

Supporting

*the* **LITERACY  
LEARNER**

Promising Literacy Strategies in Alberta

2008

## ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.

Supporting the literacy learner : promising literacy strategies in Alberta.

ISBN 978-0-7785-6404-1

1. Literacy – Alberta. 2. Literacy programs – Alberta. 3. Education, Elementary – Alberta. 4. Education, Secondary – Alberta. 5. Continuing education – Alberta. I. Title.

LC154.2.A3.A333 2008

374.012

The primary intended audience for this document is:

- School Administrators
- Teachers
- Curriculum Coordinators
- Central Office Staff
- AISI Coordinators

Questions or concerns regarding this document can be addressed to the Director, Curriculum Branch, at 780-427-2984 or to the Director, School Improvement Branch, at 780-427-3160. To be connected toll-free inside Alberta, dial 310-0000.

Copyright © 2008, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Curriculum Branch, 10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Permission is given by the copyright owner to reproduce this document for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.

# ACKNOWLEDGEMENTS

Alberta Education acknowledges the contributions of the following to this publication:

Fort McMurray Roman Catholic Separate School District No. 32, Project ID: 220—Early Entry Program

Horizon School Division No. 67, Project ID: 209—Literacy Enhancement Project

Aspen View Regional Division No. 19, Project ID: 10241—School and Family Literacy Enhancement

Sturgeon School Division No. 24, Project ID: 346—Middle School Literacy Project

Wild Rose School Division No. 66, Project ID: 10397—Constructing and Expressing Meaning

Black Gold Regional Division No. 18, Project ID: 245—Literacy across the Elementary Grades

Calgary School District No. 19, Project ID: 745—Reclaiming Vulnerable Readers in Grades 3–6

Edmonton Catholic Separate School District No. 7, Project ID: 10300—Backward Design: Assessing for Understanding

Parkland School Division No. 70, Project ID: 353—Applied Reading for Junior High

Calgary School District No. 19, Project ID: 701—CLC 1 Plugging the Gaps in Transition

Lethbridge School District No. 51, Project ID: 10202—A'sitapiksi Literacy Project

Grande Prairie School District No. 2357, Project ID: 254—Senior High School Literacy Intervention Project

Lana B. Black, Ed.D., Consultus Business Centre Inc.



# TABLE OF CONTENTS

Acknowledgements .....	iii
Introduction .....	1
General Findings .....	3
Selection of Projects .....	5
Supporting the Literacy Learner: Promising Literacy Strategies in Alberta .....	7
Early Literacy.....	8
Early Entry Program: Fort McMurray Roman Catholic Separate School District No. 32 (Pre-Kindergarten to Kindergarten) .....	8
Literacy Enhancement Project: Horizon School Division No. 67 (Pre-Kindergarten to Grade 3) .....	10
School and Family Literacy Enhancement: Aspen View Regional Division No. 19 (Kindergarten to Grade 6) .....	12
Elementary Literacy .....	14
Literacy across the Elementary Grades: Black Gold Regional Division No. 18 (Grades 3 to 6) .....	14
Reclaiming Vulnerable Readers in Grades 3–6: Calgary School District No. 19 (Grades 3 to 6) .....	16
Middle/Junior High Literacy .....	18
Backward Design: Assessing for Understanding: Edmonton Catholic Separate School District No. 7 (Grades 5 to 9) .....	18
Middle School Literacy Project: Sturgeon School Division No. 24 (Grades 4 to 9) .....	20
Applied Reading for Junior High: Parkland School Division No. 70 (Grades 7 to 9) .....	22

## TABLE OF CONTENTS (continued)

Senior High Literacy .....	24
CLC 1 Plugging the Gaps in Transition: Calgary School District No. 19 (Grades 7 to 10) .....	24
A’sitapiksi Literacy Project: Lethbridge School District No. 51 (Grades 8 to 12) .....	26
Senior High School Literacy Intervention Project: Grande Prairie School District No. 2357 (Grades 10 to 12) .....	28
Whole School Literacy .....	30
Constructing and Expressing Meaning: Wild Rose School Division No. 66 (Kindergarten to Grade 12) .....	30
Bibliography .....	33

# INTRODUCTION

## Perspectives on Literacy

Literacy is fundamental to student learning. It has become much more than just the ability to read the written word. Much of the recent literature related to literacy instruction suggests that an essential goal is to develop in students the ability to think deeply about what they read and to express themselves accurately and expressively in all contexts.

According to the Statistics Canada report *Measuring Adult Literacy and Life Skills: New Frameworks for Assessment* (2005), definitions of literacy have changed over time to parallel changes in our society, economy and culture. There is a growing acceptance of the importance of lifelong learning, and this in turn has expanded the views and demands of reading and literacy. The types and levels of literacy skills necessary for economic participation, citizenship, parenting and individual advancement in the 1800s were different from those needed in the 1900s; and those required for the future are changing even more rapidly than before. Technology drives much of the economy in the 21st century, and citizens are expected to know how to communicate in more complex ways.

Resnick and Resnick (1977) point out that literacy in its earliest form consisted of the ability to sign one's name. Definitions and understandings of literacy have broadened and changed over the last fifty years. As definitions of literacy have shifted from a discrete set of skills, to human resource skills for economic growth, to capabilities for sociocultural change, the ability to articulate the deeper conceptual aspects of literacy becomes more difficult. "Being literate encompasses self-discipline, control of language, facilitation of personal expression, creation of compassion and an understanding of life options and decisions. It's a collective sense of being part of a more scholarly life, a more passionate life ... To reach every kid ... we must constantly search for the means to bring that kid into the literacy fold by engaging them in passionate learning and discourse" (Morgan 2006, p. 388).

Students today are required to develop abilities in a range of new and important literacies that require synthesis and integration beyond what was required a few years ago. The new literacies encompass a broader idea of what is text (e.g., multimedia, speech, hypertext, text messaging, symbols); much more sophisticated ways of creating, interpreting and evaluating these texts; and an increasingly complex understanding of the pedagogy needed for the multiple literacies (Hasebe-Ludt 2001).

Fullan (2006) notes that public education has a new mission. “It is about learning to learn, about becoming independent thinkers and learners. It is about problem solving, teamwork, knowledge of the world, adaptability and comfort in a global system of technologies, conflict and complexity. It is about the joy of learning and the pleasure and productivity of using one’s learning in all facets of work and life pursuits” (p. 3).

