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Balanced Literacy Activities In Ontario Jk - Grade 8 Comprehensive Literacy Classrooms: Examining Self-Reported Frequency Of Classroom Activities

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BALANCED LITERACY ACTIVITIES IN ONTARIO JK – GRADE 8 COMPREHENSIVE LITERACY CLASSROOMS: EXAMINING SELF-REPORTED FREQUENCY OF CLASSROOM ACTIVITIES

by

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DEDICATION

There is a reason why this page is usually dedicated to the author's family. Without them achievements such as this are meaningless. I took this journey of completing my degree for me it is true, but the commitment and effort it took to see the end is because of my family. Steadfastness and hard work *are* part of what my family means to me.

To my parents Chuck and Betty Pearsall both of who are no longer here in the physical sense, I know you are here in my heart and are proud of what I have accomplished.

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CHAPTER 1

Overview of the Study

Education has a set of common terms and concepts that are unique to the profession. One such concept is balanced or comprehensive literacy. Associated with balanced/comprehensive literacy are activities such as modelled reading, shared reading, guided reading, independent reading, modelled writing, shared (interactive) writing, guided writing, and independent writing.

Personnel serving in many Canadian school boards are committed to professional development (by provincial mandates). Knowledge gained through professional development translates to teachers' ability in the classroom to implement this knowledge and in turn, translates to improved student achievement. Attenberry and Byrk (2011) described a similar set of causal connections, a casual cascade, for one form of professional development, instructional coaching, to student improvement.

Purpose of Study

According to the Ontario Ministry of Education, Literacy and Numeracy Secretariat (2006), Ontario classrooms are to implement a comprehensive literacy program. The purposes of this study are: (1) to examine elementary (Junior Kindergarten to Grade 8) teachers' self-reported frequency of use of balanced literacy activities in their comprehensive literacy classrooms and to determine if there are commonalities within and across elementary school divisions and (2) to examine elementary teachers' self-reported sources of balanced literacy instruction information and to determine if there are commonalities within and across teacher demographic categories. The targeted population is classroom teachers in sixty-three elementary schools (JK to Grade 8) in one Ontario (Canada) school board. The results of this research will add to the literature through a theory-based quantitative investigation of balanced literacy activities in elementary classrooms.

Research Questions

The research questions are:

Q#1: To what extent (frequency) are activities of balanced literacy instruction used in elementary divisions (Early Years, Primary, Junior, and Intermediate) classrooms?

Q#2: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities?

Q#3: To what extent are the self-reported information sources of balanced literacy instruction by teachers across age categories similar or dissimilar?

Definition of Terms

Balanced Literacy: The authors of the GECDSB French Immersion Handbook (2008) defined balanced literacy as:

Balanced Literacy is a framework designed to help all students learn to read and write effectively. It is based on Vygotsky's [(1978)] theory of Proximal Development which relates to scaffolded learning, the Gradual Release of Responsibility. His findings suggest that learning occurs when the learner first observes an expert demonstrating the skill to be learned. Learning continues to develop as the experience is shared with the support of the expert. Next, learners should be given opportunities to collaborate with peers to further build their understanding and competency level. Finally, learners are able to implement the new learning independently. The program stands firmly on the premise that all students can learn to read and write. This matches the Greater Essex County District School Board's core belief that all children can learn given appropriate time and support. This balance between reading and writing allows students to acquire the instruction needed in order to achieve at grade level, while allowing students to work at an appropriate level for the child.

Comprehensive Literacy Approach: The authors of the GECDSB document, A Thumbnail Sketch for Elementary Programs 2013-2014 (and 2014-2015) stated,

Using a variety of instructional, assessment and evaluation strategies, teachers provide numerous opportunities for students to develop the skills and knowledge in reading, writing, listening, speaking, viewing and representing that empower learners to make meaningful connections between what they know and what they need to know. Teachers give students the language and techniques to describe their learning by thinking aloud about their own language processes. They provide students with frequent opportunities to practise and apply new learning and to refine their control of the skills and strategies they are developing. The activities offered should enable

students to develop higher-order thinking skills as they work toward becoming effective communicators. Opportunities to relate knowledge and skills in language learning to wider contexts across the curriculum and in the world will motivate students to learn in a meaningful way and to become lifelong learners (p. 26).

Comprehensive Literacy Instruction: The GECDSB employees who authored the on-line resource, One Page Wonders (http://199.71.141.249/tie/bipsa/) wrote a description of comprehensive literacy instruction.

Comprehensive Literacy Instruction supports students as lifelong learners to read, write, represent, listen, speak, view and critically think in all subject areas in order to become effective communicators in an idea fuelled and information driven world. Instructional Practice is based on ongoing assessment and evidence of student learning needs.

Comprehensive Reading Instruction: The authors of the Ontario Ministry of Education: Early Reading Strategy (2003) wrote a description of comprehensive reading instruction.

> Comprehensive reading instruction teaches the child to use a variety of skills to decode, read fluently, and understand the text. No single skill in this complex interaction is sufficient on its own, and the teacher must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts (p. 22).

Survey: "A 'survey' is a systematic method for gathering information from (a sample of) entities for the purposes of construction quantitative descriptors of the attributes of the larger population of which the entities are members" (Groves, Fowler, Couper, Lepkowski, Singer, & Tourangeau, 2004, p. 2). The terms Questionnaire and Survey are used interchangeably. Web-based and Internet-based are used interchangeably. The difference between on-line and web-based is that an on-line survey could just exist within an organization's internal network. For example, with the school board (district), a survey could be sent as an email or attached to an email and not go out to

the web. Web-based exists on the WWW and can be accessed on the web itself and by a link from an internal network.

Educator: This refers to classroom teachers, teachers with assignments that take them to a number of classrooms in different schools (for example: ELT, LNT, LNST, Special Assignment teachers), teachers that work at the school board office (school district head office) in areas such as the Program Department (see Definitions), and elementary school administrators. Part way through the survey, a question divides the school board's elementary educators into two groups, those who are classroom teachers and are presently teaching Language (Language Arts) (within the last three years) and those who are not presently teaching Language (Language Arts).

Students: The Ontario Education system uses student category terms different than their American counterparts. Within the School Board for this research Grade 7 & 8 students can attend an elementary school that includes Grades JK to Grade 8; an elementary school of only Grade 7 & 8 students; a secondary or high school for Grades 7 to 12; or a school that includes all grades JK to Grade 12).

The following is a list of the Ontario categories:

Early Years – Junior and Senior Kindergarten

Primary Division – Grades 1 to 3

Junior Division – Grades 4 to 6

Intermediate Division Grades 7 to 9

Senior Division Grades 10 to 12

Panel: Within the Ontario Education system there are two panels. The Elementary Panel that includes Early Years, Primary, Junior, and Intermediate Divisions and the Secondary Panel for Grades 9 to 12.

EQAO: Education Quality and Accountability Office is:

An independent agency of the Ontario government that designs and implements a province-wide program of student assessment within government-established parameters. It reports to the Minister of Education, the public, and the education community on assessment and education issues, and makes recommendations for improvement" (Early Reading Strategy, 2003, p. 75). EQAO provides provincial-wide assessments of reading, writing, and mathematics for grades 3 and 6 in the elementary panel. With these assessments provincial data is generated, which in turn, is used to support improvement planning.

Schools On The Move: Lighthouse Program: was an initiative developed by the Literacy and Numeracy Secretariat (Ontario) to celebrate schools that made significant and sustained progress in student achievement as measured by the Grade 3 and 6 EQAO scores (reading, writing, and mathematics) from 2002-2003 to 2004-2005. In 2006 the Ministry of Education (Ontario) published Schools on the Move: Lighthouse Program 2006 (http://www.curriculum.org/LNS/schoolsonthemove/index.shtml and http://www.edu.gov.on.ca/eng/litearcynumeracy/schoolmove.html

Three more annual reports were published (2007, 2008, and 2009). The purpose of this program was to "encourage networking and sharing of effective practices" (Letter from Avis E. Glaze, page 1). In addition to this basic criterion, two other criteria were used. First, the schools selected needed to reflect the diverse population of Ontario and so, location within the province, membership in school districts (Public and Catholic) and/or school systems (French- and English-language), and type of community were considered. The other criteria for participation in the Lighthouse Program was based on the goal that schools could/would learn from other schools, so the articulate ability of the staff to explain "what worked and why" was critical. School districts were consulted to develop a short list of schools and these schools were visited by The Literacy and Numeracy Secretariat Student Achievement Officers. As part of the Lighthouse Program

schools would welcome visitors from other elementary schools in Ontario to see and share their successful practices.

Reading: "Reading is a meaning-making process that involves a great deal of thinking, problem solving, and decision making by both the teacher and the child" (Early Reading Strategy, 2003, p. 22).

Comprehension: Comprehension is the ability to understand, reflect on, and learn from text.

To ensure that children develop comprehension skills, effective reading instruction builds on their prior knowledge and experience language skills and higher-level thinking (Early Reading Strategy, 2003, p. 13).
Children learn comprehension skills in a variety of situations, using many levels of texts and different text types. The focus of guided comprehension is on direction, instruction, application, and reflection. Focused instruction in comprehension skills – such as previewing; self-questioning; making links to self, text, and others; visualizing; using graphophonic, syntactic, and semantic cueing systems; monitoring, summarizing, and evaluating – is provided first. The children then apply the comprehension strategies in teacher-guided small groups and student facilitated comprehension activities, such as literature circles, questioning the author, or reciprocal teaching (Early Reading Strategy, 2003, p. 25).

Word Study:

Word study gives children the opportunity to practise high-frequency words so that they can read them automatically (word identification), and to learn word-solving strategies so that they will be able to read partially familiar or unfamiliar words (word knowledge). Word study improves the child's ability to decode words independently, which is important for both fluency and comprehension. The teacher provides the children with an organized environment that includes charts, lists, word walls, and other resources. Activities can involve the whole class, small groups, or children working independently, and may include: searching for big words or mystery words; recognizing whole words, word parts, root words, and compound words; adding prefixes and suffixes; using known words to get to unknown words; and recognizing letter patterns (Early Reading Strategy, 2003, p. 23).

Phonics:

Phonics is a systematic instructional approach that links the foundation of phonemic awareness with children's growing knowledge of letter-sound relationships to enable children to decode words and read. Instruction begins with the most common and more easily discerned letter-sound relationships and progresses to more complex spelling patterns, which include larger chunks of words, such as syllables. Teachers need to introduce the letter-sound correspondences in a planned, sequential manner so that children have time to learn, practise, and master them. Letter formation is a part of phonics instruction that reinforces children's memory for letter-sound

correspondences. To understand the usefulness of letter-sound correspondences and letter formation, children need to apply their knowledge by seeing, saying, and printing words in interesting and authentic contexts" (Early Reading Strategy, 2003, p. 23).

The next four definitions Modelled Reading (Read – aloud), Shared Reading, Guided Reading, and Independent Reading follow the order suggested in balanced literacy instruction from a high degree of teacher involvement with Modelled Reading (or Read – aloud) to sharing the control with students for Shared Reading and Guided Reading to the least teacher involvement but the greatest student involvement for Independent Reading.

Modelled Reading or Read-aloud:

In read-aloud(s) the teacher reads to the whole class or to a small group, using material that is at the listening comprehension level of the children. The content may focus on a topic related to a curriculum expectation in another subject area, such as mathematics, science, or social studies (Early Reading Strategy, 2003, p. 24).

Shared Reading:

In shared reading the teacher guides the whole class or a small group in reading enlarged text that all the children can see – for example, a big book, an overhead, a chart, a poster, or a book. The text can be read several times, first *for* the children and then *with* the children joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers. It is both enjoyable and motivating for children. The teacher takes into account the difficulty of the text and the skills, knowledge, and experiences of the children in structuring this activity.

Shared reading provides the teacher with the opportunity to model effective reading; promote listening comprehension; teach vocabulary; reinforce concepts about books and print and letter-sound relationships; and build background knowledge on a range of subjects. Shared reading provides a bridge to guided reading. It should occur daily in the early stages of reading instruction and less frequently in later stages. (Early Reading Strategy, 2003, p. 24-25).

Guided Reading:

Guided reading is a small-group, teacher-directed activity. It involves using carefully selected books at the children's instructional level. The teacher supports a small group of children as they talk, read, and think their way through a text. Children can be grouped for guided reading by reading ability or specific instructional goals. The group composition is fluid and changes according to the teacher's observations and assessments (Early Reading Strategy, 2003, p. 25).

A method of instruction in which the teacher works with a small group of students who have similar reading processes. The group composition changes as a result of teacher observation and assessment. The teacher selects the students, introduces them to a new book, and supports them through it (Early Reading Strategy, 2003, p. 76).

Independent Reading:

During purposeful and planned independent reading, the children choose their own books according to their interest and ability. The text should be chosen carefully so that each child can read with a high degree of success. Children can be taught to select appropriate independent reading material and can share this task with the teacher. Emergent readers can use this independent reading time to practise reading small, predictable stories, as well as books that have been used in shared and guided reading. When teachers plan independent reading for children, they need to provide children with time to engage in discussion and reflection" (Early Reading Strategy, 2003, p. 26). Independent Reading is "A method of instruction in which students select familiar and unfamiliar texts to read by themselves or with a partner (Early Reading Strategy, 2003, p.76).

Program Department of GECDSB:

The program department's mission is to inspire, guide and support learning within the Greater Essex County District School Board. Our team of teacher consultants, special assignment teachers, and support staff partner with educators to support curriculum and instruction, school and system improvement, and professional learning. Core responsibilities of consultants include support for specific subject areas, selection and management of core resources, and facilitation of professional development workshops to improve instructional practice and ultimately, student success. Other responsibilities emerge as system needs arise and are guided by the Board Improvement Plan for Student Achievement and Well Being (Winney, personal communication, March, 2014).

CHAPTER 2: REVIEW OF LITERATURE

Research to Support Survey Content and Style

Past research has examined the sources or activities of professional knowledge. One of these was The First R: The Harvard Report on Reading in Elementary Schools (Austin & Morrison, 1963) and the replicated study by Baumann and Ivey in 1997; Baumann, Hoffman, Moon, and Duffy-Hester, published in 1998; and Baumann, Hoffman, Duffy-Hester, and Ro, J. Moon, published in 2000. Although none of the actual original "The First R" survey pages were found, Baumann et al., described in detail the great lengths they took to replicate the original 1963 survey and the adjustments made to update it with current phrases and categories. In particular Figure 1 lists the question and possible choices used in the replicated survey to collect data on the contributing activities to professional knowledge and skills.

Figure 1: The First R Survey Question Regarding Activities That Contribute to Professional Knowledge and Skills

10. What activities do you engage in to further your professional knowledge and skill in teaching reading and language arts? Circle the number in front of **all** of the following activities that contribute to your professional knowledge and skills (i.e., you may mark multiple responses).
1. attend workshops, in-service, or staff development courses
2. attend local, state, or regional professional conferences
3. attend national conferences
4. present at local, state, regional, or national conferences
5. enroll in college or university courses in education
6. enroll in a graduate degree program in education
7. Read professional magazines or journals (**circle each** of the following that you read monthly: *Instructor, Learning, Teacher, The Reading Teacher, Language Arts*, other _____)
8. write articles for professional education newsletters, periodical, or journals
9. membership in professional organizations (**circle each** of the following to which you belong: International Reading Association, National Council of Teachers of English, Association for Supervision and Curriculum Development, Whole Language Umbrella, Orton Society, National Education Association, American Federation of Teachers, other _____)
10. serve in a leadership role in a professional organization (e.g., officer, board member, committee chair)

11. conduct research in your own classroom, either alone in collaboration with others

Source: Baumann, Hoffman, Duffy-Hester, and Ro, p. 365.

Frey, Lee, Toffefson, Pass, and Massengill (2005) examined an American urban school district's implementation of a mandated balanced literacy program. Their definition of balanced literacy was "a philosophical orientation that assumes that reading and writing achievement are developed through instruction and support in multiple environments in which teachers use various approaches that differ by level of teacher support and child control" (p. 272). This definition comes from the work of Fountas and Pinnell (1996). To determine how the school district implemented the balanced literacy program they posed three research questions: (a) Of the instructional time devoted to literacy, how much time was devoted to each of the different types of balanced literacy activities? What proportion of instructional time was dedicated to read alouds, guided reading, independent writing, and so on? (b) What does a balanced literacy classroom look like? How did teachers arrange their classrooms to support balanced literacy? and (c) What does a balanced literacy school building look like? How did principals arrange their schools to support balanced literacy? (p. 273). The school district mandated a 90-minute block of time (preferably in the morning) for integrated reading and writing activities. During this time teachers were to use recommended activities (read alouds, guided reading, shared reading, and independent reading and writing) and they could implement centers and other reading assignments as well. The school district provided professional development opportunities for read alouds, guided reading, and shared reading. The district also increased school libraries and teacher resources, and boosted home support for literacy.

The teacher sample included 67 teachers and their classrooms from 34 schools. In 23 classrooms the authors conducted student group interviews. Data was collected from five sources: (a) classroom observations; (b) classroom physical environment checklists of literacy components

(literacy centers, classroom libraries, reading nooks, student work displayed); (c) physical building environment checklists of literacy components (in the offices and hallways and library presence of information regarding school's literacy activities); (d) teacher surveys; and (e) student group interviews. The teacher survey (84% response rate) collected the self-reported frequencies of use of selected literacy activities (and the number of minutes) as well as the level of satisfaction towards the literacy resources available.

The study involved 467 twenty minute observation episodes across 167 classrooms in 29 elementary schools. The results for observed proportion of literacy instruction time spent on balanced literacy components were categorized as either an activity or a strategy, but with the understanding that activities and strategies could have occurred simultaneously, and therefore the percentages exceeded 100%. The activities were: (a) independent writing 20%; (b) read alouds 18%; (c) independent reading 17%; (d) shared reading 8%; (e) center activities 3%; (f) guided reading 3%; and (g) other balanced literacy activities 19%. The strategies were: (a) conferencing 34%; (b) accountable talk 18%; (c) predictions 4%; and (d) pair and share 3%. (p. 276). The results from the teacher survey were: (a) read alouds with a mean frequency of 1.20 (from the options 1 = every day; 2 = a few days a week; 3 = weekly; 4 = a few days a month; 5 = monthly; 6 = rarely or never) and a mean number of minutes per day of 22.98; (b) independent reading with a mean frequency of 1.27 and 29.94 minutes per day; (c) independent writing with a mean frequency of 1.27 and 30.64 minutes per day; (d) shared reading with a mean frequency of 1.70 and 21.66 minutes per day; and (e) guided reading with a 2.10 mean frequency and 30.41 minutes per day; for a total of 123.61 minutes per day for all balanced literacy activities. Through their triangulated approach the authors collected data from classroom observation, a teacher self-report survey, and small group interviews of students. The researchers found that teacher-directed and

student-centered instructional activities were being implemented but that independent student work occurred at a higher frequency than did teacher-directed activities. With information collected from all three data sources, independent reading and writing activities occurred with the highest frequency translating into the most time spent on these activities rather than direct instruction and modelling by the teacher. The authors argued that teacher-directed instruction should be an "integral part of literacy instruction" (p. 278) and cited the work of Fountas and Pinnell (1996) and Wray, Medwell, Fox and Poulson (2000) examination of the teaching practices of effective literacy teachers for support. The authors (Wray, Medwell, Fox, & Poulson) postulated that classroom teachers might favor independent work as a classroom management technique (for a quiet and controlled looking classroom) or for the increased productivity and creativity associated with independent student work. The unequal distribution of student-centered activities (independent reading and writing) to direct-teaching and modelling activities (shared or guided reading and writing) might not be the best balance of components for students. One of the closing remarks made by Frey, et al., (2005) was that changing teachers' instructional practices takes time to implement (p. 280).

The contents of the survey used for this research are based on the research of Naples-Nakelski (2003). Another pre-existing survey, TORP (Theoretical Orientation to Reading Profile) (Deford 1985), an instrument to measure a teacher's beliefs for three theoretical orientations (phonics, skills, and whole language) was considered by Naples-Nakelski at that time and declined. Naples-Nakelski (2003) examined the application of balanced literacy in six school districts in Nassau County, New York, USA. School Districts were classified for this study by the percentage of Grade Four students who scored a Level 4 on the New York State Grade Four English Language Arts exam. Three categories of performance were established. If the percentage of grade four

students was: (a) below 20%, a Low performance assignment was given; (b) between 30% and 40% was given a Middle performance assignment; and (c) above 60%, a High performance. Three hundred and one teachers (Grade 1, 2, 3, & 4) were sent paper-and-pencil surveys and the return rate was thirty-two percent (32% or 97 teachers). The fifty-four (54) survey items examined ten factors: (a) exposure to balanced literacy; (b) reciprocal teaching of clarifying word meaning; (c) modeled reading; (d) shared reading; (e) guided reading; (f) independent reading; (g) modeled writing; (h) interactive writing; (i) guided writing; and (j) independent writing.

The Naples-Nakelski research questions were: (1) How do teachers differ in their mean balanced literacy training scores when they are categorized into low, middle, and high performing districts identified by the percentage of fourth grade students achieving a Level 4 on the ELA (English Language Arts) exam?; (2) How do teachers differ in their mean literacy instructional practices of clarifying word meaning, encouraging text meaning, and improving word knowledge when they are categorized into low, middle, and high performing districts identified by the percentage of fourth grade students achieving a Level 4 on the ELA exam?; and (3) To what extent does a relationship exist among teachers' district mastery level groups, teachers' age, years teaching experience, credits earned in reading and writing, Balanced Literacy training, and three dimensions of literacy practices?

The content validity was tested by having six elementary teachers assign the survey's 34 reading items (e.g., Item # 26: I encourage students to paraphrase what they have read during guided reading practices) and the 13 writing items (e.g., Item # 46: I conduct small group mini-lessons based on specific writing needs of the students) to the appropriate category (exposure to Balanced Literacy; reciprocal teaching to clarify word meaning; modeled reading; shared reading; guided reading; independent reading; modeled writing; interactive writing; guided writing; and

independent writing). Only when there was sixty percent (60%) or more alignment with the correct category was the statement kept in the survey. Statements that obtained less than sixty percent (60%) agreement were either removed or re-worded. For a measure of reliability, an alpha coefficient of internal consistency was calculated for each sub-scale after the teachers' responses were recorded.

For Naples-Nakelski (2003) research questions #1 and #2 an analysis of variance ANOVA (using SPSS) was applied to the data. The dependent variable mean for Balanced Literacy training scores and the independent variable was the school district's mastery level. The percentage of Grade Four students who achieved a Level 4 on the ELA exam (New York State English Language Arts Exam) determined the mastery level group assigned to the district. The results of the analysis of variance did not provide evidence to support the research questions. There was however a trend showing that teachers in the high mastery level and low mastery level districts had more Balanced Literacy instruction training than teachers in a middle mastery level district. But overall, regardless of the level of mastery all teachers had moderate levels of Balanced Literacy instruction training in three areas: clarifying word meaning, improving word knowledge, and encouraging text meaning.

For research question #3 examining teachers' background information a correlation coefficient Pearson Product Moment Correlation (PPM) analysis was completed. The results, in part, supported older teachers who had more years of experience and more reading and writing course credits. These reading and writing course credits were related to more Balanced Literacy instruction training. There were no relationships among the three types of districts; teachers' age; years of experience; credits in reading and writing; Balanced Literacy training; and literacy practices.

The qualitative results of the four open-ended questions were reported using a descriptive narrative first, as representing Low, Middle, and High achieving districts and lastly, as a comparison of all three groups. The four open-ended questions were: (a) What practices have made the greatest difference for your students to learn to read and write?; (b) Describe the types of frustration you may experience in the application of your training as you teach reading and writing; (c) Describe how you have designed your classroom for your students to learn to read and write; and (d) Name the literacy program you utilize in your classroom.

Overall, teachers' implementation of Balanced Literacy instruction components was not done on a daily basis. Naples-Nakelski (2003) suggested this study should indicate to the administrators of all three types of districts (High, Middle, and Low) the importance of developing a system-wide environment where Balanced Literacy practices were pervasive in all schools and all classrooms.

Balanced Literacy Begins

A Global Perspective

There are differences in opinions as to the events that led up to, and, formed the early stages of balanced literacy instruction in California during 1994-1996. For example Baumann, Hoffman, Moon, and Duffy-Hester (1998, p. 638) examined the Every Child a Reader publication (California Department of Education Reading Task Force, 1995) and wrote that, "the Task Force concluded many language arts programs have shifted too far away from direct skills instruction" (p. 2). Baumann et al., stated that the Task Force recommended a balanced and comprehensive approach to reading and cited one of the mandatory components (#2) as "a balanced, comprehensive approach to reading must contain […] an organized, explicit skills program that included phonemic awareness (sounding words), phonics, and decoding skills to address the needs of the emergent

reader" (p. 2). The other three components were: (a) a strong literature, language, and comprehension program including a balance of oral and written language; (b) ongoing diagnosis informing teaching and assessment that ensures accountability; and (c) a powerful early intervention program providing individual tutoring for students at risk of failure in reading.

In the Frey, Lee, Tollefson, Pass, and Massengill (2005) article, they wrote that the origin of the term Balanced Literacy was California in 1996 and cited the California Department of Education (1996) as well as Honig (1996) as proof. They wrote that the direction of the new California English Language Arts Curriculum was one of a balanced reading instruction (p. 272).

Not only was the language arts curriculum changing in California, the content of teacher in-servicing was changing as well. Bill AB 3075 (http://www.leginfo.ca.gov/pub/95-96/bill/asm/ab_3051-3100/ab_3075_bill_960926_chaptered.pdf), passed in the California state legislature (Snow, Burns, & Griffin, 1998). Teachers were required to:

> be prepared to undertake […] comprehensive reading instruction that is research-based and includes all of the following: (a) the study of organized, systematic, explicit skills including phonemic awareness, direct, systematic, explicit phonics, and decoding skills; (b) a strong literature, language, and comprehension component with balance of oral and written language; (c) ongoing diagnostic techniques that inform teaching and assessment; (d) early intervention techniques; and (e) guided practice in a clinical setting (p. 314).

By 1999 the California Department of Education had further defined the terms of their language arts program. The authors of the Reading/Language Arts Framework for California Public Schools Kindergarten through Grade Twelve listed the second Guiding Principle as one that, "stresses the importance of a balanced, comprehensive program," (p. 4). "Balanced" was defined as "strategic selection and scheduling of instruction" and "comprehensive" as "the inclusion of all content standards." These authors went on and explained that "balance" did not mean that all skills and all standards received equal emphasis all the time. Instead the emphasis on the skill or standard was dependent on its "priority or importance relative to students' language

and literacy levels and needs." These authors continued to define a "comprehensive" program as: one that ensures that students:

> learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They should spend time immersed in high-quality literature and work with expository text, learn foundational skills in the alphabetic writing system, and study real books. A comprehensive program ensures that students master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating (p. 4).

In New Zealand the term and the use of balanced literacy instruction was widely accepted. Reutzel (1998/1999) wrote, "For decades, the schools, teachers' colleges, and educators … have called their programs in reading instruction *Balanced Reading Programs*" (p. 322). Reutzel also referred to the balanced reading programs of New Zealand as Reading TO, WITH, and BY. In New Zealand, according to Reutzel, Balanced Literacy was specifically described, along with the components of a balanced program. Reutzel listed the components as: (1) environmental design; (2) assessment; (3) modeling; (4) guidance; (5) interactivity; (6) independence; (7) practice; (8) oral language acquisition; (9) writing and reading processes; (10) community building; and (11) motivation (1998/1999, p. 322). In New Zealand, unlike the United States, there was a "unified alignment of instructional practices" (p. 323). In other words, the teachers, the administrators, the Department of Education officials, and the teacher educators of New Zealand's teachers' colleges "understood, accepted, and used" the practices of their Balanced Reading Program (p. 323).

Holdaway (1979) wrote about reading instruction in New Zealand twenty years earlier. Holdaway stated that the five elements of the New Zealand balanced program were: (a) using guided reading (using individualized leveled texts, monitoring the progress of students by using running records, and providing instruction and time for practice in decoding and reading for meaning); (b) using language experience activities to connect children's experience(s) to language (spoken and written language); (c) using individualized reading procedures (conferencing by

teacher with individual students to develop reading); (d) using shared books (such as big books) in whole class activities; and (e) using developmental activities involving children's literature, poetry, songs, and chants. When examining this list of program elements, one might assume the source was the work of Fountas and Pinnell (1996) since it is a much more familiar text in North America than the actual source. But Holdaway's book and the Wellington District handbook described next are lesser known sources of balanced literacy instruction to North American educators. A handbook entitled Reading in Junior Classes from the Department of Education of Wellington District published in 1985 had limited exposure in the United States. Reutzel summarized it as a source for information regarding reading aloud, language experience, shared reading, guided reading, interactive writing, independent writing, and independent reading. These components became known as Balanced Literacy instruction (p. 323).

An assumption that these ideas originated with Fountas and Pinnell can be excused once the connection between them and New Zealand is delineated. The connection is the Reading Recovery Program. The intent of the original Reading Recovery program developed by Clay was to provide a safety net (hence, recovery) to assist children who did not do well after one year of a Balanced Reading Program in New Zealand. One or two percent of New Zealand children required this intensive program. Reading Recovery was unlike traditional North American remedial programs because it involved instruction embedded in real reading. Also, by using the observations gathered by a highly trained teacher as a key assessment procedure, the result was an individualized instruction emphasis aimed at raising student achievement (Reutzel, 1998/1999, p. 323). Shanahan and Neuman (1997) considered the works of Clay (1979, 1985) to be one of the thirteen most influential literacy studies since 1961 (until 1997) and stated that Clay's program spread quickly from New Zealand to Australia, England, Canada, and the United States (p. 207). In particular

Fountas and Pinnell are associated with the Reading Recovery program for North America as the Founding Directors (http://readingrecovery.org).

Explanations of Balanced Literacy by the Experts

From about 1994 to 1999 a number of authors wrote descriptions of balanced literacy. Fitzgerald (1999) summarized the writings of others by classifying their descriptions into five definitions for a balanced approach to teaching reading. Fitzgerald began with simple reasoning that, perhaps, balanced literacy was used to mean "stable, reasonable, sensible, or moderate." Fitzgerald immediately dispelled this notion by agreeing with Pressley (1996), and wrote "there is no single, right balanced approach to teaching reading" but it is a "*philosophical perspective* about what kinds of reading knowledge children should develop and how those kinds of knowledge can be attained" (p. 100). The five categories were: (a) combining or alternating certain kinds of curricula with other kinds of curricula; (b) combining or alternating certain kinds of instruction with other kinds of instruction; (c) equally weighting curriculum with instruction where the types of curriculum and instruction have been viewed before as antithetical; (d) some multidimensional combination of all of the above, which may even include other factors such as assessment; and (e) a unique definition of balance as a decision-making approach. These categories are summarized in Figure 2.

Figure 2: Fitzgerald's Different Meanings of a Balanced Approach to Teaching Reading

Definition of a Balanced Approach to Teaching Reading	Author(s)
(a) combining or alternating certain kinds of curricula with other kinds of curricula	Hiebert and Colt, 1989
(b) combining or alternating certain kinds of instruction with other kinds of instruction such as: learner- and teacher-initiated instruction; or indirect and explicit instruction	Spiegel, 1994 Dudley-Marling, 1996
(c) equally weighting curriculum with instruction where the types of curriculum and instruction have been viewed before as antithetical	Baumann and Ivey, 1997 Freppon and Headings, 1996 Graham and Harris, 1996 McIntyre, 1996 McIntyre, Kyle, Hovda, and Clyde, 1996 McIntyre and Pressley, 1996 Roehler, Hallenbeck, McLellan, and Svoboda, 1996 Speigel, 1992, 1994 Strickland, 1994/1995, 1996
(d) some multidimensional combination of all of the above, which may even include other factors such as assessment	Raphael and Pearson, 1997
(e) a unique definition of balance as "a decision-making approach through which the teacher makes thoughtful choices each day about the best way to help each child become a better reading and writer"	Spiegel, 1998

Source: Fitzgerald, (1999, p. 100-101).

