Session 2b (April 15th, 9:15–10:30 a.m.)

Making a positive impact on Literacy Levels

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Janet Porter porterjg@gov.ns.ca

Active Readers/Literacy Success

SUPPORT









Literacy Success 10

"The selection of books distributed by the Department of Education to support Literacy Success 10 is a hit;

... something for everyone in the package.

... students appreciate the time to read, for the sake of reading.

... students come outside of class time to sign out new books.

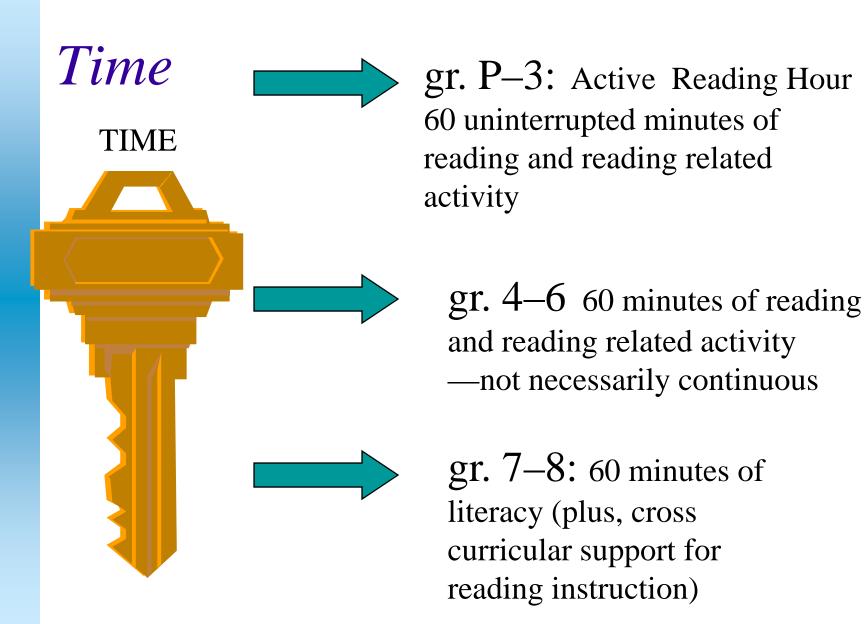
Not only are students reading in class, they're also reading in the hallways, at home, and (fortunately or unfortunately) in other teachers' classes."



Brenda Brewster-Potter Bridgewater, N.S.

Key Components





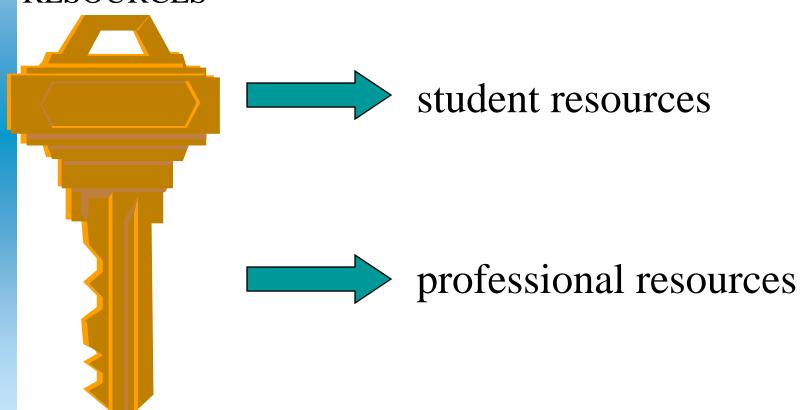
"The students were surprised by the variety of genres: 'How To' guides, books on humor, cartooning, political satire and commentary, non-fiction, and fiction titles too.

One student asked if he was allowed to read the Mike Holmes "Make It Right" book during English class. He was confused—reading in English class always meant reading a novel, and reading in content areas meant reading text books."

Kris Jones, Parrsboro High School, N.S.

