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**From the NSTALL Newsletter Editor**

Hello! If this is your first newsletter, welcome to NSTALL. Welcome Back if you have been a part of the association prior to 2011. It has been a very productive year as a part of NSTALL. It is my hope that this newsletter finds you as the school year is winding up before it settles down for a well deserved summer break. There are many wonderful features in this edition. Along with news about our 2012 conference, you can read about our contest for "FREE" books to members, the Gifted Education and Talent Development Summit and several other topics and literacy ideas. Please be sure to take a look at our conference details for October 2012 which will be online line soon at <http://www.nstu.ca/>. Congratulations to the Summer Reading Giveaway Winners. If you didn't win, you can still take a look at the books that were given away to 80 NSTALL members.

Thanks for reading and have a great summer!

Tami , NSTALL 2012 [nstall@nstu.ca](mailto:nstall@nstu.ca)

**NSTALL Executive 2011-12**

**President:** Wanda Fougere

**Past President:** Ann Hulford

**Secretary:** Betsy Jardine

**Treasurer:** Jo-Ann Mumford

**First Vice- President:** Sonya Purdy

**Webmaster:** Justin Fougere

**Newsletter Editor:** Tami Cox Jardine

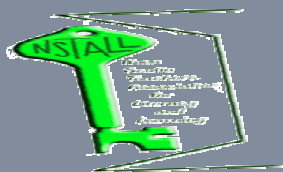
**Members at Large:** Chris Boulter & Glenna Leeco-Griffith

# NSTALL



## NOVA SCOTIA TEACHERS ASSOCIATION FOR LITERACY AND LEARNING

Conference  
2012



Pathways  
in Developing  
Literacy

Plan to attend our annual conference on October 26, 2012. There will be over thirty highly knowledgeable Nova Scotia educators who are excited about bringing new ideas and new thinking your way through workshops, discussions, demonstrations, hands-on activities, and the use of technology. From grades primary through twelve, we have attempted to have something for everyone. Our conference will be able to accommodate 800 conferees looking for a conference that has a high-standard reputation as “the conference to attend”.

So, watch for the September 1<sup>st</sup> on-line registration and the conference booklets. Check out our NSTU website for updates. Book your hotel early and plan to be at our association's 2012 conference. We are looking forward to once again providing quality professional development to meet the needs of today's educators.

There will be NO onsite registration so be sure to register early at [nstu.ca](http://nstu.ca) and choose NSTALL to register for October Conference 2012.

## *NSTALL Conference 2012 Details*

### Where:

**Sir John A. MacDonald High School, HRSB  
Upper Tantallon, NS  
\*Exit 5 Highway 103**

### When:

**October 26, 2012**

### Hotels:

**Future Inns, Halifax; Comfort Inn and Lakewood Inn & Suites (Bayers Chain Lake near Hwy 103 ); Holiday Inn Express and Quality Inn (Exit on way into Halifax – near Costco)**

### Contact Chair:

**Ann Hulford  
[ahulford@staff.ednet.ns.ca](mailto:ahulford@staff.ednet.ns.ca)**



## CONFERENCE DETAILS from 2011

NSTALL's Annual October Conference "*Guiding Students Through Literacy*" was held at Northumberland Regional High School in Alma, Pictou County. It was exciting to have many returning speakers as well as new ones. Sessions offered were from a variety of topics covering a broad range of areas from technology to comprehensive literacy and art. NSTALL was very fortunate to have colleagues willing to share their experience and knowledge with participants. A book display and sale was held in the entry foyer and there was a draw at noon for 25 door prizes. Thank you to those who attended the Annual General Meeting at 2:30 pm. Pictou County was a great host to NSTALL's Conference 2011.

