great book! They deserve a big THANK YOU for their commitment and hard work throughout the year. Without the consistent involvement of our executive we would not be able to provide the supports we are so proud to give to our schools. We are always open to new executive members, so please volunteer with any current executive member if you have time to give.

## 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 February, the council accepted "Young Author" submissions and will celebrate the winners at a special "Young Authors' Night" at Winston Knoll Collegiate on June 7. On April 13, we held a book circle

discussion on, *Marvelous Mini-lessons for Nonfiction Writing*, by Lori Jamison. We were pleased to offer the book free of charge to SSRC members that attended the book club discussion. We held our AGM following the book circle and we are excited about our executive and programs for next year. Other initiatives over the year included donations to support Literacy Fairs at Seven Stones and Judge Bryant schools, and providing "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.

The SSRC was excited about this year's conference, *Writing as Learning*, on May 13-14 in Regina and were pleased to help plan for the Saskatchewan Author's Night for the conference. We looked forward to hearing Lori speak about her new mini-lesson book in person.

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.

## Moose Jaw and District Reading Council

**Tana Arnott, President**



Our council had a quiet year this year. The focus has been on keeping the programs going that we have worked on and within the past. We continued our strong Read to Me program giving every baby born in the Dr. F.H. Wigmore Moose Jaw Regional Hospital a reading package. We work very hard to find quality literature at a reasonable price to include in the package along with some information about the importance of reading to our children. This year, we have partnered with Moose Jaw Literacy Network to help share costs for the program. We had a class at A.E. Peacock Collegiate help with the program this year to assemble the bags and deliver them to the hospital. We delivered over 500 packages.

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

In early June, we will host our annual "Young Author's Night". This night gives the writers in our divisions an opportunity to share their pieces of writing with a small audience.

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



## East Central Reading Council

**Tammie Latimer, President**

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

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

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

To encourage literacy leadership from the executive members in our local schools, we organized a professional book club. We purchased a copy of *The Reading Strategies Book* by Jennifer Seravallo for each executive member to read and then we had scheduled a night to come together and discuss it.

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

We had three 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! 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 distributed books to babies through the provincial Read to Me program.

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





## South East Reading Council

**Joan Bue, President**

The South East Reading Council has had a quiet year of literacy leadership!

We started the year off with an **author tour**. Sheryl Kennett Garrett, author of *Grandma's Quilts* and Ione Krainyk, author of *Penelope-The House of Pretend* hit the road together to take their books to several schools in our area. The tour was very well received and I hear that Sheryl has another idea for a book, so we might get her back in the near future to share that one as well!

Carlyle Elementary School opted to go with the One School One Book Project in January of this year, choosing the book *Because of Winn Dixie*. The family reading program culminated with a movie night on **Family Literacy Day** that was really well attended. The whole project was well received and teachers couldn't believe the level of participation on the part of families. They are planning to do another book next year. The idea has spread to other schools within the SERC area. Some are doing *Because of Winn Dixie*, while others are choosing different books. We are hoping that schools will share their ideas with others, so that we can build up a number of books that are ready to go for One School One Book projects. A big thank you to Tammie Latimer who shared her schools ideas for *Because of Winn Dixie*. It's exciting to see this idea taking off in schools around our council area!

We decided to order 100 more books this year for the **Read to Me** program giving us 200 books altogether. 100 of these books are designated "Books for Babies" and Joan ordered nursery rhyme books for these bags. The other 100 will go out to new K students that will be arriving in our schools next fall. Most of the schools in our area host a "Welcome to Kindergarten" orientation in the spring with a number of activity stations. Children go from station to station completing activities and picking up items to put in their bags to take home. Our book will be one of those items!

We donated money to the **Malala Fund**.

We collected writing to submit to the *Young Saskatchewan Writers' Publication*. We were able to publish writing from 14 different schools this year. We will hold a celebration on June 20th to honour our writers.

Moosomin and Wapella are hosting Sarah Ellis as part of the **Children's Book Centre author tour** in May. It was through promotion by the SERC that schools were encouraged to apply for this program.

We are hoping that next year we will have a more up to date members' list so that we can communicate with the members in our area and invite them to meetings and perhaps a supper in the fall to encourage member involvement in our council as this continues to be a struggle every year.

As always we strive to share the message of early literacy whenever and where ever we can find an audience! It's what we do!

## What's Happening Around Saskatchewan

### May 2016

- 13-14 SRC 47th Annual Conference Writing as Learning F. W. Johnson Collegiate
- 14 SRC Annual General Meeting

### June 2016

- 1 Submit current membership list to STF
- 30 Deadline for submission of officers to ILA and STF

### July 2016

- 1 Change of Officers
- 9-11 ILA Annual Conference in Boston, MA



# Saskatchewan Reading Council 47th Annual Conference

## *Writing as Learning*

### 2016 Conference Highlights

#### **Magi McFadden**

*The 47th annual conference of the Saskatchewan Reading Council (SRC) at F. W. Johnson Collegiate in Regina May 13-14, 2016 saw teachers from across the province focused on strategies for increasing student writing achievement. Conference delegates participating in professional growth and development opportunities aimed at enriching student reading and writing experiences were treated to “Writing as Learning” themed keynote addresses from Lori Jamison and Sue Jackson. Teachers attending the conference attended presentations focused on the link between reading and writing, teaching nonfiction writing to students, best practices for empowering student writers and children’s literature. Author talks, breakout sessions and vendor displays of teaching materials were also well-attended. SRC executive officers for 2016-2017 were elected at the annual general meeting also held at the conference.*



Sue Jackson

#### **Say What You Wanna Say! Empowering Student Writers**

**E**nthusiastic and innovative speaker, author, consultant and educator, Sue Jackson presented to delegates at the 47th annual SRC conference in Regina about empowering student writers. Prior to her role as Scholastic’s National Literacy Consultant, Sue was a Learning Coordinator for the Thames Valley DSB in Ontario where she assisted teachers with the implementation of provincial and board literacy initiatives. Sue has also taught courses for the University of Western Ontario and she has written myriad educational publications, including Scholastic’s *Literacy Place for the Early Years (K-3)*, *Moving Up with Literacy Place, 4-6* and *Stepping Up with Literacy Place, 7-8* resources. As a classroom teacher for 20 years, Sue’s wealth of experience and passion for inquiry-based learning shone through as she presented strategies for empowering student writers.

#### **Marvelous Mini-Lessons for Teaching Nonfiction Writing**

Internationally recognized teacher, author, consultant and speaker Lori Jamison presented mini-lessons for teaching nonfiction writing to teachers attending the SRC conference Saturday, May 14. Lori has served on the Board of Directors of the International Literacy Association and volunteered with the Language to Literacy Program in Belize. She is currently the Education Director for High Interest Publishing and



Lori Jamison

creator of the weekly HIP TIPs (www.hip-books.com). The author of many professional resources for teachers, Lori has consulted with schools and districts across North America. A popular speaker at conferences and professional development events from Nova Scotia to New Zealand, Lori presented strategies for teaching nonfiction writing through min-lessons.

### Featured Children’s Authors’ Dessert Evening

On the roster of this, the 47th annual SRC conference, were renowned authors: Sarah Ellis, Judith Silverthorne, Maureen Ulrich, Lori Saigeon and Rona Arato. Teachers attending the book readings on Friday night were treated to a delicious array of cheesecakes, teas and coffees during author readings from their own works. As listeners placed themselves into the stories being read aloud, work week weariness was replaced with smiles, ripples of laughter and knowing nods. Author book signings which followed the readings were welcomed by teacher eagers to purchase books to read more from their favourite children’s authors.