## **Alberta Initiative for School Improvement (AISI) Literacy Projects**

The Alberta Initiative for School Improvement (AISI) was developed through a collaborative partnership of the education community in 1999 and was first implemented in all Alberta school authorities in 2000. The goal of AISI is to improve student learning and performance by fostering initiatives that reflect the unique needs and circumstances of each school authority.

This document contains a sampling of literacy projects from AISI Cycle 1 and Cycle 2 that illustrates the terrific work being done in schools across Alberta. The projects highlighted represent only a small cross section of the many innovative literacy projects taking place in Alberta schools. This document serves to inform teachers, curriculum coordinators, AISI coordinators, school administrators, central office staff and others involved in the education process about successful literacy strategies currently in use in Alberta schools. More information on each of the projects highlighted in this document can be obtained by contacting the AISI coordinator for each school authority or by visiting the AISI section of the Alberta Education Web site at <http://education.alberta.ca/admin/aisi.aspx>.

There are many different ways to implement promising literacy strategies, taking into account the diverse demographics and contexts of Alberta schools. It is not intended that a teacher or school staff implement one of the projects from this document in its entirety, but rather that educators pick one or two strategies from a project that could work for them. By sharing successful strategies, educators can enhance their expertise in literacy instruction and offer stronger literacy programs that they know will support student learning.

The wide array of promising literacy strategies outlined in this document can be readily adopted and adapted by all teachers to provide students with meaningful literacy experiences that will strengthen their ability to succeed in all subject areas. The opportunity to use common literacy strategies in varied contexts will allow students to internalize those skills that will empower them throughout their learning journey.



# GENERAL FINDINGS

The following insights and general findings from the AISI projects have the potential to inform the implementation of promising literacy strategies in Alberta schools.

## **Class Size**

Small class size alone does not guarantee improved student achievement. Instead, to take full advantage of the benefits of smaller classes, teachers must think differently about teaching and learning, develop appropriate assessment tools, use assessment tools appropriately, interpret data to plan for improved learning, and work collaboratively. While teachers involved in the AISI projects who taught small classes said that their ability to reach more students had the greatest impact on student learning, they also believed that small class size was not a literacy strategy in and of itself. Small classes must be coupled with a variety of literacy strategies in order to achieve good results.

## **Professional Development**

Teacher professional development must be intentional, ongoing and systematic. A primary strategy for literacy development is the effective implementation of the program of studies. It is essential that one individual (e.g., lead teacher, project coordinator, consultant, or principal) be responsible for project development and for coordinating the implementation of promising literacy strategies. The use of literacy coaches within a collaborative culture ensures changes in teaching practice and results in the implementation of promising practices. Research shows that teachers require more than a year to master the implementation of new approaches to the curriculum.

## **Cross-curricular Strategies**

Research has shown that students need the opportunity to use a variety of reading strategies in a variety of contexts in order to master and efficiently transfer skills from one area to another. Students may not automatically transfer knowledge and skills without explicit instruction. The transfer of knowledge and skills becomes critically important in junior high and senior high school, where students are compartmentalized into subject-specific classes with subject-specific teachers. The assumption that literacy skills are taught in the English language arts classroom is prevalent; however, studies show that literacy is best developed in a variety of content areas.

Additionally, research has shown that prior to Grade 4, students who are developing normally “learn to read”; beyond Grade 4, students “read to learn.” Biancarosa and Snow (2006), however, believe that there is not an automatic transition between “learning to read” and “reading to learn.” Students need to move beyond those phases into what they call “learning to read to learn.” The language base of students may be sufficient for Kindergarten to Grade 3, but many students are not prepared for the greater number of abstract, technical and literary words encountered in upper elementary grades.

## Essential Components

Successful, promising literacy projects include four essential components that are fundamental to improving student learning and success:

- Staff members need to collaboratively investigate the resources that they choose to use.
- Resources, whether developed in-house or purchased, need to align with the program of studies and the stated goals of the AISI project.
- Providing release time for staff to develop a deeper understanding of the process of literacy learning is crucial.
- Collaboration on instructional strategies helps teachers put the elements together to see the bigger picture across all subject areas and grade levels.

# SELECTION OF PROJECTS

In March 2006, a consultant reviewed the Cycle 1 and Cycle 2 AISI literacy projects for Alberta Education to look for promising literacy strategies that could be implemented in many different settings. In Cycle 1 and Cycle 2 there were over 200 literacy projects that were as diverse as the school populations they served. The consultant selected 25 projects with promising literacy strategies from the initial 200. From the consultant's report, Alberta Education narrowed this down to 12 projects. These 12 projects are organized into five sections in this document: Early Literacy, Elementary Literacy, Middle/Junior High Literacy, Senior High Literacy and Whole School Literacy.

## Steps in the Selection of 25 Literacy Projects

Alberta Education, in collaboration with the consultant, determined the criteria for selecting the projects. The consultant then followed these steps in the selection of 25 projects with promising literacy strategies:

1. A close reading was done of relevant literature, such as the University of Lethbridge's *Alberta Initiative for School Improvement (AISI) Literacy and Language Arts Research Review*, the Ontario Ministry of Education's *Supporting Student Success in Literacy, Grades 7–12: Effective Practices of Ontario School Boards*, and the National Council of Teachers of English document *NCTE Principles of Adolescent Literacy Reform*. These documents provided information about literacy and literacy strategies.
2. The promising practices in the above-cited documents, specifically the University of Lethbridge document and the Ontario Ministry of Education document, provided the framework for selecting the promising literacy strategies from the AISI projects. A significant feature of these projects is the specificity of the promising strategies. In short, the promising strategies in this document are more explicit than implicit, and provide concrete strategies to consider and implement in school authorities, schools and classrooms.
3. Consideration was also given to the following factors when selecting the projects for this document: the geographical location of the school; whether the project was undertaken in a public, separate or private school; whether the project was urban or rural; the grade level; the type of program; the nature of the student population; and the number of students involved in the project. All literacy-focused projects provided by Alberta Education from Cycle 1 and Cycle 2 AISI projects were reviewed with the preceding factors in mind, and those that contained promising strategies were set aside. Several dozen projects were selected in the first reading. Any project that relied heavily on the purchase of a specific resource was excluded.