~Jo-Ann Mumford & Sonya Purdy, Conference Chairs



## SALT BREEZES & FIRE FLIES

*"Let me walk through the  
fields of paper  
touching with my wand  
dry stems and stunted  
butterflies...."*

~Denise Levertov

Saltbreezes .ca

## What is Saltbreezes and Fireflies?

The Nova Scotia Teachers' Association for Literacy and Learning now offers an online version of our former publication/collection of writings by students in Nova Scotia. We hope students, parents and visitors will continue to enjoy the creative endeavours of our youth. To view student work, go to [saltbreezes.ca](http://saltbreezes.ca) and select from the various grade level.

If you have students who would like to contribute work, please ensure to have written permission from parents before submitting. To download a permission form, visit the site and select click "here" to download a printable version to use. When submitting work, include the student's first name, grade level and school. Contributions should be in Times New Roman and no larger than 14 pt. font. Email your contributions to [nstall@nstu.ca](mailto:nstall@nstu.ca).

Thank you to you and your students for your contributions.

## CONFERENCE REVIEW

### Nova Scotia Summit on Gifted Education and Talent Development

~Submitted by Ann Hulford

I had the opportunity to attend this Educational Summit held at MSVU from May 22 – 25<sup>th</sup>, 2012. Keynote speakers were Dr. Sally M. Reis, Dr. Joseph S. Renzulli, Dr. Rachel McAnallen, Dr. Rebecca Eckert, Dr. Brian Housand, Dr. Angela Housand, and Dr. Meredith Greene-Burton. Throughout the three days, I was reminded of the importance of assisting ALL of our students to reach their full potential. We explored strategies to recognize and plan programs for the enrichment of all learners. Many of the beliefs I have held about the importance of celebrating the gifts and talents of our students was reinforced. I came away from this Summit feeling excited about enrichment and also with a much clearer understanding of the Dept. of Education's guide "**Gifted Education and Talent Development**". I urge you get a copy of this guide – it is full of wonderful ideas and activities and will help you better understand the Nova Scotia model for talent development and gifted education.

Each speaker throughout the week focused on the importance of providing an enriching, enthusing, and engaging environment. As well,

we as educators have to be having fun and enjoy what we are doing. When teachers use enrichment based approaches in their classrooms students are able to make continuous progress. Enrichment programs can make profound differences in the lives of students, even if for only two to three hours per week. Teaching children to be critical thinkers is also of utmost importance, in order to teach our students how to become creative problem-solvers. If we want to see our students grow, we need to give them challenges. Dr. Meredith Greene-Burton had us think about this question: "*Do we want consumers of knowledge or creative producers?*" Keynote speakers explained how to assess a student for giftedness and talent, and how to design a talent portfolio, in order to plan and program for students. During break-out workshops sessions, I explored enrichment and classroom differentiation activities, where everyone is involved in purposeful, respectful tasks. I must say that Dr. Rachel McAnallen held me captivated with her love for mathematics. At 76 years of age, she left all of us wanting more. I will never look at Math in the same way.

It is not the outcome at the end; it's what happens on the road to the outcome. In a time when we are all feeling so overwhelmed with outcomes, it is the above statement that makes me reflect on my teaching practice. It is the teaching of strategies that allows children to move through the outcomes. Adaptations and differentiation are needed to meet the outcomes. Instead of

counting all the outcomes I have to think about, I must use my craft – not teach my craft, so that I can spark an interest for learning in my students. My craft is non-negotiable. My goal is to mentor, inspire, and commit my passion. I must teach students that the goal is about becoming a community- each student brings something but it is what we do together. It is the work that matters. It is not enough to be smart; students need to learn effort. And remember - "**Enrichment is a right – not a reward for good behaviour**".

After attending this Summit, I want to pursue enrichment clusters, curriculum compacting, and provide opportunities for children to share and celebrate their talents and gifts. As Dr. Greene-Burton says, "*We all have gifted students in our classrooms each and every year – do you recognize them?*" And for me, above all I want to have "fun" and renew that passion and desire that made we want to become a teacher while creating an environment where the focus is on the journey with my students.