Conference Table Centerpiece Prize



Vendor Displays

### Breakout Sessions and Vendor Displays of Teaching Materials

In addition to keynote speakers Lori Jamison and Sue Jackson and featured children’s authors: Sarah Elis, Judith Silverthorne, Maureen Ulrich, Lori Saigeon and Rona Arato, the 47th annual SRC conference also highlighted breakout sessions and vendor displays. With titles such as: *Writing Richly with Relevant Research*; *Novel Studies – Make Them Your Own*; *Reading and Writing – Celebrating the Link*; *TELL Test of Early Language and Literacy*; *Using the Willow Awards in Your Classroom*; *Write Now: Connecting Reading and Writing Instruction*; *Using Reading to Teach Writing*; *French Picture Books as Mentor Texts*; *The Last Train, A Holocaust Story*; and *Writing for Change*, SRC conference delegates actively participated in professional development activities including presentations, workshops and displays of teaching materials.

Many thanks are extended to conference organizers for their commitment to literacy and professional development.



Left to right: Karen Koroluk, Gisele Carlson, Tana Arnott

# Wonderful Word Clouds

## Lori Jamison

*Saskatchewan Reading Conference, Writing as Learning, keynote presenter, Lori Jamison is an internationally recognized teacher, author, consultant and speaker. Lori has served on the Board of Directors of the International Literacy Association and volunteered with the Language to Literacy Program in Belize. She is currently the Education Director for High Interest Publishing and creator of the weekly HIP TIPS (www.hip-books.com). The author of many professional resources for teachers, Lori has consulted with schools and districts across North America. A popular speaker at conferences and professional development events from Nova Scotia to New Zealand, Lori presented strategies for teaching writing to delegates of the 47th annual Saskatchewan Reading Conference in Regina, Saskatchewan May13-14, 2016. With a background in classroom teaching, reading assessment and consulting in literacy, Lori brought a unique set of skills to the annual conference which focused on developing student writing skills. In this article, Lori describes innovative uses of word clouds for student vocabulary development. Clouds give greater prominence to words that appear more frequently in the source text. You can personalize your clouds with different fonts, layouts and color schemes. The images you create with word clouds such as Wordle, Tagxedo, Yippy and Mosaic can be printed out or saved to your desktop to use as you wish (www.wordle.net).*

### 45 Words You Can Use For Describing Characters

What's in a Wordle? Well, Wordles only one of many types of word clouds, such as Tagxedo, Yippy and Word Mosaic (Jamison, 2016). It's easy to create a word cloud by pasting in a chunk of connected text or inputting your own words into a word cloud generator. The generator then creates a picture, with the words that appear most frequently in the text having greater prominence in the word cloud. You can even manipulate the font, shape and color schemes of the cloud. One way to use word clouds in the classroom is to provide vocabulary for students to use when talking and writing about reading, such as the example below:

Here are ten more uses for word clouds in the literacy classroom:

- **Vocabulary Clouds:** Have students choose 20 key vocabulary words from a fiction or nonfiction reading passage to create a word cloud. Then use at least 10 of them in a summary of the passage.
- **Synonymous Words:** Brainstorm synonyms for "tired words" such as went or saw. Use the word cloud as an anchor chart for student writing.
- **Prediction:** As a prereading activity, create a word cloud of key vocabulary from the passage and invite students to predict or anticipate what the passage is going to be about.
- **High Frequency Word Analysis:** Input a complete

reading passage and have students analyze which words appear most and least frequently – and why. (Make sure they know how to spell the 20 most frequently appearing words.)

- **Word Explosions:** Use word clouds to create "word explosions" by brainstorming other words built from a particular root word and affixes.
- **Word Sorts:** Sort a collection of words from a reading passage into groups, such as similar meanings, parts of speech or letter patterns.
- **Introducing a concept:** Introduce a new theme, concept or reading passage with a word cloud and have students generate questions about it.
- **Learning Review:** As a learning review, have students work in pairs to create word cloud riddles of about 10 words on a concept, repeating the most important words to make them large. Other students must guess the concept.
- **Summarization:** Input a short news article into a word cloud and have students summarize the gist of the article.
- **Assessment:** Help students understand assessment criteria by converting a rubric into a word cloud and having students analyze the most important criteria.

### References

Jamison, L. (2016). *HIP Books: Teacher Tips – Wonderful Word Clouds*, Retrieved April 28, 2016 from www.hip-books.com



# Building Community Literacy: Little Free Library

## Magi McFadden

*Magi McFadden is a literacy numeracy catalyst teacher at Minahik Waskahigan School in Pinehouse Lake Saskatchewan with Northern Lights School Division 113 and vice president of Kewetin Nene local council of the Saskatchewan Reading Council (SRC). Magi is editor of Query, the official publication of the Saskatchewan Reading Council which is a professional growth network of the Saskatchewan Teachers' Federation and affiliate of the International Literacy Association (ILA). The Little Free Library in Pinehouse Lake, Saskatchewan was successfully launched to celebrate International Literacy Day, September 8, 2015. Part of a worldwide network having a mission of bringing communities together through reading, this community service was accomplished through efforts of volunteer teachers and students of Minahik Waskahigan School. Heartfelt thanks go to Magi McFadden - literacy numeracy catalyst teacher, Chuck Richardson - PAA teacher, Kenneth Misponas – Grade 11 student, Jerry Natomagan - Grade 10 student and Mario Natomagan - Grade 9 student, for their craftsmanship in building and painting our library. Our Little Free Library sits merrily on a main street corner near the RCMP depot in our northern village readily accessible by all community members. Book exchanges function on the honour system under the stewardship of Saida Abdulle - kindergarten teacher, who makes sure our Little Free Library is stocked with quality books for exchange. Little Free Library enables every community member to build literacy sharing their favourite books with others.*

### Little Free Library Book Exchange

**L**ittle Free Library - take a book, return a book represents a gathering place where community members share their favorite literature and stories. The mission of Little Free Library is to bring communities together through reading by bringing books to every corner (Little Free Library, 2015a). In its most basic form, a Little Free Library is a box full of books where anyone may stop by and pick up a book and bring back another book to share (Figure 1). Little Free Library is a nonprofit



organization based in Madison, Wisconsin, USA. Little Free Library fuels the global initiative to offer free books housed in small containers to members of the local community. Little Free Libraries are also referred to as community book exchanges, neighborhood book exchanges, book trading posts, pop-up libraries and micro-libraries (Little Free Library, 2015b). You will find a world map of registered nonprofit Little Free Library book exchanges on the locations page in the Little Free Library website ([www.freelittlelibrary.org](http://www.freelittlelibrary.org)). Search the map to find Little Free Library book exchanges near you. If you already have a Little Free Library in your community and it is not registered, you can take advantage of the Little Free Library network of services by acquiring your official charter sign from the Little Free Library website. Your official charter sign is a small wooden or aluminum sign that the nonprofit organization mails to you if you have built your own library so that you may register it. If you have purchased your library through the organization's online catalog, it will arrive with a charter sign already attached. It is engraved with your official charter number and serves as a signal to everyone who visits your library that you are a registered member of the worldwide network. There is a one-time payment of about \$45.00 USD per library to receive a charter sign and number.