Fitzgerald and Cunningham (2002) returned to this discussion a decade later and summarized the differences in these approaches as what is balanced. "One view suggests "balance" lies in *what* you teach (the curriculum), another suggests "balance" lies in *how* you teacher (the instruction), and still another points to "balance" as the decisions you make" (p. 354).

Fitzgerald (1999) and Fitzgerald and Cunningham (2002) wrote that, although there were a variety of descriptions regarding a balanced approach to teaching reading, there were three common characteristics. The first characteristic was a focus on the "equal weighting of *something* – key aspects of curriculum, key components, or key kinds of instruction." The second characteristic was a focus on a *method* of how to incorporate it in a classroom program. The third

characteristic, and the most critical one, according to Fitzgerald, was "a shared perspective on what aspects of the reading process are most important." Fitzgerald identified three specific global abilities in reading: understanding, enjoyment, and responding. There are specific local abilities, such as word-identification and cognitive strategies. These are equally important in the reading process. Fitzgerald said it was this, the common view of the goals for children's learning, their knowledge about reading, which truly identifies balance in reading instruction. Just as Altwerger, Edelsky, and Flores (1987, p. 45) wrote about Whole Language, "it is a set of beliefs, a perspective. It must become practice but it is not the practice itself," Fitzgerald believed that "balanced reading is also 'a set of beliefs, a perspective,'" (p. 102). Fitzgerald described the philosophical perspective of balanced literacy as it pertained to a child's knowledge about reading with three expansive categories: (a) local knowledge about reading: (b) global knowledge about reading, and (c) love of reading or affective knowledge about reading (p. 102).

Fitzgerald listed six examples of children's local knowledge of reading: (a) phonological awareness; (b) sight word repertoire; (c) knowledge of sound-symbol relationships; (d) knowledge of some basic orthographic patterns; (e) a variety of word identification strategies; and (f) knowledge of word meanings. Children's global knowledge of reading included: (a) understanding; (b) interpretation of text; (c) responding to reading; (d) comprehension strategies; (e) response strategies; and (f) an awareness of strategic use. Their affective knowledge (the love of reading) examples were: (a) feelings; (b) positive attitude; (c) motivation; and (d) a desire to read. Fitzgerald stated that balance perspective applied even within these broad categories. The balanced perspective example given discussed multiple word-identification strategies as knowledge of reading rather than the idea that a single strategy word-identification (such as phonics) should be the only way to figure out words.

Fitzgerald discussed "who" had knowledge of reading abilities and "how" children might obtain this knowledge, within the balanced philosophy of reading. Teachers, parents, other adults, and the child him/herself can be the knowledgeable ones for children's learning. Books and television were also included as knowledge sources for reading. There are multiple ways children can gain knowledge and, the "*what"* of what you learn is related to the "*how"* of how you learn. Different learning situations can enhance certain reading abilities more than others so a teacher must have the knowledge to utilize a variety of instructional techniques in a variety of settings.

Fitzgerald described three general principles to design a classroom reading program with a balanced perspective. The first principle, the one driving the others, is the curricular goals of a balanced reading program and these goals address the local, global, and affective areas of children's knowledge about reading. The second principle is, instructional methods considered opposite or contrasting are used so the positive features of each contrasting method create a full spectrum of learning. Two examples given were teacher-directed and student-initiated learning and the homogeneous and heterogeneous groupings of students. The third principle, is the use of a mixture of reading materials, such as classic literature books, trade books, easy readers, and predictable books. As the balanced perspective moves from a philosophical stance to actual classroom use there are many different choices made. The different kinds of knowledge about reading are critical at different phases of child's development but at all ages literacy programs must have features of all three types of knowledge with: local, global, and affective (p. 104-105).

Pressley (2002) stated, "balanced-literacy teachers combine the strengths of whole-language and skills instruction, and in so doing create instruction that is more than the sum of its parts" (p. 1). The first edition of this work was published in the mid-1990s and at that time, the idea of balanced approach to literacy instruction was "definitely counter cultural" according to

Pressley. In fact the idea of better instruction including skills instructions and holistic reading/writing experiences maddened whole-language as well as skills instruction advocates (p. 2). Within each faction were people who believed balanced literacy instruction was the opposite view point in camouflage. Pressley stated that instead of one point of view in disguise, balanced literacy instruction entailed both, and in so doing, required teachers who knew about both methods. In preparation for writing this book (2002) Pressley read more than twenty books reported to be on the subject of balanced literacy instruction but came to the conclusion that the majority of books were not about balanced literacy but rather why reading instruction should be more skills based or whole language based. Also in this time period, Pressley wrote (2000) "multi-componential" instruction was needed to improve comprehension (p. 547). These multi-componential issues included developing: decoding skills, sight vocabulary, rich vocabulary, specific comprehension skills, and reading within a sociocultural context.

Balanced Literacy in Ontario

In Ontario, Canada, the term "balanced literacy" was discussed in the 1994 Ontario Ministry of Education document, Royal Commission on Learning: For the Love of Learning. The authors wrote: "Although there is controversy on the subject, educators do know a great deal about teaching children to read, and the importance of including a variety of teaching methods. Balanced reading programs include both phonics and "whole language" or meaning-based approaches… This knowledge, however, is not always in the hands and heads of the people who most need it – the classroom teachers of young children. Sometimes, it is most familiar to only a very few teachers, those with special remedial responsibilities" (p. 135).

According to Afflerbach, Pearson, and Paris (2008), in their discussion of the meaning and use of the terms "skills" and "strategies" balanced literacy instruction was popular between 1995

and 2001 (p. 367). An examination of Ontario Ministry of Education publications (published after 2001) for the term itself, "balanced literacy instruction" would seem to support this idea, however, absence of the term does not mean balanced literacy instruction was not (and is not) carried out in Ontario classrooms. The terms and descriptions of balanced literacy components or instructional approaches (shared reading and writing; guided reading and writing; and independent reading and writing) *are* within the Ministry's publications; in Ontario school board (school district) documents published after 2001; and in individual Ontario school reports found in the Ontario Ministry of Education's Schools on the Move: Lighthouse Program (2006e, 2007, 2008, 2009) (Appendix C). In addition these instructional approaches are part of the Ontario Ministry of Education Language Curriculum Grades 1 to 8 (2006d, Revised) expectations (for example, various texts, including teacher read-alouds, mentor texts, shared-texts, guided-texts, and independent-reading texts) (see Appendix B).

So if the term "balanced literacy instruction" was not used in Ministry documents, what term was used? The authors of the various Ministry documents used the terms "comprehensive literacy instruction" and "effective literacy instruction." A personal communication with a member of the panel for Report of the Expert Panel on Early Reading in Ontario (2003a) offered a possible explanation.

The Ontario Ministry of Education asked a panel to "report on effective instructional practices" on early reading. The panel was convened in June 2002 and published the report in February 2003. In the sub-section titled About the Early Reading Panel, it stated, "the panel's guiding principles, and the key themes of this report, are summed up by four beliefs: (1) Reading instruction should be based on the evidence of sound research that has been verified by classroom practice; (2) Early success in reading is critical for children; (3) The teacher is the key to a child's

success in learning to read; (4) In order to succeed in the classroom, teachers need to have the cooperation and support of instructional leaders at the school and board level who value and provide ongoing professional development (p. 3-4). This Report (2003a) does not contain the term "balanced literacy" or "balanced literacy instruction." It does contain the term "comprehensive literacy instruction" and provides a description (see Appendix B). One of the panel members, Professor Laveault (Co-chair) was asked to recall the discussions the panel had regarding the choice to use the term "comprehensive" rather than "balanced" in the Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario (2003). Professor Laveault's (Professor, University of Ottawa: Faculty of Education) response was:

> To answer your question, I will rely on my best recollection of the discussions among panel members. This is my recollection, however, and it should not be taken as the "official" position of the panel. It seems to me that the panel members wanted to avoid two sins: one would be to have reading instruction focusing on a limited number of strategies, the second would be to have unbalanced strategies of reading instruction, that is having some strategies receiving more attention than others (e.g. because they are more familiar to the teachers, more easy to use, and so on…). I recall the panel members using the expression "balanced diet of reading instruction". As children grow up – and as adults who are maturing – we need to adapt our food diet to increase intake of some nutrients at some point or to decrease the intake of some others. I think "balanced literacy" refers to a complementary aspect of what is intended by "comprehensive". To me "comprehensive" means that reading instructions must cover an exhaustive range of strategies: they are all important and none should be discarded. To me, the term "balanced literacy" means that the weight of strategies should be adapted to the child's progression: some balance must be reached among the different strategies and this balance must evolve as the child progresses, some strategies used initially to scaffold the child learning, being progressively replaced or modified so that a new balance among different strategies is reached. I hope this helps. It has been a long time since we wrote this report and at that time, the panel members wanted to deliver very simple and unanimous advices (Personal communication, August 2013).

Another member of the twenty-two Panel of Experts was Professor Willows (Institute of Child Study, Ontario Institute of Studies in Education, University of Toronto). Willows was a member of the National Reading Panel (the only non-U.S. Member). Willows (2002, 2008) described an in-service activity developed for the New Mexico Reading Initiative and used with

an Ontario school board (district). The general idea was a metaphor of the food pyramid categories compared to the components of literacy program. Willows wrote, "We now know that, to be effective, elementary literacy programs must include balanced and motivating instruction in phonemic awareness; systematic, sequential phonics; fluent, automatic reading of text; vocabulary development; text comprehension strategies; spelling and handwriting; and written composition strategies" (p. 22). Willows' concept of using Canada's Food Guide (Food Pyramid in the U.S.) was to remove the debate of reading methods and help educators understand they needed to include all key components into a literacy program. In Canada, Willows wrote (2008) the shift has been to 'building capacity' from trying to implement the best method. By providing professional development for teachers and administrators school boards are able to improve student outcomes. Willows' 2002 article titled, The Balanced Literary Diet, is listed as one of the references cited in the Ontario Ministry of Education's Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario (2003a).

The recollections of Laveault (2013) are supported by the Early Reading Strategy Report's introduction concluding sub-section. The Panel wrote, "We members of the Early Reading Panel came from diverse backgrounds … it was indeed a challenge to recognize and address our differences, especially within the constraints of our mandate and timeline … we found common ground" (p. 4-5).

For Ontario teachers there was no confusion with the terms balanced literacy or balanced literacy instruction. For example, when examining individual school reports published in the Schools On The Move: Lighthouse Program (published annually from 2006 to 2009) it was often mentioned by school staffs as either an effective practice that a school would share with other inquiring schools or a topic to use as a networking bridge to learn from another school (see

Appendix C). The term comprehensive literacy does start to appear in some (five) school descriptions in the last two years' publications (2008 and 2009) but the use of the term balanced literacy was the overwhelming term of choice in all publications.

The use of the terms comprehensive literacy and balanced literacy was also found in the publications at the school board (district) level. In particular, the school board personnel (Greater Essex County District School Board, GECDSB) have used (up until recently) the term "balanced literacy" when they authored paper and/or on-line resources. The GECDSB publishes a yearly or bi-annual document (paper and on-line) titled, A Thumbnail Sketch for the four divisions (Early Years; Primary; Junior; and Intermediate) or now for the last two years, A Thumbnail Sketch for Elementary Programs (2013-2014, 2014-2015). These documents are "a resource booklet that emphasizes the continuity and expectations of the teaching and learning settings in Grades 1, 2, and 3 (JK and SK; Grades 4, 5, and 6; Grades 7 and 8) classrooms through brief descriptions of essential programs" (p. 1). This school board/district has published (paper only) French Immersion Handbook Balanced Literacy (La lecture équilibrée) (2008). In all of these documents the term "balanced literacy" is used. The Thumbnail Sketches include a graphic and supporting text of Balanced Literacy: the Balanced Literacy Approach (see Appendix E) up until the 2013-2014 edition. At that point the graphic remains the same but the title is Comprehensive Literacy Approach. The recent change over to the term "comprehensive literacy" in GECDSB documents is not unlike the start of the use of the term in Schools on the Move as mentioned previously and may mark the slow integration of the term.

The description of balanced literacy and now comprehensive literacy used by the GECDSB contains the approaches mentioned in the Ontario Ministry Guides to Effective Instruction: modelled reading and writing; shared reading and writing; guided reading and writing; and

independent reading and writing (see Appendix E). There are three descriptions of balanced literacy in the GECDSB documents (on-line and paper). They are the Thumbnail Sketches (PDF and paper), the French Immersion Handbook (2008) (paper only), and GECDSB BIPSA Supports: Student Achievement Wheel links to One-Page Wonders (on-line only @ http://199.71.141.249/tie/bipsa/) . These three descriptions are found in (Figure 3).

Figure 3: GECDSB Descriptions of Balanced Literacy

Source	Description
Thumbnail Sketch (p.28)	Using a variety of instructional, assessment and evaluation strategies, teachers provide numerous opportunities for students to develop the skills and knowledge in reading, writing, listening, speaking, viewing and representing that empower learners to make meaningful connections between what they know and what they need to know. Teachers give students the language and techniques to describe their learning by thinking aloud about their own language processes. They provide students with frequent opportunities to practice and apply new learning and to refine their control of the skills and strategies they are developing. The activities offered should enable students to develop higher-order thinking skills as they work toward becoming effective communicators. Opportunities to relate knowledge and skills in language learning to wider contexts across the curriculum and in the world will motivate students to learn in a meaningful way and to become lifelong learners.
French Immersion Handbook (2008) Balanced Literacy (La lecture équilibrée) section (not numbered)	Balanced Literacy is a framework designed to help all students learn to read and write effectively. It is based on Vygotsky's theory of Proximal Development which relates to scaffolded learning, the Gradual Release of Responsibility. His findings suggest that learning occurs when the learner first observes an expert demonstrating the skill to be learned. Learning continues to develop as the experience is shared with the support of the expert. Next, learners should be given opportunities to collaborate with peers to further build their understanding and competency level. Finally, learners are able to implement the new learning independently. The program stands firmly on the premise that all students can learn to read and write. This matches the Greater Essex County District School Board's core belief that all children can learn given appropriate time and support. This balanced between reading and writing allows students to acquire the instruction needed in order to achieve at grade level, while allowing students to work at an appropriate level for them.
GECDSB BIPSA Supports: Student Achievement Wheel	Teachers consistently design a classroom environment and program that allows opportunities for students to participate in modelled, shared, guided and independent practice. Students are frequently engaged in oral language, reading, writing and media literacy across the curriculum.

links to One-Page Wonders

Source: GECDSB

Conclusion

The information presented in this review of literature began with several studies that surveyed classroom teachers about their classroom environment. In particular, the original First R study by Austin and Morrison (1963) and the replicated study by Baumann et al., (1998, 2000) were discussed because those studies examined (among other things) the activities teachers engage in to learn about teaching reading and language arts. Baumann et al., (1998) described the participants in their study as "professionally active" with the four highest ranked activities reported by classroom teachers as: staff development workshops (highest); reading professional journals (second highest); attending professional conferences (third highest); and enrolling in university coursework (fourth highest) (p. 347). If "attend[ing] workshops, in-service, or staff development courses" was the activity reported most often by classroom teachers to further their professional knowledge and skill then it follows that this project's survey should examine the professional activities of the Ontario classroom teachers. While Baumann et al., examined classroom teachers in multiple American school districts this research is focused on one Ontario school board/district and within this one school board focuses on the similarities and/or differences amongst the four divisions (Early Years, Primary, Junior, and Intermediate). Therefore this study's third research question is, To what extent are the self-reported information sources of balanced literacy instruction reported by teachers across demographic information similar or dissimilar?

The balanced literacy program used in the school district examined in Frey, Lee, Tollefson, Pass, and Massengill study (2005) have many similar characteristics to the comprehensive literacy program and balanced literacy components found in the school board examined in this study. Both programs are influenced by the works of Fountas and Pinnell (1996) in that the balanced literacy

components are: read alouds, shared reading, guided reading, independent reading, and independent writing. The overall conclusion of the Frey et al., study regarding the time spent on certain balanced literacy components will provide a point of reference for the results of this study. In other words, will the classroom teachers in this Southern Ontario school board/district spend more time on independent reading, read alouds and writing activities than shared or guided reading and writing as did the classroom teachers in the Frey et al., study? The actual amount of time will not be calculated in this study, rather the teachers will be asked to determine a Frequency of Use rate (Never, Rarely, Monthly, Weekly, or Daily) based on the rates used in the Naples-Nakelski study (2003).

The Naples-Nakelski (2003) study survey was used (with permission) for this study with some modifications to accommodate the differences between the New York State education system and the Ontario Provincial education system. The original study examined teacher responses for six school districts and this study will be examining the teacher responses from one school board/district. Naples-Nakelski's first research question sought to identify a relationship between the balanced reading training scores of classroom teachers to the performance of students on the state-wide test. The survey collected information regarding classroom teachers' overall college or in-service credits earned in reading and writing as well as the number of hours for training in eight categories (see Figure 4).

Figure 4: Naples-Nakelski's 2003 Survey Section for Teacher Demographics

Teacher Survey

A. Gender: Male Female
B. Age:
C. Years of experience as a classroom teacher
D. Degree
E. College or in-service credits earned in reading and writing:

Please circle the response that best represents the hours of balanced literacy training you received in workshops, in-service and/or college programs. 1 = 0 hours of balanced literacy training; 2 = 2-4 hours of balanced literacy training; 3 = 5-10 hours of balanced literacy training; 4 = 11=15 hour of balanced literacy training; 5 = 16-30 hours of balanced literacy training; 6 = 31-45 hours of balanced literacy training							
1	What level of training have I had with a Balanced Literacy Program	1	2	3	4	5	6
2	What level of training have I had with three-cueing systems (semantic, syntactic, and graphophonic), which are essential for students to gain meaning from text	1	2	3	4	5	6
3	What level of training have I had with the general guidelines of guided reading groups, where students work in small groups at similar academic abilities	1	2	3	4	5	6
4	What level of training have I had to interact with children as they read independently in guided reading groups	1	2	3	4	5	6
5	What level of training have I had in a Balanced Literacy classroom to enable students to extract information in the context of the book	1	2	3	4	5	6
6	What level of training have I had with students learning how words work to explain information in a text	1	2	3	4	5	6
7	What level of training have I had to engage students in writing summaries about the meaning of the text	1	2	3	4	5	6
8	What level of training have I had to enable students to make predictions in order to gain meaning of text	1	2	3	4	5	6

Source: Naples-Nakelski (2003) Page 109 (page 1 of Appendix A)

While Ontario teachers may have studied these elements in their university classes, observed and practiced these elements in their practice teaching sessions, implemented them in their own classrooms, and/or learned about them in in-service workshops or on-line videos, there is no Ontario equivalent measure of credit hours as there is with the New York State system. So there is no comparable information collected for this study.

Naples-Nakelski conducted a maximum likelihood factor analyses of the 54 survey items. This analysis was completed to determine the "underlying structure of the 54-item scale measuring teachers' perceptions of their balanced literacy training and their literacy instructional practices and to compute composite scores for each factor" (p. 57) (see Figure 5).

Figure 5: Naples-Nakelski 2003 Survey Items in Literacy Subscales

10 Literacy Subscales	Survey Items by Question Number
Exposure to balanced literacy	1, 2, 3, 4, 5, 6, 7, 8
Reciprocal teaching of clarify word meaning	9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Modeled Reading	23, 24, 25, 26
Shared Reading	20, 21, 28, 29, 31, 41, 42
Guided Reading	22, 27, 32, 33, 34, 35, 37, 39, 40
Independent Reading	30, 36, 38
Modeled Writing	43, 44, 53
Interactive Writing	45, 52
Guided Writing	47, 48, 54
Independent Writing	46, 49, 50, 51
4 Literacy Subscales	Survey Items by Question Number
Balanced Literacy Training	1, 2, 3, 4, 5, 6, 7, 8
Clarifying Word Meaning	9, 10, 11, 12, 13, 17, 18, 50
Encouraging Text Meaning	14, 15, 20, 28, 33, 34, 35, 41, 42, 43, 44, 47
Improving Word Knowledge	27, 30, 32, 37, 39, 45, 48, 51, 53, 54

Source: Naples-Nakelski Table 4.1 (p. 58, 61) and Appendix B (p. 114 – 177)

The resulting frequencies of use (never, rarely, monthly, weekly, daily) for the survey questions #9 to #54 will provide a starting point for comparison between studies since this study's first research question is, "To what extent (frequency) are elementary (JK to Grade 8) classroom teachers using balanced literacy activities in their classrooms?" and second question, "To what extent teachers in different elementary classrooms have common balanced literacy activities?" examines information within one school board rather than Naples-Nakelski's six school districts.

Naples-Nakelski examined classroom teachers' demographic information and three selected literacy practices (encouraging text meaning, improving word knowledge, and clarifying word meaning) (see Figure 5) with the following question, "To what extent does a relationship exist among teachers' district mastery level groups, teachers' age, years of teaching experience, credits earned in reading and writing, balanced literacy training, and the three dimensions of literacy practices?" To account for differences in education systems (New York State and the

Province of Ontario) this study's third research question is, "To what extent are the self-reported information source of balanced literacy instruction by teachers across age categories similar or dissimilar?"

The next section of the review of literature summarized the origins of the term "balanced literacy" in the United States, the state of California in particular, and in New Zealand. Whole literature reviews could be written on the political influences of the last decade of the twentieth century on reading instruction and the debates (or "wars") that ensued. The same could be said regarding an examination of the writings of experts during the last decade of the twentieth century regarding just what was, or wasn't a balanced reading program. Information on California's and New Zealand's balanced literacy history was included in this review for four reasons. The first, was to set Ontario's Ministry of Education development of balanced literacy within a larger and perhaps more well-known framework. Second, the authors of the influential Ontario Ministry of Education document, Royal Commission on Learning: For the Love of Learning (1994) mentioned the effectiveness of New Zealand's Reading Recovery program in one of the province's largest school boards/districts at the time – Scarborough Board of Education. Third, it was because of the unrest that accompanied "whole language," "phonics first," and "balanced literacy" in the United States that the Ontario Ministry chose to use the term "comprehensive literacy" instead of "balanced literacy" as stated in the personal communication of Laveault (2013). Fourth, and finally, the commonality of the components of a balanced literacy program (shared, guided, and independent reading and writing) shared from its beginnings in New Zealand and California can be found in the present day documents used in Ontario at the provincial, board, and school level.

From the works of numerous writers regarding balanced literacy, the writings of Fitzgerald and Pressley were used in this paper. Fitzgerald (1999), by examining other writers of the time

(sixteen texts written by twenty-two authors) and categorizing their descriptions of balanced literacy into five categories (Figure 3), presented a large amount of information in a concise format. The categories were: (a) combining or alternating certain kinds of curricula with other kinds of curricula; (b) combining or alternating certain kinds of instruction with other kinds of instruction; (c) equally weighting curriculum with instruction where the types of curriculum and instruction have been viewed before as antithetical; (d) some multidimensional combination of all of the above, which may even include other factors such as assessment; and (e) a unique definition of balance as a decision-making approach. The works Fitzgerald examined were written within the environment of the 1990s and all that it entailed. Providing some 'hindsight' Fitzgerald and Cunningham (2002) revisited this topic and described a "preliminary epistemological theory of balance in reading" (p. 353). They stated, "teachers tend to see three broad categories of children's knowledge about reading as equally important: word and letter knowledge, discourse and meaning knowledge and affective aspects" (p. 358). When this is compared to the description written by the authors of the Ontario Ministry of Education document, A Guide to Effective Instruction in Reading, Kindergarten to Grade 3 (2003b; p. 22 paper, p. 28 online) the similarities are obvious ("Comprehensive reading instruction teaches the child to use a variety of skills to decode, read fluently, and understand the text. No single skill in this complex interaction is sufficient on its own, and the teacher must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts").

Pressley, the other author featured in this section of the literature review also returned to the topic of balanced literacy with the updated editions of Reading Instruction That Works: The

Case for Balanced Teaching (3rd edition, 2005) and other writings. In particular, in an article written for the Canadian Education Association (2005) Pressley discussed the "highly motivating" characteristic of instruction that "balance(s) systematic skills instruction with rich children's literacy experiences and opportunities to learn how to read and write" (p. 6). Again, from the Ontario Ministry of Education document, A Guide to Effective Instruction in Reading, Kindergarten to Grade 3, the value of motivation is discussed. For example, "Teachers have a pivotal role in helping children develop and maintain a positive attitude towards learning and literacy. Motivated readers read more, use more complex cognitive strategies, and thus become better readers" (p. 46 paper; p. 52 online).

The remaining section of the review of literature was devoted to summarizing balanced/compressive literacy instruction in the province of Ontario. There are differences in the format and content of the state of New York's standardized testing and the province of Ontario's standardized testing. There are differences in the format and tracking of classroom teachers' professional learning in the state of New York and in the province of Ontario. There are not differences in the components of balanced literacy instruction in the state of New York and the province of Ontario. By providing information from the Ontario Ministry of Education, school boards/districts, and individual schools on balanced/comprehensive literacy instruction, the use of Naples-Nakelski's survey statements (#9 through #54 and four open-ended questions, see Appendix A) can be used with classroom teachers in one Ontario school board/district.

This section began with the publication of the Ontario Ministry of Education document, Royal Commission on Learning: For the Love of Learning (1994) and its description of balanced reading programs. Then in 1997, the Scarborough Board of Education (as part of the Toronto District School Board) published A Literacy Guide for Teachers: Teaching Children to Read and

Write (Balanced Program, Developmental Stages, Planning Model, Running Records, Miscue Analysis, Book Selection, Shared Reading, Shared Writing, Guided Reading, Independent Reading, Spelling, Literature Circles, Portfolios, Assessment, Evaluation, Conferencing, Classroom Diagrams, Modelling, Learning Expectations, Rubrics). This book was widely used throughout the province. In particular, this book, as well as the Fountas and Pinnell book, Guided Reading: Good First Teaching for All Children (1996) were given to one teacher in each elementary school (Early Literacy Teacher) in the Greater Essex County District School Board. In addition, both books were made available to any other teacher in the school board at half the cover price through the board's Book Store. The connection of Fountas and Pinnell to Reading Recovery in Scarborough to the publication and use of these two books can be made to the adoption of Fountas and Pinnell's components shared, guided, and independent reading and writing in Ontario Ministry documents, school board publications, and descriptions of individual school programs (for example, Schools on the Move).

A list of more recent Ontario Ministry of Education documents and on-line resources that use balanced literacy components are: A Guide to Effective Instruction in Reading, Kindergarten to Grade 3 (2003b); A Guide to Effective Instruction in Writing, Kindergarten to Grade 3 (2005b); Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario (2004a); Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario (2003c); Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills (2004c); and the Ontario Ministry of Education on-line professional learning website, (www.elearningontario.ca). In addition, the school educators who summarized their own school information in Appendix C for the Schools on the Move: The Lighthouse Program provided a province-wide sampling of the use of these six components/approaches as described in many

school summaries of what was successful for their students. The authors of the follow-up instructional guide to Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills (2004c) titled, Me Read? And How!: Ontario Teachers Report on How to Improve Boys' Literacy Skills (2009b) described school board initiatives (Boys' Literacy Teacher Inquiry Project) from across the province of Ontario that often used the components of balanced literacy instruction to support the improvement of boys' literacy skills from Kindergarten to Grade 12. These publications can be seen as evidence of the wide-spread use of shared, guided, and independent reading and writing at the school board and individual school level and support the importance of this study.

Earlier in this chapter the use of the Naples-Nakelski (2003) survey was discussed. In particular, the changes to the survey to account for the differences from the state of New York's education system to the Ontario's provincial education system were outlined. The similarities between the two systems are in the sources and use of the components of the balanced literacy instruction. This also supports the use of the original Naples-Nakelski survey for this research. Naples-Nakelski (2003) identified the following as balanced literacy contributors: Don Holdaway, (author of The Foundations of Literacy, 1979); the New Zealand Department of Education; Margaret Mooney, a New Zealand educator (and author of Reading To, With, and By Children,1990); Janie Batzle, an educational consultant who provided in-service training for Southern California school districts (and author of Literacy Learning in the Upper Grade Classroom,1994); and the publishing company, Rigby and Wright Group (p. 36). Naples-Nakelski wrote that, "Activities which enable students to acquire literacy skills in a balanced literacy program include reading aloud, shared reading, independent reading, guided reading, shared writing, independent writing, and shared responses (p. 38). Naples-Nakelski also cited the work

of Pinnell and Fountas (1996) as the source for management techniques necessary for effective pedagogy in reading.

So while the identification of reading instruction components are common between New York State and Ontario as well as amongst the three levels of Ontario education – individual schools, school boards/districts, and provincial-wide Ministry of Education resources (paper and on-line) - there is a discrepancy in the use of the terms, "balanced literacy instruction," "comprehensive literacy instruction," and "effective literacy instruction" amongst the three levels. The personal communication from one of the Co-Chairs of the Early Reading Strategy: The Report of the Expert Panel on Early Reading in Ontario (2003) was included in this literature review to provide an insight into the use, at the Ministry level, of the term "comprehensive literacy instruction" over the commonly used (at the school board level and individual school level) "balanced literacy instruction" (Laveault, 2013).

Finally, the authors of one of the most recent publications of the Ontario Ministry of Education, Paying Attention to Literacy K – 12 (2013) (posted on the Literacy Gains website, July 28, 2013), described six foundational principles to improve literacy. They are: (1) focus on literacy; (2) build an understanding of effective literacy instruction; (3) design a responsive literacy learning environment; (4) support student learning with fair, transparent and equitable assessment practices; (5) coordinate and strengthen literacy leadership; and (6) support collaborative professional learning in literacy. Effective literacy instruction is described as: (a) based on pedagogical knowledge and understanding of literacy and literacy development; (b) grounded in inquiry and discussion of meaningful and substantive issues, built on learners' experiences and understanding; (c) built on the active participation of learners in the co-creation of their learning; and (d) designed to provide ongoing opportunities for learners to access resources, connect with

others and work within e-communities, technological platforms and social media/collaboration spaces (p. 5). The authors listed nine requirements for effective literacy instruction (see Figure 6).

Figure 6: Effective Literacy Instruction Requires …

- supporting clear connections among reading, writing, speaking, listening, viewing and representing
- incorporating curriculum-linked learning experiences and literacy resources (at various levels and formats) to actively involve learners in learning
- responding to the diverse interests, learning preferences and readiness of learners
- creating frequent and flexible groupings of learners based on their readiness, interests and/or learning preferences
- scaffolding to enable learners to confidently and independently demonstrate the intended learning
- honouring multiple ways of thinking, meaning-making and connection-making to develop understanding of concepts
- developing a learning community with multiple opportunities for student-student/student-educator interaction and dialogue
- fostering community partnerships that support achievement in literacy
- incorporating assessment that is fair, transparent and equitable, including timely feedback based on shared learning goals and success criteria, opportunities to act on that feedback and to plan next steps for learning

Source: Paying Attention to Literacy K-12 (2013, (p. 5).

In response to this document, the educators of the GECDSB Program Department held an afterschool workshop in the Fall of 2013 and invited elementary and secondary (high school) teachers to attend. Volunteer attendees were asked to identify possible future workshop topics stemming from the six principles. Principle #2, build an understanding of effective literacy instruction, was the overwhelming choice and six follow-up workshops were developed, one of which was balanced literacy and held in Winter 2014. This clearly shows there is a need to examine balanced literacy activities within an Ontario school board.

The next chapter outlines the methodology used to conduct this research.