4. After a second reading, the projects were clustered according to similar strategies.
5. After a third reading, the projects were clustered according to grade level, from pre-Kindergarten to Grade 12.
6. After a fourth reading, the projects were clustered according to the programs in which the strategies were implemented.
7. After a fifth reading, the projects were clustered according to the school population involved.
8. After a sixth reading, the projects were clustered according to the number of students involved.
9. The project reports were then read for quality and clarity of written communication. Twenty-five projects that fit the preceding criteria and most clearly communicated promising literacy strategies were selected.
10. A summary of each project was written, which included identification of the project, a description of the project's focus, a brief overview of the project in paragraph form and a listing of literacy strategies in point form. Key implementation strategies and assessment strategies were included when they seemed to be essential aspects of the project.
11. A bibliography of relevant literacy publications was compiled.

Once the consultant's report was completed, personnel from Alberta Education's Curriculum Branch and School Improvement Branch met to vet the 25 projects. Twelve projects were chosen to represent a wide variety of grade levels, strategies and populations.

SUPPORTING THE LITERACY LEARNER:  
PROMISING LITERACY STRATEGIES  
IN ALBERTA

## EARLY LITERACY

### Early Entry Program: Fort McMurray Roman Catholic Separate School District No. 32 (AISI Project ID: 220)

Providing a structured language-focused curriculum prior to Kindergarten benefits students' learning well into the primary years.

**Scope:** 84 students, pre-Kindergarten to Kindergarten, one school

The Fort McMurray Separate School District implemented a full-time early entry pre-Kindergarten (EEP) program using a language-focused curriculum to prepare disadvantaged and special needs students for Kindergarten and to develop literacy skills. The program provided preschool opportunities for students in the downtown core of Fort McMurray who would not otherwise have been able to attend preschool. It incorporated a full-time teacher assistant who worked in conjunction with the classroom support teacher. Community students with average or above-average language skills acted as role models for students with language delays, special needs and/or disadvantaged backgrounds who attended the program for free. The ratio of community students to special needs students was 3:1. The speech and language consultations and services provided direct therapy for the program's students.

Fort McMurray Separate's early entry program saw the speech and language skills of over 90 percent of its students improve to an age-appropriate level by the end of a program year. Staff reported a sense of efficacy—students who would have been eligible for mild/moderate funding in Kindergarten who participated in the early entry program entered Kindergarten with age-appropriate readiness skills. In fact, students who participated in this program performed better on readiness skills in Kindergarten and on reading assessments in grades 1, 2 and 3 than their peers who did not attend.

#### Literacy Strategies

- Provide a structured language-focused curriculum in a preschool/Kindergarten setting to improve the language skills of students aged 3 to 5.
- Implement a specialized communication program, using regular speech-language pathology therapy and consultations, or direct therapy, as required.
- Provide early access to school for students with mild/moderate developmental delays.
- Ensure smaller staff–student ratios for students with mild/moderate language needs.
- Provide alternative specialized consultation programming and specialized materials for severe needs students (pupil unit funding) in an inclusive setting.
- Increase academic opportunities for students from disadvantaged backgrounds.

- Hold a spring Wellness Day at which parents of 3- and 4-year-olds receive information about developmental assessment and community services. Students who are identified as at-risk are then referred for early intervention services or to other services in the community.
- Provide animated literacy programs at age-appropriate levels.
- Implement a readiness program for disadvantaged learners to prepare them for Kindergarten.
- Provide professional development for teacher assistants in the areas of severely handicapped children, language intervention strategies, behavioural strategies and readiness programs to prepare disadvantaged learners for Kindergarten.
- Provide extra community field trips to enhance students' language and broaden their experiences in the community.
- Provide transportation for students with chronic attendance difficulties or severe developmental delays.

For more information regarding this project, contact Fort McMurray Roman Catholic Separate School District No. 32 at 780-799-5700 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=220](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=220).

## **Literacy Enhancement Project: Horizon School Division No. 67 (AISI Project ID: 209)**

Innovative delivery provides services, programs and resources (travelling libraries) to targeted students in sparsely populated and geographically isolated school divisions.

**Scope:** 750 students, pre-Kindergarten to Grade 3, 21 schools

The purpose of this project was to facilitate literacy development in English as a second language (ESL) students. The three components of this program were (1) providing quality fiction and reference books to ESL students in Hutterite schools, (2) establishing a reference library with quality fiction in the Kanadier Mennonite programs, and (3) purchasing early literacy materials for targeted preschool children of ESL families.

A travelling library of quality trade and reference books was made available on a rotating basis for periods of six months to students of Hutterian Brethren Colony schools and to two public schools that offered the Kanadier programs for ESL students. Permanent collections of books targeted at ECS and preschool children to help them learn English were also provided to schools with a Mexican Mennonite population.

Colony and Kanadier teachers and assistants had access to a wide range of resources to teach reading and improve the literacy of their students. They attended a number of professional development conferences and workshops, which helped them to discover alternative methods of teaching ESL students. The AISI library resources were used for thematic planning and research activities in all subject areas.

This project had a profound impact on ESL students in the Horizon School Division. Colony schools and Kanadier classrooms now have hundreds of books to enjoy; prior to the project, their libraries were inadequate. Student achievement in reading and writing continued to improve over the course of the project as indicated by the students' results on the provincial achievement tests. The benefits of this project will last as long as the books do and will truly make a difference in the lives of all ESL students in the Horizon School Division.

### **Literacy Strategies**

- Provide a large collection of appropriate reading materials.
- Promote reading through literature-appreciation activities.
- Provide a travelling library for some schools on a rotational basis.
- Provide a permanent library collection in some schools.
- Teach students library and reference skills.
- Enhance teacher confidence and competency in the use of literature to enhance literacy.

For more information regarding this project, contact Horizon School Division No. 67 at 403-223-3547 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=209](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=209).





## School and Family Literacy Enhancement: Aspen View Regional Division No. 19 (AISI Project ID: 10241)

Family support and participation are essential ingredients in student literacy development.

**Scope:** 1,846 students, Kindergarten to Grade 6, 12 schools

The Aspen View School and Family Literacy Enhancement Project had three parts. In part one, teachers implemented a variety of effective practices in the classroom to support and enhance student literacy. In part two, the focus was on parental involvement in, and support for, literacy. Teachers supplied parents with a variety of support tools, including workshops, and developed a *Family Literacy Handbook*. Part three included the continuing professional development of all staff members involved with literacy enhancement.

Aspen View's large distances and many schools with diverse populations allowed for site-based decision making with respect to appropriate intervention. Local pre- and post-assessments allowed each school to tailor its program to the needs of individual students.