## Little Free Libraries in the Media

Having the goal of engaging friends, neighbors and communities in a grassroots effort to get everyone, but especially kids, reading, Little Free Libraries are popping up on street corners in communities the world over (International Literacy Association, 2015). Little Free Libraries have been featured in thousands of stories in newspapers, magazines, broadcast news, blogs, websites and online news services around the world, reaching hundreds of millions of people. Some of the most recent stories in the media include: *Using Books to Building Community*, *NBC Nightly News with Brian Williams*, March, 2012; *Big Visions for Little Free Libraries-Literacy and Community Engagement*, ILA Reporter, June 2014; and *Itsy Bitsy Libraries*, *SaturdayEveningPost.com*, May/June 2014 (Free Little Library, 2015a).

## Building Community Literacy

A means of building community literacy one book at a time, Little Free Library book exchanges have a uniquely personal touch in that real people are sharing their favorite books with their community. Shared books aren't just any old books, this is a carefully curated

collection, overseen by a volunteer steward. The library itself is a cherished piece of community landscape. Anyone may contribute or take books. If you take a book from the Little Free Library, you do not need to return that exact book at any time. However, in order to keep the library full of good choices for the whole community, each time you visit the Little Free Library bring a few books to share. Little Free Library book exchanges function on the honor system; everyone contributes to ensure there are always quality books inside. This way, everyone builds literacy in their community.

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- Little Free Library. (2015b). Retrieved June 4, 2015 from [www.en.wikipedia.org](http://www.en.wikipedia.org)

# Calling all Language Arts and English Teachers

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

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Query Editor  
[mcfaddenm@hotmail.com](mailto:mcfaddenm@hotmail.com)



# The Gift of Reading Book Swap

## Magi McFadden

*Magi McFadden teaches literacy and numeracy to students in Grade 6-9 with Northern Lights School Division at Minahik Waskahigan School in Pinehouse Lake Saskatchewan. She is vice president of Kewetin Nene local council of the Saskatchewan Reading Council (SRC) and editor of Query, the official publication of the Saskatchewan Reading Council which is a professional growth network of the Saskatchewan Teachers' Federation and affiliate of the International Literacy Association (ILA). The Gift of Reading Book Swap begins with a book drive during which volunteer high school students blitz their neighbourhood collecting gently used books. The books collected during the book drive are disseminated to children, their parents and significant others at a school Christmas dinner. By participating in the Gift of Reading Book Swap, community members are taking action to: promote literacy, encourage young people to focus on academic endeavours required of school and prepare literate adults of tomorrow.*

### Volunteer Book Collection

The book drive component of the Gift of Reading Book Swap is truly a unifying experience! High school students volunteering to blitz their neighborhood collecting gently used books demonstrate zeal as they carry out their literacy mission. Announcement of the neighborhood book drive is made on the local radio station and in school classrooms. Students cheerfully volunteer to canvas

local homes to collect books for the book swap. Each donating household receives coupons enabling them to obtain free books at the used book exchange held in conjunction with a school Christmas dinner (Figure 1. The Gift of Reading Book Swap Coupon). Volunteers also receive coupons to obtain free books. The unifying action of the book drive elevates community spirit and stimulates student interest in obtaining books at the book swap.



## Book Swap

The books collected during the book drive by volunteer students are exchanged or swapped through use of coupons received at the time of donation, providing an inexpensive way for people to exchange books, find out about other books and obtain new books to read without fee. Donated used books, magazines and newspapers content analyzed and organized according to age range interest categories: young children's books (ages 8 years and under), tweens (9-12 years), teens (13-19 years) and general (20 years and over) are artfully displayed with posters created and installed by volunteer high school students. Each book collected during the neighbourhood book drive blitz is redeemed by a child, parent or significant other from the community at the school Christmas dinner using a Gift of Reading Book Swap coupon. After coupons are redeemed, the book swap is opened-up for all attending the school Christmas dinner to have an opportunity to return home with a book to read or to give to a loved one. Books remaining following the book swap are donated to local non-profit organizations including: the teen-infant daycare, community wellness center and community health clinic reception.

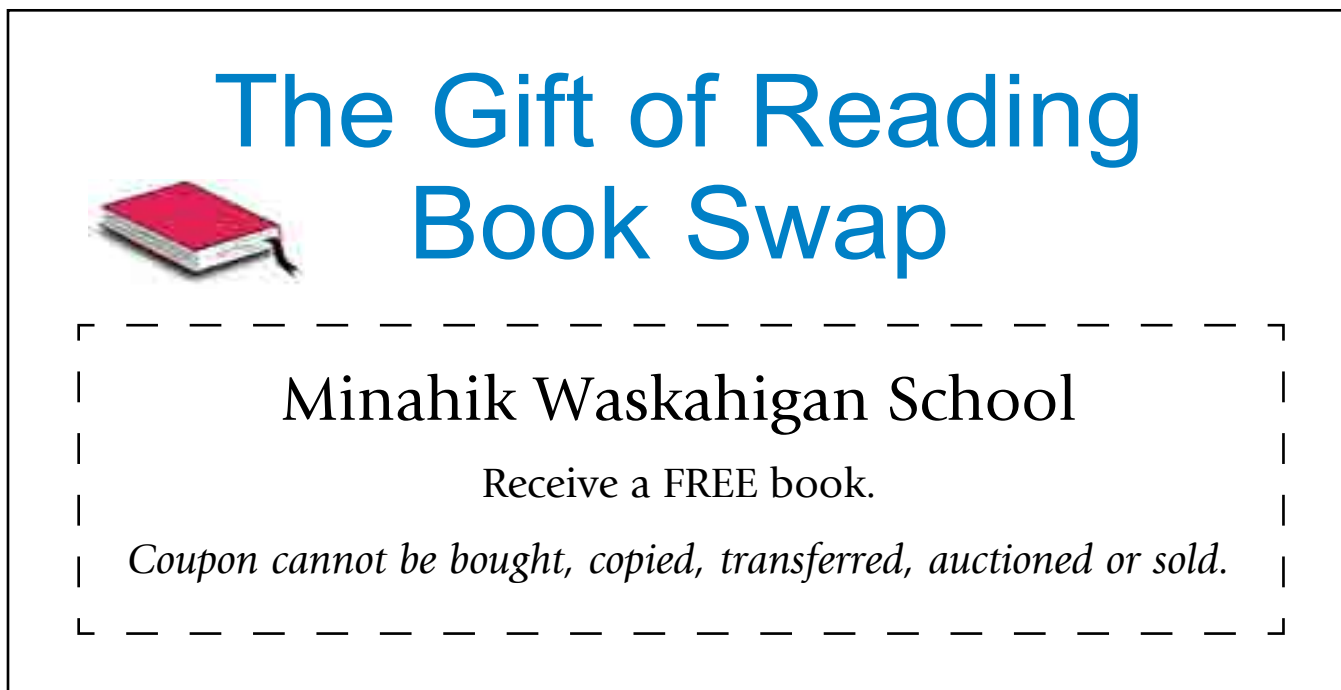
## Opening the Door to Discovery of the Benefits of Reading

The Gift of Reading Book Swap is all about inviting community members to swap used books for children, their parents and significant others to read. Through this simple act, community members are taking action to: obliterate illiteracy, encourage young people to focus on academic endeavours required of school and prepare literate adults of tomorrow. By participating in the Gift of Reading Book Swap, a community is doing far more than merely swapping books, they are collaborating to open the door to the discovery of the benefits of reading and to give children the best chance of doing well at school and in life. The Gift of Reading Book Swap is a unifying school-community literacy initiative aimed at preparing adults of tomorrow by sharing a book today!