CHAPTER 3: METHODOLOGY AND RESEARCH DESIGN

Research Goal

The goals of this study are to explore classroom teachers' frequency of use of a variety of classroom activities associated with balanced literacy instruction and to examine the sources of information regarding balanced literacy instruction. The employees of the school board/district and those in supervising curriculum implementation positions would be interested in information regarding the frequency balanced/comprehensive literacy activities.

The overall goals for student success are based on the use of balanced/comprehensive literacy instruction as denoted in board of education documents and Ontario Ministry of Education Language (Language Arts) curriculum and other supporting documents. The extent to which balanced/comprehensive literacy instruction activities are used in elementary classrooms will be examined. In addition a number of possible sources of information for balanced literacy instruction will be examined to see if teachers of different ages use/used different sources of information. This chapter provides information regarding the research setting; the survey participants; the survey used for the research; data analysis of the quantitative and qualitative information; and finally the summary.

Study Design

This research is exploratory in nature. The goal of this research is to examine elementary classroom teachers' use of balanced literacy by determining: (a) to what extent are activities of balanced literacy instruction used in classrooms; (b) to what extent do teachers in different elementary divisions employ common balanced literacy activities; and (c) to what extent are the self-reported information sources of balanced literacy instruction reported by teachers of different ages similar or dissimilar.

Instrument

A survey will be developed based on the survey of Marie Naples-Nakelski (2003). Naples-Nakelski examined the application of balanced literacy in six school districts in Nassau County, New York, USA. School Districts (the American equivalent of a Canadian School Boards) were classified by the percentage of Grade Four students who scored a Level 4 on the New York State Grade Four English Language Arts exam. The fifty-four (54) items examined ten factors: (1) exposure to balanced literacy; (2) reciprocal teaching of clarifying word meaning; (3) modelled reading; (4) shared reading; (5) guided reading; (6) independent reading; (7) modelled writing; (8) interactive writing; (9) guided writing; and (10) independent writing.

In this Ontario study, modifications will be made pertaining to questions involving teacher demographic information to account for the differences between an American education system (State of New York) and a Canadian educational system (Province of Ontario). Also, questions regarding the total number of hours of Balanced Literacy training the New York State teachers received are not applicable for Ontario teachers in this study and, thus, will be excluded.

The demographic information that will be collected from the participants include: gender; age; years' experience as a classroom teacher; description of completed degrees and/or currently enrolled in; and Ontario Ministry of Education Additional Qualification courses completed and/or currently enrolled in. A Likert-type scale (never, rarely, monthly, weekly, or daily) will be used to categorize frequencies of use of balanced literacy activities within a comprehensive literacy classroom as described in 46 statements. A second Likert-type scale (none, minimal amount, some information, substantial information, or does not apply) will be used to categorize the amount of balanced literacy instruction information from a number of possible sources of information. The

data will be collected using a service provided by Wayne State University (Detroit, MI) of an on-line survey program (Qualtrics).

The employees of the school board share a common communication link of email using Office 365 (Microsoft). All employees have accounts. Email messages can go to an individual, to specific groups within the board/district, or to every employee. Emailing can be done at work, at home, and, via an internet link, from anywhere in the world where there is a web connection and with multiple types of devices (computers, iPads, tablets, and cell phones). The area of the school board/district includes both urban and rural settings. If the research had been conducted several years ago a variety of locations within the school district would have been selected for the field testing of various download speeds and types of Internet access (high speed local area network, Wi-Fi, modem dial-up). However, at present, all school locations have reliable access to the Internet. While each school has designated desktop computers for staff-only use, any device (desktop computer, laptop computer, netbook computer, tablet, iPad, iPad mini) used within a school's Wi-Fi area, whether the device is school board owned or owned by a board employee, can access the Internet.

Research Tool: On-Line Survey

The construction of the on-line survey and initial categorization of data will be completed using the services of Wayne State University (Detroit, MI). In addition WSU provides the program SPSS for data analysis for student use. Surveys and questionnaires traditionally have been paper and pencil tasks. Electronic surveys were collected, for the most part, by electronic mail before the introduction of the World Wide Web (Lazar & Preece, 1999). Researchers in many disciplines are using the Internet to gather data as the acceptance of this format increases.

The concern regarding self-disclosure must be addressed, especially if the respondent's e-mail is attached to the response (Granello & Wheaton, 2004). Information regarding sensitive issues such as personal health information is not part of this survey. In the case of this survey, the respondent's email is not attached to the response because the identity of email survey respondents could be identified by the email address. The only contact a respondent would have was if a participant chose to contact either the researcher or the university advisor as a follow-up to the survey. Board employees can send and receive emails by their first and last names or by a 5-digit employee number. While this could be an advantage to the researcher to determine who has responded to the survey it is a disadvantage to the respondent. If the survey respondents know that their responses could be identified and read by others, especially by their employer, this could adversely affect their participation in the survey and/or their individual responses. Companies have the legal right to examine their employees' email (Lazar & Preece, 1999). Some potential respondents might not be comfortable with questions that ask to evaluate their employer's (school board) professional development activities if they do not believe the confidentiality of their identities are secure. In the initial email invitation to participate safeguards will be mentioned.

With paper and pencil surveys the only data is the participants' responses. On-line surveys offer the researcher additional response-set information. Additional information such as the time of day and the day of the week the participant read and responded to the survey can be tracked. Also the number of potential respondents who visited the site compared with the actual number of respondents who completed the survey can be recorded as well as the start and end time for each visit. Another consideration is that Web-based surveys may be able to offer the researcher the number of respondents who started the survey and elected not to complete it by not answering any or a portion of the survey questions.

Three of the benefits of having access to a board email system are: one, the researcher can identify a suitable number of respondents to make a representative sample; two, a report can be made on response rates; and finally three, the total number of subjects in the target population is known if the email is sent out to each elementary teacher individually as one mass 'mailing' from the Superintendent of Program. If it can be showed that none of the target population were eliminated from the sample from this access to information then a generalization of the survey results can be made. Based on the information gained from a review of literature regarding the use of on-line surveys and in consultation with university and board personnel the survey was developed with the use of the university's survey program.

Once the survey was developed the field testing began. Participants in the field testing were known to the researcher so that feedback was obtained quickly and easily. The field testers were asked if there were any questions that were confusing, unintelligible or illogical to them. In addition, the field testers were asked if there were any questions they were uncomfortable answering or that they believed their colleagues might hesitate answering. In particular, the addition of a Does Not Apply choice to the sources of balanced literacy instruction set of statements was suggested by a number of field testers.

With the on-line design of the survey consideration will be given to the format and ease of use. Granello and Wheaton (2004) cautioned that problems such as a respondent not scrolling down to see an entire list of options in a list box or not understanding how to correct a mistaken response could adversely affect the results.

Changes to Teacher Demographic Section

Since this research will be conducted with a Canadian (Province of Ontario) school board and not an American (New York State) school district there are some changes to make to the

demographic information as well as a shift from questions regarding workshop training (New York study) to questions regarding the source of information about balanced literacy instruction (Ontario study). The New York study demographics information sought: (a) gender; (b) age; (c) years of experience as a classroom teacher; (d) degree; and (e) College or in-service credits earned in reading and writing (Naples-Nakelski, 2003, p. 109). Other than Gender with two identified categories, the remaining categories in this paper-and-pencil survey (2003) required the participants to fill in the information. Since the Ontario survey is an on-line survey, the problems of the researcher being able to read the answers and the time required to code the information from a paper and pencil survey can be eliminated. In this survey "age" and "years of experience as a classroom teacher" categories are open responses so the participant can add the number of years. The queries about classroom teachers' education are spread over a number of questions. The information regarding completed degrees and/or those not yet complete, with the instructions to "select all that apply" will have the following categories: (a) 3 year general degree; (b) 4 year honors degree; (c) concurrent degree program; (d) Master's degree; (e) Doctoral degree; (f) Masters of Education degree; (g) Doctor of Education degree; and (h) Other (for example College degree, Diploma, Certificate). Since the Ontario Ministry of Education offers many one, two, and three term courses leading to "Specialist" accreditation and "Additional Qualifications" (AQ) another education question is geared to the Ministry's courses. Participants can select courses they have complete and/or those they are enrolled in presently. With a focus on language literacy, over 30 Ministry AQ courses are listed. The participant has the ability to add any additional courses not mentioned in the survey with the "Other" category and a text box to type in the course information. And finally, to provide an opportunity for the participant to add any other relevant educational background, there is the following statement: "Other related Educational Information

not listed above (example: education from other countries, college education, or other educational institutions). Please specify" and includes a text box.

To identify possible sources of information regarding balanced literacy instruction each source is listed (see Appendix A) separately as well as a chance for the participant to add their own information in a text box at the end of the section. The instructions state, "Select the response that best represents ***where you gained information and knowledge on Balanced Literacy instruction."*** There are five response categories for each possible source. They are: (1) None; (2) Minimal amount of information; (3) Some information; (4) Substantial amount of information; and (5) Does Not Apply. A text box is available for the participants to add "Other sources of where you gained information and knowledge on balanced literacy instruction not indicated above and the extent of that information."

The final section of demographic information asks participants to identify their current or most recent teaching position. The categories are: (a) Early Years; (b) Primary Division; (c) Junior Division; (d) Intermediate Division; (e) Combined grades that cross divisions (for example Grade 3/ 4 or Grade 6/ 7); (f) Rotary teacher; (g) Leave of Absence; (h) Occasional teacher/long term assignment; (i) Out of classroom assignment (please specify); and (l) Other (please describe). Since the school Board offers classes in English or French Immersion, there is a survey question asking the language of instruction for their class. As a follow-up question to this section participants are asked to answer "yes" or "no" to: "As part of my current or most recent teaching position (within the last three years) I have taught Language Arts." Within the programming of the on-line survey a "yes" selection will have the participant proceed on to the rest of the survey and a "no" selection will lead them to a screen that thanks them for participation but states they are not required to continue. Those that are teaching or have taught Language Arts in the last

three years are asked which class they will keep in mind when selecting the frequency of use rate for the activities listed in 46 statements and the 4 open response questions in the last section of the survey.

Validity and Reliability

The source of the survey is a study completed in the state of New York (Naples-Nakelski, 2003). Permission from Naples-Nakelski was obtained to reproduce the survey with the understanding that the teacher demographic section would be altered to meet the differences with the education system in the province of Ontario. The content validity of the original survey was tested by having six elementary teachers assign the 34 reading items and the 13 writing items to the appropriate category (exposure to balanced literacy, reciprocal teaching to clarify word meaning, modelled reading, shared reading, guided reading, independent reading, modelled writing, interactive writing, guided writing, and independent writing). Only when there was 60% or more alignment with the correct category was the statement kept in the survey. Statements that obtained less than 60% agreement were either removed or re-worded. For a measure of reliability, an alpha coefficient of internal consistency was calculated for each sub-scale after the teachers' responses were recorded.

Sampling Plan

The study population includes classroom teachers and Program Department personnel (teacher consultants and special assignment teachers) (see Terms, Chapter 1).

Sample

The public school board/district that will be surveyed for this research is located in the southern region of Ontario, a Canadian province. The Greater Essex County District School Board includes the city of Windsor and the County of Essex. The board area includes schools in a large

urban setting within a city of over 200,000; schools in suburban setting; and county schools in small towns and rural areas. The school board/district has 63 elementary schools. All elementary teachers (1200+) will be invited to complete an on-line survey. The invitation to participate will come through the school board's email system and directed to all elementary classroom teachers as a mass 'mailing' from the Superintendent of Program.

Classroom teachers in this school board/district, as in all school boards in this Canadian province, must have a minimum of two degrees, an undergraduate degree and a Bachelor of Education degree and must be certified by the Ontario College of Teachers. The participating teachers will not be selected for their effectiveness as teachers or from their expert knowledge of balanced literacy. In addition, with the open invitation to participate there is a possibility that the respondents will have a variety of years' experience and teaching duties. Classroom teachers from all teaching divisions (Early Years: JK and SK; Primary: Grades 1, 2, and 3; Junior: Grades 4, 5, and 6; and Intermediate: Grades 7 and 8) can participate in the research.

Data Analysis

Quantitative Analysis

The demographic information, as quantitative data, will be presented as a descriptive analysis containing the frequency distributions, measures of central tendencies, and measures of variability of the categories. Descriptive statistics will be examined for: gender, age, years of teaching experience, degrees (complete and in the process of completing), and Ontario Ministry of Education Additional Qualification Courses,

Research Question #1, which examines the frequencies of use of balanced/comprehensive literacy activities in elementary classrooms by divisions (Early Years, Primary, Junior, and

Intermediate) will be presented as a descriptive analysis of frequency distributions, measures of central tendencies, and measures of variability of the categories.

Research Question #2, looks to determine if relationships exist within the self-reported frequencies of use of balanced/comprehensive literacy by division. The use of a Likert-type scale for the classroom teachers' responses regarding the frequencies of balanced literacy instruction activities information (never, rarely, monthly, weekly, daily) will afford a descriptive analysis of both sets of data with SPSS software. From this pool of data calculations for t-test will be carried out in order to determine if relationships between divisions for frequency of use of balanced literacy components/activities exist.

Research Question #3, examines the self-reported information sources of balanced/comprehensive literacy instruction by teachers. The use of a Likert-type scale for the classroom teachers' responses regarding the amount of balanced literacy instruction information (none, minimal amount of information, some information, substantial amount of information) will afford a descriptive analysis of both sets of data with SPSS software. From this pool of data calculations will be carried out in order to determine if relationships between age groups of classroom teachers' sources of balanced literacy instruction information exist.

Qualitative Analysis

Qualitative data will be generated from the survey's four open-ended questions (What practices have made the greatest difference for your students to learn to read and write; Describe the types of frustration you may experience in the application of your training as you teach reading and writing; Describe how you have designed your classroom for your students to learn to read and write; and Name the literacy program(s) you utilize in your classroom). A review of the responses will include coding (Saldaña, 2013) and will identify any commonalities. These

responses will be used in Chapter 5 to describe the characteristics of the classrooms in one of the four divisions (Early Years, Primary, Junior, and Intermediate).

Summary

This chapter began with a discussion of the overall goal of this study which is to examine balanced/comprehensive literacy activities in an Ontario school board/district and outlined who would be interested in the data produced from such an examination. A short description of the school board/district followed. The next section described the participants by providing information about the educational background of Ontario teachers in general and the technological suaveness of the teachers in the school board/district selected for the survey.

The next section of Chapter 3 was devoted to information about the research tool, an on-line survey. Privacy issues regarding the protection of study participants are mentioned and the precautions taken outlined. The advantages of an on-line survey as well as access to a board-wide email system were included. A description of field testing measures was discussed. The validity and reliability of the original survey (Naples-Nakelski, 2003) was described. The original study took place in the state of New York and this study takes place in the province of Ontario necessitating changes to the teacher demographic section of the survey. These changes are outlined in this chapter.

Since this study will gather quantitative and qualitative data the section on Data Analysis describes the procedures that will be used on both types of information. Quantitative analysis using SPSS will be used on the teacher demographic information which is the basis for Research Question #1, examining the frequencies of use of balanced/comprehensive literacy activities in elementary classrooms. A descriptive analysis of frequency distributions, measures of central tendencies, and measures of variability of the categories will be completed. Research Question #2

seeks to determine if relationships between divisions and frequency of use of balanced literacy components/activities exist with the use of a t-test. Research Question #3 seeks to determine if relationships exist between the self-reported information sources of balanced literacy instruction and teachers in age categories. Information provided for the open-ended questions will be examined to determine if commonalities exist across divisions and a description of classrooms and classroom activities will be written for Early Years, Primary, Junior, and Intermediate grades.

The next chapter, Chapter 4: Analysis of Results will begin with an Introduction. Next will be a Profile of the Sample Population and then the analysis of the survey data. The information for Research Questions #1 and #2 will be presented in each of the 9 categories of balanced literacy activities. Information for Research Question #3 will follow in a separate section. The chapter will end with a summary.

CHAPTER 4: ANALYSIS OF RESULTS

Introduction

This chapter contains a discussion of the response rate and the implications on the study, a profile of the sample and a data analysis of the survey responses. The intent of this research was to examine elementary classroom teachers' use of balanced literacy by determining: (a) to what extent activities of balanced literacy instruction are used in elementary divisions (Early Years, Primary, Junior, and Intermediate); (b) to what extent teachers in different elementary classrooms have common balanced literacy activities; (c) to what extent the self-reported information sources of balanced literacy instruction reported by teachers across age categories are similar or dissimilar.

Response Rate

The unit of analysis for this study was elementary classroom teachers in one Southwestern Ontario (Canada) school board (district). There are 56 elementary schools in the school board (https://publicboard.ca/School/School-List/Pages/default.aspx) with approximately 1500 elementary teachers, but only 90 (6%) responded. In the original plan, an email from a Superintendent was to be sent to each elementary teacher through the school board's email system (Office 365) inviting the teachers to volunteer to participate in the on-line survey. The email to participate was sent to elementary school principals and asked them to forward the message on to their staff.

Three weeks after the initial email a follow-up email was sent by the researcher to all the principals in an attempt to confirm the number of educators who did indeed receive the invitation to participate. Of the 56 principals contacted 18 responded and 17 had forwarded the email to their teaching staffs (456 teachers in total) and one principal did not (19 teachers). The email was sent out at one of the busiest times of the year for elementary teachers. In addition to the daily teaching

duties, three times a year teachers report on their students' progress. In the fall a progress report is developed and in January and May reports are written for each student using a web-based program e-Teacher (https://mxweb2.media-x.com/home/gecdsb/). In the past several years teachers have been given a day without students to work on each of the two sets of report cards. The email asking for volunteers and the link to the survey was sent out to the principals the afternoon before the January 'report card day' but the date all educators received the forwarded email from their principals could not be determined or confirmed (as noted for the response rate of principals with a follow-up email).

The link in the email directed volunteers to the WSU (Wayne State University) Qualtrics site (www.computing.wayne.edu/qualatrics/). The survey data was downloaded from the WSU Qualtrics site to the SPSS program for the purpose of data analysis. The 90 potential respondents were recorded in the data set at the time of the download. The initial screen of the survey asked if the individual wished to proceed to the survey and 3 individuals chose immediately not to participate. Five more individuals proceeded to the survey but did not supply any demographic information nor did they answer any of the survey questions.

For the first two sections of the survey, demographic information and sources of information regarding balanced literacy, 82 volunteers provided information. Then, before proceeding to the questions about the frequency balanced literacy activities carried out in the classroom, the survey volunteers were asked if they taught Language Arts (Language) within the last three years. Those educators who replied NO were automatically exited out of the survey and 62 volunteers proceeded to the final two sections of the survey. Of the 62 that continued, 5 did not answer any frequency questions or open ended questions and one volunteer did not answer any frequency questions but did answer the open ended questions. Therefore the total number of

responses possible for the frequency of balanced literacy activities is 56. At the end of the survey participants were given the chance to add any addition information in an open response. One Junior Division teacher wrote, "I was unable to answer the page of questions that asked for frequency of students using particular practices as I have a class of 31 students and they would all be using these practices independently and at different levels. There is no way for me to detemine [sic] the answers."

It was not a requirement of the survey that each question or statement be answered in order to continue on in the survey. As a result different sections of the survey have different numbers of respondents. For example 82 educators provided demographic information regarding their educational background. The number of teachers who were teaching Language Arts (Language) or had taught Language Arts (Language) within the last three years was 63. When these 63 teachers were asked to identify the frequency of use for 46 statements not all of them did. Four responses came from Early Years teachers for the 46 statements; 7 Intermediate teachers responded to all 46 statements; the number of Primary teachers who responded to the 46 statements varied between 21 and 22; and the number of Junior teachers varied from 19 to 21 responses for each statement. A similar situation was found for the 4 open-ended questions at the end of the survey. Some teachers responded all the questions, others answered some of the questions, and the remaining participants chose to not to respond at all.

Response Rate Implications

There are approximately 1500 elementary teachers in this SW Ontario Public School Board. In the early planning stage it was anticipated that several hundred teachers would participate in the survey. Teachers in this school board all have email accounts and the electronic "mail" system has certainly been the mainstay of communication within the system for a number

of years. If a level of familiarity with technology can be ruled out as a possible reason for a low response rate, then other possible influences should be examined.

A possible difficulty could have been the email sent out asking teachers to volunteer to participate was sent to elementary school principals and not directly to each elementary teacher. In the Fall of 2015, another request to participate in a University of Windsor student's research study was sent out directly to all elementary teachers. After having such a low response rate with this study the principal investigator contacted the University of Windsor's researcher asking about that study's response rate. The University of Windsor student's survey was sent out to not only this school board but also to the co-terminus board's (Windsor-Essex Catholic District School Board) elementary teachers in 37 elementary schools. The response rate for that survey sent out to two school boards (93 schools) was just over 100. Further thought was given to possible extraneous reasons for the low response rate. The school board is focusing on improving mathematics understanding for elementary students so perhaps a survey about a language arts topic – balanced literacy would not appear as necessary as a research study regarding mathematics to possible participants.

Consideration needs to be given to the timing of the request to participate. This study came at a time when elementary teachers were busy working on creating report cards for their students. It is a very busy time and even though the average time spent on completing this survey was 15 minutes, it is time taken in addition to regular teaching duties and report card writing. Another piece of evidence to support the hectic time of year was the fact that only one-third of the principals responded to a follow-up email asking if they had send out the email to their staff, and of the 18 principals that did respond, one had not forwarded the request for participation to their staff. After three weeks from the time the request to participate was emailed to the elementary school

principals, the data was collected from WSU Qualtrics and the analysis began. Fifteen more participants accessed the survey after this date and of these 15, a few took the time to complete the survey but were not included in the data results. This suggested, a different time in the school year and a longer window of opportunity to participate might result in a higher response rate.

Profile of the Sample

Of the respondents who provided their gender (69 educators) 57 (63.3%) were female and 12 (13.3%) were male. The median age of the participants who provided their age (81 educators) was 43.38 years old and ranged from 25 to 60 years old. The median number of years of teaching experience for 80 teachers was 15.38 years with a range of 1 year to 35 years teaching experience.

The respondents' educational background (n = 82) was as follows: 81 teachers had either a 3 or 4 year degree (98.78%); 1 teacher had completed a Master's degree; 77 teachers had a Bachelor of Education degree (93.90%); and 7 completed a Master's of Education degree (2 more are completing the degree) (17.31%). Twelve (14.63) respondents' educational background included programs not included in the survey categories such as College Diploma courses (Early Childhood Education; Developmental Services Worker; Child and Youth Worker; Occupational Therapist; and Human Resources) (http://www.stclaircollege.ca/programs/postsec/azlisting.html). [Note: In Ontario, the terms College and University are not interchangeable. Ontario Colleges would be comparable to the American Community Colleges.] In addition to degree and diploma courses offered by Ontario Universities and Colleges the Ontario Ministry of Education offers Additional Qualification courses. The respondents were asked to identify any courses they had completed or were completing during this school year and respondents listed the 73 additional qualification courses (89.02%) they had (or were) completing. Additional Qualification Courses can extend the range of grades a teacher is certified to teach (i.e., Primary, Junior, Intermediate,

Senior) or programs (e.g., Vocal Music, Special Education, etc.), or can be subject specific (e.g., Reading, Mathematics, History, etc.). Of the 64 participants who identified their language of instruction, 49 (76.56%) taught students in English and 15 (23.43%) taught students in the French Immersion program.

After gaining demographic information and information on the sources of balanced/ comprehensive literacy information the survey participants were asked if they had taught Language Arts (Language) in the past three years and only those who had were permitted to complete the remaining sections of the survey. At this point 63 teachers remained in the survey and they were asked to describe their present teaching position by grade(s) and language (English or French Immersion). Then they were asked to identify what single grade they would consider or keep in mind when completing the frequency of balanced/comprehensive activities. This information was then sorted into four divisions: Early Years (Junior and Senior Kindergarten), all 4 were English responses (6.35%); Primary Division (Grades 1, 2, and 3), 25 responses in total, 18 English responses (28.57%) and 7 French Immersion responses (1.11%); Junior Division (Grades 4, 5, & 6), 23 responses in total, 18 English responses (28.57%) and 5 French Immersion responses (7.94%); and Intermediate Division (Grades 7 & 8), 8 responses in total, 6 English responses (9.52%) and 2 French Immersion responses (3.17%). All split grades fell within a division (for example a grade 5/6 would be included in the Junior Division) with the exception of one grade 6/7 that crosses the Junior and Intermediate Divisions and that information was included in the Intermediate Division. Three participant's teaching jobs fell outside these divisions and so were given the designation of Other Teaching Positions. They were two special education classroom teachers and one librarian.

Data Analysis for Research Questions #1 and #2

Q#1: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)?

and

Q#2: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities?

This section of the survey contained 46 statements. Each statement belonged to a category or component of balanced literacy instruction. There are 9 categories and the data for each of these nine categories was presented separately. First, for each section, there is a general introduction to the category listing which of the 46 survey statements belong in the category. Second, to present the information for Research Question #1, there is a table of the Frequency of Use rates data (Never, Rarely, Monthly, Weekly, or Daily) for all five categories (Early Years, Primary, Junior, Intermediate, and Other Teaching Positions) combined as one sum. The response number for each question is included because the rate varied from 55 to 57 depending on the statement. This information is found in the Word Meaning (Study) Research Question #1 sub-section (or the Modelled Reading, Shared Reading, Guided Reading, Independent Reading, Modelled Writing, Interactive Writing, Guided Writing, or Independent Writing section). Third, the Frequency of Use data is sub-divided into the four divisions (Early Years, Primary, Junior, and Intermediate). Each statement in the category is discussed comparing similarities and differences. In some cases the statements were of a general nature and in other cases the statements referred to a specific activity. Other statements were from the point of view of a teacher action or a student action. This

information is found in the either the Word Meaning (Study): Research Question #1 Responses to General Statements or Reponses to Specific Activity Statements sub-sections.

Fourth, to present the information for Research Question #2, a table displays the Means and Standard Deviations for each category between Primary and Junior Divisions and a short paragraph followed summarizing the analysis results. The number of respondents in the Early Years, Intermediate Division and Other Teaching Positions fell below the prescribed number needed to conduct further analysis for Research Question #2. So only Primary (n = 21 or 22) and Junior Division (n = 20 or 21) data is used in the subsequent analysis for each of the 9 categories. This information is found in Word Meaning (Study): Research Question #2 sub-section. Finally information is provided for overall conclusions for both questions in the sub-section titled, Conclusions Regarding Word Meaning (Study) Activities. In Chapter 5 some of these results will be summarized by Division (Early Years, Primary, Junior, and Intermediate), rather than the 9 categories of balanced literacy activities, to support the information provided by the teachers who responded to the 4 open-ended questions at the end of the survey.

Following this, the next-to-last section of this chapter is devoted to the third research question. Tables are presented ranking the sources of balanced literacy information for each of the three age categories. The final section of this chapter outlines the contents of this chapter, Chapter 4 and previews the contents of the final chapter, Chapter 5.

Nine Categories of Balanced Literacy Activities

The 46 survey questions about balanced literacy activities are based on 9 categories: (1) word meaning (study); (2) modelled reading; (3) shared reading; (4) guided reading; (5) independent reading; (6) modelled writing; (7) interactive writing; (8) guided writing; and (9) independent writing. The nine categories and the survey statements making up each are listed in

Figure 7. The use of the term word meaning and word study are interchangeable. Word Study is a term used by the Ontario Ministry of Education (see Terms, Chapter 1). The first section of Data Analysis contains information regarding the Cronbach's alpha and the Spearman-Brown prophecy formula for each of the 9 balanced literacy categories.

Figure 7: Statements in Balanced/Comprehensive Literacy Categories

Balanced/Comprehensive Literacy Activities Categories	Statement Numbers in Survey
Word Meaning (Study)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Modelled Reading	15, 16, 17, 18
Shared Reading	12, 13, 20, 21, 23, 33, 34
Guided Reading	14, 19, 24, 25, 26, 27, 29, 31, 32
Independent Reading	22, 28, 30
Modelled Writing	35, 36, 45
Interactive Writing	37, 44
Guided Writing	39, 40, 46
Independent Writing	38, 41, 42, 43

Cronbach's alpha and Spearman Brown prophecy formula

The first analysis completed on the data was Cronbach's alpha. Cronbach's alpha measures the average correlation amongst a group of items and is a measure of internal consistency. There were nine groups of items contained within the 46 statements of balanced literacy activities (Figure 7). Participants were asked to identify the frequency of use of the activities described in each statement for their classroom on a 5-point Likert scale. The Likert scale Frequency of Use descriptions were: Never, Rarely (less than 10 times a school year); Monthly (on average between 1 to 3 times a month); Weekly (on average between 1 to 4 times a week); and Daily (on average at least once a day). The Spearman-Brown prophecy formula projects the subscale reliability if the subscale contained all 46 items on that topic. For example, the first subscale contained 11

items. If an additional 35 items of the same quality were added (to make the total of 46), the SB would be .922. The results are found in Table 4.1.

Table 4.1: Cronbach's alpha and Spearman Brown prophecy formula for 9 Categories Regarding Balanced Literacy Activities

Categories & Survey Questions	Cronbach's Alpha	Mean	Variance	Std. Deviation	N of Items	Spearman Brown
Word Meaning (Study) Q# 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 &11	.738	39.79	42.360	6.508	11	0.922
Modelled Reading Q# 15, 16, 17 & 18	.939	17.44	13.501	3.674	4	0.994
Shared Reading Q# 12, 13, 20, 21, 23, 33 & 34	.803	30.15	20.246	4.500	7	0.964
Guided Reading Q#14, 19, 24, 25, 26, 27, 29, 31 & 32	.897	36.64	41.347	6.430	9	0.974
Independent Reading Q# 22, 28 & 30	.444	11.66	6.301	2.510	3	0.924
Modelled Writing Q#35, 36 & 45	.553	11.57	4.940	2.223	3	0.95
Interactive Writing Q#37 & 44	.736	7.24	4.111	2.028	2	0.985
Guided Writing Q#39, 40 & 46	.890	10.76	9.851	3.139	3	0.992
Independent Writing Q#38, 41, 42 & 43	.655	14.05	9.015	3.003	4	0.956

Word Meaning (Study) Research Question #1

There were 11 survey questions for the category Word Meaning (Study). The respondents considered each statement with one grade level in mind and identified the frequency the activity occurred in that grade level. The Frequency of Use totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French

Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); Intermediate Division, English and French Immersion (Grades 7 & 8); and Other Positions (Special Education and Library). These frequencies are found in Table 4.2. To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-1: Frequency of Use Word Meaning (Study) for Early Years, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
1	My students substitute a word they think they know the meaning of with a synonym to determine if it makes sense or not	55	3	17	7	19	9	3.25 .165
2	My students engage in the literacy practice of clarifying word meaning	55	1	3	6	20	25	4.18 .130
3	My students complete graphic organizers to clarify a word	55	17	16	12	10	0	2.27 .148
4	My students "mine their memory" to remember a word they have seen before	56	10	11	9	11	15	3.18 .198
5	My students study the structure (prefix, root, suffix) of an unclear word to figure out the meaning	56	5	12	10	21	8	3.27 .162
6	My students reread the text when the meaning is unclear	56	0	3	6	6	41	4.52 .119
7	My students use context clues to infer the meaning of an unknown word that is central to the comprehension of a passage	56	1	2	5	14	34	4.39 .124
8	My students ask for help if the text or a word they are reading is unclear	56	1	1	2	10	42	463 .107
9	My students place a post-it in a book if they cannot figure out the meaning of a word	56	16	16	7	14	3	2.50 .173
10	My students look for a word meaning in the dictionary	56	11	11	9	14	11	3.05 .191
11	I lead my students in dialogue to clarify the meaning of a word	56	0	0	6	13	37	4.48 .099

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

In order to construct a picture of classroom balanced literacy activities for Research Question #1, the Frequency of Use data was re-examined for each of the 46 statements and separated into the four divisions. Classroom teachers who participated in the survey were asked to identify how often an activity occurred in their classroom. The Likert-like scale used: Never; Rarely (less than 10 times a school year); Monthly (on average between 1 to 3 times a month); Weekly (on average between 1 and 4 times a week); and Daily (on average at least once a day). The summary comments focused on the predominant features of the data, the frequency with the largest percentage of teachers' responses. For the majority of statements the discussion centred on a combination of weekly and daily frequencies for the activity represented in a statement and occasionally the lesser rates of monthly, rarely or never were discussed. The use of a combination of weekly and daily was selected in an attempt to provide a more accurate portrait of a classroom schedule. The researcher, as a classroom teacher, took into account the numerous interrupts in a regular week's schedule and thought that activities occurring four days of a five day week were often the norm. A classroom teacher often plans for activities to occur daily but for a number of reasons this does not happen. So consideration was made by the researcher for those might rule out selecting 'Daily' and instead pick 'Weekly' if a typical week had interruptions such as school assemblies or field trips. The balanced literacy survey statements were based on a study in New York State and the author (Naples-Nakelski, 2003) only considered the Frequency of Use rate of Daily in the analysis of data. In that study one of the overall findings was teachers' implementation of balanced literacy instruction components was not done on a daily basis. Later, in Chapter 5, these comments along with teachers' responses to the four open-ended questions will be used to

paint an overall description of the classrooms in the different divisions with regards to the use of balanced literacy activities in the classrooms.