The Resources





The Resources





- •1 collection per grade
 - Atlantic Canada texts
 - fiction and non-fiction
 - range of text difficulty
 - range of genres
 - single and multiple copies

"Having such a tremendous variety of student resources has given students power in terms of their own learning. They respond very positively to being able to choose what to read and what method(s) to use to respond."



Barb MacLean Riverview High School Sydney, Cape Breton N.S.

The Resources



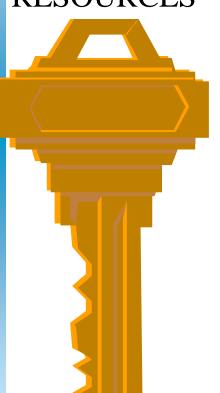


Professional Resources AR7- 9 2005

- Subjects Matter: Every Teachers Guide to Content-Area Reading
- Reading Reasons:
 Motivational Mini-Lessons
 for Middle and High School
- Deeper Reading :
 Comprehending Challenging
 Texts, 4-12

The Resources

RESOURCES



Professional Resources

- Making the Match: The Right Book for the Right Reader at the Right Time, Grades 4-12
- Reading and Writing Across
 Content Areas
- Help for Struggling Readers: Strategies for Grades 3-8

As teachers, we need to be familiar with best practices ... one way to raise our awareness of best practice is to share professional resources.



The Resources

RESOURCES



Ownership and Replacement

- student resources
 - belong to the school

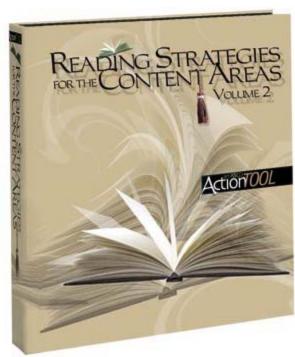
- professional resources
 - belong to the teacher

Additional books can be ordered through the Nova Scotia Book Bureau from the Authorized Learning Resources "Resources have been a major part of these projects. Many schools have focussed professional development around a resource—exploring it and its recommended classroom practices.

Reading Strategies for the Content Areas: an ASCD Tool, was received very well by high school teachers.

It has great value for content area teachers."

Lynn Landry Literacy Coordinator Halifax



Professional Development

PROFESSIONAL DEVELOPMENT





assessment





instruction





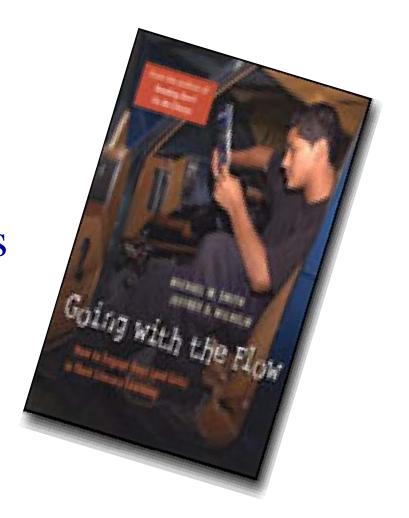
intervention



Instruction

- "Balanced—Comprehensive"
- provides explicit, intentional instruction
 - modelling and demonstration
 - shared and guided practice
 - independent application
- includes whole class, small group, and individual groupings
- responsive to student needs

"When we use learning strategies, and model the learning the students really get it. It makes them feel competent ... in the flow!"



Helen MacDonnell Literacy Coach Bridgewater, N.S.

Assessment

- ongoing
- varied
- classroom-based
- relevant and meaningful
- informs instruction



Intervention

- support for struggling readers is everyone's responsibility
- "Good first teaching" is central
- collaboration between all partners is necessary

Nova Scotia provincial literacy assessments administered to students in

- grade 3 (begun September 2007)
- grade 6 (since October 2003)
- grade 9 (begun May 2007)



Assessment to Instruction

- Offer a snapshot of a student's literacy as demonstrated through independent reading and writing tasks
- Inform classroom instruction
 - Act as a springboard for intervention