In quoting Dr. Renzulli, "*Look into the eyes of every child and think – that child may change a life or change the world!*"

[Resources from the NS School Book Bureau \(I found them listed under Special Education\)](#)

16627 Creativity 1,2,3

**16626** Enrichment Clusters: A Practical Plan for Real-World Student-Driven Learning

**16613** The Differentiated Classroom: Responding to the Needs of All Learners

**23480** The Multiple Menu Model: A Practical Guide for Developing Differentiated Curriculum

**22654** The Schoolwide Enrichment Model, A How-to Guide for Educational Excellence

**23478** Total Talent Portfolio: A Systematic Plan to Identify and Nurture Gifts and Talents

Websites:

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

[www.gifted.uconn.edu](http://www.gifted.uconn.edu)

**NSTALL Conference  
October 26, 2012 is  
offering sessions by  
Dr. Meredith  
Burton-Greene – a  
dynamic speaker. If  
you are interested in  
gifted education and  
talent development  
you will want to at-  
tend her sessions.**

A special thanks to Ann for submitting this extensive review. Not all of us are able to attend such wonderful sessions like this one she attended on “Gifted Education and Talent Development”. The resource suggestions are practical and easy to access from any classroom in Nova Scotia.

### Desk Blotter Resources for Grade by Grade for ELA

- Speaking and Listening
- Reading and Viewing
- Writing and Other Ways of Representing

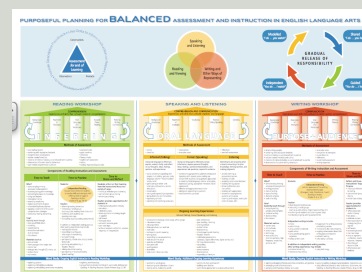
Check them out at this link:

[Dept of Ed Resources](http://Dept of Ed Resources)

(<https://sapps.ednet.ns.ca/Cart/items.php?CA=5&UID=20030923160028142.227.51.61>)

### Sample of Grade 6 Desk Blotter

Page 1



NS Dept of Education Curriculum Documents  
2012

Page 2

NS Dept of Education Curriculum Documents  
2012

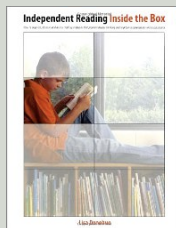
## Summer Reading Giveaway 2012

NSTALL Members are anxiously awaiting their selections in our “Summer Reading Professional Resources Giveaway 2012”. Be sure to check your email account, including your NSTU webmail. You could be one of 80 lucky NSTALL members to receive a selected professional resource.

**The book selection titles are:**

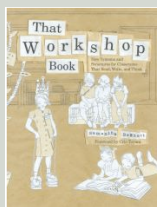
### *Independent Reading Inside the Box*

Author: Lisa Donahue  
Grades 2-8

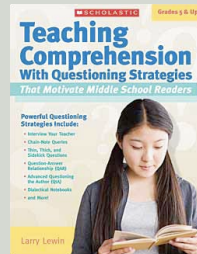


### *That Workshop Book*

Author: Samantha Bennett  
Grades 1-8



### *Teaching Comprehension with Questioning Strategies That Motivate Middle School Readers*

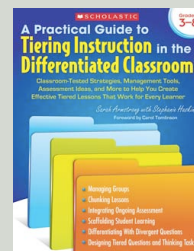


Author: Larry Lewin  
Grades 5-12

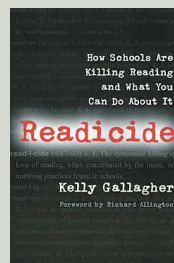
### *A Practical Guide to Tiering Instruction in the Differentiated Classroom*

Subtitle: Classroom-Tested Strategies, Management Tools, Assessment Ideas, and More to Help You Create Effective Tiered Lessons That Work for Every Learner

Authors: Sarah Armstrong & Stephanie Haskins  
Grades 3-8



### *Readicide: How Schools Are Killing Reading and What You Can Do About It*

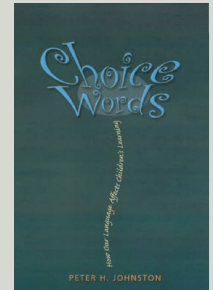


Author: Kelly Gallagher  
All Levels

### *Choice Words*

Author: Peter Johnson

All Levels



If you have won a professional resource, we would love to hear your “review”. Email us at [nstall@nstu.ca](mailto:nstall@nstu.ca)

**Happy Summer Reading!**





# FOCUS ON:

## READING & VIEWING

In each edition of our membership newsletter, NSTALL features ideas and resources to support the three main strands in ELA.