Word Meaning (Study): Research Question #1 Responses to Two General Statements

There were eleven survey statements for the Word Meaning (Study) Category (#1, 2, 3, 4, 5, 6, 7, 8, 9, 10, & 11). Ten of the eleven were from the point of view of the student's actions and beginning with the phrase "My students …" and the eleventh from the teacher's perspective, "I lead my students …" Two of the eleven statements (#2 and #11) were general statements about the category of word meaning and the other 9 (#1, 2, 4, 5, 6, 7, 8, 9, & 10) referenced specific activities.

Statement #2 was an overall description of the category, "My students engage in the literacy practice of clarifying word meaning." The overwhelming majority of Primary (95%) and to a lesser extent Junior teachers (85%) stated this general literacy practice occurred weekly or daily in their classroom. A slightly smaller percentage of Early Years teachers (75%) and even smaller percentage of Intermediate teachers (43%) stated this was a weekly or daily activity in the very young and older students' classrooms. Statement #11, "I lead my students in dialogue to clarify the meaning of a word" was a similarly worded statement to Statement #2 in that one, it was written from the point of view of a teacher action, and two, the actions were not specific to one activity as were the remaining 9 statements for this category (for example, Statement #3 refers to the use of a graphic organizer to clarify a word). The overwhelming majority of Early Years teachers (100%) and Primary teachers (95%) stated this general literacy practice occurred weekly or daily in their classroom. A slightly smaller percentage of Intermediate teachers (86%) and Junior teachers (80%) stated this was a weekly or daily activity in the Grades 4 to 8 classrooms.

Research Question #1 was: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these two general statements it appears non-specific Word Meaning activities are carried out in all divisions either weekly or daily.

Word Meaning (Study): Research Question #1 Responses to Specific Activity Statements

The remaining 9 comments examined a specific activity within the Word Meaning category and were from the point of view of a student action. Statement #1, "My students substitute a word they think they know the meaning of with a synonym to determine if it makes sense or not" was an activity used most often by Junior teachers, but that rate was only 65% of teachers reported this activity weekly or daily. The other three divisions (Early Years, Primary, and Intermediate) had less than 50% of the teachers using synonyms to maintain the meaning of the text.

Statement #3, "My students complete graphic organizers to clarify a word" was the least used activity of all the 46 statements in the survey. Not one teacher in any of the four divisions reported using graphic organizers daily. Seven of the 22 Primary teachers and 1 of the 19 Junior teachers reported using graphic organizers weekly.

Statement #4, "My students "mine their memory" to remember a word they have seen before" was used most often by Early Years teachers. All four JK/SK teachers selected weekly or daily as the frequency rate for this activity. Less than 60% (59%) of Primary teachers, 40% of Junior teachers, and only 1 of the Intermediate teachers reported using this activity either weekly or daily.

Statement #5, "My students study the structure (prefix, root, suffix) of an unclear word to figure out the meaning" was not used on a regular basis with any division. In the Junior division

65% of the teachers used this activity weekly or daily as did 55% of Primary teachers. Fewer Intermediate teachers used this activity (29%) and only one of the four Early Years teachers selected a Frequency of Use rate of weekly or daily.

Statement #6, "My students reread the text when the meaning is unclear" is the second most used activity of the Word Meaning (Study) category for the Primary, Junior, and Intermediate divisions (second only to Statement #8, "My students ask for help if the text or a word they are reading is unclear"). From the responses selected, the majority of Primary (86%) and Junior (80%) teachers stated this occurs daily in their classrooms (the rate rose to 91% and 90% respectively when both weekly and daily responses were considered).

Statement #7, "My students use context clues to infer the meaning of an unknown word that is central to the comprehension of a passage" was used by Early Years (50%), Primary (82%), Junior (95%) and Intermediate (100%) students weekly or daily as reported by the teachers.

Statement #8, "My students ask for help if the text or a word they are reading is unclear" was used by Early Years (100%), Primary (95%) and Junior (100%) students either weekly or daily, and less often for Intermediate (71%).

Statement #9, "My students place a post-it in a book if they cannot figure out the meaning of a word" was not used often across the divisions. One of the 22 Primary teachers and 2 of the 20 Junior teachers used it daily. The rest of the teachers in all divisions used it less frequently or never.

Statement #10, "My students look for word meaning in the dictionary" was used more often in the Junior division (80%) than the other three (less than 43%).

Word Meaning (Study): Research Question #2

The number of respondents in the Early Years and Intermediate Division fell below the prescribed number needed to conduct further analysis for Research Question #2. A t-test for Frequency of Use Word Meaning scores was conducted for only Primary classes (Grades 1, 2, & 3) and Junior Classes (Grades 4, 5, & 6) for Research Question #2 (Table 4.3).

Table 4-2: Means and Standard Deviations for Word Meaning (Study) Activities between Primary and Junior Divisions (N = 42)

Word Meaning (Study) Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	22	3.6748	.49926	.10644
Junior (4, 5, & 6)	20	4.8750	.54323	.12147

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 22 Primary Division teachers (Grades 1, 2, & 3) (Mean 3.6748; Std. Error .10644; 95% confidence Interval for Mean Lower Boundary 3.4534; Upper Boundary 3.8962) and 20 Junior Division teachers (Grades 4, 5, & 6) (Mean 3.8750; Std. Error .12147; 95% confidence Interval for Lower Boundary 3.6208; Upper Boundary 4.1292) who answered all 11 survey statements (#1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11) within the Word Meaning (Study) category. A visual examination of box plots for this category found one outlier. However an examination of Word Meaning Frequency of Use z-scores revelled no outliers (z-score ± 2.58). For Research Question #2 an independent t-test was run to determine if there were differences in dependent variable, Frequency of Use of Word Meaning activities between the two groups (Primary Division and Junior Division) of the independent variable. Frequency of Use Word Meaning (Study) activities of Primary Division teachers (3.67 ± 0.50) and Junior Division teachers (3.88 ± 0.54) (Table 4.3) were not significantly different, t = (40) = -.1.245, p = .220 (i.e., p > .05, .220 > .05), d = .2846.

Conclusions Regarding Balanced Literacy Word Meaning (Study) Activities

Research Question #1 was: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 2 general statements regarding clarifying word meaning (or Word Study to use the Ontario Ministry of Education term) and 9 statements focusing on a particular word meaning activity, it appeared that while all teachers agreed they used word meaning activities in theory, specific Word Meaning (Word Study) activities were carried out in all divisions - with varying numbers of teachers and varying frequency rates. For example, students rereading when the meaning of the text is unclear occurred with all students frequently; students using a graphic organizer to clarify word meaning was not used with all students on a regular basis; and students using a dictionary occurred more with Junior students frequently and the other students less frequently. Part of the reason for this variation might be because a number of the statements referenced a specific activity, and depending on the nature of that activity, it was suitable for a particular division. For example, the use of a dictionary by a student would not necessarily be something a teacher would expect a JK/SK student to do but might be expected by a Junior or Intermediate teacher and this was supported by the data.

Research Question #2 was: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? The Frequency of Use Word Meaning (Word Study) activities of Primary Division teachers and Junior Division teachers were not significantly different. As such, with regard to Word Meaning activities, the responding teachers in the Primary and Junior Divisions appeared to employ similar balanced literacy activities as described in the survey.

Modelled Reading Research Question #1

The second category of the nine Balanced Literacy activities was Modelled Reading. The survey questions in this category were #15, 16, 17, & 18. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); Intermediate Division, English and French Immersion (Grades 7 & 8); and Other Positions (Special Education and Library). The frequencies are found in Table 4.4. To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-3: Frequency of Use Modelled Reading for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
15	I model expression by reading aloud to my students in 10 to 15 minute blocks	57	1	0	3	14	39	4.58 .100
16	I model fluency by reading aloud to my students in 10 to 15 minute blocks	57	2	0	2	15	38	4.53 .115
17	I read text that is above my students' instructional level so they can develop meaning through listening	57	4	2	2	20	29	4.19 .151
18	I read text that is above my students' instructional level so they can gain awareness of complex language and vocabulary	57	4	3	2	20	28	4.14 .155

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

Modelled Reading: Research Question #1 Responses to Teacher Action Statements

To analyze the data for Research Question #1 the frequency totals for Modelled Reading were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and

examined for similarities and differences. The four statements in the Modelled Reading category reflect the teachers' actions when reading to students: "I model expression by reading aloud to my students in 10 to 15 minute blocks" (#15); "I model fluency by reading aloud to my students in 10 to 15 minute blocks" (#16); "I read text above my students' instructional level so they can develop meaning through listening" (#17); and "I read text that is above my students' instructional level so they can gain awareness of complex language and vocabulary" (#18).

After examining the data for Research Question #1 it was found that three of the four divisions (Early Years, Primary, and Intermediate) classroom teachers overwhelmingly read to their students weekly or daily. In particular, all 4 Early Years teachers, all 22 Primary teachers, and 5 of the 7 Intermediate teachers stated they read daily to their students modelling expression (#15) and fluency (#16). Nineteen of twenty-two Junior teachers also read weekly or daily modelling expression and fluency. These two statements were tied as the third most popular activities in all four divisions for all 46 statements.

There were almost the identical responses for the two statements regarding the teacher reading text above the students' instructional level (#17 & #18). All 4 Early Years teachers and all but one Primary teacher and 5 of the 7 Intermediate teachers stated they read, weekly or daily, text above their students' instructional level to aid in their students to develop meaning through listening (#17) and awareness of complex language and vocabulary (#18). For Statement #17 ("developing meaning through listening") 16 of the 21 Junior teachers stated this activity happened weekly or daily, but one less (15 of 21) for Statement #18 ("awareness of complex language and vocabulary"). That meant that 24% and 29% (#17 and #18) of Junior teachers stated these two activities happened monthly, rarely, or never in their classrooms. According to the Ontario Ministry of Education Early Reading Strategy (2003) Shared Reading provides teachers with the

opportunity to "model effective reading; promote listening comprehension; teach vocabulary; reinforce concepts about books and print and letter-sound relationships; and build background knowledge on a range of subjects" (p. 25). In this survey Statements #17 and #18 are in the Modelled Reading category which, upon reading the Ontario Ministry definition, seem to be in the wrong category (see Terms sub-section in Chapter 1). The survey originated in New York State (Naples – Nakelski, 2004) and this accounts for the difference in component definitions.

Modelled Reading: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 22 Primary Division teachers (Grades 1, 2, & 3) (Mean 4.7500; Std. Error .10786; 95% confidence Interval for Mean for Lower Boundary 4.5257; Upper Boundary 4.9743) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 4.1190; Std. Error .19103; 95% confidence Interval for Mean for Lower Boundary 3.7206; Upper Boundary 4.5175) who answered all 4 survey statements (#15, 16, 17, 18) within the Modelled Reading category. A visual examination of box plots for this category found one outlier. However an examination of Modelled Reading Frequency of Use z-scores revelled no outliers (z-score ± 2.58). An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use Modelled Reading activities, between the two groups, Primary Division teachers and Junior Division teachers. Frequency of Use Modelled Reading activities of Primary Division teachers (4.75 ± 0.51) and Junior Division teachers (4.11 ± 0.88) (Table 4.5) were significantly different, $t(31.715) = 2.876$, $p = .007$ (i.e., $p < .05$, $.007 < .05$), $d = .8880$.

Table 4-4: Means and Standard Deviations for Modelled Reading Activities between Primary and Junior Divisions (N = 43)

Modelled Reading Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	22	4.7500	.50592	.10786
Junior (4, 5, & 6)	21	4.1190	.87543	.19103

Conclusions Regarding Balanced Literacy Modelled Reading Activities

Research Question #1 was: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 4 statements, modelled reading balanced literacy activities appear to be used in all four elementary divisions - with varying numbers of teachers and varying frequency rates.

Balanced literacy modelled reading activities that have the teacher reading text to model expression and fluency appear to be used in classrooms weekly or daily. Balanced literacy modelled reading activities that have the teacher reading text about the students' instructional level to develop meaning through listening and to develop an awareness of complex language and vocabulary appear to be used in most classrooms weekly or daily and may be used less often in some Junior classrooms.

Research Question #2 was: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? The Frequency of Use Modelled Reading activities of Primary Division teachers and Junior Division teachers were significantly different. As such, with regard to balanced literacy

Modelled Reading activities, the responding teachers in the Primary and Junior Divisions appeared to employ different activities.

The differences were: (1) for Statement #17 ("I read text that is about my students' instructional level so they can develop meaning through listening"), all but one Primary teacher stated this activity occurred weekly or daily (1 selected rarely) but only 76% of Junior teachers selected weekly or daily and the remaining 24% selected less frequent rates (2 selected monthly, 1 selected rarely, and 1 selected never); and (2) for Statement #18 ("I read text that is above my students' instructional level so they can gain awareness of complex language and vocabulary"), all but one Primary teacher stated this activity occurred weekly or daily (1 selected rarely) but only 71% of Junior teachers selected weekly or daily and the remaining 29% selected less frequent rates (2 selected monthly, 2 selected rarely, and 2 selected never).

Overall the Primary teachers were more like-minded in that they almost unanimously (all but 1) used the four Modelled Reading activities described in the survey weekly or daily. However the Junior teachers were more diverse and therefore, less like-minded, in their use of Modelled Reading activities. In particular 1 in 4 (24%) Junior teachers didn't read instructional texts above their students' instructional reading level so the students could develop meaning through listening and almost 1 in 3 (29%) Junior teachers didn't read instructional text above their students' instructional reading level so the students could gain awareness of complex language and vocabulary on a regular basis (weekly or monthly).

Shared Reading Research Question #1

The third category of the nine Balanced Literacy activities was Shared Reading. The survey questions in this category were #12, 13, 20, 21, 23, 33 & 34. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary

Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); and Intermediate Division, English and French Immersion (Grades 7 & 8). The frequencies are found in Table 4.6. To analyze the data for Research Question #1 the frequency totals for Shared Reading were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-5: Frequency of Use Shared Reading for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
12	I encourage my students to share their responses to a text in order to develop oral-language	55	0	1	6	8	40	4.58 .103
13	I encourage my students to share their responses to a text in order to develop listening skills	56	0	2	6	13	35	4.45 .111
20	I ensure that the text being shared is accessible to all students	57	1	0	4	14	38	4.54 .103
21	I utilize projection devices for shared reading instruction	57	6	8	9	12	22	3.63 .185
23	I model reading strategies during shared literacy instruction	56	1	0	4	16	35	4.50 .105
33	I encourage my students to recall vocabulary during shared reading instruction	56	3	1	7	21	24	4.11 .141
34	I encourage my students to discuss story elements during shared reading instruction	57	1	2	4	25	25	4.25 .115

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

Shared Reading: Research Question #1 Responses to Teacher Action Statements

There were seven statements in the Shared Reading category. Of these 7 statements 3 statements were from the point of view of the teachers' actions and they are teachers: "ensuring the text is accessible to all students" (#20); "utilizing projection devices" (#21); and" modelling reading strategies" (#23). The remaining 4 encompassed classroom teachers encouraging their students to: "share their responses to develop oral language" (#12); "share their responses to develop listening skills" (#13); "recall vocabulary" (#33); and "discuss story elements" (#34), all within the environment of shared reading instruction group.

Survey statement #23, "I model reading strategies during shared literacy instruction," speaks to the heart of modelled reading and shared reading activities in balanced literacy instruction. So it was not surprising that all of the classroom teachers in the Early Years, Primary, and Junior divisions reported modelling reading strategies either weekly or daily. For the Intermediate division participants only 2 of the 7 selected a frequency of weekly or daily, 4 chose a frequency rate of monthly (on average between 1 to 3 times a month) and 1 reported never modelling reading strategies.

Survey statements #20 and #21, "I ensure that the text is being shared is accessible to all students" and "I utilize projection devices for shared reading instruction" referred to a teacher's need to ensure that all the students in the group and/or class have access to the text. According to the Ontario Ministry of Education Early Reading Strategy (2003) accessibility to text is a key tenet in shared reading. The document states, "the teacher guides the whole class or a small group in reading enlarged text that all the children can see – for example, a big book, an overhead, a chart, a poster, or a book" (p. 24). Either weekly or daily all Early Years and Primary teachers ensured the shared text is accessible to all students. For Junior teachers the percent dropped to 90% with

2 teachers stating this is a monthly occurrence. For the seven Intermediate teachers 4 of the 7 made sure their students had access daily, 2 stated it was monthly and 1 Intermediate teacher selected the Never category. Resources can be different for different ages. The use of Big Books in the Early Years and Primary classrooms may seem like a low-tech device by today's standards but enlarging the size of the book so that a group of children can see what is being read creates an environment where the teacher can build upon student questions and responses all the while referring back to the text. In today's classrooms the use of technology such as SMART Boards, High Definition televisions, and projectors can display text from a variety of sources (Internet web sites, eBooks, computers, iPads, and tablets).

Shared Reading: Research Question #1 Responses to Student Action Statements

Statement #12, "I encourage my students to share their responses to a text in order to develop oral language" was the activity, along with Statement #14 from the Guided Reading category ("My students make connections between the text and their background knowledge") that were the activities selected by almost 100% of the teachers selected weekly or daily. In the case of Statement #12 only 1 Junior teacher and 4 Intermediate teachers selected a frequency of monthly and the rest of the Early Years, Primary, Junior, and Intermediate teachers stated this activity occurred weekly or daily in their classrooms.

Statement #13, "I encourage my students to share their responses to a text in order to develop listening skills" was an activity that occurred weekly or daily in all the Primary classrooms, 90% of Junior classrooms and 3 of the 7 Intermediate classrooms. The Frequency of Use rate was 75% in Early Years classrooms. With only 4 Early Years teachers, a response of 75% is one teacher, and for this activity that one teacher selected a Frequency of Use rate of monthly rather than weekly or daily.

Statement #33, "I encourage my students to recall vocabulary during shared reading instruction" was again an activity carried out by all the Primary teachers either weekly or daily. Junior teachers used this activity less frequently with 17 of the 21 teachers selecting weekly or daily, 2 selecting monthly and one selecting rarely and one selecting never. Intermediate teachers also used this activity less often than Primary teachers with 3 of them selecting weekly and 4 of the 7 selecting monthly.

Statement #34, "I encourage my students to discuss story elements during shared reading instruction" was also an activity that occurred often (weekly or daily) in all but 7 of the 54 teachers who responded to this statement. The remaining 7 teachers sub-divided out with, 4 selecting monthly (1 Early Years, 1 Primary, 1 Junior and 1 Intermediate), 2 rarely (Junior teachers), and one Intermediate teacher with never.

Shared Reading: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 22 Primary Division teachers (Grades 1, 2, & 3) (Mean 4.5275; Std. Error .08512; 95% confidence Interval for Mean for Lower Boundary 4.3505; Upper Boundary 4.7045) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 4.3073; Std. Error .14922; 95% confidence Interval for Mean for Lower Boundary 3.9960; Upper Boundary 4.6185) who answered all 7 survey statements (#12, 13, 20, 21, 23, 33 & 34) within the Shared Reading category. A visual examination of box plots for this category found no outliers. An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use Shared Reading activities between the two groups, Primary Division teachers and Junior Division teachers. Frequency of Use Shared Reading of Primary Division teachers (4.52 ± 0.40) and Junior Division teachers (4.31 ± 0.68)

(Table 4.7) were not significantly different, t (31.917) = 1.282, p = .207 (i.e., p > .05, .207 > .05), d = .3891.

Table 4-6: Means and Standard Deviations for Shared Reading Activities between Primary and Junior Divisions (N = 43)

Shared Reading Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	22	4.5275	.39927	.08512
Junior (4, 5, & 6)	21	4.3073	.68379	.14922

Conclusions Regarding Balanced Literacy Shared Reading Activities

Research Question #1 was: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 7 statements, shared reading balanced literacy activities appear to be used in all four elementary divisions - with varying numbers of teachers and varying frequency rates. Students sharing their responses to develop oral language is a balanced literacy shared reading activity that appears to happen with students of all ages. The use of projection devices for shared reading instruction was under-utilized by all grade levels when considering a frequency rate of weekly or daily. All Early Years, Primary, and Junior teachers modelled reading strategies during balanced literacy shared literacy instruction either weekly or daily but only 30% of Intermediate teachers did so at the same rate.

Research Question #2 was: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? The Frequency of Use Balanced Literacy Shared Reading activities of Primary Division

teachers and Junior Division teachers were not significantly different. As such, with regard to Shared Reading activities, the responding teachers in the Primary and Junior Divisions appeared to employ similar balanced literacy activities as described in the survey.

Guided Reading: Research Question #1

The fourth category of the nine Balanced Literacy activities was Guided Reading. The survey questions in this category were #14, 19, 24, 25, 26, 27, 29, 31 & 32. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); and Intermediate Division, English and French Immersion (Grades 7 & 8). The frequencies are found in Table 4.8. To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-7: Frequency of Use Guided Reading for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
14	My students make connections between the text and their background knowledge	56	0	0	1	15	40	4.70 .067
19	I conduct reading in small groups while matching the text to the students' instructional level	57	3	2	10	24	18	3.91 .140
24	I listen to students during small group instruction to systematically assess fluency and comprehension	57	2	1	9	23	22	4.09 .128
25	I encourage students to make connections with the text and their personal experiences during guided reading practices	57	1	0	7	19	30	4.35 .128
26	I encourage students to paraphrase what they have read during guided reading practices	57	2	3	11	19	22	3.98 .140
27	I encourage students to respond to predictive questions about a text during guided reading practices	56	1	3	6	25	21	4.11 .124

29	I emphasize word-solving strategies at the end of guided reading instruction that help children learn new words in different settings	57	3	2	9	21	22	4.00 .186
31	I conduct a mini-lesson at the end of guided reading instruction to demonstrate how students can utilize one word to develop many new words	56	8	8	11	23	6	3.20 .166
32	If my students cannot pronounce a word, I encourage them to break apart the word, and then say it altogether during guided reading instruction	56	2	5	7	13	29	4.11 .154

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

Guided Reading: Research Question #1 Responses to Teacher Action Statements

Statement #19, "I conduct reading in small groups while matching the text to the students' instructional level" had a wide spread of Frequency of Use rates across the divisions. Early Years (3 of the 4 teachers) and Primary (100%) teachers overwhelming reported this activity occurred weekly or daily in their classrooms. Only 13 of 21 Junior teachers reported they provided text matching their students instructional level weekly or daily (5 Junior teachers selected monthly, 2 Rarely, and 1 Never). For Intermediate teachers only 1 of the 7 reported matching texts weekly, the other 6 were monthly or never.

Statement #24, like Statement #19, included the phrase "small group instruction" and stated, "I listen to students during small group instruction to systematically assess fluency and comprehension." The Frequency of Use rates for both statements were identical (3 of the 4 Early Years teachers and 100% of Primary teachers 100%) selected weekly or daily and like Statement #19, less Junior and Intermediate teachers reported this activity happening in their classrooms on a weekly or daily basis. For Junior teachers 14 of 21 and for Intermediate teachers 3 of the 7 selected weekly or daily assessments of their students fluency and comprehension in "small group instruction" settings.

Of all the 9 statements in the Guided Reading category Statement #31, "I conduct a mini-lesson as part of guided reading instruction to demonstrate how students can utilize one word to develop many new words" had the lowest Frequency of Use rates for all four divisions. Half or nearly half of the Early Years (50%), Primary (67%), and Junior teachers (57%) reported teaching this skill weekly or daily. One Intermediate teacher selected monthly and the remaining 6 Intermediate teachers selected rarely or never teaching this mini lesson.

Guided Reading: Research Question #1 Responses to Student Action Statements

For survey Statement #14, "My students make connections between the text and their background knowledge" overwhelmingly all the divisions' teachers reported their students participated in this activity weekly or daily. This statement, along with Statement #12 (Shared Reading) were the two activities that were used most often (weekly and daily) with the most classes for all the divisions (Early Years, Primary, Junior, and Intermediate). Only one Junior teacher selected a Frequency of Use rate of monthly.

Statement #25, "I encourage students to make connections with the text and their personal experiences during guided reading practices" was selected by all the Primary teachers as a weekly or daily activity. The percentage was slightly less for Junior teachers (81%), and then slightly less again for Early Years (75%) and Intermediate teachers (71%). The remaining teachers (1 Early Years, 4 Junior, and 2 Intermediate teachers) all selected monthly. No one selected rarely or never.

Survey Statements #26, 27, 29, and 32 use the phrase "guided reading instruction" but do not refer to the group size (i.e., "small groups"). In all but one case the frequencies of use were similar across the four questions for all four divisions. In each case more than half the teachers reported weekly or daily occurrences for their students to: "paraphrase what they have read" (#26); "respond to predictive questions" (#27); "use word-solving strategies to help them learn new words

in different settings" (#29); and "break apart the word and then say it altogether when they cannot pronounce a word" (#32). The only case where this is not true is for this final question (#32). None of the Intermediate teachers reported the activity ("If my students cannot pronounce a word, I encourage them to break apart the word and then say it altogether during guided reading instruction") weekly or daily. According to these teachers this activity occurred never, rarely, or monthly in their Intermediate classrooms.

Guided Reading: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 22 Primary Division teachers (Grades 1, 2, & 3) (Mean 4.4470; Std. Error .09105; 95% confidence Interval for Mean for Lower Boundary 4.2576; Upper Boundary 4.6363) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 3.9206; Std. Error .15791; 95% confidence Interval for Mean for Lower Boundary 3.5912; Upper Boundary 4.2500) who answered all 9 survey statements (#14, 19, 24, 25, 26, 27, 29, 31, 32) within the Guided Reading category. A visual examination of box plots for this category found no outliers. An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use of Guided Reading activities between the two groups, Primary Division teachers and Junior Division teachers. Frequency of Use Guided Reading activities of Primary Division teachers (4.45 ± 0.43) and Junior Division teachers (3.92 ± 0.72) (Table 4.9) were significantly different, $t(32.128) = 2.888$, $p = .007$ (i.e., $p < .05$, $.007 < .05$), $d = .8913$.

Table 4-8: Means and Standard Deviations for Guided Reading Activities between Primary and Junior Divisions (N = 43)

Guided Reading Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	22	4.4470	.42707	.09105
Junior (4, 5, & 6)	21	3.9206	.72363	.15791

Conclusions Regarding Balanced Literacy Guided Reading Activities

Research Question #1 was: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 9 statements, guided reading balanced literacy activities appear to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

For eight of the nine Guided Reading statements, Primary teachers lead the way with the highest number of teachers practicing these activities on a weekly or daily basis. The one exception was Statement #14 ("My students make connections between the text and their background knowledge") was used by all reporting teachers (except 1 Junior teacher) for students of all ages at a weekly or daily rate. The least 'popular' activity for all divisions was Statement #31 ("I conduct a mini-lesson at the end of guided reading instruction to demonstrate how students can utilize one word to develop many new words") was used by 2/3 of Primary teachers, less than half of Early Years and Junior teachers, and not at all by Intermediate teachers at the rate of weekly or daily.

Research Question #2 was: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy

activities? The Frequency of Use Guided Reading activities of Primary Division teachers and Junior Division teachers were significantly different. As such, with regard to Guided Reading activities, the responding teachers in the Primary and Junior Divisions appeared to employ different balanced literacy activities as described in the survey.

The differences were: (1) for Statement #19 ("I conduct reading in small groups while matching the text to the students' instructional level"), all Primary teachers stated this activity occurred weekly or daily but only 62% of Junior teachers selected weekly or daily (5 selected monthly, 2 selected rarely, and 1 selected never); (2) for Statement # 24 ("I listen to students during small group instruction to systematically assess fluency and comprehension"), all Primary teachers stated this activity occurred weekly or daily but only 67% of Junior teachers selected weekly or daily (5 selected monthly, 1 selected rarely, and 1 selected never): (3) for Statement #25 ("I encourage students to make connections with the text and their personal experiences during guided reading practices"), all Primary teachers stated this activity occurred weekly or daily but 81% of Junior teachers selected weekly or daily (4 selected monthly); (4) for Statement #27 ("I encourage students to respond to predictive questions about a text during guided reading practices"), all Primary teachers stated this activity occurred weekly or daily but only 76% of Junior teachers selected weekly or daily (3 selected monthly and 2 selected rarely); (5) for Statement #29 ("I emphasize word-solving strategies as part of guided reading instruction that help children learn new words in different settings"), 91% of Primary teachers stated this activity occurred weekly or daily (2 selected rarely) but only 71% of Junior teacher selected weekly or daily (5 selected monthly and 1 selected never); and (6) for Statement #32 ("If my students cannot pronounce a word, I encourage them to break apart the word and then say it altogether during guided reading instruction"), all Primary teachers stated this activity occurred weekly or daily, but only 71% of

Junior teachers selected weekly or daily (2 selected monthly, 3 selected rarely and 1 selected never).

Overall the Primary teachers were more like-minded with regards to Guided Reading activities as presented in the survey. For 6 of the 9 statements (#14, 19, 24, 25, 27, and 32) they were in total agreement (100%) stating these activities occurred weekly or daily (Statement #29, had 91% agreement as the 7th Guided Reading statement of the 9 statements). However the Junior teachers were more diverse in their frequency of use rates and therefore less like-minded, in their use of Guided Reading activities. In particular, the following 6 Guided Reading activities did not occur weekly or daily: (1) 4 in 10 Junior teachers (38%) did not conduct reading in small groups while matching the text to the students' instructional level (#19); (2) 1 in 3 Junior teachers (33%) did not listen to students during small group instruction to systematically assess fluency and comprehension (#24); (3) 1 in 5 Junior teachers did not encourage students to make connections with the text and their personal experiences during guided reading practices (#25); (4) 1 in 4 Junior teachers (24%) did not encourage students to respond to predictive questions about a text during guided reading practices (#27); (5) 1 in 3 Junior teachers (29%) did not emphasize word-solving strategies as part of guided reading instruction that help children learn new words in different settings (#29); and (6) 1 in 3 Junior teachers (29%) did not encourage students to break apart the word if they could not pronounce it and then say it altogether during guided reading instruction (#32). Finally, Statement #19 ("I conduct reading in small groups while matching the text to the students' instructional level") could be considered the essential definition of Guided Reading and the fact that almost 40% of Junior teachers did not do this on a regular basis was significant when examining the use of balanced literacy instruction in elementary classrooms.