Supported Literacy Development

- Provincial assessment data in conjunction with classroom assessments; to inform decisions about intervention
- Communication tool; a record of effective instructional practices, student progress, and next steps for supported development



Supported Literacy Development

- Provincial funding: \$2.8 million annually;
 literacy mentors; literacy coaches
- Professional resources and NS DOE documents; student resources
- Literacy Support Advisory Group



Positive Impact: Teachers

- Links with provincial literacy projects to reinforce "best practice"
- Boards report that the language of teaching is changing + increased common practice
- Shared responsibility for literacy at middle school and senior high: *Learning Through Literacy*



Positive Impact: Students

- Literacy strategies are thinking/learning strategies; investment is paying off
- Empowering students as strategic,
 independent users of literacy in a variety of contexts
- Promoting students to self-advocate; we are listening





- □ began in 2001—2002
- focus on the writing process
- □ spotlight on grammar, usage, and punctuation
- □ implementation for grades 4, 5, 6, 7, 8, 9 and 10 completed
- □ implementation for WIA 7,8,9: May, 2008

WHY?

Grammar, Usage, Spelling, and Punctuation Strengthening Grammar in the Curriculum

- emphasis on literacy skills
- focus on writing and language
- □ focus on clarity, precision, and effectiveness

(The Course Ahead)

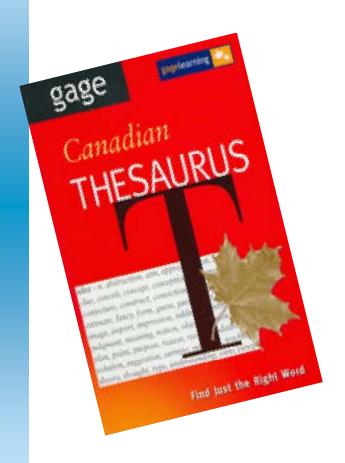
Students who are not proficient in their use of standard English are disadvantaged

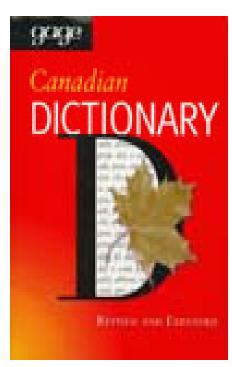
☐ they are less likely to succeed economically than their peers who have a strong command of the English language

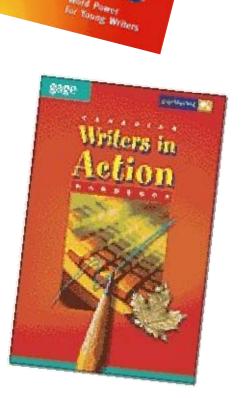
HOW?

☐ ensure that grammar, usage, spelling, and punctuation receive due attention in English and French Language Arts programs and that instruction is effective

□ provide learning resources
Writing Centres







Writers in Action Resources

- Writers in Action handbook for each grade 4 and each grade 9 student (2008)
- professional resources for teachers through grades 4, 5, 6, 7, 8, 9, 10 and 11

titles in 2007 for grade 9 included:

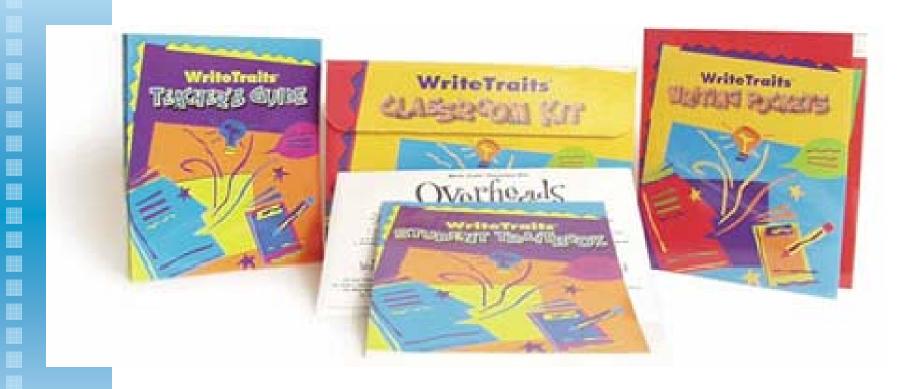
The Greatest Catch: A Life in Teaching by Penny Kittle