## References

Book image. (Retrieved December 1, 2011). Copyright Free Images {Not copyrighted and free images}, Public Domain Images. [www.public-domain-images.com](http://www.public-domain-images.com)

Figure 1. Gift of Reading Book Swap Coupon



# Change the World: Read Aloud

## Magi McFadden

*Magi McFadden is editor of Query, the official publication of the Saskatchewan Reading Council which is a professional growth network of the Saskatchewan Teachers' Federation and affiliate of the International Literacy Association. Magi is a literacy numeracy catalyst teacher at Minahik Waskahigan School in Pinehouse Lake Saskatchewan with Northern Lights School Division 113 and vice president of Kewetin Nene local council of the Saskatchewan Reading Council (SRC). World Read Aloud Day at Minahik Waskahigan School in Pinehouse Lake, Saskatchewan was celebrated February 24, 2016 through student participation in LitWorld's activity challenge, "A Day in the Life of Diana". With a mission of empowering young people to author lives of independence, hope and joy the non-profit organization, LitWorld ([www.litworld.org](http://www.litworld.org)), provides students with a reading activity to facilitate reflection, deep thought and discussion centered on the value of literacy and reading. This article summarizes the mission, beliefs and work of LitWorld focusing on their World Read Aloud Day program. A snapshot of Grade 6, 7, 8 and 9 student conversations emerging from participation in this global celebration of a love of reading demonstrates the importance of literacy and reading in day-to-day life for these youth.*

### LitWorld

LitWorld is a non-profit organization creating positive change in the world by tackling illiteracy worldwide. LitWorld's program, World Read Aloud Day, launched in 2010 has grown from a simple call to action to a program that rallies over 31 million people online and over 1 million people across 82 countries through community events (LitWorld, 2016). World Read Aloud Day, one of LitWorld's innovative literacy programs, is sponsored by Scholastic and supported by several non-profit organizations focusing on literacy including the International Reading Association. Literacy Advocates eagerly await the arrival of World

Read Aloud Day which is usually held in February or March to celebrate innovative ways of taking action to obliterate illiteracy.

### Cultivating a Love of Reading

LitWorld endeavours to cultivate a love of reading and writing because for this non-profit organization "love is how literacy grows best and strongest" ([www.litworld.org](http://www.litworld.org)). Reading for LitWorld is not just about learning the alphabet or phonemic practice, it is also about the power of the read aloud to immerse students in the impact of language, validating the experience of



Left to right: Chasidy Tinker, Chris Caisse, Julianne Natomagan, Paige Roberts, Damien Lariviere

youth and giving them a voice in the world. Believing that literacy is not a gift given to chosen children, but rather a fundamental human right that brings joy, economic independence, gender equity and a pathway out of poverty, LitWorld aims to provide everyone with an opportunity to become literate. For LitWorld, literacy is not an outcome; it is a strategy that helps young people achieve the outcomes they most cherish most: “independence, economic freedom, good health and a joyful life”. According to LitWorld, two-thirds of the world’s illiterate people are women and girls (www.litworld.org). Therefore, two-thirds of LitWorld’s programming is focused on women and girls to right this imbalance. LitWorld’s programs provide opportunities for writing and reading in real ways for authentic audiences that are meaningful to young people. Of the programs offered by LitWorld, World Read Aloud Day is particularly popular among school children. This year’s read aloud activity challenge, brought delightful enjoyment for participating Grade 6, 7, 8 and 9 students at Minahik Waskahigan School.

### World Read Aloud Day Activity Challenge

Girls and boys enjoy read alouds! Never was this more apparent than during our school World Read Aloud Day activity challenge (Appendix 1). Grade 6, 7, 8 and 9 girls and boys participating in the World Read Aloud Day activity challenge shared their enthusiasm for “read aloud” and their appreciation of the story, *A Day in the Life of Diana*, from LitWorld (www.litworld.org) in their responses to the following interview questions:

1. After listening to the passage read aloud, marking the sheet every time the girl in the story used reading and responding to the discussion questions, what examples of reading in everyday life have you identified?
2. From your discussion, what are the consequences of being unable to read?
3. Following participation in the World Read Aloud activity challenge, how do you think your life would change if you could not read and how would you feel about the changes?
4. On a scale of 1 to 10 with 10 being the highest rating, how much did you enjoy participating in the World Read Aloud activity challenge? Why?

Content analysis of the responses to interview questions revealed themes of central relevance (Berg, 1998). Individual themes expressed in a single word, a sentence or an entire interview that formed expressions of relevant ideas were used as primary units of analysis

for subsequent analysis. Themes prominent in the interview data determined through qualitative analysis and strengthened by their quantitative frequency revealed the perspective of youth in Grades 6, 7, 8 and 9 are summarized in Figure 1. *World Read Aloud Day Activity Challenge - A Day in the Life of Diana: Interview Questions and Participants’ Perspectives*. Girls and boys maintained the story, *A Day in the Life of Diana*, was an interesting story, a story they really enjoyed listening to during read aloud. On a scale of 1 to 10 with 10 being the highest rating, students rated their enjoyment of participation in the read aloud activity challenge as 9 commenting that despite a lack of time to mark their sheets every time the girl in the story used reading, they enjoyed discussing responses to the questions and drawing a picture of a time when they last used the word reading. Examples of reading in everyday life within the story, identified by the students included: telling time, reading food labels, reading directions in signs, reading the school cafeteria menu, counting money, reading a title of a book from English class and reading a school timetable. Consequences of being unable to read identified by participating students centered around safety, daily routines, choices, making purchases and participation in daily living activities at home and school. Consequences of being unable to read specific to the story and articulated by students included: being late for class, drinking spoiled expired milk, not finding a favourite cereal or cereal bar, getting lost in school because of not being able to read signs, not being able to count money to pay for lunch in the cafeteria, not being able to read a timetable and not being able to read a book title from English class. Students declared strong feelings of discontent at the thought of not being able to read, stating that they would “not be happy about being unable to read”. Taking a proactive stance during subsequent discussion, participating students speculated adaptive changes they would make to cope without reading and obtain help needed to successfully go about their daily lives at home and school. Specific adaptations articulated by students included: asking somebody to read aloud; asking for help to complete assignments; finding people they trust; remembering things; being good listeners; being good writers by copying notes from the board; following school rules; and asking teachers, parents and good friends for help to read. Grade 6, 7, 8 and 9 students participating in the World Read Aloud Day activity challenge found the story, *A Day in the Life of Diana*, interesting to listen to during read aloud. They found subsequent discussion an opportune time to reflect on the value of reading in their daily lives. Through their participation in the World Read Aloud Day activity challenge, enlightened Grade 6, 7, 8 and 9 students have joined a global movement of people all celebrating a love of reading.