This newsletter will begin our focus on **Reading and Viewing** which is defined as:

*“Reading and Viewing are meaning-making processes. They include making sense of a range of representations including print, film, television, technological and other texts. It is important that students reflect on, synthesize and evaluate ideas and information in increasingly sophisticated ways. They monitor their own understanding by questioning, rereading/reviewing and revising. They value reading for a range of purposes.”*

*~Foundations Document for the Atlantic  
Canada English Language Arts Curriculum*

Educators have become quite familiar with the “Big 6” Reading Comprehension Strategies. Some literacy research supports a 7th Strategy.

### The Big Six Extending Comprehension Strategies

- **Visualizing:** forming sensory and emotional images of textual contents, especially visual images. This strategy also includes an aspect specifically for students who don’t consider themselves to be readers: the strategy of recognizing that one is having an emotional response while reading and to identify what the author did to invoke that response.
- **Making Connections** (between what I know and what I am learning): using what is known to enrich authors’ meanings; taking what has been learned from one’s own life experiences, other texts, and cultural and global matters to deepen understandings of what the author presents. Otherwise known as “reading beyond the lines.”
- **Questioning:** interrogating texts for a variety of purposes, such as checking one’s understanding, querying the author about his or her writing, and discerning relationships among ideas and information within a text.
- **Inferring:** linking parts of texts that authors did not link explicitly. Using what one already knows to form links across sentences and paragraphs. Often known as “reading between the lines.”

- **Determining Importance:** identifying essential ideas and information. This is the ability to separate the “wheat from the chaff” in text. Students are taught how to identify stated and implied main ideas, how to summarize texts, and how to note the personal relevance of ideas and information.

- **Synthesizing:** putting together ideas from multiple sources; deciding how ideas go together in a way that is new; figuring out how what one is reading and learning fits together in a way not thought of before. Students are taught how to draw conclusions, form generalizations, and make comparisons across texts.

### So what is the 7th, you ask?

(Which really becomes the first)

- **Plan and Monitor:** controlling one’s mental activities; it is metacognitive in nature, centering about readers’ awareness and control of their comprehension.

When engaged with this strategy, students are taught planning skills—how to preview texts and how to set a purpose for reading and make predictions. They are also taught how to clarify ideas by using fix-up strategies and how to clarify vocabulary by using context clues and other word-level fix-up strategies.

#### Resources:

~Reading Comprehension Strategies

by Dr. David W. Moore

~ [http://ayr.ednet.ns.ca/vis\\_strategies.shtml](http://ayr.ednet.ns.ca/vis_strategies.shtml)

## Best Practices for Teaching Strategic Reading

1. *Direct, Explicit Instruction*

2. *Show, Don’t Tell*

3. *Connect Reading to Students’ Lives and Their Out-of-School Literacies*

4. *Focused Instruction*

5. *Promote Transfer Across Genres*

6. *Encourage Cognitive Collaboration*

*For detailed explanations on each practice, visit this link:*

Click [here](#)



### Student Literacy Profile

Student: \_\_\_\_\_ Present Grade: \_\_\_\_\_ June \_\_\_\_

Reading Level _____	Emergent ____	Early ____	Transitional ____	Fluent _____
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Monitors Reading \_\_\_\_\_ Self-Corrects \_\_\_\_\_

**Text Problem Solving Strategies Observed:**

	Rarely	Sometimes	Often	Not Yet-N/A
Uses picture cues				
Predicts using MSV				
Meaningful substitutions				
Uses knowledge of letters and sounds				
Chunks				
Looks for smaller or hidden words				
Reads on and returns				
Reminds me of.....(word)				
Asks for help				
Ignores error				