### Literacy Strategies

A *Family Literacy Handbook* was completed and distributed during the year. It was made available to parents of students in Kindergarten to Grade 4 as well as to parents with children in the region's playschools. Copies were also made available to the other agencies that work in the schools. The intent of the handbook was to help parents and other caregivers enhance children's literacy skills outside of school.

The project provided the ongoing opportunity to sustain the literacy strategies through continuous professional development involving the entire learning community. The following practices worked well in developing collaboration, in sharing information and in sharing promising practices:

- Collaboration, flexibility, small groups, one-on-one, narrowing the focus
- Tailoring programs to meet the individual needs of the school, whole-class instruction, supportive staff
- Home reading program, literacy centres, assessment strategies
- Improved communication with parents through the *Family Literacy Handbook*, parent evenings and parent corners

The project included hiring a literacy coordinator to oversee the development of the project and to coordinate lead teachers in each participating school. The lead teacher or literacy teacher collaborated with the classroom teachers and with classes as a whole. The division also provided ongoing professional development for teachers and held literacy workshops for families. Celebrations of success by all stakeholders was very important.

The following strategies were used within the division based on the target grade level and the needs of the students:

- Guided reading sessions, word walls
- Home reading programs, paired reading, reading buddy programs, levelled books
- Various writing projects, file folder games
- Music integration, phonological awareness activities
- Writing workbooks, individualized reading programs
- Collaboration with homeroom teachers, differentiated instruction, precision reading
- Organization techniques (colour coding, agendas, prompts and cues, associations, encouragement, accountability)
- Pre- and post-assessments

For more information regarding this project, contact Aspen View Regional Division No. 19 at 780-675-7080 or visit [http://education.alberta.ca/apps/aisi/cycle2/synop\\_cy2yr3.asp?id=10241](http://education.alberta.ca/apps/aisi/cycle2/synop_cy2yr3.asp?id=10241).

## ELEMENTARY LITERACY

### **Literacy across the Elementary Grades: Black Gold Regional Division No. 18 (AISI Project ID: 245)**

This district-wide literacy project focused on diversifying and modifying teaching strategies and materials across curriculum areas.

**Scope:** 1,488 students, Grades 3 to 6, 12 schools

The Black Gold project incorporated knowledge the research team gained from a review of current research on elementary literacy strategies and initiatives, academic achievement and interdisciplinary curriculum. Based on this review, the division saw increased literacy skills as the best way to improve all students' learning. Consequently, the division set out to diversify teaching strategies and modify teaching materials to better meet student needs. The project focused on classroom teaching strategies and on the depth and quality of teachers' understanding of those strategies. By focusing on the *how* and *what* of teaching literacy strategies, the research team set out to influence all the curricula taught in Black Gold Division.

As a result of this project, participants came to believe that collaborative work amongst staff members makes learning more continuous and comprehensive from one grade to the next. Investigating and practising alternative strategies made the teaching strategies more effective and varied. Lead teachers needed time to model strategies in various classrooms and to provide coaching. Carefully selected writing activities improved students' writing fluency and attitudes and increased their excitement about writing.

The most powerful instructional practices were think-alouds, timed writing, sketch to sketch, reciprocal reading and shared reading, graphic organizers, vocabulary development strategies, and editing for specific criteria. The success achieved by both teachers and students using these strategies made the project sustainable.

#### **Literacy Strategies**

- Infuse language and literacy skills into all learning activities.
- Develop language tools and provide models for talking and thinking aloud about meanings.
- Provide time for undisturbed silent reading, reading partners, guided reading activities and small-group work.
- Implement various strategies to improve comprehension, such as reciprocal reading, balanced literacy, guided reading and graphic organizers.
- Use collaborative reading and writing strategies, and have students verbalize their thoughts.

- Improve written comprehension through strategies that develop both fluency and expertise, such as journal writing, author centres, reflective portfolios, graphic organizers and writing exercises.
- Develop an integrated reading and writing program through collaborative planning across subject areas.
- Use a thematic approach, which allows for longer and greater emphasis on literacy and increases opportunities for participation in complex cognitive processes related to analysis, comprehension, synthesis and explication.
- Provide lead teachers with a mentor to help them acquire and hone their skills.
- Provide extra teacher-assistant time to facilitate smaller interactive learning groups for students and to allow for small-group intensive teaching for skills building.
- Provide professional development for all staff, including workshops, mentors for lead teachers, collaborative planning of units, and specific skill development and practice.
- Provide time for staff and student learning—research shows that teachers require more than a year to master the implementation of new approaches to the curriculum.

For more information regarding this project, contact Black Gold Regional Division No. 18 at 780-955-6025 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=245](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=245).

## **Reclaiming Vulnerable Readers in Grades 3–6: Calgary School District No. 19 (AISI Project ID: 745)**

This project used daily intervention and informational nonfiction to promote literacy and the future success of identified students.

**Scope:** 17 students, Grades 3 to 6, two schools

The focus of this Calgary School District project was to increase students' reading skills (decoding and comprehension), motivation, engagement and self-confidence. The project involved daily intervention with identified students in small groups or individually for 30-minute time blocks. Instruction involved phonemic awareness, decoding strategies, directed reading/thinking strategies and increased fluency through shared reading. Motivation was fostered through student-selected quality literature and the development of metacognitive strategies.

Teachers found that the strategies practised in the *Soar to Success* series were easy for students to apply and remember. Being encouraged to predict before reading a text actively motivated students to read. The high-interest reading materials, particularly nonfiction, motivated students; and they carefully examined the organizational features and format of many nonfiction titles. Working in small groups provided sufficient time for students to assimilate and process the text they were working with and to create concept maps, which was a very helpful exercise for many. Students practised phonic skills as they worked to define and understand difficult words. Students quickly developed the habit of summarizing and reflecting on their understandings; doing this increased their reading ease. The students also increased ownership of their own reading growth by keeping a portfolio of their reading activities, the books they had read and the attitudes they were developing. Teachers maintained a running record for evaluation purposes and to discuss individually with students in regular student–teacher conferences.

The focus in this project was on informational nonfiction text, because reading this type of material is important to the future success of these students. These materials made it easier to adapt the program to research projects using all manner of reference materials, including the Internet. This program showed students effective strategies for reading and comprehending informational text. Organizational strategies, such as concept mapping, summarizing and planning reading activities, helped students ask the right questions, make use of all relevant information and organize their responses.