Figure 1. World Read Aloud Day Activity Challenge - *A Day in the Life of Diana*: Interview Questions and Participants' Perspectives

Question	Participants' Perspective
<p>After listening to the passage read aloud, marking the sheet every time the girl in the story used reading and responding to the discussion questions, what examples of reading in everyday life have you identified?</p>	<p>While indicating a lack of time to mark the sheet during story read aloud, Grade 6, 7, 8 and 9 students identified from 4-11 examples of reading in everyday life within the story, <i>A Day in the Life of Diana</i> including: "telling time from a clock", "reading labels on a cereal box and cereal bar wrapper", "reading milk expiration date", "reading directions in signs inside the school", "reading the school cafeteria menu", "counting money", "reading a title of a book from English class" and "reading a school timetable".</p>
<p>From your discussion, what are the consequences of being unable to read?</p>	<p>According to Grade 6, 7, 8 and 9 students, consequences of not being able to read center around safety, daily routines, choices, making purchases and participation in daily living activities associated with home and school. Consequences specific to the story articulated by students included: being "late for class", "drinking spoiled expired milk", "not finding a favourite cereal or cereal bar", "getting lost in the school" because of not being able to read signs, "not being able to count money..." to pay for lunch at the cafeteria, "not being able to read a book from [English] class" and "not being able to read a school timetable".</p>
<p>Following participation in the World Read Aloud Day activity challenge, how do you think your life would change if you could not read and how would you feel about the changes?</p>	<p>If unable to read, Grade 6, 7, 8, 9, students said that, although they would "not be happy about being unable to read", they would learn to cope, to adapt to life without reading by making changes aimed at obtaining the help needed to successfully go about their daily lives at home and school. Specific coping strategies articulated by students included: "ask somebody to read aloud"; "ask for help to complete assignments"; "find people you trust"; "remember things"; "be good at listening"; "be good at writing [copying] notes from the board; "follow school rules"; and "ask teachers, parents and good friends for help".</p>
<p>On a scale of 1 to 10 with 10 being the highest rating, how much did you enjoy participating in the World Read Aloud Day activity challenge? Why?</p>	<p>On a scale of 1 to 10 with 10 being the highest rating, students rated their enjoyment of participation in the read aloud activity challenge as 9 commenting that while they enjoyed listening during read aloud, discussing responses to the questions and drawing, listening to the story read aloud was their favourite part of the activity challenge. Students commented that, <i>A Day in the Life of Diana</i>, was an "interesting" story, a story they really enjoyed listening to during read aloud.</p>

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# Appendix 1.

## Why We Celebrate World Read Aloud Day – February 24, 2016:

### *A Day in the Life of Diana*

#### Why We Celebrate World Read Aloud Day

**Activity Challenge:** World Read Aloud Day is an important time for reflecting on the value of literacy and reading. The following activity will facilitate deep thought and discussion around these topics.

#### Directions:

1. Read LitWorld’s World Read Aloud Day mission statement out loud for the group. After this, you can say, The passage above tells what World Read Aloud Day means for LitWorld. We will now complete an activity that will demonstrate the importance of literacy and reading for all of us in day-to-day life. Before we begin, does anyone want to guess how many times a day you use reading in order to accomplish something? (Feel free to take two or three responses).
2. Distribute copies of “*A Day in the Life of Diana*” so each participant has one. You can say, The passage on this sheet is an example of a day in the life of a student. As I read through it, please mark the sheet every time the girl in the story uses reading. When I am done reading, we will discuss the questions at the end of the story together.
3. When you are done with the conversation, thank all the participants for joining in this activity. You can say, Thank you for doing this activity with me! By participating today, you have joined a global movement of people all celebrating a love of reading.

## World Read Aloud Day – February 24, 2016

### *A Day in the Life of Diana*

Diana awoke to her alarm clock ringing loudly on her nightstand. She opened her eyes to the red digits flashing 6:30 AM. Once she woke up enough, she rolled out of bed to get ready for school. She went through her usual morning routine: brushing her teeth, washing her face, and getting dressed.

When she got to the kitchen, Diana grabbed her favorite box of cereal. However, glancing at her milk carton, she was dismayed to find that the expiration date had passed. She took a box of granola bars from the shelf, and searched it until she found the wrapper that meant her favorite flavor: honey maple.

Diana walked down the stairs from her front door and took the bus. Her first class was science, so she walked to Room 313. However, when she got there, she saw a sign that said ‘Period 1 Science in Room 318 Today.’ Diana walked down the hall, relieved that she could still make it to class on time. She was also glad because 318 was the lab room, where classes got to do cool experiments together.

Diana met up with her best friend Lily when it was time for lunch. The chalkboard outside the cafeteria said the sandwich of the day was turkey and cheese, which was her favorite. She counted out the right amount of money and paid the woman at the counter.

Lily showed Diana the book she had started reading in English class that day. Diana read the title and said she had never heard of it. Lily told her she could borrow it when she finished.

After eighth period, as usual, Diana waited for Lily outside the front entrance. Lily’s little brother William skipped over to them, and they began the walk to Lily and William’s home together.

#### Questions:

- In the passage, how many times did you find examples of reading in everyday life?
- What would have happened to Diana on this day if she were unable to read?
- How would your day-to-day life change if you could not read? How would you feel?

*Turn the page over and draw a time when you last used the word reading*

# Encouraging Sight Vocabulary Among Developing Readers

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

*Nicole Wilton is the program manager of the Community Music Education Program at the University of Saskatchewan. Huili Hong and Renee Rice Moran are assistant professors who teach literacy classes in the Department of Curriculum and Instruction (CUAI) at East Tennessee State University. LaShay Jennings is a clinical instructor in CUAI who works with field-based student teachers. Ed Dwyer is a professor who teaches literacy classes in the same department. Nicole, Huili, Renee, LaShay and Ed have a great deal of interest in integrating artistic, social, and experiential strategies within instructional programs designed to enhance literacy achievement. According to these experts, students need to become physically, experientially, and emotionally as well as academically involved when learning sight words and in learning in general. Emphasis is placed on encouraging teachers and other instructional personnel to foster self-efficacy among their students through activities that generate success through products produced and learning experienced. Preparing a sturdy and attractive book focused on sight vocabulary in context is presented herein as a key strategy for both promoting self-efficacy and enhancing reading competence among students in the primary grades. Although the activity presented focuses on promoting sight word acquisition among primary grade readers, the strategies are adaptable to a wide variety of learning endeavours.*

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) concluded that while neurophysiologists “envision the brain as an evolved and developing biological system for actively negotiating

actual environments” (p. 193) and “cognitive psychologists envision the mind/brain as an information processing system” (p. 193) 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. Hruby concluded that there is much to be learned about both physiologically oriented and cognitively oriented brainpower. While there is still much to be learned, we believe that both Hruby and Willis would strongly agree that engaging activities enhance cognitive functions and impact positively on the brain and, consequently, encourage a sense of wellbeing that contributes to learning effectively and efficiently.

In this light, an extensive review of research led Cartwright (2009) to determine that going beyond domain specific study strategies (i.e. learning sight words) by integrating other learning domains (i.e. physical manipulation and production of products) encourages “cognitive flexibility” leading to more powerful learning experiences (p.130). In addition, Cartwright concluded that study across activities fosters development of the “ability to conceptualize a task or situation in multiple ways” leading to greater comprehension and flexibility relative to new learning (p.118). In addition, an extensive review of research led Flippo (2014) to determine that repeated readings of text in an engaging environment fosters development of sight vocabulary and comprehension through intrinsic development of “metacognitive awareness” (p. 262). In this light, an extensive review of research let the Saskatchewan Ministry of Education (n.d.) to conclude that “repeated oral reading practice allows the student to focus on phrasing and expression.” (p.146).