Teaching Adolescent Writers by Kelly Gallagher

 Writing Workshop Survival Kit by Gary Robert Muschla



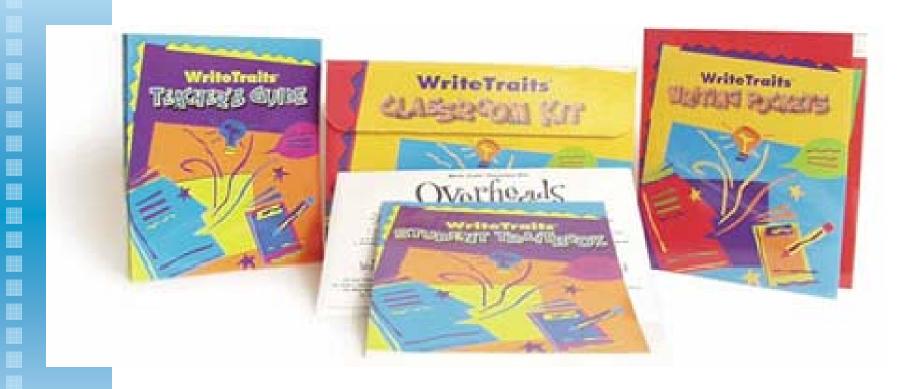
WIA 7 Resources







WIA 8 Resources

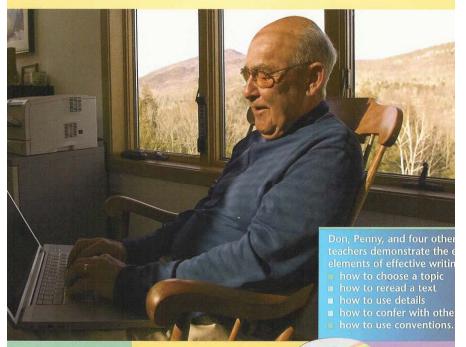


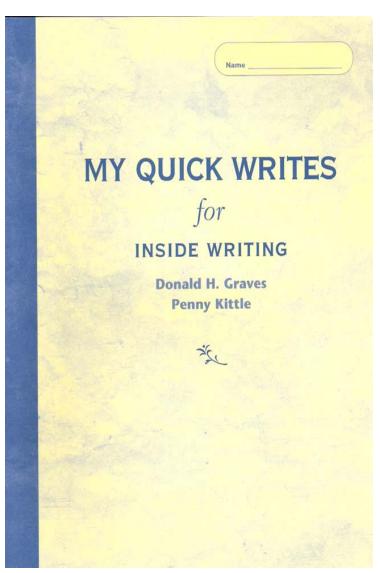


INSIDE WRITING

HOW TO TEACH THE DETAILS OF CRAFT

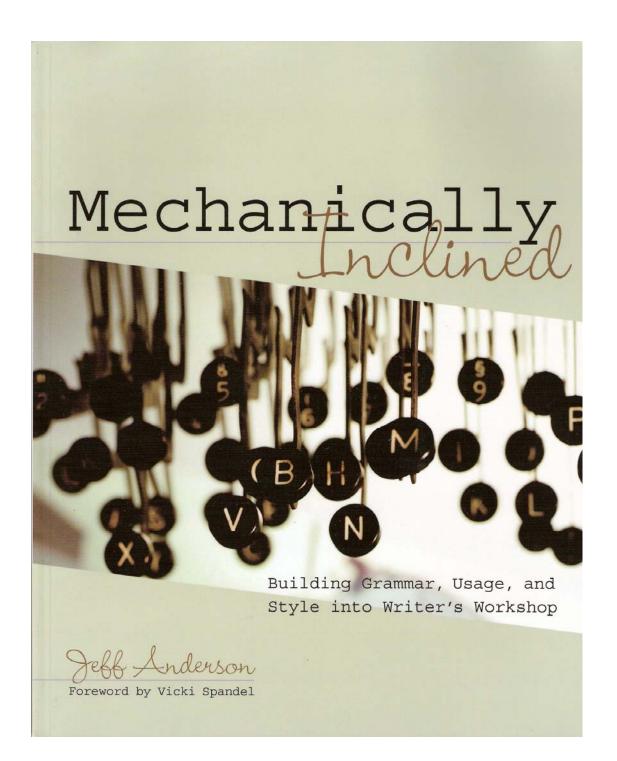
Donald H. Graves
Penny Kittle

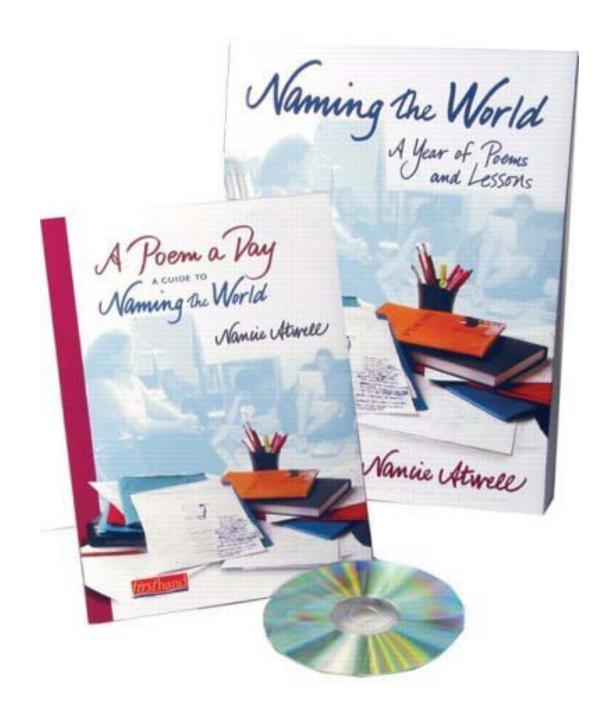




Jim Burke

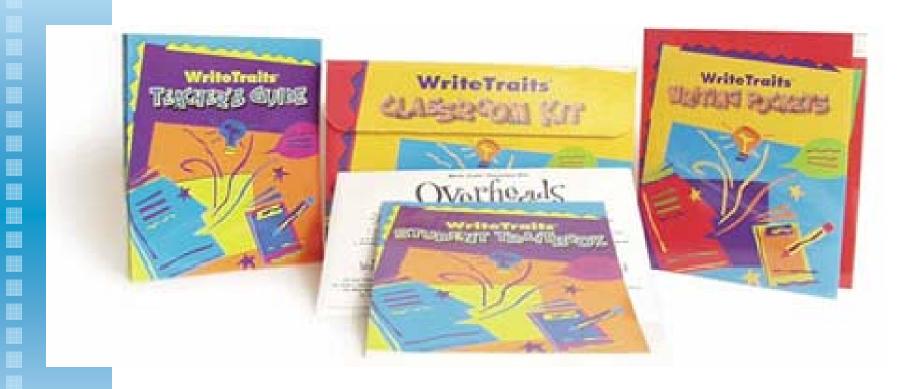