The project participants noted that much of the brain research literature they reviewed informed their practice and confirmed the importance of several strategies, including providing nonlinguistic representation; setting objectives and providing immediate and authentic feedback; providing cues, questions and advance organizers; generating and testing hypotheses; encouraging emotional engagement; and creating a safe and caring learning environment.

Teachers increased their knowledge and effectiveness through professional reading, knowledge of research literature, networking with other professionals, giving and attending planned workshops, and taking part in professional development activities as they arose.

When it came to vulnerable readers, the opportunity to work with small groups was essential.

It is important to support students so that they are better prepared to meet and overcome the learning challenges they will face later on in their schooling. As few as eight weeks of daily intervention can be very effective in bringing students up to within one year of grade level.

### **Literacy Strategies**

- Use intensive small-group reading intervention with selected populations of struggling readers.
- Implement professional development sessions for teachers based on Marie Clay's research and other appropriate literacy strategies.
- Implement education sessions for parents on how they can best support their child's literacy development.
- Support parents working with students in the school.

For more information regarding this project, contact Calgary School District No. 19 at 403-294-8211 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=745](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=745).

## MIDDLE/JUNIOR HIGH LITERACY

### **Backward Design: Assessing for Understanding: Edmonton Catholic Separate School District No. 7 (AISI Project ID: 10300)**

This project focused on district-wide curriculum alignment and assessment.

**Scope:** 12,500 students, Grades 5 to 9, 74 schools

This project set out to become an integral part of the teaching and learning experience in divisions II and III English language arts and social studies. The project encouraged teachers to work more effectively toward the alignment of curriculum and to increase their focus on standards as set by the programs of study. Administrators, teachers and consultants used authentic performance-based assessments and collection of evidence of student learning over time to enhance their ability to assess student understanding.

Teachers created units of study based on Alberta program standards for English language arts and social studies. The units, which attempted to uncover key understandings in curriculum, focused on essential questions that drive inquiry. Each unit used a performance task as evidence of student learning, demonstrated a combination of outcomes, and was accompanied by a rubric stating criteria for success. Clearly identified knowledge and skills were addressed throughout the unfolding of the performance task. A range of other assessment strategies (such as informal checks for understanding, observations, dialogues, quizzes, tests, academic prompts) were used throughout the unit to provide ongoing feedback and to enhance formative assessment.

Through the metacognitive practices of self-reflection and self-assessment, students learned to monitor and articulate their understanding and achievement. Students also came to recognize the relationship between teaching, testing and better performance. The project provided opportunities for students to explain, interpret, apply, give perspectives on, empathize with and examine their own self-knowledge. Administrators, consultants, teachers and students became more assessment literate.

#### **Literacy Strategies**

- Select lead teachers to act as teacher trainers and to facilitate study groups in Understanding by Design.
- Have lead teachers design appropriate grade-level units of study in small groups and engage in peer review and classroom practice (with trainer and cooperating teacher observations).
- Have teachers share their units with a designated cooperating teacher at their school who agrees to try one of the units and provide feedback.
- Compile all of the units and support information and share with all project schools.



- Have trainers help lead teachers provide in-service to school staff on how to use the collection of units.
- Get feedback from parents on student assessment collection (including the range of assessment evidence) by conferencing with parents or by having them complete forms.

### **Notes on Literacy Strategies**

- Teachers helped to focus their learners and set up a learning situation by posting the big ideas and essential questions underlying the unit of study. These postings generated discussions, predictions and the sharing of ideas. Teachers referred to the postings regularly to remind students of the target and to help students reflect on their learning to date.
- Teachers used better questioning techniques that required learners to analyze, synthesize and evaluate and that invited responses from all learners. Some of these questioning techniques were using signals instead of speech, journaling student responses, and using a no-hands-up policy, which required all students to be prepared to respond when called upon.
- Teachers used assessment that was more closely aligned with deeper understanding of program outcomes, such as performance tasks. These tasks captured student interest because of their authenticity and their provision of choice. Teachers gave students these tasks at the beginning of the unit to prepare them for the learning expectations to come. Students helped develop rubrics by determining important criteria for their work. Teachers used more formative assessment measures throughout the unit to prompt students to revisit or revise previous assumptions and to give them more opportunities to self-assess through periodic journal reflections. Teachers also used more brainstorming and graphic organizers to elicit regular feedback. Students were challenged to consider issues from different perspectives.
- Teachers were careful about resource support and the use of basic texts; teachers also sought information from other sources. Small groups and partner groups were structured into instructional routines.

For more information regarding this project, contact Edmonton Catholic Separate School District No. 7 at 780-441-6000 or visit [http://education.alberta.ca/apps/aisi/cycle2/synop\\_cy2yr3.asp?id=10300](http://education.alberta.ca/apps/aisi/cycle2/synop_cy2yr3.asp?id=10300).

## **Middle School Literacy Project: Sturgeon School Division No. 24 (AISI Project ID: 346)**

This project provided cross-curricular literacy support, especially for students with below average literacy skills.

**Scope:** 1,194 students, Grades 4 to 9, seven schools

The Sturgeon School Division project was an English language arts assistance program to improve student literacy. The underlying belief of this project was that all teachers should be reading teachers regardless of their core subject; the goals of the project were to encourage students to spend more time reading and to ensure that those who required extra help in English language arts received it. To facilitate teacher professional growth and corresponding changes in literacy instruction, knowledge and strategies, professional development (PD) was an integral part of the project. The program offered at each project school was unique to the needs of the school and was coordinated by the school project team.

### **Literacy Strategies**

- Integrate the teaching of English language arts communications skills into all subject areas by school-based teams supported by First Steps teachers trained in that methodology, including lead teacher and teacher tutor/mentor approaches.
- Teach reading strategies in all subject areas.
- Ensure that at-risk students receive support through individual and/or group pullout strategies or individualized instruction, which might include providing extra help in the regular classroom through the integrated model and other strategies.
- Implement the Accelerated Reading (AR) program to challenge reading comprehension across the English language arts curriculum. This includes providing PD in the philosophy of the AR program.
- Implement Betty Weibe's Style and Structure in Writing method, and use related instructional materials, strategies and PD.
- Ensure smaller classes and use related teaching strategies.
- Encourage teacher collaboration in diagnosing, planning, PD, instructional strategies, collegial teaching, assessing and sharing.
- Use the Reading Recovery model for interventions with students who need extra help in literacy.
- Use levelled books to ensure that students read for success and growth.
- Ensure effective scheduling to provide 100 minutes of designated reading time as part of the AR program.