Independent Reading: Research Question #1

The fifth category of the nine Balanced Literacy activities was Independent Reading. The survey questions in this category were #22, 28 & 30. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); and Intermediate Division, English and French Immersion (Grades 7 & 8). The frequencies are found in Table 4.10. To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-9: Frequency of Use Independent Reading for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
22	I prompt students to notice punctuation while reading text independently	56	0	4	6	15	31	4.30 .125
28	My students and I select a book and read silently during Sustained Silent Reading time	57	8	1	1	12	35	4.14 .186
30	After I teach spelling mini-lessons on a new principle, my students work independently to apply and review the principle	57	9	7	12	22	7	3.19 .169

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

Independent Reading: Research Question #1 Responses to Teacher Action Statements

To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences. There were 3 statements in the category of Independent Reading. Two statements

were written as common actions of both teacher and student and the third an action from the student's point of view.

Statement #28 discussed a common action for the teacher and the students, "My students and I select a book and read silently during Sustained Silent Reading time." All of the Early Years selected this as a daily activity and 86% of Junior teachers, 77% of Primary teachers, and 71% of Intermediate teachers selected this a weekly or daily activity. One Primary teacher conducted this activity monthly and another rarely. Seven teachers (3 Primary, 2 Junior, and 2 Intermediate) stated they never used this activity with their students.

Statement #30 had students applying a strategy after the teacher had taught it, "After I teach spelling mini-lessons on a new principle, my students work independently to apply and review the principle." There were very few teachers who used this activity weekly or daily (only 64% Primary teachers, 57% Junior teachers, 2 of the 4 Early Years teachers and none of the Intermediate teachers). Fourteen teachers selected the Frequency of Use rates of rarely or never (2 Early Years, 3 Primary, 5 Junior, and 4 Intermediate teachers).

Independent Reading: Research Question #1 Responses to Student Action Statements

Statement #22 was from the point of view of a student's action, "I prompt students to notice punctuation while reading text independently." All of the Primary teachers, 81% of Junior teachers, 75% of Early Years teachers, and 43% of Intermediate teachers used this activity weekly or daily.

Independent Reading: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 22 Primary Division teachers (Grades 1, 2, & 3) (Mean 4.0455; Std. Error .13213; 95% confidence

Interval for Mean for Lower Boundary 3.7707; Upper Boundary 4.3202) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 4.0159; Std. Error .18035; 95% confidence Interval for Mean for Lower Boundary 3.6397; Upper Boundary 4.3921) who answered all 3 survey statements (#22, 28 & 30) within the Independent Reading category. A visual examination of box plots for this category found no outliers. An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use Independent Reading activities between the two groups, Primary Division and Junior Division teachers. Frequency of Use Independent Reading of Primary teachers (4.05 ± 0.62) and Junior Division teachers (4.02 ± 0.83) (Table 4.11), were not significantly different, t (37.062) = .132, p = .895 (i.e., p > .05, .895 > .05), d = .0407.

Table 4-10: Means and Standard Deviations for Independent Reading Activities between Primary and Junior Divisions (N = 43)

Independent Reading Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	22	4.0455	.61974	.13213
Junior (4, 5, & 6)	21	4.0159	.82648	.18035

Conclusions Regarding Balanced Literacy Independent Reading Activities

Research Question #1 was: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 3 statements, independent reading balanced literacy activities appear to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

The Frequency of Use for Independent Reading rates for the four divisions usually followed the pattern of the younger students (Early Years and Primary) using these activities more often than older students (Junior and Intermediate). The exception was with the least 'popular' activity, Statement #30 ("After I teacher spelling mini-lessons on a new principle, my students work independently to apply and review the principle"). Only 2/3 of Primary teachers and half of Early Years teachers used this activity on a weekly or daily basis. None of the 7 Intermediate teachers used this activity on a weekly or daily basis.

Research Question #2 was: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? Frequency of Use Independent Reading of Primary teachers and Junior Division teachers were not significantly different. As such, with regard to Independent Reading activities, the responding teachers in the Primary and Junior Divisions appeared to employ similar balanced literacy activities as described in the survey.

Modelled Writing: Research Question #1

The sixth category of the nine Balanced Literacy activities was Modelled Writing. The survey questions in this category were #35, 36 & 45. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); and Intermediate Division, English and French Immersion (Grades 7 & 8). The frequencies are found in Table 4.12. To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-11: Frequency of Use Modelled Writing for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
35	I model writing techniques during literacy instruction	57	1	1	12	24	19	4.04 .117
36	While discussing the writing process, I utilize visual tools in order to make the text visible to students	56	3	2	10	23	18	3.91 .143
45	I model writing techniques while my students provide input regarding the context of the text	56	2	3	16	24	11	3.70 .130

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

To analyze the data for Research Question #1 the frequency totals for Modelled Writing were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences. There were 3 statements for this category all written from the point of view of teacher actions.

Modelled Writing: Research Question #1 Responses to Teacher Action Statements

Statement #35 asked classroom teachers how often they modelled writing techniques during literacy instruction. All four Early Years teachers conducted this activity daily with their Junior and Senior Kindergarten students. Primary and Junior teachers have similar profiles (86% and 76% respectively) with the majority of teachers modelled writing techniques weekly or daily and the remaining teachers modelling monthly. The Intermediate teachers' selections revealed a more diverse response to this activity. Three of the seven teachers modelled writing techniques weekly or daily but 4 of the 7 modelled either monthly (2) or rarely (1) or never (1).

Statement #45, "I model writing techniques while my students provide input regarding the content of the text" showed similar patterns of use for Early Years and Primary teachers with 75% of teachers specifying their students provided content weekly or daily when the teacher was

modelled writing techniques. For Junior teachers the rate for weekly or daily dropped down to 57% (with 2 teachers stating rarely and 1 teacher stating never) and even further (28%) for Intermediate teachers (with 2 teachers stating never).

Statement #36, "While discussing the writing process, I utilize visual tools in order to make the text visible to students" had a similar decline in use as the students' age increased as did the previous statement (Statement #45). All the Early Years teachers used visual tools either weekly or daily with their students and, from there, 90% of Primary, 71% of Junior, and finally only 29% of Intermediate teachers used this technique.

Modelled Writing: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 22 Primary Division teachers (Grades 1, 2, & 3) (Mean 4.2273; Std. Error .12481; 95% confidence Interval for Mean for Lower Boundary 3.9677; Upper Boundary 4.4868) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 3.7302; Std. Error .16843; 95% confidence Interval for Mean for Lower Boundary 3.3788; Upper Boundary 4.0815) who answered all 3 survey statements (#35, 36 & 45) within the Modelled Writing category. A visual examination of box plots for this category found no outliers. An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use Modelled Writing activities between the two groups, Primary Division teachers and Junior Division teachers. Frequency of Use Modelled Writing activities of Primary Division teachers (4.23 ± 0.59) and Junior Division teachers (3.73 ± 0.71) (Table 4.13) were significantly different, $t(41) = 2.387$, $p = .022$ (i.e., $p < .05$, $.022 < .05$), $d = .7282$.

Table 4-12: Means and Standard Deviations for Modelled Writing Activities between Primary and Junior Divisions (N = 43)

Modelled Writing Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	22	4.2273	.58542	.12481
Junior (4, 5, & 6)	21	3.7302	.77186	.16843

Conclusions for Balanced Literacy Modelled Writing Activities

Research Question #1 was: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 3 statements, modelled writing balanced literacy activities appeared to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

Frequency of Use rates for Modelled Writing followed a trend of the younger the student the greater the number of teachers used the activity on a weekly or daily basis. It was the reverse for older students – fewer teachers used these activities less often. For example in 2 of the 3 statements, 29% of Intermediate teachers used them (Statements #36 & 45) weekly or daily. This trend of the older the student the less often the activity occurred continued for Interactive Writing and Guided Writing.

Research Question #2: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? Frequency of Use Modelled Writing activities of Primary Division teachers and Junior Division teachers were significantly different. As such, with regard to Modelled Writing activities,

the responding teachers in the Primary and Junior Divisions appeared to employ different balanced literacy activities as described in the survey.

An examination of two previous categories t-test results (Modelled Reading and Guided Reading) revealed Primary teachers and Junior teachers selected different frequency of use rates. In the Modelled Reading and Guided Reading categories Primary teachers were like-minded and often unanimous in their selection of weekly or daily rates of use for balanced literacy activities. This was not the case for the 3 Modelled Writing activities, and while there was less agreement with Primary teachers using the activities on a weekly or daily basis, in each case it was greater percentage than Junior teachers.

The differences were: (1) for Statement #35 ("I model writing techniques during literacy instruction"), 86% of Primary teachers stated this activity occurred weekly or daily (3 selected monthly) but only 76% of Junior teachers selected weekly or daily (5 selected monthly); (2) for Statement # 36 ("While discussing the writing process, I utilize visual tools in order to make the text visible to students"), 90% of Primary teachers stated this activity occurred weekly or daily but only 71% of Junior teachers selected weekly or daily (3 selected monthly, 2 selected rarely and 1 selected never); and (3) for Statement #45 ("I model writing techniques while my students provide input regarding the context of the text"), 76% of Primary teachers stated this activity occurred weekly or daily (5 selected monthly) but only 57% of Junior teachers selected weekly or daily (5 selected monthly, 3 selected rarely, and 1 selected never).

Overall, there were more Primary teachers using the 3 Modelled writing survey activities weekly or daily than Junior teachers. Junior teachers were more diverse in their frequency of use rates. In particular, the following Modelled Writing activities did not occur weekly or daily: (1) 1 in 4 Junior teachers (24%) did not model writing techniques during literacy instruction (#35); (2)

1 in 3 Junior teachers (29%) did not utilize visual tools to make the text visible to students when they discussed the writing process (#36); and almost half (43%) of Junior teachers did not model writing techniques while their students provided input regarding the context of the text (#45).

Interactive Writing: Research Question #1

The seventh category of the nine Balanced Literacy activities was Interactive Writing. The survey questions in this category were #37 & 44. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); and Intermediate Division, English and French Immersion (Grades 7 & 8). The frequencies are found in Table 4.14. To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-13: Frequency of Use Interactive Writing for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
37	I "share the pen" with my students at strategic points so they can be active in the development of a text	55	5	5	16	20	9	3.42 .155
44	I engage my students in instructional interactions by encouraging them to verbalize their thinking process while constructing text	55	2	6	9	19	19	3.85 .152

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

Interactive Writing: Research Question #1 Responses to Teacher Action Statements

To analyze the data for Research Question #1 the frequency totals for Interactive Writing were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences. One of the statements for the previous category (Modelled Writing) was "I model writing techniques while my students provide input regarding the content of the text" (#45). In this category, Interactive Writing Statement #37 may seem similar. It was "I "share the pen" with my students at strategic points so they can be active in the development of a text." The difference between the two statements illustrated movement along the Gradual Release of Responsibility continuum. In Modelled Writing the teacher was "doing" all the physical writing as well as thinking aloud or explaining what goes on as they wrote. Students may offer content to the text but the teacher "holds onto the pen" and continues to do all the writing. Moving from Modelled Writing to Interactive Writing implies less responsibility for the text writing by the teacher and more responsibility of the writing by the student(s), hence, "sharing the pen". Students would not only be writing part of the text they could also be sharing their thinking about writing as they write.

The frequency of use of this activity, "sharing the pen" decreased as the students' age increased. All Early Years teachers and 67% of Primary teachers provided this activity weekly or daily. None of the Junior Teachers and Intermediate teachers used this activity daily and only 40% and 29% of them used it weekly. In fact 14% of Primary teachers, 20% of Junior teachers, and 43% of Intermediate teachers stated the rarely (less than 10 times a school year) or never used it at all. There was a very similar pattern of responses for Statement #44.

Interactive Reading: Research Question #1 Responses to Student Action Statements

Statement #44 was, "I engage my students in instructional interactions by encouraging them to verbalize their thinking process while constructing text" - the older the student the less often this activity occurred (Primary teachers 76%, Early Year teachers 75%, Junior teachers 57%, and Intermediate teachers 29% selected weekly or daily). Three Junior teachers stated they rarely used this technique and two teachers stated they never used it (I Junior teacher and 1 Intermediate teacher).

Interactive Writing: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 21 Primary Division teachers (Grades 1, 2, & 3) (Mean 3.9762; Std. Error .21678; 95% confidence Interval for Mean for Lower Boundary 3.5240; Upper Boundary 4.4284) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 3.3810; Std. Error .18550; 95% confidence Interval for Mean for Lower Boundary 2.9940; Upper Boundary 3.7679) who answered all 3 survey statements (#35, 36 & 45) within the Interactive Writing category. A visual examination of box plots for this category found one outlier (#34 – Primary Division teacher) and an examination of Interactive Writing Frequency of Use z-scores confirmed the outlier (z-score = - 2.61728). An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use Interactive Writing activities between the two groups, Primary Division teachers and Junior Division teachers. Frequency of Use Interactive Writing activities of Primary Division teachers (3.98 ± 0.99) and Junior Division teachers (3.38 ± 0.85) (Table 4.15) were significantly different, $t(40) = 2.086$, $p = .043$ (i.e., $p < .05$, $.043 < .05$), $d = .6437$.

Table 4-14: Means and Standard Deviations for Interactive Writing Activities between Primary and Junior Divisions (N = 42)

Interactive Writing Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	21	3.9762	.99343	.21678
Junior (4, 5, & 6)	21	3.3810	.85007	.18550

Conclusions Regarding Balanced Literacy Interactive Writing Activities

Research Question #1 was, To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 3 statements, Interactive Writing balanced literacy activities appeared to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

Frequency of Use rates for Interactive Writing continued the trend of Modelled Writing. The older the student the less often the activity occurred on a weekly or daily basis. This trend continued for Guided Writing, the next category.

Research Question #2 was, To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? Frequency of Use Interactive Writing activities of Primary Division teachers and Junior Division teachers were significantly different. As such, with regard to Interactive Writing activities, the responding teachers in the Primary and Junior Divisions appeared to employ different balanced literacy activities as described in the survey.

There were 4 t-test results with significant differences between Primary and Junior frequency of use rates. They were Modelled Reading, Guided Reading, Modelled Writing, and Interactive Writing. The last category, Interactive Writing had results that were similar to the Modelled Writing results. Interactive Writing, like Modelled Writing did have a greater percentage of Primary teachers using the activities weekly or daily than Junior teachers but the percentage was not 100% as it was with many of the Modelled Reading and Guided Reading activities.

The differences were: (1) for Statement #37 ("I "share the pen" with my students at strategic points so they can be active in the development of the text"), 67% of Primary teachers stated this activity occurred weekly or daily (4 selected monthly, 2 selected rarely, and 1 selected never) but only 40% of Junior teachers selected weekly or daily (8 selected monthly, 3 selected rarely, and 1 selected never); and (2) for Statement #44 ("I engage my students in instructional interactions by encouraging them to verbalize their thinking process while constructing text"), 81% of Primary teachers stated this activity occurred weekly or daily (2 selected monthly, 1 selected rarely, and 1 selected never), but only 62% of Junior teachers selected weekly or daily (4 selected monthly, 3 selected rarely, and 1 selected never).

Overall, while the Primary teachers were not as like-minded with regards to Interactive Writing as they were with Modelled Reading and Guided Reading, there were more Primary teachers using the 2 survey activities weekly or daily than Junior teachers. Junior teachers were more diverse in their frequency of use rates. In particular, the following Interactive Writing activities did not occur weekly or daily: (1) 3 in 5 Junior teachers (60%) did not "share the pen" with their students at strategic points so the students could be active in the development of the text

(#37) and (2) 2 in 5 Junior teachers (38%) did not engage their students in instructional interactions by encouraging them to verbalize their thinking process while constructing text (#44).

Guided Writing: Research Question #1

The eighth category of the nine Balanced Literacy activities was Guided Writing. The survey questions in this category were #39, 40 & 46. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); and Intermediate Division, English and French Immersion (Grades 7 & 8). The frequencies are found in Table 4.16. To analyze the data for Research Question #1 the frequency totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-15: Frequency of Use Guided Writing for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
39	I encourage individual students to express what they want to say in their writing during guided writing lessons	56	5	3	6	26	16	3.80 .158
40	I guide a small group of students to express what they want to say in their writing	56	4	7	12	22	11	3.52 .155
46	I conduct small group mini-lessons based on specific writing needs of the students	55	4	7	11	26	7	3.45 .149

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

Guided Reading: Research Question #1 Responses to Teacher Action Statements

To analyze the data for Research Question #1 the frequency totals for Guided Reading were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences. All three Guided Writing statements followed the trend of the previous Writing categories, Modelled and Interactive Writing. These activities occurred more often in Early Years and Primary grades than Junior and Intermediate grades. One statement was written from the point of view of a teacher action. The other two statements were from the point of view of student actions.

Statement #46 was, "I conduct small group mini-lessons based on specific writing needs of the students" and the responses for weekly or daily use of this activity were: 76% of Primary, 67% for Early Years (2 of 3), 57% for Junior, and 14% for Intermediate. Again there were teachers who selected rarely (1 Primary, 5 Junior and 1 Intermediate) and never (1 Primary, 1 Junior, and 1 Intermediate).

Guided Writing: Research Question #1: Responses to Student Action Statements

Statement#39 was, "I encourage individual students to express what they want to say in their writing during guided writing lessons" and the responses were: 100% for Early Years, 86% for Primary teachers, 76% for Junior teachers, and 57% for Intermediate teachers. In addition, 2 Junior teachers stated they rarely used this activity in their classrooms and 4 teachers stated they never used it (1 Primary, 2 Junior, and 1 Intermediate).

Statement #40 was, "I guide a small group of students to express what they want to say in their writing" and the responses were: 100% for Early Years, 76% for Primary, 52% for Junior, and 14% for Intermediate. In addition 6 teachers stated they rarely did this (1 Primary, 4 Junior,

and 1 Intermediate) and 3 teachers never used this activity in their classrooms (1 Primary, 1 Junior, and 1 Intermediate).

Guided Writing: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 21 Primary Division teachers (Grades 1, 2, & 3) (Mean 4.0000; Std. Error .21082; 95% confidence Interval for Mean for Lower Boundary 3.5602; Upper Boundary 4.4398) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 3.4286; Std. Error .20203; 95% confidence Interval for Mean for Lower Boundary 3.0071; Upper Boundary 3.8500) who answered all 3 survey statements (#39, 40 & 46) within the Guided Writing category. A visual examination of box plots for this category found two outliers (#42 – Primary Division teacher & #67 – Junior Division teacher). However an examination of Guided Writing Frequency of Use z-scores revelled no outliers (z-score ± 2.58). An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use Guided Writing activities between the two groups, Primary Division teachers and Junior Division teachers. Frequency of Use Guided Writing activities of Primary Division teachers (3.98 ± 0.99) and Junior Division teachers (3.38 ± 0.85) (Table 4.17) were not significantly different, $t(40) = 1.957$, $p = .057$ (i.e., $p > .05$, $.057 > .05$), $d = .4467$.

Table 4-16: Means and Standard Deviations for Guided Writing Activities between Primary and Junior Divisions (N = 42)

Guided Writing Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	21	4.0000	.96609	.21082
Junior (4, 5, & 6)	21	3.4286	.92582	.20203

Conclusions for Balanced Literacy Guided Writing Activities

Research Question #1 was, To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 3 statements, Guided Writing balanced literacy activities appeared to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

Frequency of Use rates for Guided Writing continued the trend of the two previous writing categories (Modelled Writing and Interactive Writing) in that the older the student the less often the activity occurred.

Research Question #2 was, To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? Frequency of Use Guided Writing activities of Primary Division teachers and Junior Division teachers were not significantly different. As such, with regard to guided writing activities, the responding teachers in the Primary and Junior Divisions appeared to employ similar balanced literacy activities as described in the survey.

Independent Writing: Research Question #1

The last of the nine Balanced Literacy categories was Independent Writing. The survey questions in this category were #38, 41, 42 & 43. The frequency totals included responses from Early Years for English (Junior Kindergarten and Senior Kindergarten); Primary Division, English and French Immersion (Grades 1, 2, & 3); Junior Grades, English and French Immersion (Grades 4, 5, & 6); and Intermediate Division, English and French Immersion (Grades 7 & 8). The frequencies are found in Table 4.18. To analyze the data for Research Question #1 the frequency

totals were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences.

Table 4-17: Frequency of Use Independent Writing for Early Years Teachers, Primary Division Teachers, Junior Division Teachers, and Intermediate Division Teachers

	Statement	n	1 N	2 R	3 M	4 W	5 D	Mean Std. Error
38	After developing a text, I encourage my students to edit until the text adheres to the standard convention of spelling and grammar	56	0	13	20	14	9	3.34 .136
41	My students work individually in a "Writer's Workshop" to construct a text of their choice with little or no teacher assistance	56	3	8	5	31	9	3.63 .145
42	As part of the revising process, my students independently share their writing in a peer-conference before publishing their piece	55	4	12	16	20	3	3.11 .141
43	My students refer to the print around them to develop their own text	56	1	7	7	16	25	4.02 .150

N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day).

Independent Writing: Research Question #1: Responses to Student Action Statements

To analyze the data for Research Question #1 the frequency totals for Independent Writing were broken down into the four divisions (Early Years, Primary, Junior, and Intermediate) and examined for similarities and differences. The last of the 9 categories of statements, Independent Writing had 4 statements. These four statements were written from the student action point of view. This is understandable because the teacher, having modelled, interacted, and guided the writing process with their students now 'gives' the ownership to the student as independent writing activities.

Statement #38 was, "After developing a text, I encourage my students to edit until the text adheres to the standard convention of spelling and grammar" and the responses for weekly or daily

use of this strategy were: 57% Intermediate teachers, 52% Primary teachers, 33% Junior teachers, and 25% Early Years teachers. There were a number of teachers who stated they rarely used this activity in their class (3 of 4 Early Years teachers, 3 of 21 Primary teachers, 5 of 21 Junior teachers, and 1 of 7 Intermediate teachers).

Statement #41, "My students work individually in a "Writer's Workshop" to construct a text of their choice with little or no teacher assistance," had 86% Primary teachers, 76% Junior teachers, and 71% Intermediate teachers state this occurs weekly or daily in their classrooms. Only one of the four Early Years teachers selected weekly, one selected rarely, and the remaining two selected never for "Writer's Workshop."

Statement #42 was, "As part of the revising process, my students independently share their writing in a peer-conference before publishing their piece" and the responses for weekly or daily were: 50% of Junior teachers, 48% of Primary teachers, 29% of Intermediate teachers, and 25% (1 of 4) Early Years.

The final statement of this category was #43, "My students refer to the print around them to develop their own text." The trend across all four division was the younger students (Early Years – 100% and Primary -95%) refer to the print that surround them more often (weekly or daily) than the older students (Junior - 67% and Intermediate – 29%).

Independent Writing: Research Question #2

Research Question #2 looked to determine to what extent teachers in different elementary classrooms (Primary and Junior) have common balanced literacy activities. There were 21 Primary Division teachers (Grades 1, 2, & 3) (Mean 3.8452; Std. Error .12135; 95% confidence Interval for Mean for Lower Boundary 3.5921; Upper Boundary 4.0984) and 21 Junior Division teachers (Grades 4, 5, & 6) (Mean 3.5516; Std. Error .16239; 95% confidence Interval for Mean

for Lower Boundary 3.2128; Upper Boundary 3.8903) who answered all 4 survey statements (#38, 41, 42 & 43) within the Independent Writing category. A visual examination of box plots for this category found no outliers. An independent t-test was run to determine if there were differences in the dependent variable, Frequency of Use Independent Writing activities between the two groups, Primary Division teachers and Junior Division teachers. Frequency of Use Independent Writing activities of Primary Division teachers (3.85 ± 0.56) and Junior Division teachers (3.55 ± 0.74) (Table 4.19) were not significantly different, t (40) = 1.449, p = .155 (i.e., p > .05, .155 > .05), d = .4469.

Table 4-18: Means and Standard Deviations for Independent Writing Activities between Primary and Junior Divisions (N = 42)

Independent Writing Group Statistics				
Division (Grades)	N	Mean	Std. Deviation	Std. Error Mean
Primary (1, 2, & 3)	21	3.8452	.55608	.12135
Junior (4, 5, & 6)	21	3.5516	.74418	.16239

Conclusions Regarding Balanced Literacy Independent Writing Activities

Research Question #1 was, To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? Based on an examination of the data from these 4 statements, independent writing balanced literacy activities appeared to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

Frequency of Use rates for Independent Writing were varied across the divisions. For Statement #38 ("After developing a text, I encourage my students to edit until the text adheres to the standard convention of spelling and grammar"), Intermediate students participated in this activity either weekly or daily the most but that was for less than 60% of the classes. For Statement #42 ("As part of the revising process, my students independently share their writing in a peer-conference before publishing their piece") the division with the highest participation was Junior teachers and for them only 50% used this activity on a weekly or daily basis. For Statement #43 ("My students refer to the print around them to develop their own text") followed the trend of other categories with the younger students utilizing this activity more often than older students.

Research Question #2 was, To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? Frequency of Use Independent Writing activities of Primary Division teachers and Junior Division teachers were not significantly different. As such, with regard to Independent Writing activities, the responding teachers in the Primary and Junior Divisions appeared to employ similar balanced literacy activities as described in the survey.

'Most Popular' and 'Least Popular' Balanced Literacy Activities

The following discussion summarizes the activities considered the 'most popular' and 'least popular' as defined by the percentage of teachers in all four divisions stating the activities occurred or didn't occur weekly or daily in their classrooms. It is followed by a discussion of the 'like-mindedness' of the teachers in each division as defined by the number of statements all or almost the teachers agreed upon by selecting the same Frequency of Use rates.

Five activities were identified as the 'top' activities because the most teachers in all four divisions stated they occurred in their classrooms on a regular basis. With these five activities the four divisions shared a common link regardless of the age of the students, from JK to Grade 8.

Guided Reading had one activity that 100% of Early Years, Primary, and Intermediate, and 95% of Junior teachers used weekly or daily. This activity was Guided Reading Statement #14, "My students make connections between the text and their background knowledge."

The next most popular balanced literacy activity according to the statements presented in the survey was from the Word Meaning (Word Study) category. One hundred percent of Early Years and Junior teachers, 95% of Primary teachers and 71% of Intermediate teachers stated this activity occurred weekly or daily, (#8), "My students ask for help if the text or a word they are reading is unclear."

The next two most popular statements were in the Modelled Reading category. One hundred percent of Early Years and Primary teachers, 90% of Junior teachers and 71% of Intermediate teachers stated, "I model expression by reading aloud to my students in 10 to 15 minute blocks "(#15) and "I model fluency by reading aloud to my students in 10 to 15 minute blocks" weekly or daily (#16).

Rounding out the "Top Five" most popular activities was a Shared Reading activity that 100% of Early Years and Primary, 95% of Junior teachers, and 43% of Intermediate teachers used weekly or daily. This activity was, Shared Reading Statement #12, "I encourage my students to share their responses to a text in order to develop oral language."

By the reverse standards there were activities that were not used by all the divisions on a regular basis. In the Word Meaning (Study) category, Statement #3 was the least 'popular' with only 32% of Primary, 25% or Early years, 5% of Junior and no Intermediate teacher practicing

this activity in their classroom on a regular basis (weekly or daily). Statement #3 was, "My students complete graphic organizers to clarify a word."

Statement #9 was the second least 'popular' with only 45% of Junior, 27% Primary, 25% Early Years, and 14% Intermediate classrooms stating their students, Place a post-it in a book if they cannot figure out the meaning of a word. Thirty of the 53 teachers stated they rarely or never did this activity in their classrooms.

Other less popular activities were in the Independent Writing category. They were: Statement #38 ("After developing a text, I encourage my students to edit until the text adheres to the standard convention of spelling and grammar") and #42 ("As part of the revising process, my students independently share their writing in a peer-conference before publishing their piece").

There were a number of activities that the four divisions 'agreed' upon either by a number of teachers using them weekly or daily or the reverse a number of teachers not using them weekly or daily. There are some activities that were not used uniformly across the four divisions. The following are activities that had the greatest range of weekly or daily Frequency of Use rates.

In the Word Meaning category, Statement #4 ("My students "mine their memory" to remember a word they have seen before") ranged from 100% Early Years to 14% Intermediate (59% Primary and 40% Junior).

In the Shared Reading category, Statement #23 ("I model reading strategies during shared literacy instruction") ranged from 100% for Early Years, Primary, and Junior to 29% for Intermediate.

In Guided Reading, Statement #32 ("If my students cannot pronounce a word, I encourage them to break apart the word, and then say it altogether during guided reading instruction") ranged

from 100% Primary teachers to 0% Intermediate teachers (75% Early Years and 71% Junior teachers).

Like-mindedness within Divisions

There were 4 Early Years teachers and they all taught English (no French Immersion). Even though this was a small number of participants they were the most often like-minded division with their selections of Frequency of Use rates (Never, Rarely, Monthly, Weekly, Daily). A selection of 'Weekly' meant the activity was considered to occur "on average between 1 and 4 times a week" and a selection of 'Daily' meant the activity was considered to be used in a classroom "on average at least once a day." The survey consisted of 46 statements. For 19 statements (#4, 8, 11, 15, 16, 17, 18, 12, 20, 14, 28, 3, 36, 37, 44, 39, 40, & 43) all four Early Years teachers selected weekly or daily and for 12 additional statements, 3 of the 4 selected weekly or daily (#13, 21, 34, 19, 24, 25, 27, 29, 32, 22, & 45). The most agreement occurred in the categories of Modelled Reading, Guided Reading, Modelled Writing and Interactive Writing. All four or three of the four teachers agreed for 21 of the 24 statements that the activities occurred weekly or daily in their classrooms.

Primary teachers taught English or French Immersion for Grades 1, 2, or 3 and 21 or 22 teachers responded to each statement. For 14 of the 46 statements (#15, 16, 12, 13, 20, 23, 33, 14, 19, 24, 25, 27, 32, 22) the Primary teachers agreed 100% the activity occurred in their classrooms weekly or daily. For an additional 10 statements all but 1 or 2 teachers agreed the activity occurred in their classrooms weekly or daily (#2, 6, 8, 11, 17, 18, 34, 29, 36, & 43). Their responses were most like-minded for Modelled Reading, Shared Reading, and Guided Reading, agreeing for 18 of the 20 statements. One of these 20 statements however, had varied responses. Statement #21 (Shared Reading), "I utilize projection devices for shared reading instruction" had 11 teachers

select weekly or daily, and the other 11 not select weekly or daily (5 Monthly, 3 Rarely, and 3 Never).

Junior teachers taught English or French Immersion (Grades 4, 5, or 6) and 19, 20, or 21 teachers responded to each statement. For only 2 activities, #8 ("My students ask for help if the text or a word they are reading is unclear") and #23 ("I modelled reading strategies during stared literacy instruction") were all the Junior teachers in complete agreement by selected weekly or daily. Eight additional statements had almost all (90% or 95%) teachers agreed the activities occurred weekly or daily in their classrooms (#6, 7, 15, 16, 12, 13, 20, & 14).

Intermediate teachers taught English or French Immersion Grades 7 & 8 and 7 teachers responded to each statement. Like the 4 Early Years teachers this was not a large sample size and the reason both these divisions were not included in the data analysis for Research Question #2. For three statements the Intermediate teachers were in 100% agreement as to the Frequency of Use rates of weekly or daily (#7, 12, & 14) and 6 of the 7 teachers agreed for two more statements (#6 & 11). Also the Intermediate teachers were in agreement (all 7 or 6 of the 7 teachers) these 8 activities did not occur weekly or daily in their classrooms (#3, 4, 19, 30, 31, 32, 40, & 46).