WAITING Techniques

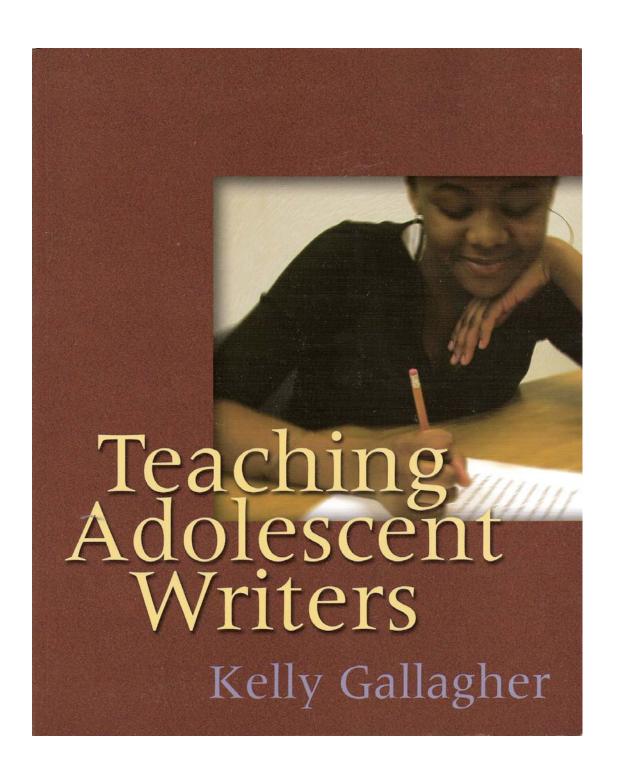


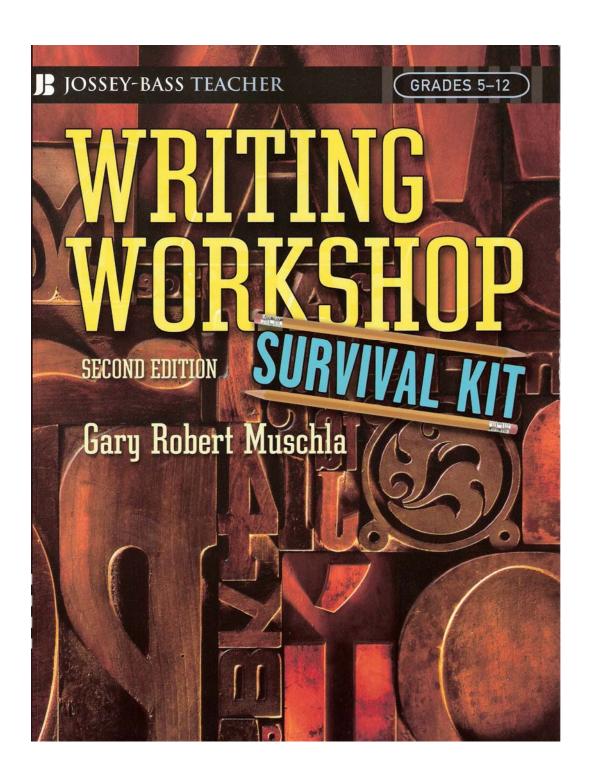


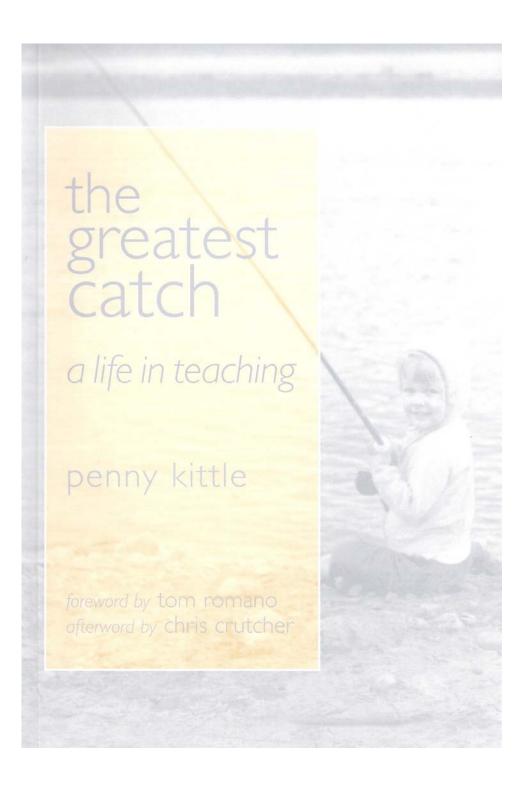


WIA 9 Resources

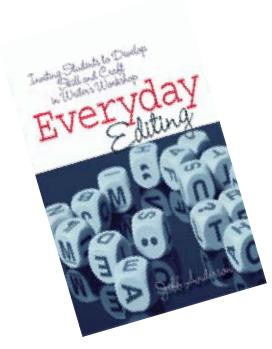


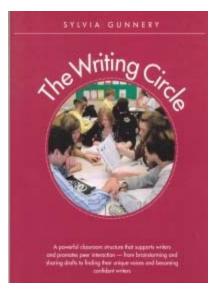






Writers in Action 7,8, 9 Professional Resources







May 2008



Literacy Success 11
Implementation Workshop
October 10 — 12, 2007
Ramada Inn, Dartmouth

LS11 Lead Team

One teacher from every high school in Nova Scotia represented.