**Fluency:** Difficult/Level 1 \_\_\_\_ Instructional/Level 2 or 3 \_\_\_\_ Independent \_\_\_\_

**Phrasing and Rate:**

**Expression:**

Requires frequent prompting		emerging	
Observes punctuation		developing	
Meaningful chunks		complete	
Slow but confident			
Frequently hesitates before words			
Word for word			
Repeats words/phrases			
Reads too quickly			
Rate is smooth and appropriate for text			

**Comprehension:**

Requires monitoring	<b>Fiction:</b>	<b>Comments/Actions:</b>
Developing	Infers/predicts	
Has main idea	Questions	
Complete and Reflective	Determines Importance	
Adequate retelling	Synthesizes	
<b>Non Fiction:</b>	Visualizes	
Connects	Connects	
Synthesizes		
Determines Importance		
Questions		

Guided Reading: Making It Work, M.B. Schulman and C.D. Payne, Scholastic, 2000

## What Readers Need At Each Stage/Level Of Reading To Move Forward

Stage	Level	Text Description	Instructional Focus/Mini Lesson
Emergent	A	<ul style="list-style-type: none"> <li>consistent placement of print on each page</li> <li>illustrations provide high support</li> <li>natural language structure</li> <li>familiar experiences</li> </ul>	<ul style="list-style-type: none"> <li>print carries a message</li> <li>directional movement (left to right / top to bottom)</li> <li>match voice to print with one-to-one word matching</li> <li>locating known words to monitor reading- using known words as anchors</li> <li>using letter sounds (beginning / ending)</li> <li>predicting what makes sense</li> <li>using picture clues- noticing and interpreting details</li> <li>using visual information to help predict, check, and confirm</li> <li>predicting from events what will come next</li> <li>making a connection to text/story</li> </ul>
	B	<ul style="list-style-type: none"> <li>some known, high- frequency words</li> <li>One/two lines of print (L to R with return sweep)</li> <li>predictable, repetitive sentence pattern with minimal word changes</li> </ul>	
	C	<b>Later...</b> <ul style="list-style-type: none"> <li>some punctuation conventions</li> <li>print in various positions on page</li> <li>multiple lines of print.</li> <li>simple story line</li> </ul>	