Conclusions Regarding Balanced Literacy Activities

Research Question #1 examined the Frequency of Use rates of balanced literacy activities across the elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8) in a SW Ontario Public School Board. The data for this question was examined for each of the nine categories (Word Meaning or Word Study, Modelled Reading, Shared Reading, Guided Reading, Independent Reading, Modelled Writing, Interactive Writing, Guided Writing, and Independent Writing) and the results summarized in this chapter. With an overall examination of the data it

appeared that all balanced literacy activities appear to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

Research Question #2 examined to what extent teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) have common balanced literacy activities. In summary, for the following categories the responding teachers in the Primary and Junior Divisions appeared to employ similar balanced literacy activities as described in the survey: Word Meaning or Word Study, Shared Reading, Independent Reading, Guided Writing, and Independent Writing. In the following categories the responding teachers in the Primary and Junior Divisions appeared to employ different balanced literacy activities as described in the survey: Modelled Reading, Guided Reading, Modelled Writing, and Interactive Writing. Primary teachers were like-minded towards Modelled Reading and Guided Reading activities. Primary teachers unanimously used all four Modelled Reading activities and 6 of the 9 Guided Reading activities weekly or daily. For all 13 Modelled and Guided Reading activities fewer Junior teachers than Primary teachers used the activities weekly or daily. In many cases Junior teachers only used these activities monthly or rarely and in some cases did not use them at all in their classrooms. While there were less Primary teachers using the Modelling Writing and Interactive Writing activities weekly or daily than had used the Modelled Reading and Guided Reading activities the percentage was always higher than the number of Junior teachers who used Modelled Writing and Interactive Writing activities. In those cases where some Primary teachers' frequency of use rates were monthly, rarely or never for Modelled Writing and Interactive Writing, there were always more Junior teachers in those rate choices.

Data Analysis for Research Questions #3

Q#3: To what extent are the self-reported information source of balanced literacy instruction by teachers across age categories similar or dissimilar?

One section of the survey asked the participants to report on the sources of balanced literacy instruction information. For each source statement the participants were asked to quantify the amount of information (None, Minimal amount, Some information, Significant information, Does Not Apply). Not all the 48 statements applied to each participant and so there was an addition category – Does Not Apply. The following table (Table 4.20) ranked the sources based on the percentage of participants who selected Significant Amount of Information. The percentages were based on the total number of responses minus the number of Does Not Apply responses (n).

Table 4-19: Sources of Balanced/Comprehensive Literacy Information for the Category Significant Amount of Information

Item #	How much information regarding Balanced Literacy have you received from the following … Statements	n	%	Mean Std. Error
19	Talking to my teacher colleagues at my school	73	64.4	3.58 .075
43	My own self-directed professional reading of books &/or articles	72	59.72	3.51 .088
18	Classroom resources I use/used in my own classroom as a contract teacher	71	57.75	3.45 .098
44	My own self-directed professional learning on the Internet: Visiting web sites	70	55.71	3.42 .108
32	Participation in GECDSB's workshops on reading, literacy, or balanced/comprehensive literacy	67	50.75	3.41 .112
45	My own self-directed professional learning on the Internet: Visiting social media sites (e.g., Pinterest, Indulgy, etc.)	69	44.93	3.25 .120
25	Participation in Ontario Ministry of Education sponsored workshops on reading; literacy; or balanced/comprehensive literacy	54	44.44	3.52 .149
22	Assistance, in previous years, from a Literacy Numeracy Support Teacher (LNST)	69	42.03	3.19 .121
21	Participating in Professional Learning Communities (PLC)	71	39.43	3.16 .109
38	Attending other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) conferences on literacy; reading; or balanced/comprehensive literacy	36	38.89	3.86 .169
35	Participating in other boards' sponsored workshops on reading, literacy, or balanced/comprehensive literacy	42	38.10	3.66 .174
12	Additional Qualification courses I took: On-Site; On-Line; or Blended (On-Site and On-Line)	41	36.59	3.71 .168
46	My own self-directed professional learning on the Internet: Visiting Blogs	66	36.36	3.15 .134
28	Participation in Ontario Literacy and Numeracy Secretariat sponsored workshops on reading; literacy; or balanced/ comprehensive literacy	48	35.42	3.54 .160
37	Attending ETFO or Teacher Federation's sponsored workshops on reading; literacy; or balanced/comprehensive literacy (e.g., OTF, ETFO, OECTA)	6	34.78	3.64 .160

20	Visiting with teachers from other schools	67	34.33	3.11 .125
26	Visiting Ontario Ministry of Education online resources (e.g., eWorskhop; EduGains, Curriulum.org)	61	33.79	3.15 .144
24	Reading Ontario Ministry of Education documents	69	33.33	3.04 .116
27	Reading Ontario Literacy and Numeracy Secretariat documents	64	31.25	3.04 .138
29	Visiting Ontario Literacy and Numeracy Secretariat on-line resources	55	30.90	3.27 .159
39	Participating in other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) workshops on literacy; reading; or balanced/comprehensive literacy	32	28.13	3.87 .177
30	Participation in Ontario Ministry of Education Teacher Learning and Leadership Program (TLLP)	25	28.00	4.01 .184
42	Visiting other Professional Organizations' web sites	43	27.91	3.56 .172
15	Participating in New Teacher Induction Program (NTIP) workshops	29	24.14	3.96 .174
16	Working with mentors in the New Teacher Induction Program (NTIP)	26	23.08	4.04 .172
13	Additional Qualification Courses I am taking: On-Site; On-Line; or Blended (On-Site and On-Line)	19	21.05	4.26 .165
31	Reading Greater Essex County District School Board (GECDSB) documents	69	20.29	2.83 .117
36	Visiting other boards' on-line resources	51	19.61	3.20 .173
34	Reading other school boards' documents	60	18.33	3.00 .152
33	Visiting GECDSB's on-line resources	61	18.03	2.82 .153
47	Viewing videos or DVD's	54	16.67	3.14 .160
14	Working with my associate teacher during my Bachelor of Education degree	63	15.87	2.57 .153
23	Assistance, presently, from a Special Assignment Teacher	45	15.56	3.19 .195
41	Participating in workshops not covered in the previous categories	33	15.15	3.69 .191

40	Attending conferences not covered in the previous categories	34	14.70	3.66 .191
7	Courses I took for my Bachelor of Education degree	70	8.57	2.42 .118
17	Classroom resources I use/used when teaching as an occasional teacher	47	8.51	3.17 .181

The following 10 sources of balanced/comprehensive literacy information received one or zero responses for Significant Amount of Information: (a) Items #1 & 2: "Courses I took (Mean 1.75, Std. Error or Mean .152)/am taking for my undergraduate degree" (Mean 4.26, Std. Error of Mean .178); (b) Items #3 & 4: "Courses I took (Mean 4.41, Std. Error of Mean .164)/am taking for my graduate (Masters) degree" (Mean 4.58, Std. Error of Mean .151); (c) Item #5 & 6: "Courses I took (Mean 4.70, Std. Error of Mean .129)/am taking for my doctoral degree" (Mean 4.70, Std. Error of Mean .129); (d) Items #8 & 9: "Courses I took (Mean 4.48, Std. Error of Mean .148)/am taking for my Master of Education degree" (Mean 4.76, Std. Error of Mean .115); and (e) Item #10 & 11: "Courses I took (Mean 4.82, Std. Error of Mean .100)/am taking for my Doctor of Education degree" (Mean 4.81, Std. Error of Mean .101).

Participants were also given the opportunity to provide any addition comments regarding balanced literacy instruction sources of information. One respondent mentioned Twitter and another mentioned "students" as a source of information. Another mentioned being part of a school-wide CODE (Council of Directors of Education) (www.ontariodirectors.ca) project. According to the information provided by the survey volunteer, as a participant of this CODE project classroom teachers received substantial professional development and classroom resources (books, games, etc.) to implement a balanced literacy approach. These educators, in turn, committed to further their learning by participating in PLCs (Professional Learning Communities), book talks, and attending workshops. Two respondents wrote favourably about a GECDSB

(Greater Essex County District School Board) program to train Early Literacy teachers as their source of balanced literacy information. The training and follow-up meeting/workshops lasted several years and the Early Literacy program ran in elementary schools for approximately five years.

Research Question #3: Teachers Aged 20 to 39

The Sources of Balanced Literacy Instruction information was then re-examined by teachers' age categories. Three categories were: 20 to 39 years old; between 40 and 49 years; and 50 years and older. The responses for Some Information and Substantial Information were combined and ranked (Tables 4.21, 4.22, and 4.23).

Table 4-20: Sources of Balanced/Comprehensive Literacy Information for the Categories Some Information and Substantial Amount of Information by Age Categories: Ages 20 to 39 In Rank Order

Q #	How much information regarding Balanced Literacy have you received from the following … Statements	n	Some #	Subs. #	Total #	%	Mean Std. Error
19	Talking to my teacher colleagues at my school	17	5	11	16	91.12	3.59 .150
44	My own self-directed professional learning on the Internet: Visiting web sites	17	5	10	15	88.24	3.41 .211
43	My own self-directed professional reading of books &/or articles	17	5	8	13	76.47	3.35 .242
7	Courses I took for my Bachelor of Education degree	17	10	2	12	70.59	2.71 .206
20	Visiting with teachers from other schools	17	5	7	12	70.59	3.06 .315
45	My own self-directed professional learning on the Internet: Visiting social media sites (e.g., Pinterest, Indulgy, etc.)	17	4	8	12	70.59	3.18 .214
46	My own self-directed professional learning on the Internet: Visiting Blogs	17	7	5	12	70.59	2.82 .261
15	Participating in New Teacher Induction Program (NTIP) workshops	17	5	6	11	64.71	3.59 .333

17	Classroom resources I use/used when teaching as an occasional teacher	17	9	2	11	64.71	2.76 .265
31	Reading Greater Essex County District School Board (GECDSB) documents	17	9	2	11	64.71	2.28 .246
32	Participation in GECDSB's workshops on reading, literacy, or balanced/comprehensive literacy	17	5	6	11	64.71	3.41 .298
21	Participating in Professional Learning Communities (PLC)	17	3	8	11	64.71	3.24 .265
18	Classroom resources I use/used in my own classroom as a contract teacher	17	4	6	10	58.82	3.00 .284
22	Assistance, in previous years, from a Literacy Numeracy Support Teacher (LNST)	17	2	7	9	52.94	3.12 .331
14	Working with my associate teacher during my Bachelor of Education degree	17	4	5	9	52.94	2.71 .329
25	Participation in Ontario Ministry of Education sponsored workshops on reading; literacy; or balanced/comprehensive literacy	17	5	4	9	52.94	3.35 .320
34	Reading other school boards' documents	17	7	2	9	52.94	3.41 .322
26	Visiting Ontario Ministry of Education online resources (e.g., eWorskhop; EduGains, Curriulum.org)	17	5	3	8	47.06	3.24 .327
27	Reading Ontario Literacy and Numeracy Secretariat documents	17	4	4	8	47.06	2.88 .319
37	Attending ETFO or Teacher Federation's sponsored workshops on reading; literacy; or balanced/comprehensive literacy (e.g., OTF, ETFO, OECTA)	17	7	1	8	47.06	3.65 .331
33	Visiting GECDSB's on-line resources	17	6	2	8	47.06	3.00 .309
24	Reading Ontario Ministry of Education documents	17	5	3	8	47.06	2.76 .250
28	Participation in Ontario Literacy and Numeracy Secretariat sponsored workshops on reading; literacy; or balanced/ comprehensive literacy	17	4	3	7	41.18	3.76 .315
29	Visiting Ontario Literacy and Numeracy Secretariat on-line resources	17	4	3	7	41.18	3.18 .335

16	Working with mentors in the New Teacher Induction Program (NTIP)	17	4	3	7	41.18	3.35 .342
12	Additional Qualification courses I took: On-Site; On-Line; or Blended (On-Site and On-Line)	16	4	3	7	41.18	3.63 .352
42	Visiting other Professional Organizations' web sites	17	4	2	6	35.29	3.94 .337
36	Visiting other boards' on-line resources	17	4	2	6	35.29	3.35 .373
30	Participation in Ontario Ministry of Education Teacher Learning and Leadership Program (TLLP)	17	3	2	5	29.41	3.94 .326
47	Viewing videos or DVD's	17	4	1	5	29.41	3.41 .384
35	Participating in other boards' sponsored workshops on reading, literacy, or balanced/comprehensive literacy	16	3	1	4	23.53	3.50 .387
23	Assistance, presently, from a Special Assignment Teacher	17	2	1	3	17.65	3.06 .406
8	Courses I took/am taking for my Master of Education degree	17	2	1	3	17.65	4.00 .383
41	Participating in workshops not covered in the previous categories	17	2	0	2	11.76	3.88 .401
13	Additional Qualification Courses I am taking: On-Site; On-Line; or Blended (On-Site and On-Line)	17	2	0	2	11.76	3.71 .409
38	Attending other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) conferences on literacy; reading; or balanced/comprehensive literacy	17	1	1	2	11.76	4.00 .374
39	Participating in other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) workshops on literacy; reading; or balanced/ comprehensive literacy	17	1	1	2	11.76	4.00 .374
3	Courses I took for my graduate (Masters) degree	17	1	1	2	11.76	4.12 .382
1	Courses I took for my undergraduate degree	18	2	0	2	11.11	1.72

						.321
2	Courses I am taking for my undergraduate degree	18	2	0	2	11.11	3.89 .403

The following 7 sources of balanced/comprehensive literacy information received one or zero responses for Some Information and/or Significant Amount of Information from teachers aged 20 to 39: #4: "Courses I took (Mean 4.29, Std. Error of Mean .381)/am taking for my graduate (Masters) degree" Mean 4.29, Std. Error of Mean .381); #5 & #6: "Courses I took (Mean 4.29, Std. Error of Mean .381) /am taking for my doctoral degree" (Mean 4.29, Std. Error of Mean .381); #9: "Courses I took for my Master of Education degree" (Mean 4.53, Sd. Error of Mean .322); #11 & 12: "Courses I took (Mean 4.53, Std. Error of Mean .322)/am taking for my Doctor of Education degree" (Mean 4.47, Std. Error of Mean .322); and #40: "Attending conferences not covered in the previous categories" (Mean 4.00, Std. Error of Mean .402).

Research Question #3: Teachers Aged 40 to 49

Table 4-21: Sources of Balanced/Comprehensive Literacy Information for the Categories Some Information and Substantial Amount of Information by Age Categories: Ages 40 to 49 In Rank Order

Q#	How much information regarding Balanced Literacy have you received from the following … Statements	n	Some #	Subs #	Total #	%	Mean Std. Error
43	My own self-directed professional reading of books &/or articles	39	13	25	38	97.4	3.59 .102
18	Classroom resources I use/used in my own classroom as a contract teacher	39	9	28	37	94.87	3.67 .092
19	Talking to my teacher colleagues at my school	39	12	25	37	94.87	3.56 .109
44	My own self-directed professional learning on the Internet: Visiting web sites	39	13	19	32	82.05	3.36 .162
21	Participating in Professional Learning Communities (PLC)	39	19	13	32	82.05	3.13 .123
22	Assistance, in previous years, from a Literacy Numeracy Support Teacher (LNST)	38	13	18	31	81.58	3.24 .143

32	Participation in GECDSB's workshops on reading, literacy, or balanced/comprehensive literacy	39	9	22	31	79.49	3.44 .131
45	My own self-directed professional learning on the Internet: Visiting social media sites (e.g., Pinterest, Indulgy, etc.)	39	13	17	30	76.92	3.31 .177
20	Visiting with teachers from other schools	38	17	12	29	76.32	3.16 .158
46	My own self-directed professional learning on the Internet: Visiting Blogs	38	13	15	28	73.68	3.24 .183
24	Reading Ontario Ministry of Education documents	38	13	15	28	73.68	3.13 .161
25	Participation in Ontario Ministry of Education sponsored workshops on reading; literacy; or balanced/comprehensive literacy	38	7	17	24	63.16	3.68 .193
26	Visiting Ontario Ministry of Education online resources (e.g., eWorskhop; EduGains, Curriulum.org)	38	12	12	24	63.16	3.13 .193
31	Reading Greater Essex County District School Board (GECDSB) documents	38	16	6	22	57.89	2.76 .170
29	Visiting Ontario Literacy and Numeracy Secretariat on-line resources	38	11	10	21	55.26	3.29 .215
34	Reading other school boards' documents	39	15	6	21	53.85	2.67 .177
28	Participation in Ontario Literacy and Numeracy Secretariat sponsored workshops on reading; literacy; or balanced/ comprehensive literacy	38	10	10	20	52.63	3.61 .215
35	Participating in other boards' sponsored workshops on reading, literacy, or balanced/comprehensive literacy	39	5	14	19	48.72	3.59 .229
38	Attending other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) conferences on literacy; reading; or balanced/comprehensive literacy	38	6	11	17	44.74	3.79 .220
36	Visiting other boards' on-line resources	38	10	7	17	44.74	2.87 .227
37	Attending ETFO or Teacher Federation's sponsored workshops on reading; literacy; or	39	6	11	17	43.59	3.64 .228

	balanced/comprehensive literacy (e.g., OTF, ETFO, OECTA)						
47	Viewing videos or DVD's	39	13	4	17	43.59	2.97 .199
12	Additional Qualification courses I took: On-Site; On-Line; or Blended (On-Site and On-Line)	38	6	9	15	39.47	3.87 .217
27	Reading Ontario Literacy and Numeracy Secretariat documents	38	14	1	15	37.47	3.05 .185
7	Courses I took for my Bachelor of Education degree	39	11	3	14	35.90	2.18 .146
33	Visiting GECDSB's on-line resources	39	9	5	14	35.90	2.56 .204
42	Visiting other Professional Organizations' web sites	37	7	6	13	35.14	3.24 .243
14	Working with my associate teacher during my Bachelor of Education degree	38	9	4	13	34.21	2.45 .195
40	Attending conferences not covered in the previous categories	37	8	4	12	32.42	3.57 .250
39	Participating in other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) workshops on literacy; reading; or balanced/ comprehensive literacy	38	6	6	12	31.58	3.82 .241
17	Classroom resources I use/used when teaching as an occasional teacher	37	7	2	9	24.32	3.27 .256
23	Assistance, presently, from a Special Assignment Teacher	38	4	5	9	23.68	3.16 .281
41	Participating in workshops not covered in the previous categories	38	5	4	9	23.68	3.68 .253
15	Participating in New Teacher Induction Program (NTIP) workshops	38	3	4	7	18.42	4.03 .246
16	Working with mentors in the New Teacher Induction Program (NTIP)	37	2	3	5	13.51	4.27 .231
13	Additional Qualification Courses I am taking: On-Site; On-Line; or Blended (On-Site and On-Line)	39	2	3	5	13.16	4.31 .221
30	Participation in Ontario Ministry of Education Teacher Learning and Leadership Program (TLLP)	38	0	4	4	10.53	4.05 .264

1	Courses I took for my undergraduate degree	39	2	1	3	7.7	1.64 .193

The following 9 sources of balanced/comprehensive literacy information received one or zero responses for Some Information and/or Significant Amount of Information from teachers aged 40 to 49: #2: "Courses I took for my undergraduate degree" (Mean 4.47, Std. Error of Mean .212); #3 & #4: "Courses I took (Mean 4.50, Std. Error of Mean .213)/am taking for my graduate (Masters) degree" (Mean 4.68, Std. Error of Mean .177); #5 & #6: "Courses I took (Mean 4.89, Std. Error of Mean .105)/am taking for my doctoral degree" (Mean 4.89, Std. Error of Mean .105); #8 & #9: "Courses I took (Mean 4.55, Std. Error of Mean .195)/am taking for my Master of Education degree" (Mean 4.79, Std. Error of Mean .147; and #10 & #11: "Courses I took (Mean 4.89, Std. Error of Mean .105)/am taking for my Doctor of Education degree" (Mean 4.89, Std. Error of Mean .105).

Research Question #3: Teachers Aged 50+

Table 4-22: Sources of Balanced/Comprehensive Literacy Information for the Categories Some Information and Substantial Amount of Information by Age Categories: Age 50 and Above In Rank Order

Item #	How much information regarding Balanced Literacy have you received from the following … Statements	n	Some #	Subs. #	Total #	%	Mean Std. Error
19	Talking to my teacher colleagues at my school	16	4	11	15	93.75	3.63 .155
43	My own self-directed professional reading of books &/or articles	16	5	9	14	87.50	3.44 .182
22	Assistance, in previous years, from a Literacy Numeracy Support Teacher (LNST)	16	10	4	14	87.50	3.25 .214
44	My own self-directed professional learning on the Internet: Visiting web sites	16	4	9	13	81.25	3.56 .203
18	Classroom resources I use/used in my own classroom as a contract teacher	16	7	6	13	81.25	3.37 .202

21	Participating in Professional Learning Communities (PLC)	16	5	7	12	75.00	3.31 .254
20	Visiting with teachers from other schools	15	7	4	11	73.33	3.13 .256
45	My own self-directed professional learning on the Internet: Visiting social media sites (e.g., Pinterest, Indulgy, etc.)	16	6	5	11	68.75	3.13 .256
24	Reading Ontario Ministry of Education documents	16	6	5	11	68.75	3.19 .228
31	Reading Greater Essex County District School Board (GECDSB) documents	16	4	6	10	62.50	3.00 .224
32	Participation in GECDSB's workshops on reading, literacy, or balanced/comprehensive literacy	16	4	6	10	62.50	3.37 .256
46	My own self-directed professional learning on the Internet: Visiting Blogs	16	6	4	10	62.50	3.31 .313
26	Visiting Ontario Ministry of Education online resources (e.g., eWorskhop; EduGains, Curriulum.org)	15	3	5	8	53.33	3.27 .284
27	Reading Ontario Literacy and Numeracy Secretariat documents	15	3	5	8	53.33	3.27 .284
37	Attending ETFO or Teacher Federation's sponsored workshops on reading; literacy; or balanced/comprehensive literacy (e.g., OTF, ETFO, OECTA)	15	4	4	8	53.33	3.73 .316
25	Participation in Ontario Ministry of Education sponsored workshops on reading; literacy; or balanced/ comprehensive literacy	15	5	3	8	53.33	3.47 .322
33	Visiting GECDSB's on-line resources	14	3	4	7	50.00	3.36 .341
47	Viewing videos or DVD's	14	4	3	7	50.00	3.21 .366
12	Additional Qualification courses I took: On-Site; On-Line; or Blended (On-Site and On-Line)	14	4	3	7	50.00	3.36 .401
29	Visiting Ontario Literacy and Numeracy Secretariat on-line resources	15	3	4	7	46.67	3.47 .336
7	Courses I took for my Bachelor of Education degree	16	6	1	7	43.75	2.69 .313

28	Participation in Ontario Literacy and Numeracy Secretariat sponsored workshops on reading; literacy; or balanced/comprehensive literacy	14	2	4	6	42.86	3.29 .354
34	Reading other school boards' documents	15	3	3	6	40.00	3.40 .400
42	Visiting other Professional Organizations' web sites	15	2	3	5	33.33	3.87 .350
38	Attending other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) conferences on literacy; reading; or balanced/ comprehensive literacy	14	2	2	4	28.57	4.00 .392
39	Participating in other Professional Organizations' (not Ontario Ministry of Education, other Ontario School Boards or Ontario Teacher Federation) workshops on literacy; reading; or balanced/comprehensive literacy	14	2	2	4	28.57	4.00 .392
14	Working with my associate teacher during my Bachelor of Education degree	15	3	1	4	26.67	2.73 .371
36	Visiting other boards' on-line resources	15	3	1	4	26.67	3.87 .363
23	Assistance, presently, from a Special Assignment Teacher	16	3	1	4	25.00	3.56 .365
35	Participating in other boards' sponsored workshops on reading, literacy, or balanced/comprehensive literacy	14	2	1	3	21.42	4.07 .399
40	Attending conferences not covered in the previous categories	15	2	1	3	20.00	3.60 .456
41	Participating in workshops not covered in the previous categories	15	2	1	3	20.00	3.60 .456
1	Courses I took for my undergraduate degree	15	3	0	3	20.00	2.07 .371
13	Additional Qualification Courses I am taking: On-Site; On-Line; or Blended (On-Site and On-Line)	14	1	1	2	14.29	4.79 .155
15	Participating in New Teacher Induction Program (NTIP) workshops	14	2	0	2	14.29	4.21 .174

16	Working with mentors in the New Teacher Induction Program (NTIP)	14	2	0	2	14.29	4.50 .272

The following 9 sources of balanced/comprehensive literacy information received one or zero responses for Some Information and/or Significant Amount of Information from teachers aged 50 years or older: #2: "Courses I took for my undergraduate degree" (Mean 4.15, Std. Error of Mean .451); #3 & #4: "Courses I took (Mean 4.54, Std. Error of Mean .332)/am taking for my graduate (Masters) degree" (Mean 4.67, Std. Error of Mean .333); #5 & #6: "Courses I took (Mean 4.67, Std. Error of Mean .333)/am taking for my doctoral degree" (Mean 4.67, Std. Error of Mean .333); #8 & #9: "Courses I took (Mean 4.86, Std. Error of Mean .143)/am taking for my Master of Education degree" (Mean 5.00, Std. Error of Mean .000); #10 & #11: "Courses I took (Mean 5.00, Std. Error of Mean .000)/am taking for my Doctor of Education degree" (Mean 5.00, Std. Error of Mean .000); #17: "Classroom resources I use/used when teaching as an occasional teacher" (Mean 3.40, Std. Error of Mean .476); and #30: "Participation in Ontario Ministry of Education Teacher Learning and Leadership Program (TLLP)" (Mean 4.21, Std. Error of Mean .181).

Discussion of Sources of Balanced Literacy Instruction Information Groupings

The first 13 statements for Sources of Balanced/Comprehensive Literacy Instruction information were related to University degrees and additional course work offered by the Ontario Ministry of Education for Additional Qualifications. The Additional Qualification courses are offered through Ontario Universities and can be On-Site, On-Line, or Blended (combination of in class and on-line). For all three age categories (Ages 20 - 39, Ages 40 to 49, Ages 50+), only three of the University and Ministry of Education sources had ratings above 10%: # 7, "Courses I took for my Bachelor of Education degree"; # 12, "Additional Qualification courses I took: On-Site; On-Line; or Blended (On-Site and On-Line)"; and # 13, "Additional Qualification Courses I am taking: On-Site; On-Line; or Blended (On-Site and On-Line)". The remaining 7 sources (#1, 2, 3,

4, 5, 6, 8, 9, 10, & 11) were the bottom 7 rankings for all three Age categories. This meant that all or almost all teachers didn't rate University degree courses (other than Bachelor of Education) as a source with Some Information and/or Significant Information regarding Balanced Literacy Instruction information.

The next 10 statements for sources of information reflected the resources (human or otherwise) available to classroom teachers. Three of these statements ranked high across all age categories. Statement # 19, "Talking to my teacher colleagues at my school" was selected as a source with a significant amount of information for ≥ 90% of the educators. Statement #19 was ranked highest overall as first for Ages 20 – 39 and Ages 50+ and third for Ages 40 – 49. For all three age categories ≥ 90% of the educators selected Significant Amount of information for Statement # 20, "Visiting with teachers from other schools." Statement # 21, "Participating in Professional Learning Communities (PLC)" was selected as a balanced literacy instruction source with a significant amount of information by ≥ 70% of teachers Ages 40 – 49 and Ages 50+ and ≥ 60% of teachers Ages 20 - 39. For 8 of these 10 statements (#19, 20, 15, 17, 21, 14, 18, & 22) over 50% of teachers Ages 20 – 39 selected Some Information and/or Significant Amount of Information. For 5 of these 10 statements (# 18, 19, 21, & 22) over 50% of teachers Ages 40 – 49 selected Some Information and/or Significant Amount of Information. For 5 of these 10 statements (# 19, 22, 18, 21, & 20) over 50% of teachers Ages 50+ selected Some Information and/or Significant Amount of Information. This appears to suggest that teachers of all ages value the human connection to learning as well as classroom resources to provide assistance when learning Balanced Literacy activities to use in their classrooms.

There was the greatest difference in opinion from Ages 20 – 39 to the other two age categories for Statements #15, 16, & 17. Statement # 15, "Participating in New Teacher Induction

Program (NTIP) workshops" and #16, "Working with mentors in the New Teacher Induction Program (NTIP)" were ranked 8th and 25th respectively by teachers Aged 20 to 39 but 34th and 35th for Ages 40 – 49 and 35th and 36th for Ages 50+. The New Teacher Induction Program (NTIP) is a relatively new program. Older teachers or teachers with more years of experience might not have been involved in NTIP. Statement # 17, "Classroom resources I use/used when teaching as an occasional teacher" was also ranked higher for Ages 20 – 39 at 9th; 31st for teachers Ages 40 – 49; and 40th for Teachers Ages 50+. This difference might be explained by the fact that in the past teachers could start their careers as classroom teachers and not begin as occasional or supply teachers and then be hired as classroom teachers.

Statements # 22 and #23 pertained to specific positions within the school board, one a previous position and the other, a current position. In all three age categories the previous position of "Literacy Numeracy Support Teachers (LNST)" was seen as a better source (Ages 20 – 39 ranked LNST as 15th; Ages 40 – 49 as 6th; and Ages 50 + as 3rd) of Balanced Literacy Instruction information than the "Special Assignment Teachers" (Ages 20 – 39 ranked as 32nd; Ages 40 – 49 as 32nd; and Ages 50+ as 29th).

Statements # 24, 25, 26, 27, 28, 29, & 30 considered the Ontario Ministry of Education documents, workshops, and on-line resources. These sources were ranked higher by the two older age categories (Ages 40 – 49 and Ages 50+) than the younger category (Ages 20-39). This means that a greater percentage of older teachers (40% to 70%) found Some Information and/or Significant Amount of Information regarding Balanced Literacy in Ontario Ministry of Education documents, workshops, and on-line resources than younger teachers (less than 50%).

Statements #31, 32, 33, 34, 35, & 36 gave the survey participants an opportunity to rank their School Board's documents, workshops, and on-line resources as well as other school boards'

documents, workshops, and on-line resources. Across all three age categories, this school board's documents and workshops provided Some Information or Significant Information for between 60 and 70 % of the teachers. This School Board's on-line resources were seen as the least useful of the three school board resources (47% by Ages 20 – 39; 36% by Ages 40 – 49; and 50% by Ages 50+).

Statements #37, 38, 39, 40, 41, & 42 referred to Federation resources and other Professional Organizations' resources. Less than 50% of the teachers ranked these sources as useful (Some Information and/or Significant Amount of Information) except for Ages 50+ ranked # 37 (Attending ETFO or Teacher Federation's sponsored workshops on reading; literacy; or balanced/comprehensive literacy (e.g., OTF, ETFO, OECTA) higher at 53.33%.

The last 4 statements (#43, 44, 45, and 46) examined teachers' self-directed sources for Balanced Literacy information. Like Statement # 19, "Talking to my teacher colleagues at my school" which ranked first overall, Statements # 43 and # 44 ranked second and third highest overall. Statement #43, "My own self-directed professional reading of books &/or articles" was ranked third by Ages 20 – 39 (76%), first by Ages 40 – 49 (97%), and second by Ages 50+ (88%). Statement #44, "My own self-directed professional learning on the Internet: Visiting web sites" was ranked second by Ages 20 – 39 (88%), fourth by Ages 40 – 49 (82%), and fourth by Ages 50+ (81%). Next came Statements #45, "Visiting social media sites (e.g., Pinterest, Indulgy, etc.)" ranked 5th, 8th, and 8th respectively and #46, Visiting Blogs, ranked 7th (Ages 20 – 39), 10th (Ages 40 – 49), and 12th(Ages 50+).

'Top Ten' Sources of Balanced Literacy Instruction Information

A summary of the top ten sources of information as determined by the number of teachers who selected Some or Significant Information can be found in Table 4.24. The information

presented in this table suggested learning about Balanced Literacy instruction and it's successfully classroom implementation does not just come from reading about it. It comes from seeking out peers either face-to-face or in professional environments (for example workshops and PLC's) or through the Internet (web sites, social media sites, and blogs).