Student Collection

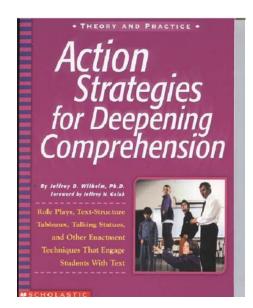
Component #1 FICTION

Component #2 NON FICTION

➤ Component #3 Atlantic Canada Collection

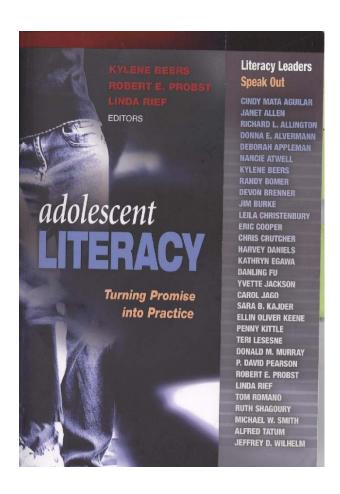
Action Strategies for Deepening
Comprehension: Role Plays, Text-Structure
Tableaux, Talking Statues, and Other
Enactment Techniques That Engage
Students with Text, Dr. Jeffrey D. Wilhelm

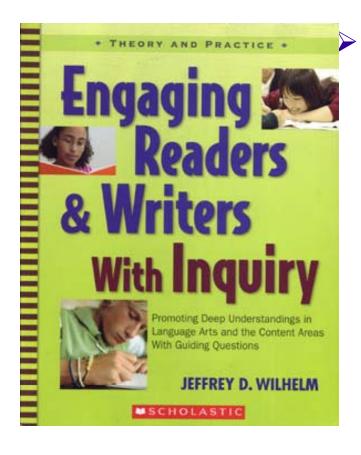
© 2007



Adolescent Literacy:

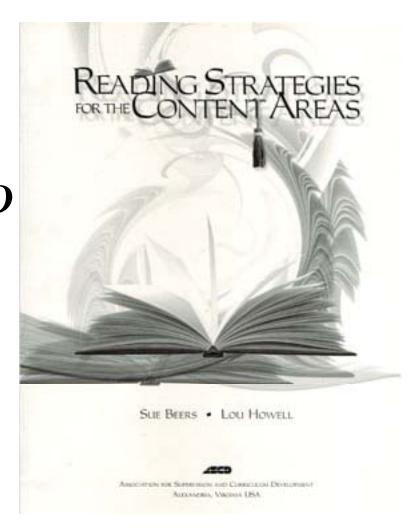
Turning Promise into
Practice, Kylene
Beers, Robert E.
Probst, Linda Rief ©
2007





Engaging Readers and Writers with **Inquiry**: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions, Dr. Jeffrey Wilhelm © 2007

> Reading
Strategies For
The Content
Areas: An ASCD
Action Tool by
Sue Beers and
Lou Howell©
2003



Information about
Active Readers, Literacy Success,
and Writers in Action is available on
the website—http://ayr.ednet.ns.ca