- Use AR comprehension tests to test on a wide variety of books, and provide immediate feedback to students.
- Use teaching assistants with specialized training in regular classrooms that have a large number of special needs students. Adjust the scheduling so that teaching assistants help the students who have the greatest needs.
- Create individualized program plans (IPPs) that are specific to the needs of each student. The IPPs are planned, developed and completed collaboratively, with the onus being on the homeroom teacher to ensure that students complete them.

### **Notes on Literacy Strategies**

- In some schools, individual and/or group pullouts worked best, while in others the Accelerated Reading program worked best for students who were behind in their reading-skill development.
- The Accelerated Reading percentage system for measuring students' comprehension of books was an extremely effective practice, because (1) students were motivated to complete the reading with a high level of comprehension and (2) the mark was an integral part of the students' English language arts mark.
- While individual and group pullouts work well for children who are unable to catch up in a regular classroom, a modified in-class remediation process is the best instructional practice for children who are able to catch up. Some students require a combination of both models in order to catch up. Flexibility in the classroom is essential.
- The First Steps program, especially the tutoring/mentoring of new teachers, provides teachers with new ideas and strategies, such as modelled writing; problem solving that involves students in setting up steps in the solution; marking; and building a common school division direction, vision, commitment and language.

For more information regarding this project, contact Sturgeon School Division No. 24 at 780-939-4341 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=346](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=346).

## **Applied Reading for Junior High: Parkland School Division No. 70 (AISI Project ID: 353)**

This project focused on informational nonfiction reading for Division III students and encouraged family and community support for reading.

**Scope:** 10 students, Grades 7 to 9, one school

Blueberry School, in the Parkland School Division, implemented a reading program for reluctant junior high school readers that focused on application, motivation, reading for enjoyment and family support. The program helped students at various literacy levels achieve greater confidence and fluency in reading, writing and oral expression in a fun and nonthreatening environment. The goal of the program was to improve the students' reading by a grade level each year and to improve their comprehension and fluency.

Reading time was provided (15 minutes daily) during the regular English language arts class. Students discussed what they had read, wrote about their reading using a variety of texts, and kept a reader's journal. The classroom teacher served as a positive and enthusiastic role model and provided students with literacy strategies to help them read a variety of materials, such as books of high interest and low vocabulary, popular magazines, reviews of movies and computer games, and newspapers. Students worked in the school's reading lab and were encouraged to participate in readers' theatre, which is a part of the school's drama program, to support the strategies from the English language arts classroom. The school library collection was stocked with reading materials of interest to adolescents.

Parents were encouraged to set time aside for reading at home and to verify that the reading took place. Families and the larger community provided awards for student reading. Teachers in the school pursued professional development activities that enhanced their skills in teaching reading to adolescents.

### **Literacy Strategies**

- Use a high-interest reading language lab that allows students to work with both reading materials and strategies; e.g., books, magazines and phonics.
- Assign writing tasks based on such materials as newspapers and magazine articles, book reviews and Internet articles.
- Give home assignments, such as reading and following recipe directions, writing e-mails, conducting research, creating song lyrics, reading journals and magazines, and preparing projects for presentation.
- Monitor student journals.

- Encourage parents to play an active role in making reading an enjoyable home-based activity.
- Provide ongoing teacher professional development to help teachers understand the difficulties associated with learning-disabled students and reluctant readers.

For more information regarding this project, contact Parkland School Division No. 70 at 780-963-4010 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=353](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=353).

## SENIOR HIGH LITERACY

### CLC 1 Plugging the Gaps in Transition: Calgary School District No. 19 (AISI Project ID: 701)

This project, which provided collaboration time for staff and spanned divisions III and IV, focused on increasing the literacy and learning skills of students performing below their grade level.

**Scope:** 240 students, Grades 7 to 10, nine schools

This was a joint project involving the secondary schools for Collaborative Learning Community (CLC) 1 of the Calgary Board of Education. The goals of this project were to identify and work with students performing below grade level, to approach problems collectively by sharing strategies and resources, to develop the skills of project staff, and to communicate the needs of the most vulnerable students as they progress from Grade 7 to Grade 10.

Participating schools identified students who presented themselves as having deficiencies in learning strategies and who were achieving below the acceptable standard on the grades 6 and 9 provincial achievement tests and other school-based assessments. School-based project staff implemented a variety of strategies to support these students. From tutorial support to partnering with classroom teachers, strategies helped students develop their literacy, numeracy and organizational skills. As well, the team addressed behavioural issues, attendance issues and home–classroom liaison and support.

The collaborative nature of the project saw teachers sharing innovative strategies with the view to using them in each school and providing mutual encouragement to enhance one another's teaching practice. Teachers also worked with parents to emphasize the value of education and to encourage students to stay in school.

#### Literacy Strategies

- Ensure that each school has adequate professional staff dedicated to fostering improvement in targeted students.
- Ensure that these staff members devote time directly to the targeted students in the form of tutorial support and to the development and implementation of effective learning skills and strategies.
- Ensure that a variety of effective strategies are available, such as the following: peer support, one-on-one help tutorials, communications options, learning-strategies classes, class workshops, agenda organization and use, weekly meetings, small-group instruction, in-class aide time, study smart workshops, workshops on taking tests and test anxiety, planning for final exams, lunch-hour tutorials, parent–student–teacher conferences, goal setting, regular contact with parents, individual assessment and programming when appropriate, parent and

student workshops, differentiated or modified programming, and teacher-support teaching practices.

- Create and update the *Active Learning* resource book based on the professional development undertaken during the three years of the project. The resource book can be used to assist students not included in the project.
- Ensure that the project coordinator spends time with core teachers to ensure that student needs are communicated and effective support strategies are fostered.
- Provide professional development opportunities and collaborative time for teachers to seek out and share effective strategies to meet the needs of targeted students. Ideas for useful professional development include conferences, workshops and research related to learning disabilities, ADHD, math study skills, assessing student learning, AISI, science and math, technology, ESL differentiated programming, learning styles, and resource-manual development.

For more information regarding this project, contact Calgary School District No. 19 at 403-294-8211 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=701](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=701).

## **A'sitapiksi Literacy Project: Lethbridge School District No. 51 (AISI Project ID: 10202)**

This project provides a model for working with specific student populations in order to develop their literacy, employability and cultural awareness.