Table 4-23: Top Ten Sources of Balanced/Comprehensive Literacy Information for the Combined Categories of Some Information and Significant Amount of Information

Item #	Rank	How much information regarding Balanced Literacy have you received from the following … Statements	n	%
19	1	Talking to my teacher colleagues at my school	73	94.52
43	2	My own self-directed professional reading of books &/or articles	72	91.67
44	3	My own self-directed professional learning on the Internet: Visiting web sites	70	87.14
18	4	Classroom resources I use/used in my own classroom as a contract teacher	71	85.92
32	5	Participation in GECDSB's workshops on reading, literacy, or balanced/comprehensive literacy	67	79.10
45	6	My own self-directed professional learning on the Internet: Visiting social media sites (e.g., Pinterest, Indulgy, etc.)	69	78.26
21	7	Participating in Professional Learning Communities (PLC)	71	77.46
22	8	Assistance, in previous years, from a Literacy Numeracy Support Teacher (LNST)	69	78.26
46	9	My own self-directed professional learning on the Internet: Visiting Blogs	66	77.27
25	10	Participation in Ontario Ministry of Education sponsored workshops on reading; literacy; or balanced/comprehensive literacy	54	75.93

School Board Balanced Literacy Instruction Resources

Of particular interest to the school board would be the frequency totals for the three sources of balanced literacy information that describe their resources (Table 4.25). Less than 20% of the teachers surveyed found the Board's on-line resources useful.

Table 4-24: Three School Board Sources of Balanced/Comprehensive Literacy Information for the Combined Categories of Some Information and Significant Amount of Information

Item #	Rank	How much information regarding Balanced Literacy have you received from the following … Statements	n	%
32	1	Participation in GECDSB's workshops on reading, literacy, or balanced/comprehensive literacy	67	79.10
31	2	Reading Greater Essex County District School Board (GECDSB) documents	69	63.77
33	3	Visiting GECDSB's on-line resources	61	18.03

Based on the percentages outlined in Tables 4.24 & 4.25, interested parties could develop resources or opportunities to further develop teacher's understanding of balanced literacy instruction in classrooms. In particular, with Junior Division teachers (Grades 4, 5, & 6) and Intermediate Division teachers (Grades 7 & 8) open responses to Question #3 (Describe the types of frustration you may have experienced in the application of your understanding and knowledge of balanced literacy as you teach reading and writing) wondered about correctly using balanced literacy activities with their students and were frustrated that information appeared to be geared to Primary Grade students. Primary Teachers mentioned the establishment of routines and the scheduling of small group tasks as key to teaching students in small groups the various components of balanced literacy in their responses to the Question "What practices have made the greatest difference for your students to learn to read and write?" This seems to suggest that if resources exist or could be developed demonstrating how to achieve small group instruction and small group activities for Junior and Intermediate students, more teachers would use balanced literacy instruction in their classroom with older students.

Internet Balanced Literacy Instruction Resources

Table 4-25: Balanced Literacy Source Statements Relating to Internet Use

How much information regarding Balanced Literacy have you received from the following … Additional Qualification courses I took: On-Site; On-Line; or Blended (On-Site and On-Line) (#12)	n	Some #	Subs. #	Total #	%
Ages 20-39	16	4	3	7	41.18
Ages 40 - 49	38	6	9	15	39.47
Ages 50+	14	4	3	7	50.00

How much information regarding Balanced Literacy have you received from … Additional Qualification Courses I am taking: On-Site; On-Line; or Blended (On-Site and On-Line) (#13)	n	Some #	Subs. #	Total #	%
Ages 20-39	17	2	0	2	11.76
Ages 40 - 49	39	2	3	5	13.16
Ages 50+	14	1	1	2	14.29

How much information regarding Balanced Literacy have you received from … Visiting Ontario Ministry of Education online resources (e.g., eWorskhop; EduGains, Curriulum.org) (#26)	n	Some #	Subs. #	Total #	%
Ages 20-39	17	5	3	8	47.06
Ages 40 - 49	38	12	12	24	63.16
Ages 50+	15	3	5	8	53.33

How much information regarding Balanced Literacy have you received from … Visiting GECDSB's on-line resources (#33)	n	Some #	Subs. #	Total #	%
Ages 20-39	17	6	2	8	47.06
Ages 40 - 49	39	9	5	14	35.90
Ages 50+	14	3	4	7	50.00

How much information regarding Balanced Literacy have you received from … Visiting other boards' on-line resources (#36)	n	Some #	Subs. #	Total #	%

Ages 20-39	17	4	2	6	35.29
Ages 40 - 49	38	10	7	17	44.74
Ages 50+	15	3	1	4	26.67

How much information regarding Balanced Literacy have you received from … Visiting other Professional Organizations' web sites (#42)	n	Some #	Subs. #	Total #	%
Ages 20-39	17	4	2	6	35.29
Ages 40 - 49	37	7	6	13	35.14
Ages 50+	15	2	3	5	33.33

How much information regarding Balanced Literacy have you received from … My own self-directed professional learning on the Internet: Visiting web sites (#44)	n	Some #	Subs. #	Total #	%
Ages 20-39	17	5	10	15	88.24
Ages 40 - 49	39	13	19	32	82.05
Ages 50+	16	4	9	13	81.25

How much information regarding Balanced Literacy have you received from … My own self-directed professional learning on the Internet: Visiting social media sites (e.g., Pinterest, Indulgy, etc.) (#45)	n	Some #	Subs. #	Total #	%
Ages 20-39	17	4	8	12	70.59
Ages 40 - 49	39	13	17	30	76.92
Ages 50+	16	6	5	11	68.75

How much information regarding Balanced Literacy have you received from … My own self-directed professional learning on the Internet: Visiting Blogs (#46)	n	Some #	Subs. #	Total #	%
Ages 20-39	17	7	5	12	70.59
Ages 40 - 49	38	13	15	28	73.68
Ages 50+	16	6	4	10	62.50

The use of the Internet as a valuable source of information might be considered something that young people would use more than older people. A look at the response rates of Some

Information and Significant Information for the 9 statements regarding Internet use (#12, 13, 26, 33, 36, 42, 44, 45, and 46) suggests that for teachers, this is not the case. However, like any resource, teachers need to know that the resource exists and how to locate that particular resource. It would be interesting to follow-up this data and find out why less experienced teachers use Internet sources less. Perhaps the time needed to create the practical aspects of the lessons for their students is all consuming for less experienced teachers and they do not have the time to spend finding out the 'how' to teach rather than the 'what' to teach. Also Internet web-sties, Social Media sites (e.g., Pinterest, Indulgy, etc.) and Blogs were rated higher than the Ontario Ministry of Education on-line resources (e.g., eWorskhop; EduGains, Curriulum.org) and the school board on-line resources. Is this because teachers do not know the contents of these sites? Or is it burdensome to locate what a teacher seeks in the professional education sites rather than the general Internet sites? Researching the reasons behind the popularity of some sites over others would be useful.

Conclusions Regarding Research Question #3

Research Question #3 was, To what extent are the self-reported information source of balanced literacy instruction by teachers across age categories similar or dissimilar? Based on an examination of the data from these 48 statements regarding balanced literacy instruction sources of information, the responding teachers in the three different age categories appeared to report having multiple sources of information – with varying numbers of teachers and varying amounts of information.

Summary of Results

This chapter included information of the results for the three research questions. Research Question #1 was, To what extent are activities of balanced literacy instruction used in elementary

divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)? With an overall examination of the data it appeared that all balanced literacy activities appear to be used in all four divisions – with varying numbers of teachers and varying frequency rates.

Research Question #2 was, To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities? For the following categories the responding teachers in the Primary and Junior Divisions appeared to employ similar balanced literacy activities as described in the survey: Word Meaning or Word Study, Shared Reading, Independent Reading, Guided Writing, and Independent Writing. In the following categories the responding teachers in the Primary and Junior Divisions appeared to employ different balanced literacy activities as described in the survey: Modelled Reading, Guided Reading, Modelled Writing, and Interactive Writing.

Research Question #3 was, To what extent are the self-reported information source of balanced literacy instruction by teachers across age categories similar or dissimilar? Based on an examination of the data from these 48 statements regarding balanced literacy instruction sources of information, the responding teachers in the three different age categories appeared to report having multiple sources of information – with varying numbers of teachers and varying amounts of information.

The following chapter will include a summary discussion of the findings, conclusions, and recommendations for future research. Incorporated into the discussion of the findings will be the information provided by the teachers from their responses to four open questions. In this chapter the data was presented by research questions. The discussion of findings in Chapter 5 will be summarized by division.

CHAPTER 5: DISCUSSION, RECOMMENDATIONS FOR FURTHER STUDY

Introduction

This chapter includes a summary of the findings of the research. The findings of the research questions are discussed. In Chapter 4 the data was organized by research question. In this chapter the discussions were organized by division. Finally, the chapter ends with implications and recommendations for further study.

Findings: Early Years

Three of the four English Early Years teachers provided responses to the four open questions at the end of the survey. The Early Years responses mentioned the activity of writing as a practice that made the greatest difference in their students' learning.

In response to open questions #1 (What practices have made the greatest difference for your students to learn to read and write?) and #3 (Describe how you have designed your classroom for your students to learn to read and write) one teacher wrote, "The students participate in our daily morning message in which they contribute by reading and writing parts or all of the morning message. They write in journals a few times per week and many of the student enjoy creating their own books in which they drw [sic] pictures or write simple messages or words depending on their level of literacy development" … and later this same teacher wrote for #3, "The students are encouraged to write daily and in many contexts including morning message, journaling, signing in, signing up for sharing and creating books at the writing centre."

The other two teachers described their room designs (#3) with, "Large writing centre with word wall. Large book nook with bean bag chairs, couch, variety of fiction and nonfiction books" and "There are lots of writing materials throughout the room. Pencils, paper, etc [sic] the room is filled with student print."

These descriptions were supported by the Frequency of Use rates selected by the Early Years teachers and fall in line with the expectations of our youngest students. Thinking of the gradual release of responsibility as it applies to the different components of balanced literacy JK/SK programmes focus on the teacher modelling and leading the writing process. Of the 8 statements for Modelled Writing, Interactive Writing, and Guided Writing, these Early Years English teachers said the activities occurred in their classrooms on a weekly or daily basis. For Independent Writing, only 1 of the 4 Early Years teachers stated these activities occurred weekly or daily. Independent Writing statements highlighted students working individually after the teacher had gradually released the responsibility to the student. Only Statement #43 (My students refer to the print around them to develop their own text) was selected by all as a weekly or daily occurrence and from the descriptions provided of the Early years classrooms, this is easy to understand. The role of the teacher can also be seen with the 3 Word Meaning statements that all four teachers agreed happened weekly or daily in their classrooms. They were: #4 ("My students "mine their memory" to remember a word they have seen before"); #8 ("My students ask for help if the text or a word they are reading is unclear"); and #11 ("I lead my students in dialogue to clarify the meaning of a word"). Young students have quick and easy visual references on their classroom walls and writing centres to develop their ever increasing vocabulary. The idea of finding help (#8) would be very clear to any visitor to an Early Years classroom. Young children soon know who is the expert shoe-lace-tier or Lego-builder and in a strong communal sense would find the adult or child to help them read or figure out an unknown word. If the survey contained other statements that applied to Early Years classrooms they might include: the use of pocket charts (i.e., individual words or phrases written on cardboard strips that enable students to manipulate the

words); the strategy of looking at illustrations for clues about word meaning; the strategy of drawing and writing in a journal; or the activity of contributing to a Morning Message.

The large size of Kindergarten classes was one area of frustration (#2: Describe the types of frustration you may have experienced in the application of your understanding and knowledge of balanced literacy as you teach reading and writing) mentioned by an Early Years teacher. Another was the self-doubt of a teacher wondering if enough support was provided for students in a play-based environment. Although the concept of 'support' was not explained, perhaps it might mean, within the context of this survey, 'support' given to children to read and write.

Findings: Primary Division

Primary teachers discussed a number of practices they believed to be influential in helping their students learn to read and write in their responses to Open Question #1 (What practices have made the greatest difference for your students to learn to read and write?). The writing activities mentioned were: daily journal writing, daily quick writes, daily morning message, share the pen, and writing success criteria with their students. The role of the teacher as a model for reading, writing, and the use of strategies were also seen as influential practices. Teachers would explicitly model and teach reading strategies and then provide time for students to reinforce this strategy during the small group guided reading time. The responses mentioned reading activities referencing texts from a wide variety of sources. Besides listing information for Open Question #4 (Name the literacy program(s) you utilize in your classroom) students in Primary classrooms read on-line (for example: RAZ Kids at www.readinga-z.com; Studyladder at www.studyladder.ca; Bookflix at http://auth.grolier.com/login/bookflix/login.php; and Destination Reading. The Primary Division teachers used a variety of publishers' series, such as Literacy Place

(English)/envol en literatie (French); Ginn series; Collections; and novel set kits from the school board Media Centre.

For writing, teachers mentioned modelling their writing and then conferencing with their students to revise together and provide feedback as an influential practice that helped their students learn to read and write. The ability to teach small groups of students was mentioned by Primary teachers as a key practice that attributed to their students' success. The use of GECDSB purchased teacher resources such as Write Traits, The Ontario Writing Assessment, and Jolly Phonics were seen as beneficial.

The foundational organizational pattern of balanced literacy components followed the Gradual Release of Responsibility model as illustrated by the GECDSB Comprehensive Literacy Approach diagram (see Appendix F: text from GECDSB Thumbnail Sketch Pg. 26). The level of teacher involvement and control is greatest with the Modelled Writing component. Interactive (or Shared) Writing, as the name implies, has the teacher beginning to decrease their instruction and control and increase student participation. Guided Writing, in small groups refines the explicit instruction of the teacher to a smaller group of students. These students usually have similar skill development and the text or task has been tailored to their needs. As one Primary teacher mentioned in their response to Question #1 (What practices have made the greatest difference for your students to learn to read and write?), "the ability to have small group meaningful talks works so much better then [sic] large group carpet/circle." The level of control of the writing process is greatest for the student in the Independent Writing component. The Ontario Ministry of Education document, Guide to Effective Instruction in Writing, Kindergarten to Grade 3 (2005b) supports this process. "All students, regardless of their stage of development as writers, are introduced to the writing process through shared and modelled instruction. Students in Kindergarten to Grade 3

participate in different aspects of a balanced writing program, depending on their stage of development" (pg. 1.11).

The mention of "sharing the pen" as a great influence on students learning to write also came from the open responses of Primary teachers. One teacher wrote, "modelling, sharing the pen, more modelling, revising together" and another wrote, "Sharing the pen in large groups, working collaboratively with classmates ..." These responses lead back to the data from Statement #37 ("I "share the pen" with my students to express what they want to say in their writing during guided writing lesson"). The results from the survey suggested this activity is not widely valued. Only 67% of the Primary teachers stated "sharing the pen" occurred daily or weekly and the remaining third of the teachers selected less frequent rates (4 selected monthly, 2 selected rarely, and 1 selected never).

There was a better response rate for the other Interactive Writing statement #44 ("I engage my students in instructional interactions by encouraging them to verbalize their thinking process while constructing text"). This activity had 81% of Primary teachers select weekly or daily occurrences. However, the other 20% of the teachers selected less frequent rates (2 selected monthly, 1 selected rarely, and 1 selected never). Two questions come to mind from this data for these two statements. Was the lower Frequency of Use rate for "sharing the pen" (#37) because it was an activity with a specific name and therefore an activity that teachers either did or didn't do? Or was this a case that teachers could be doing something similar and were not familiar with the term? Statement #44 was worded less specific and left the teacher to recall their own experiences with their students that could fall into this general activity. These types of questions could lead to further research such as interviewing classroom teachers across divisions or recording classroom instructional interactions for modelled, interactive, and guided writing and examine the

data for similarities and differences as well as evidence of the gradual release of responsibility for writing.

The Primary teachers' response rates for several of the survey statements in the Modelled Writing category would seem to support the information provided in the open question responses. Statement #35 ("I model writing techniques during literacy instruction") was a general worded statement that underlined the responsibility of the teacher was selected by 19 of the 22 teachers (86%) as a weekly or daily activity in their classrooms. The remaining 3 teachers selected monthly as the frequency rate for this activity. Two statements, and their corresponding Frequency of Use rates, that seem to bridge the category of Modelled to Interactive Writing could lead to interesting follow-up questions. Modelled Writing statement #45 ("I model writing techniques while my students provide input regarding the context of the text") may, on the surface, seem similar to Interactive Writing statement # 44 ("I engage my students in instructional interactions by encouraging them to verbalize their thinking process while constructing text"). But are they similar? Providing "context" is not the same as "verbalizing their thinking process" and metacognition (verbalizing the thinking process) is an important part of the Ontario Ministry of Education Language Curriculum (2006b). In this provincial curriculum, the sub-section, Reflecting on Writing Skills and Strategies has a Metacognition expectation for each grade level. The expectations for Grade 1, 2 and 3 have the same expectation ("identify some strategies they found helpful before, during, and after writing") but with different examples and Grade 3 develops the expectation further with the addition of another statement "…and what steps they can take to improve as writers." In particular, one of the Grade 1 curriculum expectation examples ("… during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process…") relates to Interactive Writing statement #44.

When examining the responses by Primary teachers to the open questions the most startling theme was the number of references to the work of Boushey and Moser. The books The Daily 5 (2006, 2014) and CAFE (2009) were referred to, not as teacher resource books, but rather as a short-hand way to describe the program they espouse. In some cases Primary teachers simply mentioned "Daily 5" or one of the components such as "Word Work" without any further explanation, suggesting that the content of these books are so well known to the survey participants that further explanations were not necessary. The Daily 5 and/or CAFE were mentioned in three of the four open question responses: as practices that made the greatest difference; as part of the design of the classroom; and as a literacy program used in the classroom.

By introducing the components of the Daily 5 and CAFE Primary teachers noted their students learned the routines of the program and that, in turn, provided the teacher with a system of classroom management that supported small group instruction and could minimize student disruption. Disrupting the flow of teaching and learning was mentioned as one of the Primary teachers' frustrations, so minimizing the interruptions with the use of Daily 5 or CAFE was reported as an influential practice.

Several teachers' responses to Q# 1 (What practices have made the greatest difference for your students to learn to read and write?) were all about The Daily 5 (2006, 2014). One wrote, "My Students love the Daily 5. I have found my boys love the Read to Someone. They are excited to share non-fiction texts and info they have learned during Read to Self. I also find I'm teaching less conventions mini-lesson because they work so well at Wod [sic] [Word] Work." Another wrote, "I have been using "CAFE" and Daily 5 for the last 3 years and my students and I both love it. Teaching reading strategies explicitly has helped my students tremendously. I would love something similar for writing."

Several teachers' responses to Q#3 (Describe how you have designed your classroom for your students to learn to read and write) mentioned The Daily 5. These responses were: (a) "the first month of school I do a lot of taking [sic] [talking] about how the daily5 works and how we run it in our classroom, so by Oct it runs smoothly"; (b) "we do a daily five routine; students read to themselves; read to a buddy; work on writing – journal, write traits; stories; do work study activities and listen to reading"; (c) "Whole group instruction. Small guided groups. And daily five Centres"; (d) "100 minutes of literacy French and 100 minutes of literacy in English each day Guided reading every day/Shared reading/ Read aloud Daily 5 Word study"; (e) ".., everything they need is accessible to them Daily 5 centres including a writing centre ith [sic] student examples of writing, dictionaries, word lists"; (f) "Ther [sic] book bin also has a personal dictionary, their Words of the Week, and any Daily 5 activity sheet they may be using. Also on the shelves are activities for them to use during Daily 5 time (paper, white boards for writing, word activities, word cards, vowel games etc.)"; (g) "we focus on Daily 5 for the first four months of the year"; (h) "Daily 5 and Café model has worked the best, whole group, small group, some partner work, self-directed, to a point"; and (i) "There are learning centres based on The Daily 5, including student journal writing, reading alone, reading to a partner, word work (which varies as an activity), and a listening centre …".

One of the studies referenced in this Review of Literature chapter was the work of Frey, Lee, Tollefson, Pass, and Massengill (2005). These authors examined the implementation of balanced literacy in an American urban school district. One of the findings was that teacher-directed and student-centered instructional activities were being implemented but that independent student work occurred at a higher frequency than did teacher-directed activities. A concern was raised that the use of student independent work was scheduled because it was an effective

classroom management technique. With this present day survey information regarding the Daily 5 and its use of scheduled activities for student participation that 'free up' the teacher to conduct the guided reading and guided writing groups it would be interesting to conduct classroom observations to see if the Frey et al., is concern is valid in today's classrooms.

The use of data to inform classroom instruction was also seen as an effective practice. One Primary classroom teacher used the term "homogeneous groups" and "guided reading in small groups based on data collected on readiness skills and reading level" and another mentioned the use of a text that stretches the group above their DRA level.

The frustrations that Primary classroom teachers had when applying their understanding and knowledge of balanced literacy to teach reading and writing was categorized into three themes: time, resources, and student needs. Many comments centred on the fact that there was not enough time to run a balanced literacy program. Teachers wanted to meet with all the small guided reading groups and/or the DRA "red" students daily and interruptions in the schedule from outside the classroom (announcements, assemblies, late buses, etc.) or from students made this difficult.

Lack of resources were frustrating for Primary Division teachers according to some of the teachers who responded. Lack of suitable books to meet the language needs (mentioned by a French Immersion teacher) or range of books needed for a class of students who read at different levels (mentioned by English and French Immersion teachers) was challenging according to the teachers who responded to Open Question #3. Comments regarding the frustrations associated with technology referred to the number of devices needed so Primary students would have easy and frequent access, as well as the reliability of the technology. Teachers mentioned that problems with technology impacted students' ability to work independently which, in turn, impacted the small group instruction lead by the teacher. Balanced literacy required students to develop self-

regulation and independent work skills. Classroom management and well-established routines took time depending on the age and abilities of the students in each class. Students who lacked these skills required additional attention, direction, and/or supervision and this took away from a teacher's time with small group instruction.

In the beginning of Chapter 2, Review of Literature, the research of Baumann and others to replicate the The First R: The Harvard Report on Reading in Elementary Schools by Austin & Morrison (1963) was discussed. Now that the teachers in this survey had expressed their frustrations it was interesting to look back to the Baumann study (2000) and the results they found when they asked about the challenges and problems faced by the teachers who participated in their end-of-the-century survey. Would the teachers of this study have the same frustrations? According to the Baumann study there were seven main challenges faced by classroom teachers. The Baumann et al. study grouped these seven into three general challenges: the variety of reading levels of the students in a class; the teaching of struggling readers; and the needs of all the students. This survey's teachers in all four divisions expressed concern and frustration in their attempts to meet the needs of their students. Another challenge from the Baumann et al. studies common to this survey's teachers was the lack of sufficient teaching time. Many of this survey's teachers wondered how to 'fit' everything into the 100 minute Literacy Block with so many interruptions and/or getting to all the children who needed help. The French Immersion teachers also mentioned the difficulty managing time and the expectations of two languages. Another challenge of the classroom teachers in the Baumann et al., study was insufficient funds or materials. Several of the responses from Primary and Junior teachers mentioned the need to have sufficient books for all their students' needs, in particular students who require low vocabulary high interest books. Something new in the way of materials for this present day study was the use of technology.

Nowadays teachers are not only concerned with having enough books for their students but enough devices for their students. Parent support and involvement was only mentioned by one participant in this current study but was one of the seven most cited challenges from the Baumann study (2000). The final concern from the Baumann et al., study was the class size. At present the Primary classes in the Province of Ontario have a cap size of 20. Individual Junior and Intermediate classes have no cap.

When asked about the room arrangements for a balanced literacy classroom, Primary teachers responded with planning (scheduling) arrangements and physical arrangements. As stated earlier, teachers were frustrated when students interrupted their small group instruction. Responses for this question had teachers write about their explicit planning and instruction of routines, such as those with the use of the Daily 5 or CAFE program, and the positive effect it had on the learning environment, small group instruction, and in minimizing student interruptions.

Primary teachers wrote about their purposeful layout designs (physical arrangement). Teachers described their rooms as print-rich and mentioned examples such as language word walls, math word walls, student writing, and various charts. Since many classrooms had numerous books for students to read and these books vary in genre and readability, teachers arranged texts on shelves and/or in bins so students had easy access to books they choose to read. Some respondents discussed their explicit designs of book/literacy bins for each student. These containers were part of a system developed to help their students organize their supplies and might have included: books to read, a dictionary, word study worksheets, guided reading and writing group papers/duo tangs, and writers' workshop folders.

As one teacher wrote, "When I want students to read I don't want them to use up all their time "searching" for a just fit book." The floor space of Primary classrooms was also designed to

assist learning to read and write. Teachers had curved reading tables, designed so 5 or 6 students could sit in a semi-circle around the teacher. Carpets were meeting places for whole class activities, with easels nearby and, if available, a Smart board or projector. One teacher wrote, "We share orally at the carpet after most lessons and work sessions to consolidate our learning and ask any unanswered questions." Some Primary classrooms had specific spaces dedicated to reading, writing, science, social studies, and technology (such as laptops, netbooks, and iPads).

There were no statements in the 46 survey balanced literacy statements that referenced classroom design or resources to further support the information provided in the open question responses. However the School Board, in its yearly publication (Greater Essex County Board of Education: A Thumbnail Sketch for Elementary Programs, 2014-2015) described the space and materials needed to organize a classroom to 'run' the Writing Workshop (p. 31) that supported the survey teachers' descriptions of their purposeful classroom designs.

Findings: Junior Division

Some Junior Division teachers spoke to the emotional factor in the learning process when asked what practices made the greatest difference for students to learn to read and write. For example, one teacher stated that teachers reading to students appeared to have a positive effect ("I found the more I read to them the more they enjoyed reading themselves"). Another wrote that finding a text students could connect to or was meaningful to them would help students generate authentic writing pieces. A French Immersion Junior Division teacher mentioned the value of choice, and wrote, "Also giving them the freedom to choose in what language to read helped tremendously. Constantly updating or rotating the classroom library helped a lot. Giving them time to read an [sic] at their own pace, instead of deadlines and questions at the end of each chapter." Still others wrote, "Connecting the text they read with the content they are studying in

other subjects" and "Engaging students with critical texts. Revisiting texts frequently over a long period of time (both in reading and writing)."

Two other teachers wrote elegantly of the emotional connection to text and how that effected their student responses. The first teacher wrote, "Finding a text that they can really connect to – ones that have a social justice component, like inclusion of a disabled child. They can relate to the character's feelings and emotions. This then gives us opportunity for authentic writing pieces – from he [sic] character's perspective, pieces that are meaningful to the students. Writing seems easier for them when they can make connections to the writing pieces." The second teacher wrote, "Guided reading in primary grades. Novel studies in Junior – the kids love the collective nature of the study, while exposing them to books they've [sic] wouldn't otherwise read. The novel study books usually become the 'best book ever'. Using drama to enhanc [sic] reading and writing. Ex. Using drama to imagine the life of a sailor on board John Cabot's ship. Later, students write from the perspective of that sailor. LOTS OF practice with writing is essential."

Guided reading groups, novel studies, writers' workshop, and small group instruction were seen as beneficial to Junior students. The multi-faceted role of the teacher as a reading model, writing model, strategy user, facilitator (assisting students to connect self to texts and texts to other subject material), and supplier of text that engage students was highlighted throughout the responses provided. Among the teachers' responses were: "Modelling, practice in small groups, independent reading and writing challenges"; "Small group guided sessions"; and "Guided reading in small groups."

In particular there were a number of responses describing the writing activities in Junior classrooms that made the greatest difference. For example: (a) "Modelled writing has made the largest difference. The students sharing and watching as we work through a piece enables them to

take more risk and encourages them to try new strategies"; (b) "Guided group reading and writing; individual and guided feedback conferences for Writing, …"; (c) "… Opportunities to hear quality peer writing Authentic writing activities Modelling"; and (d) "Modelling the writing and then they use it as an anchor chart as many have difficulty with form [sic] of writing." As the researcher but also a classroom teacher I believe this participant was describing when the teacher models a particular form of writing such as a friendly letter on chart paper. The teacher's letter stays up in the room so the students can refer to it as they write their own friendly letter because they have difficulty remembering the characteristics of that particular writing form. In the case of a friendly letter the characteristics might be date, greeting, body of letter, closing, and signature.

Similar to the frustrations expressed by Primary teachers, the Junior Division teachers' responses were categorized into three themes: time, resources, and student needs. Teachers were frustrated they could not spend the time they felt necessary to cover all aspects of literacy and the needs of their students. Here is a response from a French Immersion Junior teacher, "Teaching at an immersion school is rather difficult in the sense of levels. Many students are on different levels at English schools as well, but in French I feel the difference is much more drastic and apparent. It's either they get it or they don't. Thee [sic] aren't really too many "in between," or "average" students. They constantly ask the teacher "how do you say this?" before even searching it in the dictionary or trying to use inferences, connections or examples posted in the room." An English Junior teacher wrote, "Frustration of time - having enough time to fully develop all areas of literacy - reading workshops, writing workshops, and having enough of 'me' to really help all the students. I need to help my students develop better habits of mind - greater independnce [sic], so I can spend more time conferencing with students. At this point, I still have many students who need reassurance every step along the way."

The idea of the daily 100 minute Literacy Block was not enough time for French Immersion Junior teachers because both French and English Language curriculum expectations must be considered. One teacher wondered how to schedule balanced literacy and inquiry based science and social studies learning and wrote, "There is no way we can do all that is expected in a balanced literacy block, especially now that we are being encouraged to use this 100 minute block to work on inquiry based science and social studies."

Resources for the varied needs of students was seen as frustrating to both Primary and Junior teachers. Specific to Junior teacher responses was the need for teacher resources to understand and implement balanced literacy. Several teachers wrote they were unsure if they were implementing balanced literacy correctly. One teacher wrote, "My frustration is in lack of concrete examples of grade specific material. The language document itself lends to too much interpretation and leaves me always searching for what my students need or require." Another Junior teacher wrote, "High levels of frustration with my level of understanding of what various aspects of balanced literacy look like in a junior classroom. Seems to be more available resources for primary classes. Frustration with teaching quality writing. Seems so subjectve [sic]."

One teacher referred to the LNST (Literacy Numeracy Support Teacher) as a resource that was helpful with the implementation of balanced literacy ("when I first started with the concept of balanced literacy no one really knew what it was and we had to figure it out on our own. Then we had the LNST program which was amazing. Wish we still had that"). LNST was a former position within this school board. A LNST would be assigned a number of schools to visit on a regular basis and would be available to consult with classroom teachers and visit classrooms as needed. When a LNST was available a teacher could request assistance to implement balanced literacy then time, one-on-one, and/or classroom visits would be arranged.

Like Primary teachers, Junior teachers expressed concerns about the needs of their students. Students who require reassurance to continue the task at hand or to begin again because they have "shut down" were worrisome to teachers and could break into the flow of a small group session.

When asked about the room arrangements for a balanced literacy classroom, Junior teachers responded with planning (scheduling) arrangements and physical arrangements. Like Primary teachers' responses, two Junior teachers described the Daily 5 program or a Daily 5 – like timetable where students knew the rotation of activities and moved through them during the Literacy Block. By scheduling time for small groups to do different activities (for example: independent reading time, reading response work, write with a purpose, free choice writing, word work, and guided reading) teachers were able to have the time to work with individuals and/or small groups of students. These planning arrangements provided students with a great deal of choice within structured activities as well as moveable and flexible groupings. One teacher wrote a detailed description, "I have created Independent reading time to start the literacy block. During this time, I can conference with a few students. We then have a short mini-lesson based on student learning needs. Next, we break into our 5 literacy groups: Reading Response based on Independent reading), Write with a Purpose, Free Writing (free choice in Writer's notebook), Word Work, and then a Guided Reading group. At the end of a 5 day cycle, each student has rotated through each station once. I also have an extensive classroom library for children to have a wide variety of choices and genres. I am trying to incorporate more inquiry into my literacy block as well. Often, I will incorporate research time in to the block, or incorporate my Social Studies or Science as a reading component. Currently, we are doing a read aloud. I am focusing on listening and comprehension with this unit."