Self-efficacy is defined as a person’s belief in his or her ability to succeed (Bandura, 1986). Bandura’s social cognitive theory emphasized the role of observational learning, social experience, and the development of personality. An educator who embraces a student’s right to self-efficacy creates a classroom climate that combines academic challenges with the encouragement and support necessary for all students to achieve academic excellence. The teacher, in Bandura’s theoretical model,

relinquishes the role of director and forms a coalition of learners, often using peers and students from other grade levels as co-educators. Bandura proposed that “educational practices should be gauged not only by the skills and knowledge they impart for present use but also by what they do to [students’] beliefs about their capabilities, which affects how they approach the future. Students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative” (p. 417).

Weil (2011) determined that excessive orientation toward video formats experienced by many children dampens the spirit and lulls creative instincts. Weil suggested that activities that are highly predictable diminish thoughtful social and creative interaction. In this light, Weil encouraged the practice of engaging children and adults in spontaneous and enjoyable activities. We have found that making books such as those described herein demonstrates behaviors encouraged by Weil.

Educators and psychologists, such as Weil and Bandura, cited above, have for many years demonstrated the importance of involving learners physically, emotionally, as well as academically in their learning. Vygotsky (as cited in DeVries, 2015) was a pioneer in demonstrating the importance of socialization and physical as well as academic involvement in learning. Vygotsky proposed that there is a zone of proximal development in which the learner is ready to learn but must receive support in both social and academic contexts. Such support is comprehensively described, relative to enhancing literacy competencies, by Rasinski (2010), as scaffolding, wherein the learner is led from total or near total dependence on the person in the role of leader/teacher to independence.

In Rasinski’s context, the teacher encourages the reader to progress from dependence on the more competent reader to independent reading. Leaders, in addition to the teacher, in Rasinski’s model, might be any one of a number of helpers such as older students and volunteers. For example, grade three students, with minimal guidance from their teacher, provided support for developing kindergarten beginning readers in a school where we worked. The kindergarten students demonstrated substantial improvement while the grade three students enjoyed their teaching so much they repeatedly asked their teacher when could they go to work with their kindergarten reading buddies again. See Photograph 1. This combination of communication and interpersonal skills provides a solid foundation for effective learning. A natural outcome of scaffolding related to reading instruction, in addition to developing

self-efficacy, is enhancing learning of key onsets and rimes through substantial practice in reading. Adams (1990) concluded that learning key onsets and rimes is essential for instantaneous identification of words, an essential ingredient for developing fluency and comprehension. Adams further suggested that while many of the most common words are not regularly spelled (ex. “would” and “one”) sight vocabulary is best attained through natural and extensive practice in reading. In addition to producing books focused on common words, the strategies presented herein can be readily applied to making books focused on key onsets and rimes. Rimes are described by Reutzel and Cooter (2011) as “extremely reliable sound-symbol patterns” (p. 168) such as ack, eat, ick, op, and unk.

The work of Vygotsky, Bandura, and other social science researchers provided the foundation for the constructivist movement in education, with its emphasis on “hands-on” learning and developing the whole person in schools as well as learning information and skills. Like Vygotsky and Bandura, Bloom (1984) associated the affective domain with attitude, creativity, self-development and motivation. In addition, the work of Gardner (2004) powerfully demonstrates the need for involving as many modes of intelligence as can be integrated into the learning environment.

Parkay and Stanford (2001), based primarily on the work of Swiss biologist and social scientist Jean Piaget, determined that children learn most effectively and efficiently by engaging in physical, social, and academic activity within their environments. Piaget’s work also suggested that activity related to learning is not only physical manipulation but, in addition, fosters mental action that transforms into creating new, exciting, and permanent learning.

The researchers cited above provided substantial evidence suggesting that the meshing of the cognitive and affective domains form the basis for critical thinking and action learning that lead to success. The activity presented below, engaging children in producing comb-bound books focused on learning common words, is presented as a model activity for meshing affective and academic learning experiences. There are many applications of this activity including but not limited to: 1. Cross grade work activities. For example, as mentioned above, grade three students prepared books of words with their kindergarten reading buddies near the end of the school year; 2. College students in education classes prepared comb-bound books titled “Inspiring Words for Teachers” which contained a collection of profound quotes about teaching and learning. The possibilities are boundless!

## Making Comb-bound Books

Making comb-bound books is a wonderful way to learn sight words, enhance reading fluency, build a sense of community, involve art in the language arts program, encourage speaking in a public arena, foster self-efficacy, and engage children in their learning in a highly productive and positive manner. The ideas presented herein are a way to translate the theories, research, and recommended best practices in education into practical classroom activities. We will first present information concerning construction of comb-bound books. The reader will find there are many possible variations depending on learning environments. In addition, we have found that the procedures described herein make for an engaging and productive teacher workshop experience.

### Materials:

1. A comb-binding machine such as the Ibico provides the means for binding the books. See Photograph 2. Comb-binding machines are available at office supply stores. When purchasing a comb-binder we recommend getting a sturdy machine capable of easily punching through mat board. We suggest keeping the machine on a rolling cart for ease of transport since many of them are heavy. Book covers can be made with cardstock but mat board is much sturdier. If a comb-binding machine is not available, books can be constructed using an electronic hole puncher and loosely tying covers and pages together with yarn.
2. Plastic ringed page holders 28 cm (11 inches) long called combs, usually containing 19 rings, are available at office supply stores. The circular rings are opened for insertion of the pages by the comb-binding machine. We cut the 28 cm combs into sections of six comb rings for the project described herein. The half-inch comb size works well. The standard sized combs contain 19 binding rings; however, before purchasing be sure to see that the combs are compatible with your comb-binding machine. See Photograph 4.
3. Make pages for the books from 297 gsm (110 lb.) or 181 gsm (67 lb.) cardstock. Regular weight copy paper is too flimsy for making durable pages. Cardstock comes in a variety of colors. Cut the sheets of cardstock into fourths 11 cm x 14 cm (4.25" x 5.5") using a paper cutter. This will give you four pages per sheet. Line up the pages on the comb-binding machine so that you can punch six holes. There are guide marks on the comb-binding machine to designate where to punch or you can add your own with a sticker(s).
4. Cut two pieces of mat board 15 cm x 12 cm (6.0" x 4.75") using a sturdy paper cutter. We get colorful scrap mat board free from picture frame shops. It is easy to make front and back matching covers. Punch six holes in each piece of mat board. When punching the front cover and the back cover be sure to reverse the punching procedure for each cover so they will match perfectly when aligned. That is, punch the front cover with the colorful side facing upwards and the back cover with the colorful side facing downwards. The placement of the mat board on the comb-binding machine will be slightly different from placement for the pages because the mat board is a little larger. Adjustments can easily be made to produce books with 23 cm x 15 cm (9" x 6") covers and 22 cm x 14 cm (8.5" x 5.5") pages. See Photograph 3.
5. We make nameplates for our students. We affix the typed name of each student and the title of the book. We make one set of nameplates 4 cm x 8cm (1.5" x 2.0") that can easily be modified for many different titles. We use the "Replace" option on Microsoft Edit to conveniently make a new set of nameplates. The professional looking nameplate is very impressive, easy to create, and encourages students to treasure books they make even more than they ordinarily would. We also make nameplate frames from construction paper and cut pieces of clear plastic adhesive such as ConTact to cover the nameplate frames. See Photograph 4.