**Scope:** 20 students, Grades 8 to 12, three schools

A'sitapiksi was a regional project designed to help Aboriginal youth develop the necessary literacy skills to enter high school or pursue employment. Classes were open to all Aboriginal youth between the ages of 15 and 19 who had less than a high school education and who wanted to enhance their understanding of the Blackfoot language and culture.

The target population for this project was students who had not performed well in school because of low literacy. The target population was transient, making it necessary to repeat the project components for new students. The goal of the project was to develop literacy in the following four areas:

- Academic literacy: language arts and numeracy skills (multiple learning styles and small classes)
- Workplace literacy: job readiness skills (field trips; work-experience component; community partnerships with companies that provide résumé writing and job placement strategies; job fairs; post-secondary career fairs; Regional Career Transitions for Youth; Canadian Armed Forces Aboriginal Division, Bold Eagle)
- Cultural literacy: cultural awareness and students' pride in their own culture (Aboriginal staff, culturally appropriate resources, connections with Aboriginal Elders, home visits, connections with parents)
- Technological literacy: information processing skills (use of technology, information processing courses, skill development).

Each student had an individualized program plan (IPP) and worked on academic and social skills to facilitate the transition to high school. Students also worked on employment readiness skills to help them enter the work force, cross-cultural understanding to enhance their understanding of native culture and basic skills in the Blackfoot language. Areas of instruction included reading, writing, numeracy, Blackfoot culture/language, life skills, parenting skills, work experience, life-management training, introduction to computers, recreational pursuits and physical education. The program was staffed by one teacher and one child/youth care worker.

### **Literacy Strategies**

- Develop IPPs for each student.
- Provide one-on-one and small-group instruction.
- Ensure low teacher–student ratio (1–12).



- Provide a culturally sensitive environment and programming.
- Use distance education learning materials and culturally appropriate materials.
- Designate private space for the program.
- Encourage healthy lifestyle choices through recreational activities, role modelling and life-skills instruction.
- Increase parental awareness and involvement through home visits by the child/youth care worker, newsletters, telephone calls and parent meetings.
- Provide students with access to programming and other supports as a result of close proximity to the Lethbridge Outreach High School.
- Ensure that teachers and youth care workers live and operate within the culture and are aware of relevant issues.
- Provide First Nations, Métis and Inuit learners with access to improved cultural literacy opportunities and quality support services.

For more information regarding this project, contact Lethbridge School District No. 51 at 403-380-5300 or visit [http://education.alberta.ca/apps/aisi/cycle2/synop\\_cy2yr3.asp?id=10202](http://education.alberta.ca/apps/aisi/cycle2/synop_cy2yr3.asp?id=10202).

## **Senior High School Literacy Intervention Project: Grande Prairie School District No. 2357 (AISI Project ID: 254)**

This project provides a model for late literacy intervention.

**Scope:** 24 students, Grades 10 to 12, one school

Poor competence in reading causes acute academic and social problems for senior high school students. Unfortunately, teachers have limited opportunities to teach reluctant or struggling readers basic vocabulary and comprehension skills in core programs. The goal of the Grande Prairie project was to create a program to teach adolescents reading strategies to improve their success in senior high school. Specifically, the project set out to accelerate literacy growth for senior high school students reading two years below grade level and to increase teacher awareness of classroom instructional practices and research in literacy development.

The project initially focused on Grade 10 students. A 5-credit reading elective course was provided and recommended for identified or referred students; and, as an innovative strategy, the literacy teacher worked in English Language Arts 10-2 classes, coaching weaker students in literacy skills.

Teachers involved in the project also explored programs in other districts and met with a contracted consultant, who provided research to help teachers analyze programs and strategies for literacy intervention. Teachers realized that many instructional concepts, organizers, strategies, tactics and skills that improve learning are available in remedial reading instruction. Project teachers came to believe that they should select strategies best suited to meet the needs of the student while considering the many variables affecting learning over which the student and the teacher have no control. Some of these variables are learning style, time, ability, emotional intelligence, gender, socioeconomic status, substance abuse and cultural factors.

This project provided clear evidence that students entering senior high school with delayed reading skills could overcome their poor histories and the phobias they had developed about their ability to read. The use and presence of well-founded research, strong teacher education/in-service, assessment, well-planned course structure, teacher enthusiasm, parental and administrative support, and sufficient funding created an environment that had immediate and powerful effects on the lives of reluctant or struggling students.

### **Literacy Strategies**

- Provide 90 minutes of daily intensive multidimensional reading instruction for target students.
- Have a literacy teacher working in English Language Arts 10-2 classes to coach students with weak literacy skills.

- Provide comprehensive in-service and training on literacy intervention strategies for project teachers.
- Encourage project teachers to share teaching strategies with colleagues.

For more information regarding this project, contact Grande Prairie School District No. 2357 at 780-532-4491 or visit [http://education.alberta.ca/apps/aisi/cycle1/synop\\_cy1.asp?id=254](http://education.alberta.ca/apps/aisi/cycle1/synop_cy1.asp?id=254).

## **WHOLE SCHOOL LITERACY**

### **Constructing and Expressing Meaning: Wild Rose School Division No. 66 (AISI Project ID: 10397)**

This project involved the whole school district and focused on increasing literacy by teaching students how to construct meaning.

**Scope:** 5,400 students, Kindergarten to Grade 12, 17 schools

Constructing and Expressing Meaning was a literacy project that affected all students and staff in the Wild Rose School Division. The aim of the project was to give teachers the skills to help students construct and express meaning in all subject areas in order to increase student literacy and, thereby, empower students as learners.

The skills developed were based on an understanding that students must be taught how to construct meaning before they can deal with the content of any given subject. To this end, the project gave teachers an opportunity to explore various comprehension techniques provided by the division office consultant working with a school-based facilitator. The facilitator then worked at the school to coach students to practise comprehension strategies in all their subjects.

The project was in line with the division's vision of creating powerful learning environments that focus on literacy, including numerical literacy and literacy across the curriculum. Student reading comprehension improved in all subject areas and grades, and teacher skills in literacy instruction improved. Furthermore, the project saw the enhancement of levelled student resources/collections and curriculum support in all subject areas.

#### **Key Implementation Strategies**

- Have a literacy consultant work with facilitators in each school (K to 12) on before-, during- and after-reading strategies.
- Implement best practices in before-, during- and after-reading strategies in classrooms.
- Evaluate resources and expand collections to include more levelled student reading, appropriate content area support and targeted teacher resources.
- Provide opportunities for student self-assessment.
- Provide ongoing assessment and monitor students as they use literacy strategies across the curriculum.