Early	<b>D</b>	<ul style="list-style-type: none"> <li>varied placement of print on page</li> <li>natural language structure</li> </ul>	<ul style="list-style-type: none"> <li>relying on print to find clues</li> <li>text decoding strategies- using bookmarks / anchor charts</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>variety of simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>searching, checking, and self-correcting (M-S-V= make sense, sound right, look right)</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>multiple lines of print</li> </ul>	<ul style="list-style-type: none"> <li>check and confirm- sometimes using beginning, middle, and ending letters/sounds</li> </ul>
	<b>G</b>	<ul style="list-style-type: none"> <li>variety of punctuation conventions</li> <li>some repetitive sentence patterns</li> <li>illustrations offer some support</li> </ul>	<ul style="list-style-type: none"> <li>rereading to check, confirm, and search while self-correcting using multiple sources of information</li> </ul>
	<b>H</b>	<b>Later...</b> <ul style="list-style-type: none"> <li>variety of sentence patterns and lengths</li> </ul>	<ul style="list-style-type: none"> <li>developing high frequency words to develop reading automaticity</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>variety of punctuation and fonts</li> </ul>	<ul style="list-style-type: none"> <li>rereading to develop fluency and phrasing</li> </ul>
	<b>J</b>	<ul style="list-style-type: none"> <li>use of direct speech</li> </ul>	<ul style="list-style-type: none"> <li>attending to punctuation when reading and use for phrasing and meaning</li> </ul>
	<b>K</b>	<ul style="list-style-type: none"> <li>longer story- beginning, middle, and end</li> </ul>	<ul style="list-style-type: none"> <li>using speech/ identifying speaker</li> <li>actively reading for meaning</li> <li>engage in discussions about story</li> <li>introduce character</li> <li>visualizing</li> <li>connecting to text</li> <li>using fiction and non fiction texts</li> </ul>
Transitional	<b>L</b>	<ul style="list-style-type: none"> <li>conventional story</li> </ul>	<ul style="list-style-type: none"> <li>searching, checking, and self-correcting</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>varied sentence patterns</li> </ul>	<ul style="list-style-type: none"> <li>independently using text decoding strategies</li> </ul>
	<b>N</b>	<ul style="list-style-type: none"> <li>more print on page</li> </ul>	<ul style="list-style-type: none"> <li>predicting, confirming, adjusting</li> </ul>
	<b>O</b>	<ul style="list-style-type: none"> <li>some literary language/devices (theme, setting, character)</li> <li>minimal support from illustrations</li> <li>varied punctuation and fonts</li> </ul>	<ul style="list-style-type: none"> <li>monitoring reading for understanding</li> <li>use familiar parts of words to problem solve unknown words</li> </ul>
	<b>P</b>	<b>Later...</b> <ul style="list-style-type: none"> <li>some challenging vocabulary</li> <li>longer selections</li> <li>variety of text layouts</li> <li>more print on page</li> <li>developed story lines</li> </ul>	<ul style="list-style-type: none"> <li>maintaining meaning while reading longer text</li> <li>selecting “just right”/appropriate reading materials</li> <li>engage in discussions about story</li> <li>story elements (character, setting, plot)</li> <li>visualizing</li> <li>connecting to text</li> <li>using fiction and non fiction texts</li> <li>responding to text</li> </ul>
Fluent	<b>Q</b>	<ul style="list-style-type: none"> <li>some challenging vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>monitoring appropriate book selection for independent reading</li> </ul>
	<b>R</b>	<ul style="list-style-type: none"> <li>developed literary language/devices (theme, setting, character)</li> </ul>	<ul style="list-style-type: none"> <li>focus on genre for information and pleasure</li> </ul>
	<b>S</b>	<ul style="list-style-type: none"> <li>extended story lines</li> </ul>	<ul style="list-style-type: none"> <li>using variety of sources (meaning, language, visual) to <b>quickly</b> and flexibly problem solve when reading</li> </ul>
	<b>T</b>	<ul style="list-style-type: none"> <li>variety of simple and complex sentence structures</li> <li>longer literature selections</li> <li>fewer illustrations / more text per page</li> </ul>	<ul style="list-style-type: none"> <li>detect and correct errors (silently) and apply “<b>fix-up strategies</b>”</li> </ul>
	<b>U</b>	<b>Later...</b> <ul style="list-style-type: none"> <li>more challenging vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>reading with fluency, phrasing and expression</li> </ul>
	<b>V</b>	<ul style="list-style-type: none"> <li>literary genres</li> </ul>	<ul style="list-style-type: none"> <li>adjust reading pace to accommodate the purposes for reading and the difficulty of text</li> </ul>
	<b>W</b>	<ul style="list-style-type: none"> <li>complicated text features</li> </ul>	<ul style="list-style-type: none"> <li>determining vocabulary meaning using context clues</li> </ul>
	<b>X</b>	<ul style="list-style-type: none"> <li>complex story lines and concepts</li> </ul>	<ul style="list-style-type: none"> <li>monitor reading for comprehension</li> </ul>
	<b>Y</b>		<ul style="list-style-type: none"> <li>predicting</li> <li>connecting to text</li> <li>visualizing</li> <li>questioning</li> <li>inferring</li> </ul>
	<b>Z</b>		<ul style="list-style-type: none"> <li>determining importance</li> <li>synthesizing and interpret author’s message</li> <li>responding to text</li> <li>revisiting text to support ideas and understandings during literary discussions (oral and written)</li> </ul>

Matching Books To Readers, Irene Fountas and Gay Su Pinnell, Heinemann, 1999