## Constructing a Book of Sight Words

1. Prepare a set of typed lists of sight words from such collections as the Oxford List of the 100 Most Common Words (Wikipedia, 2015). See Appendix A. The Oxford List of Common Words provides a listing of the 100 most common words and the most common nouns, adjectives, and prepositions. The 300 most common sight words determined by Fry (as cited in Rasinski, 2010) are presented in three lists designated as grade 1, grade 2, and grade 3 words. The Durr (1973) list of 188 most common words in descending order is also a very useful set of words. Century Gothic 20 pt. type is a child friendly font. What we are often finding that word lists generated by publishers of the reading series used in a particular

school become the standard for what words must be identified instantaneously. In some school environments there are theme word lists, for example, words relating to farm life or colours. Regardless, our study of various lists of common words finds them all to be similar. Students must learn the words in isolation as well as in sentences because they are sometimes required to demonstrate mastery of lists of words.

#### Procedures:

1. Prepare lists of common words in boxes on a page to make it easier for children to cut them out. See Appendix A. Another efficient way to facilitate making the word books is to print lists on a page, cut them out with a paper cutter, and place them in an envelope designated for each list. In this approach, the word lists are already cut out and the children need only glue them into their comb-bound book of words. We recommend making colourful frames for the words out of construction paper. The colourful frames make the books more appealing. See Photograph 5.
2. Provide materials for the students: word lists, glue sticks, construction paper for frames for the word lists, scissors, 12 blank sheets, mat board front and back covers, personalized name plate, six-ring comb, and whatever else you would like to add. Older students such as Grade 3 friends can be very helpful in assembling the book and studying the contents when working with younger students. In addition, there are lists of sentences containing the sight words. The sentences provide a context which is essential, especially since so many of the most common words (the, should, of, with, etc.) have no meaning in and of themselves. For example the sentence: "We go to Wal-Mart" contains three of the most common words. Nearly every developing reader recognizes "Wal-Mart".

In preparing the sentences, we use each child's name when referencing a person. For example, a sentence for key words might be, "Jane went to Wal-Mart." We can include "Jane" in many of the sentences when preparing sentences for Jane's book. Using the "Replace" function on Microsoft Word we can easily change "Jane" to "Olivia" so all of the sentences that referred to Jane would now refer to Olivia. We do all of one sex first because it makes it easier in dealing with pronouns.

The sentences in *My Book of Words*, and similar sentences, can be put on chart paper and practiced in a choral reading format several times during the day. We are cautious, however, when using names of local businesses so as not to offend anyone by leaving them out and mentioning a competitor. Some teachers make up names such as Ted's Pizza House. However, we think it is important to use authentic environmental text as much as possible. In addition, developing readers must learn sight words in isolation as well as in context because many school districts require students to read lists of words.

3. Provide a model comb-bound book for the upper grade students to see how the finished product will look. Photograph 4, Photograph 5, and Photograph 6.
4. Invite the students to cut out the word lists, make a frame for the word list out of construction paper, and affix the framed word lists to the pages using a glue stick. Each child is provided with a quart size zipper sealed plastic bag to keep the book clean and protected.

When the children have completed constructing a book and studying the first 100 high frequency words, the next step can be making "My Second Book of Words" with the next 100 high frequency words in descending order and then the third book of 100 high frequency words. Rasinski (2010) prepared a helpful listing of words and phrases based on the Fry (as cited in Rasinski) list of the 300 most common words in written English. Repeated practice is essential for mastery.

Teachers and school support people keep track by having the children read their lists of words. For example, a teacher we know has a racetrack on a bulletin board and with mastery of each list the child's car moves one space closer to the finish line. The children receive an impressive certificate upon reaching the finish line. Another teacher has a paper chain on which each child adds a link after demonstrating mastery of a list of words. When the chain reaches the end of the bulletin board, the class gets an afternoon party with pizza and games. A kindergarten teacher we know has a list of 60 high frequency words. When each list of 10 words is mastered, the child gets to add a piece to his or her outline of Clifford, the Big Red Dog (Bridwell, 2000) on the bulletin board. When the six word lists are mastered, the child gets to take the completed Clifford home. Ways of keeping track of mastery of the words in "My Book of Words" are almost limitless given the imagination of enthusiastic and energetic teachers.



## Conclusions

The reading activities described herein are developmentally appropriate while presenting learners with highly positive opportunities for both affective and academic learning experiences. We have completed this activity with hundreds of students and have observed what Csikszentmihalyi (1998) described as flow. This researcher determined that learning is enhanced through a state of harmony, described as flow, where events are presented so that intrinsic motivation is fostered within the learning environment. Athletes often describe this feeling as being "in the zone".

Fostering positive classroom climates through activities such as those described above contribute enormously to both academic learning and social development while encouraging the building of a community of learners. Affective learning experiences such as this increase expression of personal ideas, emotions and feelings, and insights as well as support and encouragement from classmates. Teachers and pre-service teachers are encouraged not only to study strategies for encouraging a positive affective climate through engaging activities such as making comb-bound books but also to participate with their students in such activities. In the words of an old Chinese proverb: "Tell me and I forget. Show me and I remember some of it for a while. Involve me and I understand and remember!"

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**Photograph 1**  
Kindergarten students study common words with their Grade 3 reading buddies.



**Photograph 2**  
A grade three student binds her comb-bound book while a fellow student awaits his turn.



**Photograph 3**  
Basic materials, covers, comb, and pages.



**Photograph 4**  
Model comb-bound book.



**Photograph 5**  
Inside cover and List 1 in Maddie's book of words.



**Photograph 6**  
List 1 sentences and List 2 words in a frame.

## Appendix A

### The Oxford English Dictionary List of the 100 Most Common Words

**List 1:**

the  
be  
to  
of  
and  
a  
in  
that  
have  
I

**List 2:**

it  
for  
not  
on  
with  
he  
as  
you  
do  
at

**List 3:**

this  
but  
his  
by  
from  
they  
we  
say  
her  
she

**List 4:**

or  
an  
will  
my  
one  
all  
would  
there  
their  
what

**List 5:**

so  
up  
out  
if  
about  
who  
get  
which  
go  
me

**List 6:**

when  
make  
can  
like  
time  
no  
just  
him  
know  
take

**List 7:**

people  
into  
year  
your  
good  
some  
could  
them  
see  
other

**List 8:**

than  
then  
now  
look  
only  
come  
its  
over  
think  
also

**List 9:**

back  
after  
use  
two  
how  
our  
work  
first  
well  
way

**List 10:**

even  
new  
want  
because  
any  
these  
give  
day  
most  
us

## *Fox and Squirrel Make a Friend*

**Reviewed by Magi McFadden**

Author: Virginia Hamilton  
 Author: Ruth Ohi  
 Format: Hardcover  
 Publisher: Scholastic  
 Publisher Location: Toronto, ON, Canada  
 Publication Date: 2014  
 ISBN-13: 978-1443133203

With colourful, humorous illustrations and warm, simple prose, Ruth Ohi's picture book, *Fox and Squirrel Make a Friend*, delivers a delightful story of loyal friendship between two very different characters, red Fox and purple Squirrel. Fox and Squirrel are the best of friends, but when yellow Bird comes along, he and Squirrel romp friskily high up in the treetops where Fox can't reach. Fox feels left out and thinks that Squirrel doesn't need his friendship anymore. Undaunted, Squirrel helps Fox see that there is a place in their friendship for others and that theirs is a friendship based on caring, loyalty and acceptance of differences. One of 2015 Shining Willow Awards nominees, this is a wonderful friendship story, lighthearted, heartwarming, playful and ideal for young children.