## Literacy Strategies

- Incorporate reading strategies into daily instruction and unit plans.
- Use levelled resources to help students better understand what they read.
- Ensure staff collaboration about, and sharing of, successful strategies, individual student differences and remedies for individual reading concerns.
- Model strategies for comprehension think-alouds, with a focus on before-reading strategies.
- Shift the pyramid of instruction to ensure that teachers know the appropriate purpose, background knowledge and vocabulary.
- Make note of the following useful strategies: word sort, setting purpose, anticipation/reaction guide, story impression, think-alouds, fix-up confusion, making connections (self, text, world), “I wonder” statements, save the last word, question–answer relationships (QAR), hold thinking (sticky notes, highlighters, comprehension constructors), VVWA vocabulary, Frayer model, text features, magnet summary, text patterns, word toss, getting to the root of it, knowledge rating, predicting and confirming activity, sequential round table alphabet, six-step process for teaching vocabulary, and synthesis and evolution of thoughts.

For more information regarding this project, contact Wild Rose School Division No. 66 at 403–845–3376 or visit [http://education.alberta.ca/apps/aisi/cycle2/synop\\_cy2yr3.asp?id=10397](http://education.alberta.ca/apps/aisi/cycle2/synop_cy2yr3.asp?id=10397).



# BIBLIOGRAPHY

- Alberta Learning. *English Language Arts Kindergarten to Grade 9 Program of Studies*. Edmonton, AB: Alberta Learning, 2000.
- \_\_\_\_\_. *English Language Arts Senior High Program of Studies*. Edmonton, AB: Alberta Learning, 2003.
- \_\_\_\_\_. *Physical Education Kindergarten to Grade 12 Program of Studies*. Edmonton, AB: Alberta Learning, 2000.
- Biancarosa, Gina and Catherine E. Snow. *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York*. 2nd ed. Washington, DC: Alliance for Excellent Education, 2006.
- Brailsford, Anne. *Balanced Literacy*. Edmonton, AB: Edmonton Public Schools, Resource Development Services, 2003.
- Brailsford, Anne and Jan Coles. *Balanced Literacy in Action*. Toronto, ON: Scholastic, 2004.
- Butler, Dorothy, Marie M. Clay and Bobbye S. Goldstein. *Reading Begins at Home: Preparing Children for Reading before They Go to School*. Portsmouth, NH: Heinemann, 1987.
- Clay, Marie M. *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann, 1991.
- \_\_\_\_\_. *The Early Detection of Reading Difficulties*. 3rd ed. Portsmouth, NH: Heinemann, 1985.
- \_\_\_\_\_. *An Observation Survey of Early Literacy Achievement*. 2nd ed. Portsmouth, NH: Heinemann, 2002.
- \_\_\_\_\_. *Observing Young Readers: Selected Papers*. Exeter, NH: Heinemann, 1982.
- \_\_\_\_\_. *Reading Recovery: A Guidebook for Teachers in Training*. Portsmouth, NH: Heinemann, 1993.
- \_\_\_\_\_. *Writing Begins at Home: Preparing Children for Writing before They Go to School*. Portsmouth, NH: Heinemann, 1987.

- Crévola, Carmel A. and Peter W. Hill. "Evaluation of a Whole-School Approach to Prevention and Intervention in Early Literacy." *Journal of Education for Students Placed at Risk* 3, 2 (1998), pp. 133–157.
- Fullan, M., P. Hill and C. Crévola. *Breakthrough*. Thousand Oaks, CA: Corwin Press, 2006.
- Hall, Dorothy P. and Patricia M. Cunningham. *Month by Month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction*. Greensboro, NC: Carson-Dellosa, 2003.
- Harvey, Stephanie and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Markham, ON: Pembroke, 2000.
- Hasebe-Ludt, E. "On Writing Love in Teaching." *English Quarterly* 33, 1-2 (2001), pp. 38–42.
- Ingham, Anna Gertrude. *The Blended Sound-Sight Method of Learning*. 2nd ed. Saskatoon, SK: Modern Press, 1969.
- Montez, Andres R. (ed.) and Stephen Thom (comp.). *Adult Literacy Program Handbook: Compilation of Reading Academy Program Experiences*. U.S. Department of Health, Education, and Welfare, 1980.
- Morgan, Bruce. "Visions of Possibility: Of Mice, Mealworms and Men." *Language Arts* 83, 5 (May 2006), pp. 386–388.
- Murray, T. Scott, Yvan Clermont and Marilyn Binkley. *Measuring Adult Literacy and Life Skills: New Frameworks for Assessment*. Ottawa, ON: Statistics Canada, 2005.
- National Council of Teachers of English. *NCTE Principles of Adolescent Literacy Reform*. Urbana, IL: NCTE, 2006.
- Ontario Ministry of Education. *Supporting Student Success in Literacy, Grades 7–12: Effective Practices of Ontario School Boards*. Toronto, ON: Ontario Ministry of Education, 2004.
- Pollard, Michael, Janice Sheets and Judi Hadden. *Alberta Initiative for School Improvement (AISI) Literacy and Language Arts Research Review*. Edmonton, AB: Alberta Education, 2006.
- Resnick, Daniel P. and Lauren B. Resnick. "The Nature of Literacy: An Historical Exploration." *Harvard Educational Review* 47, 3 (August 1977), pp. 370–385.
- Spandel, Vicki. *Creating Writers through 6-Trait Writing Assessment and Instruction*. 4th ed. Boston, MA: Allyn & Bacon, 2004.



\_\_\_\_\_. *Dear Parent: A Handbook for Parents of 6-Trait Writing Students*.  
Portland, OR: Northwest Regional Educational Lab, 1997.

\_\_\_\_\_. *Seeing with New Eyes: A Guidebook on Teaching and Assessing  
Beginning Writers*. 3rd ed. Portland, OR: Northwest Regional Educational Lab,  
1996.

Trehearne, Miriam. *Comprehensive Literacy Resource: For Grades 3–6 Teachers*.  
Toronto, ON: Nelson, 2005.

Trehearne, Miriam et al. *Language Arts, Grades 1–2: Teachers' Resource Book*. Toronto,  
ON: Thomson Nelson, 2004.

Trehearne, Miriam et al. *Nelson Language Arts: Kindergarten Teachers' Resource Book*.  
Scarborough, ON: Nelson Thomson Learning, 2000.