## *Seconds*

**Reviewed by Magi McFadden**

Author: Sylvia Taekema  
 Format: Paperback  
 Publisher: Orca Books  
 Publisher Location: Victoria, BC, Canada  
 Publication Date: 2013  
 ISBN-13: 978-459804036

Nominated for a 2015 Diamond Willow Award, *Seconds*, written by Sylvia Taekema, is a great selection for a classroom read aloud! Written in a no-nonsense, straight-forward style, this book is recommended for young sports fans 8 to 11 years of age, especially those who are interested in cross country running. Through wit, excitement and humour, this author imparts a youthful message about the importance of process over product, doing for the sake of doing, and the importance of truly enjoying what you do. For our main character, Jake, this means learning to love cross country running for the sake of running without worrying whether he achieves first place or comes in mere seconds behind

first place. Taekema's, *Seconds*, is a powerful story with a balanced healthful message for youth. The plot is contemporary and the characters are believable making this book an easy read.

## *The Art of Being Stared At*

**Reviewed by Magi McFadden**

Author: Laura Langston  
 Format: Hardcover  
 Publisher: Penguin Books  
 Publisher Location: Toronto, ON, Canada  
 Publication Date: 2014  
 ISBN-13: 978-0-670-06750-3

Nominated for a 2015 Snow Willow Award, *The Art of Being Stared At*, written by Laura Langston, is a contemporary story of self-discovery and perseverance through tragedy. When sixteen-year-old Sloane Kendrick is given the opportunity of a lifetime, a chance at a film school scholarship by producing a video, she is diagnosed with alopecia areata a horrifying autoimmune disease with no cause, no cure and no definitive prognosis. The bald spots could go away or Sloane could lose all of her hair. No one seems to know for sure. Determined not to let the illness stand in the way of producing her video, Sloan perseveres hiding the devastation she experiences as bald spots develop on her head and her eyelashes and eyebrows disappear. Sloan is also somewhat less than delighted to find that she must work with Isaac Alexander whom she deems an irresponsible charmer. She has less than two weeks to produce a video to have a chance at receiving the coveted scholarship. Determined to produce her video; resist Isaac's compelling charm; and hide her condition by getting tattooed eyebrows and wearing false eyelashes, hats, wigs and makeup, Sloane's emotions run high. Sloane finds herself turning into the kind of person she has always despised - someone obsessed with her looks. When hiding the condition is no longer possible, Sloan is pleasantly surprised by the love and support shown by family and friends. When Isaac insists on shaving his head in reaction to hearing of her condition, Sloan follows suit by ridding herself of any remaining locks. Giving in to the body image transformation caused by the disease but not giving up hope of achieving her dreams, Sloan shows strength of character and gains self-acceptance. Truly an inspirational read for teens facing their own struggles on life's journey toward self-acceptance, this compelling novel targets adolescent readers ages 12-17 years but appeals to readers of all ages.

# Saskatchewan Reading Conference: Writing in the Digital Age

March 31-April 1, 2017

Location TBA, Moose Jaw 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.
- Please provide an electronic copy of your presentation for publication in *Query*.
- Deadline for proposals is November 30, 2016.
- You will be notified of your acceptance no later than January 15, 2017.
- Submit your proposals to:

Gisele Carlson  
gisele.carlson@gmail.com

Tana Arnott  
arnott.tana@prairiesouth.ca



# Grant Application for Registration to the Saskatchewan Reading Conference 2017: Writing in the Digital Age

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 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.

Submit your applications to:

Gisele Carlson  
gisele.carlson@gmail.com

Applications must be received by January 15, 2017.

# Membership Application

## Saskatchewan Reading Council

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

Benefits of SRC membership includes:

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



Please check your choice

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

### Send Your Membership Application/Renewal Form Today

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

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

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

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

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

Teacher's Certificate #: \_\_\_\_\_  First Time Member  Renewal Membership

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

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

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

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

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

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

# School Reading Liaison Form

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



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

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

### Your Yearly Membership Benefits include:

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

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

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

School Name and Principal: **(REQUIRED!)** \_\_\_\_\_

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

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

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

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

Teacher's Certificate #: \_\_\_\_\_  First Time Member  Renewal

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

Membership:  Regular  Student

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

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

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

Short  
Stories

Poetry

Plays



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

Essays

Letters

Personal  
Narratives



# Saskatchewan Reading Council

## Young Saskatchewan Writers Criteria

1. The Saskatchewan Reading Council accepts writing in any language, from **Pre-K to Grade 12 students**. Genres include **poetry, short stories, plays, essays and personal narratives**. (Writing from 2017 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 (**PreK-12**) and select accordingly. Longer pieces must include an excerpt. (Please keep the excerpt to one page or less)
4. Please email student writing to [lori.saigeon@rbe.sk.ca](mailto:lori.saigeon@rbe.sk.ca). (word documents only please) Make sure to include the information at the bottom of this poster.
5. **Illustrations** may accompany written selections but should be placed on a separate sheet (8 ½ x 11). A **Photograph** of the writer may be added to the writing (**scanned or inserted onto the piece of writing**).
6. Each **published author** and his/her resource 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.**
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. Please submit this form to the SRC President by March 1.



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

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

### Requirements:

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

### AND at least five of the following:

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

# International Literacy Association Application Deadlines for Awards & Programs

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

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

**\*Provincial Council Only**

# Saskatchewan Reading Council

## Lifetime Achievement Award

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

### 1. Qualifications

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

### 2. Nominations

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

### 3. Presentation of Award

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

### 4. Follow-Up

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

### 5. General Considerations

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



# Saskatchewan Reading Council Lifetime Achievement Award Nomination Form

Name of Nominee: \_\_\_\_\_

Address of Nominee: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Phone Number of Nominee: \_\_\_\_\_

Fax Number of Nominee: \_\_\_\_\_

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

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

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

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

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

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

Sherri Sieffert  
ts.sieffert@sasktel.net

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

# Saskatchewan Reading Council

## Administrator's Award

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

### 1. Qualifications

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

### 2. Nominations

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

### 3. Presentation of Award

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

### 4. Follow-Up

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

### 5. General Considerations

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

# Saskatchewan Reading Council Administrator's Award Nomination Form

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

**Name of Nominee:** \_\_\_\_\_

## Academic Institution Information

Name of Institution: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

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:

Sherri Sieffert  
ts.sieffert@sasktel.net

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

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

## SRC Provincial Executive 2015-2016

Pam Foy – Treasurer

Sherri Sieffert – President

Tana Arnott – Vice President

Karen Koroluk – Past President

Jennifer Lundsten – Secretary

Sheri Shumay – Membership Director

Magi McFadden – *Query* Editor

Shelly Galloway – International Literacy Association Coordinator

Joan Bue – Read to Me Coordinator

Tana Arnott – Conference Chair

Lori Saigeon – *Young Saskatchewan Writers* Coordinator

Sharon Funk – Communications Coordinator

# Saskatchewan Reading Council

# 2015-2016 Provincial Executive



**Sherri Sieffert**  
President



**Karen Koroluk**  
Past President



**Tana Arnott**  
Vice President  
Conference  
Chair



**Jennifer  
Lundsten**  
Secretary



**Pam Foy**  
Treasurer



**Sheri Shumay**  
Membership  
Director



**Sharon Funk**  
Communications  
Coordinator



**Lori Saigeon**  
Young  
Saskatchewan  
Writers  
Coordinator



**Joan Bue**  
Read to Me  
Coordinator



**Shelly Galloway**  
ILA Coordinator



**Magi  
McFadden**  
Query Editor

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