Junior teachers and Primary teachers described the physical layout of their rooms similarly. Rooms had reading and writing centres, classroom libraries, a carpet area, internet access area, guided reading semi-circular tables for small groups of students to meet with the teacher and work together. Resources, such as dictionaries, thesauruses, books, and iPads, were readily available. Junior classroom walls had anchor charts, subject specific word walls, learning goals, and success criteria.

Junior Division classroom teachers used the Literacy in Action series (English language version) Littératie en action (French language version). This series was purchased by the school board. The resource manual Daily 5 (a personal purchase) was mentioned less often than in the Primary Division's responses. Ontario Writing Assessment (OWA), a teacher resource, and Write Traits, a kit, both school board purchases, were mentioned once each as classroom resources. Teachers also mentioned resources that were not part of a publisher's series such as sets of books for guided reading and/or literature circles and the Internet.

Findings: Intermediate Division

Six of the Intermediate teachers who responded to the 46 statements also provided answers to the open questions at the end of the survey. Intermediate Division teachers (Grades 7 & 8) mentioned guided reading and writing, small group instruction, the use of current events, and extra help provided to students who struggled as practices that made the greatest difference for students to learn to read and write. One teacher wrote an elegant response, "'"Reading is thinking" - we use independent reading to work on comprehension skills. Everything we do in the classroom has a purpose. We did not use the term Sustained Silent Reading, because that was looked at as reading without a purpose. Students use comprehension activities daily. Modeled reading was used daily with word work as well. In addition, writer's workshop and writing circles provided students with

opportunity to work on their writing at their own pace. Using the book by Fountas and Pinnell, "Guiding Readers and Writers" sets up a beautiful Reader's Workshop [Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy, 2000]. Also using the website, www.writingfix.com to supplement the resources provided by the board is an excellent resource for Writer's Workshop."

As with the Primary and Junior Division teachers, Intermediate teachers were frustrated with trying to have the time to carry out all the aspects of their teaching. In particular, meeting with students individually to discuss their writing responses was a concern, because, as one teacher wrote, "intermediate kids don't like to share their writing even with me sometimes." A French Immersion teacher wrote about the amount of time needed for two language instructions, and in particular, the additional difficulty of "standard vocabulary" that was not as developed in the second language (French) as it was in English. A second theme of Intermediate teachers' frustration was common to Junior teachers and that was these teachers felt less secure about implementing balanced literacy in their classrooms. One teacher wrote, "I still don't know how it all works together. I always feel like I'm making it up as I go along."

Although there were less responses to the open ended questions from the Intermediate Division (Grades 7 & 8) than the Primary and Junior Divisions, these teachers also wrote about the purposeful planning (scheduling) arrangements and physical arrangements they made with their students' learning in mind. One teacher spoke about training his/her students to "use their independent time appropriately" and then being able to conduct a literacy block with time for reading, responding, and writers' workshop, while leading guided reading groups. Intermediate classroom walls had charts and expressions (French) posted. Several teachers mentioned a guided reading table or small group table in the room. A recent Ontario Ministry of Education document

Capacity Building Series: Special Edition #27 titled, The Third Teacher: Designing the Learning Environment for Mathematics and Literacy, K to 8 (2012) cited the work of Fraser (2012); Helms et al., (2007); OWP/Architects et al., (2010) and wrote "the key to learning in today's world is not just the physical space we provide for students but the social space as well" (pg. 1). The authors of the Ministry document (Fullan, Luke, & West) continued with, "the learning environment … is "the third teacher' that can either enhance the kind of learning that optimizes our students' potential to respond creatively and meaningfully to future challenges or detract from it" (pg. 1). The teachers in all four divisions who described the purposeful design of their classrooms obviously did so to enhance their students' learning.

The Intermediate teacher who wrote "reading is thinking" also provided a detailed description of the purposeful design of their classroom. "It took a lot of time to view other teachers and their classrooms before I was able to set up a program I was happy with in my own classroom. In turn, I became a model classroom for classrooms on the move where teachers came to observe my own classroom and set up of Balanced Literacy. The first part of the 100 minute block consisted of independent reading while I worked with guided reading groups (15 to 20 minutes). During independent reading, students were required to complete Reader Response Letters on a weekly basis to show comprehension of what they read. Next we did a modeled read aloud with a word study and yes, I used a word wall in the intermediate classroom (15 minutes). We then moved into a shared experience 2 to 3 times a week and then moved into a Writer's Workshop. Student started the writer's workshop with sacred writing time where they simply wrote based on a few prompts (15 minutes). During this time, guided writing groups would take place. We then moved into the writing program which consisted of shared and modeled writing daily for the remainder of the block of time. Students worked through the stages of the writing process at their

own pace. One difficulty was getting the students "trained" to use their independent time appropriately but once that was done, it worked really well."

Intermediate classroom teachers used Nelson Literacy (French and English), a series purchased for classroom use by the school board.

Findings: Special Education Classroom and Library

A Special Education teacher mentioned small group instruction and direct teaching were practices that made the greatest difference for students learning to read and write. A frustration mentioned was the lack of reading resources to match the Special Education students who require lower reading level texts but with an interest level to match students' age interests. The Special Education classroom had areas within the room dedicated to a variety of tasks, much like the descriptions provided by Primary and Junior teachers. For example, there was an independent reading area (a couch), an independent practice area (desks arranged in a semi-circle in front of the blackboard), a guided reading table, a SMART board for whole group instruction, a technology area (computers), and games area (to practice skills).

The Librarian mentioned their role as a former ELT (Early Literacy teacher) and the use of shared reading and shared writing activities as effective practices. The position of Early Literacy teacher was mentioned by others as a key factor in their understanding and use of balanced literacy components. As one of those Early Literacy teachers I can certainly agree. We received excellent in-servicing over several years. The idea of a key literacy person in each school was significant factor in other schools across the province as well. In the 2008 Schools on the Move Lighthouse Schools Program publication, Our Lady of Lourdes Catholic School in Sault Ste. Marie wrote in their success summary, "The primary division team, with the expertise and guidance of the literacy resource teacher, took the lead in developing a balanced literacy program. The insight, planning

and execution of a well-planned instructional program have resulted in noticeable improvements in student achievement" (p. 50).

The Librarian stated guided activities were effective but difficult to execute as a librarian rather than a classroom teacher and expressed frustration when applying balanced literacy activities to the many different grade levels of students. As for the design of the Library, it was referred to as the school's Learning Commons and the floor plan was designed to aid in small and large group activities.

Limitations of the Study

A limitation of this study was the small sample size because a larger sample size might provide more generalizable findings. Another limitation of this study was the tool used to collect data. A self-reporting survey is a subjective instrument that relies on participants to take their prior knowledge, recollections, and personal experiences and match them to the categories offered in the survey questions. One of the limitations of a survey or questionnaire is the inability of volunteers to ask for assistance and/or clarification. To reduce the significance of this limitation the survey was field tested and changes made to clarify ambiguous statements. In addition, just before the link to Qualtrics went 'live' several teachers tested the link on computers and iPads to confirm the connection to WSU and the ease of viewing on different sized screens. To address these concerns the targeted population of this study was limited to the employees of the SW Ontario School Board. Upon completion of the study a summary of the results will be offered to the school board.

The willingness of teachers to volunteer to participate in this survey needs to be considered. There was no payment for participation in this study so there was a concern that teachers would not volunteer. The name of the principal researcher was included in the email and was an employee

of the school board so, if a participant wished, they could request a copy of the summary. No one did. An early draft of the survey included a dialogue box where a participant could quickly and easily, include their email address if they requested a summary. However, to boost a sense of confidentiality for participants that option was removed. The survey did not require any demographic information or email addresses that could be used to identify participants. What is left is an individual's interest in participating in a survey regarding a topic they are interested in and/or have knowledge of and are willing to make the effort to complete the survey. Knowing that the survey was about balanced literacy, Intermediate teachers (Grades 7 & 8) might think they do not have anything to offer. Responses to the four open questions at the end of the survey by a few Intermediate Division teachers suggested, from their point of view, balanced literacy was for Primary students (Grades 1, 2, & 3).

Another consideration was related to the age of the participants. More 'older' teachers (40+) completed the survey. This may suggest they were more interested or understand the significance of their participation to help a fellow teacher complete an advanced university degree than 'younger' teachers (< 40). The timing of the survey might have influenced participation. In an earlier discussion, the timing of the survey came during 'report card time' when teachers must work on writing report cards for each student on top of preparing to teach. This addition to the workload of a teacher, while being difficult for teachers of all ages, might be more overwhelming to teachers with less experience than teachers over 40 who usually have more experience than younger teachers.

Implications and Further Directions for Study

The low return rate for this survey was not what the researcher anticipated. Finding out the return rate of a study that was conducted four months earlier (late Fall of 2014) and sent to

more schools than this study had an even poorer rate was surprising and highlighted a more confusing situation. Why didn't more teachers participate?

The results of this research will be summarized and presented to the school board. If the results provided from further research are to be of value beyond the fulfillment of a university degree ways to increase the response rate will need to be considered. At the same time as the Fall 2014 survey the school board sent out their own request to participate in a survey regarding Math Goals as a School Board. With this request principals were asked to set aside a dedicated time during a November Professional Development Day or staff meeting for teachers to complete the survey. It would be interesting to know if the return rate for that survey was more, and if so, what does this say about teachers' time and commitment to participate in on-line surveys. Was the dedicated time within the school day an influence? Was the request to participate coming from the school board itself an influence? Did the teachers feel pressure to complete the Math Goals survey more so than the two university students' surveys? If the school board grants permission to a university student to conduct research with its employees and is interested in the results of the study what could the school board do to ensure a better return rate? Or it is the place of a school board to assist outside research? The teachers who did participate provided valuable and insightful information. In particular, the information to the open response questions highlighted earlier in this chapter provided key information on the troubles and triumphs of balanced literacy instruction. But what of those who didn't participate, what of those struggles?

Although there were only three Early Years teachers who supplied information for the four open response questions they provided interesting information about our youngest students. In particular, one teacher's concerns about "support" for students within a play based focus might be the jumping off point for further research. The province of Ontario is phasing in an all-day-every-

day kindergarten program. This has required extra funding to furbish and support the initiative. So is this teacher's concern that play based learning is contrary to balanced literacy learning? Is that an accurate concern? When educators use any term such as 'play based' or 'balanced literacy' or 'Daily 5' this can lead to misunderstandings as was proved with the use of the term 'whole language' in the past. It would be interesting research to examine teachers' understanding of play based learning with a survey format similar to this one with statements developed from interviews with Early Years teachers and visits to their classrooms. What would the common activities be? Where did the teachers learn about play based instruction? These topics would make a valuable foundation for further research.

Another recent change in elementary classrooms that has come with a hefty price tag is the increased amount of technology in elementary classrooms. Students aren't just reading 'paper' books. Just like society in general, students are reading on-line as well. As mentioned by Primary teachers, sites such as RAZ Kids and Bookflix offer children the chance to read the same books they could read in paper but with enhanced features such as the computer 'reading' the book to the student and the computer 'marking' the answers to multiple choice questions. Is this the same for older students? Or is their on-line reading of the 'read to learn' focus rather than the 'learn to read' focus of Early Years and Primary students? What impact could this have on balanced literacy instruction? In the very near future, will it be a common scenario to see a comprehensive literacy classroom with a teacher conducting a guided reading session where each child sitting at the reading table is reading from an iPad or tablet? Will guided writing sessions involve students writing blogs and publishing their creative writing to an on-line site? If so, what will the effects be on students' literacy growth? The implications for the use of technology in classrooms is of vital importance to a school board. Further research for classroom technology must not focus on

if technology should be used, because that decision has been made, if not by a school board's administration then perhaps by the students and their teachers themselves. Studies should immediately focus on *what* technology is best suited for the task at hand for the student and yet, best affordable for the school board to provide. Further researcher should focus on the question, What effect does the use of technology have on students' literacy (and numeracy) development?

One of the surprising outcomes from the examination of the Primary teachers' responses to the open questions was the number of times the works of Boushey and Moser were mentioned as an influence in the successful implementation of balanced literacy instruction in their classrooms. As a Primary/Junior classroom teacher myself this researcher believes that most, if not all teachers know about balanced or comprehensive literacy instruction. I also believe that many teachers struggle to implement it in their classrooms to their satisfaction. The significance of the books The Daily 5: Fostering Literacy Independence in the Elementary Grades (2006, 2014) and The CAFE Book: Engaging all Students in Daily Literacy Assessment and Instruction (2009) in the successful implementation of balanced literacy instruction should not be overlooked. There was no mention of Ministry or school board documents when these teachers were asked what they did or used to make the greatest differences for their students. So what is it about the information Boushey and Moser presented that made it so significant in the minds of the teachers that used them and what are the implications to the school board? I believe Boushey and Moser explain how to organize and implement worthwhile activities successfully for the majority of the class so the classroom teacher can conduct guided reading and guided writing session with small groups of students to make explicit their teachings to suit the needs of their students. There are several implications for the school board. Further research should be conducted to determine, Is the use of

Boushey and Moser's work successful for all teachers who use it? If so, how can the school board facilitate the use of this system in more classrooms?

Perhaps one way might be to provide copies of these books to teachers. This school board has a Teachers' Professional Bookstore on their website to offer its teachers a wide variety of books at a discounted price. In the past, the books of Fountas and Pinnell (1996) as well as, the Toronto District School Board's A Literacy Guide for Teachers: Teaching Children to Read and Write (1997) were offered at half the list price. Another way to increase the access to these books would be to add them to the list of professional books in the Instructional Leadership Tool Kit found in each school. The Boushey and Moser video (2009) titled, Intermediate Daily Five is geared to Grades 3 to 6. Some of the Junior and Intermediate teachers expressed their frustration at not being able to find suitable resources geared for their divisions. The Boushey and Moser video is a recent addition to the school board's media centre and is available for teachers to view. Perhaps a school board might consider developing a document that takes the organization and class management of The Daily 5 ideas and modifies them to older students.

The discussion of the Boushey and Moser books leads to the largest implication for classroom teachers as well as the school board and that is the awareness of and access to instructional resources for balanced or comprehensive literacy instruction. Research Question #3 of this survey examined sources of balanced literacy instruction. There are many sources of information regarding balanced literacy instruction. A source can be as simple as a book or the teacher in the next classroom; a school board resource; a provincial government resource; or a resource found on the World Wide Web. As a professional it is certainly incumbent on a teacher to find out how to successfully teach their students in their classroom. However, with an ever

increasing body of knowledge and ever increasing number of sources of information how is a teacher to manage the time to find the necessary information.

As noted in the previous chapter, the most significant source of information regarding balanced literacy according to the teachers who participated in this survey is other teachers. Teachers should not feel isolated because of the problems they face and turning to colleagues for assistance with the implementation of balanced or comprehensive literacy may be the easiest resource to access. Is there a way elementary school principals can facilitate sharing time amongst their staff or classroom visits to see balanced literacy instruction in action?

This school board offers information in varied formats. One Intermediate teacher mentioned their classroom was used as a model for other teachers to visit. Newly hired teachers participate in NTIP and are given release time to attend workshops and spend with their mentors. They can also visit classrooms such as this one mentioned in the open responses. Several teachers mentioned they held the position of Early Literacy teachers in their schools and how effective the training was regarding the teaching of balanced literacy. I held the Early Literacy teacher position for my school. In my opinion the training I received was the best in-servicing the board presented. The workshops occurred over a period of months and focused not only on learning about the components of balanced literacy but learning from other Early Literacy teachers as we implemented the instruction with our students. As a professional I was learning about balanced literacy by taking university courses, attending conferences, and reading books and articles. The school board workshops bridged the gap between theoretical and practical. We learned to conduct modelled reading, shared reading, and guided reading with big books and book sets from publishers such as The Wright Group and Ginn Reading Steps. We learned from each other what worked and what didn't work. In turn we went into Primary classrooms and focused on Modelled

and Shared reading. However the position of Early Literacy no longer exists in the school. School Board documents such as the Thumbnail Sketch series for teachers contain information about comprehensive literacy. In addition, the Thumbnail Sketch for Elementary Administrators (2013-2014) had an excellent section devoted to Literacy Checklists: A Comprehensive Literacy Classroom Environment (pg. 53-64) that were designed for administrators' classroom visits but would be a valuable tool for teachers to use to determine what they were doing and what they could do next as they implemented the components of balanced literacy instruction. The School Board's Strategic Wheel for Student Achievement located on its web site is set with links to many board and province resources.

The Ontario Ministry of Education offers many sources of information regarding comprehensive literacy instruction with four web sites: www.edugains.ca; www.edu.gov.on.ca; www.curriculum.org; and www.eworkshop.on.ca. Going out further in the WWW can lead teachers to specific sites devoted to balanced literacy or social sites such as Pinterest where helpful information written by teachers for teachers can be found.

This school board has shown it provides balanced/comprehensive literacy instruction information to its teachers. The province has shown it provides balanced/comprehensive literacy instruction information to its teachers. Based on the information provided by the teachers who participated in this survey, teachers have identified some of these sources of information and found them informative. Teachers have also expressed a desire to learn more about the implementation of balanced literacy. As professionals teachers need to continue learning what to teach and how to teach. However, can they use something they do not know exists? For example, the last resource identified by this study's researcher was the Boushey and Mosey 2009 video, Intermediate Daily Five: Fostering independent literacy learning in Grades 3-6 and it was an

accidental find. It took a visit to the author's web site double checking the books' bibliographic information, then following the link to the publishers' web site to find out such a video existed; then go to the school board web site and link to the on-line multi-media site to see if a copy was available for teachers to view. A copy is available. This might be the resource that other Junior teachers could use, but how can they find out about it if they do not know it is available to them? Do all the teachers in the school board know all the resources offered from the board and province? If teachers do not know about the existence of these resources how can this situation be remedied? Are the school board and province doing all they can to make their resources known and easily accessible to teachers? Considering the money spent to develop a vast number of resources and the limited time today's teachers have to find and use instructional resources further research should focus on these questions.

Summary

This study examined the frequency of use of balanced literacy activities in classrooms from Junior Kindergarten to Grade 8. It also examined the usefulness of a variety of sources of information regarding balanced literacy instruction. If balanced/comprehensive literacy instruction has an important place in today's classrooms then consideration needs to be given to assisting teachers in learning about balanced literacy instruction and how to successfully incorporate it in the classroom. This study does not provide that absolute assistance but rather provides a foundation of information to build upon with further studies.

APPENDIX A:
Survey

Components of a Balanced Literacy Program

1. Letter of Information and Informed Consent

Thank you for agreeing to participate in this research study on the components of a balanced literacy program.

This survey should take no longer than 20 minutes to complete.

Please be assured that your data will be completely anonymous, and will not be shared with anyone except in aggregate form. No information that discloses your identity or responses will be released or published. Only the researcher will have access to the data and information.

Participation in this research is voluntary. You may refuse to participate, refuse to answer any question, or terminate your participation in this study at any time. At the end of the survey, you will also be given the opportunity to ask any questions regarding the study and your participation in it.

If you have questions about the study, please contact one of the following.

Elizabeth Pearsall (Principal Investigator)
Ed.D. Candidate
Wayne State University
and
Elementary teacher of GECDSB
Kingsville Public School
519-733-2338 ext. 43131
elizabeth.pearsall@publicboard.ca
ad9784@wayne.edu

Dr. G. Oglan (Supervisor)
Wayne State University
1-313-577-9069
aa3099@wayne.edu

Please click 'Yes" if you agree to continue with the survey or "No" if you do not agree and wish not to participate.

O Yes O No

Demographic Information

Gender: O Male O Female

Age. Please type in your age.

Years of experience as a classroom teacher

Description of Completed Degrees (select all that apply)

O 3 year general degree

O 4 year honours degree

O Concurrent degree program

O Master's degree

O Doctoral degree

O Bachelor of Education degree

O Master of Education degree

O Doctor of Education degree

Other (for example College degree, Diploma, Certificate) please specify:

Currently working on:

O 4 year honours degree

O Master's degree

O Doctoral degree

O Master of Education degree

O Doctor of Education degree

Other, please specify:

Other related Educational Information not listed above (examples: education from other countries, college education, or other educational institutions). Please specify:

Ontario Ministry of Education Additional Qualification Courses (courses completed previously and/or any courses you are enrolled in for 2014-2015) (select all that apply):

O ABQ (Additional Basic Qualifications) Primary Division
O ABQ Junior Division
O ABQ Intermediate Division
O Kindergarten (one-session course)
O Kindergarten: Part 1
O Kindergarten: Part 2
O Kindergarten: Part Specialist
O Cooperative Education; Part 1
O Cooperative Education: Part 2
O Cooperative Education: Specialist
O English as a Second Language: Part 1
O English as a Second Language: Part 2
O English as a Second Language: Specialist
O French as a Second Language: Part 1
O French as a Second Language: Part 2
O French as a Second Language: Specialist
O Librarianship: Part 1
O Librarianship: Part 2
O Librarianship: Specialist
O Reading: Part 1
O Reading: Part 2
O Reading: Specialist
O Primary Education: Part 1
O Primary Education: Part 2
O Primary Education: Specialist
O Special Education: Part 1
O Special Education: Part 2
O Special Education: Specialist
O Writing: Part 1
O Writing: Part 2
O Writing: Specialist
Other, please specify

Survey: Part A

How much information regarding Balanced Literacy have you received from the following?

	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
1.Courses I took for my undergraduate degree	O	O	O	O	O
2. Courses I am taking for my undergraduate degree	O	O	O	O	O
3. Courses I took for my graduate (Masters) degree	O	O	O	O	O
4. Courses I am taking for my graduate (Masters) degree	O	O	O	O	O
5. Courses I took for my doctoral degree	O	O	O	O	O
6. Courses I am taking for my doctoral degree	O	O	O	O	O
7. Courses I took for my Bachelor of Education degree	O	O	O	O	O
8. Courses I took for my Master of Education degree	O	O	O	O	O
	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
9. Courses I am taking for my Master of Education degree	O	O	O	O	O
10.Courses I took for my Doctor of Education degree	O	O	O	O	O
11. Courses I am taking for my Doctor of Education degree	O	O	O	O	O
12. Additional Qualification courses I took: On-Site; On-Line, or Blended (On-Site and On-Line)	O	O	O	O	O

	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
13. Additional Qualification courses I am taking: On-Site; On-Line, or Blended (On-Site and On-Line)	O	O	O	O	O
14.Working with my associate teachers during my Bachelor of Education degree program	O	O	O	O	O
15. Participating in New Teacher Induction Program (NTIP) workshops	O	O	O	O	O
16. Working with mentors in the New Teacher Induction Program (NTIP)	O	O	O	O	O
	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
17. Classroom resources I use/used when teaching as an occasional teacher	O	O	O	O	O
18. Classroom resources I use/used in my own classroom as a contract teacher	O	O	O	O	O
19. Talking to my teacher colleagues at my school	O	O	O	O	O
20. Visiting with teachers from other schools	O	O	O	O	O
21. Participation in Professional Learning Communities (PLC)	O	O	O	O	O
22. Assistance, in previous years, from a Literacy Numeracy Support Teacher (LNST)	O	O	O	O	O
23. Assistance, presently, from a Special Assignment Teacher	O	O	O	O	O
24. Reading Ontario Ministry of Education documents	O	O	O	O	O
	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
25. Participation in Ontario Ministry of Education sponsored workshops on reading, literacy, or balanced/comprehensive literacy	O	O	O	O	O

	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
26.Vising Ontario Ministry of Education online resources (e.g., eWorkshop, EduGains, Curriculum.org)	O	O	O	O	O
27. Reading Ontario Literacy and Numeracy Secretariat documents	O	O	O	O	O
28. Participating in Ontario Literacy and Numeracy Secretariat sponsored workshops on reading, literacy, or balanced/ comprehensive literacy	O	O	O	O	O
29. Visiting Ontario Literacy and Numeracy Secretariat on-line resources	O	O	O	O	O
30. Participating in Ontario Ministry of Education Teacher Learning and Leadership Program (TLLP)	O	O	O	O	O
31. Reading Greater Essex County District School Board (GECDSB) documents	O	O	O	O	O
32. Participating in GECDSB's workshops on reading, literacy, or balanced/ comprehensive literacy	O	O	O	O	O
	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
33. Visiting GECDSB's on-line resources	O	O	O	O	O
34. Reading other school board's documents	O	O	O	O	O
35. Participating in other board's sponsored workshops on reading, literacy, or balanced/ comprehensive literacy	O	O	O	O	O
36. Viewing other school board's on-line resources	O	O	O	O	O
37. Attending ETFO or other Teacher Federation's sponsored workshops on reading, literacy, or balanced/ comprehensive literacy (e.g., OTF, ETFO, OECTA)	O	O	O	O	O
	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply

38. Attending other Professional Organization's (not Ontario Ministry of Education, Ontario School Boards, or Ontario Teacher Federation) conferences on reading, literacy, or balanced/ comprehensive literacy (e.g., OTF, ETFO, OECTA)	O	O	O	O	O
39. Attending other Professional Organization's (not Ontario Ministry of Education, Ontario School Boards, or Ontario Teacher Federation) workshops on reading, literacy, or balanced/ comprehensive literacy	O	O	O	O	O
40. Attending conferences not covered in the previous categories	O	O	O	O	O
	None	Minimal Amount	Some Information	Substantial Information	Does Not Apply
41. Attending workshop not covered in the previous categories	O	O	O	O	O
42. Visiting other Professional Organization's web sites	O	O	O	O	O
43. My own self-directed professional reading of books &/or articles	O	O	O	O	O
44. My own self-directed professional learning on the Internet: Visiting web sites	O	O	O	O	O
45. My own self-directed professional learning on the Internet: Visiting social media sites (e.g., Pinterest, Indulgy, etc.)	O	O	O	O	O
46. My own self-directed professional learning on the Internet: Visiting Blogs	O	O	O	O	O
47. Viewing Videos or DVD's	O	O	O	O	O
48. Other, please specify	O	O	O	O	O

If you wish to add any addition information or comments regarding sources of balanced literacy information please use the space below.

Description of your current (2014-2015) or most recent teaching position (within the last three years). Check all that apply (at least 33 of teaching time):

O Early Years
O Primary Division
O Junior Division
O Intermediate Division
O Combined grades that cross divisions
O Rotary teacher
O Leave of absence
O Occasional Teacher/Long Term Assignment
O Out of classroom assignment (please specify): _____
O Other, please specify: _____

As part of my current or most recent teaching position (within the last three years) I have taught Language Arts

At this point a **Yes** selection will take you on to the rest of the survey.

A **No** selection will exit you from this survey. Thank you for your participation.

- ❍ Yes I have taught Language Arts in the last three years. I understand I will be continuing with the survey.
- ❍ No I have NOT taught Language Arts in the last three years. I understand I will be leaving the survey at this point.

As you complete this survey, your answers will apply to what grade level?

O JK
O SK
O Grade 1
O Grade 2
O Grade 3
O Grade 4
O Grade 5
O Grade 6
O Grade 7
O Grade 8
Or a combination class consisting of: _____

As the classroom teacher your main language of instruction is:

O English
O French
O Other Please specify: _____

Survey: Part B

Please indicate the frequency that best represents the practices in your classroom.

Key: Never
Rarely (less than 10 times a school year)
Monthly (on average between 1 and 3 times a month)
Weekly (on average between 1 and 4 times a week)
Daily (on average at least once a day)

	Never	Rarely	Monthly	Weekly	Daily
1. My students substitute a word they think they know the meaning of with a synonym to determine if it makes sense or not	O	O	O	O	O
2. My students engage in the literacy practice of clarifying word meaning	O	O	O	O	O
3. My students complete graphic organizers to clarify a word	O	O	O	O	O
4. My students "mine their memory" to remember a word they have seen before	O	O	O	O	O
5. My students study the structure (prefix, root, suffix) of an unclear word to figure out the meaning	O	O	O	O	O
6. My students reread the text when the meaning is unclear	O	O	O	O	O
7. My students use context clues to infer the meaning of an unknown word that is central to the comprehension of a passage	O	O	O	O	O
8. My students ask for help if the text or a word they are reading is unclear	O	O	O	O	O
	Never	Rarely	Monthly	Weekly	Daily
9. My students place a post-it in a book if they cannot figure out the meaning of a word	O	O	O	O	O
10. My students look for word meaning in the dictionary	O	O	O	O	O
11. I lead my students in dialogue to clarify the meaning of a word	O	O	O	O	O
12. I encourage my students to share their responses to a text in order to develop oral-language	O	O	O	O	O

	Never	Rarely	Monthly	Weekly	Daily
13. I encourage my students to share their responses to a text in order to develop listening skills	O	O	O	O	O
14. My students make connections between the text and their background knowledge	O	O	O	O	O
15. I model expression by reading aloud to my students in 10 to 15 minute blocks	O	O	O	O	O
16. I model fluency by reading aloud to my students in 10 to 15 minute blocks	O	O	O	O	O
	Never	Rarely	Monthly	Weekly	Daily
17. I read text that is above my students' instructional level so they can develop meaning through listening	O	O	O	O	O
18. I read text that is above my students' instructional level so they can gain awareness of complex language and vocabulary	O	O	O	O	O
19. I conduct reading in small groups while matching the text to the students' instructional level	O	O	O	O	O
20. I ensure that the text being shared is accessible to all students	O	O	O	O	O
21. I utilize projection devices for shared reading instruction	O	O	O	O	O
22. I prompt students to notice punctuation while reading text independently	O	O	O	O	O
23. I model reading strategies during shared literacy instruction	O	O	O	O	O
24. I listen to students during small group instruction to systematically assess fluency and comprehension	O	O	O	O	O
	Never	Rarely	Monthly	Weekly	Daily
25. I encourage students to make connections with the text and their personal experiences during guided reading practices	O	O	O	O	O

	Never	Rarely	Monthly	Weekly	Daily
26. I encourage students to paraphrase what they have read during guided reading practices	O	O	O	O	O
27. I encourage students to respond to predictive questions about a text during guided reading practices	O	O	O	O	O
28. My students and I select a book and read silently during Sustained Silent Reading time	O	O	O	O	O
29. I emphasize word-solving strategies at the end of guided reading instruction that help children learn new words in different settings	O	O	O	O	O
30. After I teach spelling mini-lessons on a new principle, my students work independently to apply and review the principle	O	O	O	O	O
31. I conduct a mini-lesson at the end of guided reading instruction to demonstrate how students can utilize one word to develop many new words	O	O	O	O	O
32. If my students cannot pronounce a word, I encourage them to break apart the word, and then say it altogether during guided reading instruction	O	O	O	O	O
	Never	Rarely	Monthly	Weekly	Daily
33. I encourage my students to recall vocabulary during shared reading instruction	O	O	O	O	O
34. I encourage my students to discuss story elements during shared reading instruction	O	O	O	O	O
35 I model writing techniques during literacy instruction	O	O	O	O	O
36. While discussing the writing process, I utilize visual tools in order to make the text visible to students	O	O	O	O	O
37. I "share the pen" with my students at strategic points so they can be active in the development of a text	O	O	O	O	O

	Never	Rarely	Monthly	Weekly	Daily
38. After developing a text, I encourage my students to edit until the text adheres to the standard convention of spelling and grammar	O	O	O	O	O
39. I encourage individual students to express what they want to say in their writing during guided writing lessons	O	O	O	O	O
40. I guide a small group of students to express what they want to say in their writing	O	O	O	O	O
	Never	Rarely	Monthly	Weekly	Daily
41. My students work individually in a "Writer's Workshop" to construct a text of their choice with little or no teacher assistance	O	O	O	O	O
42. As part of the revising process, my students independently share their writing in a peer-conference before publishing their piece	O	O	O	O	O
43. My students refer to the print around them to develop their own text	O	O	O	O	O
44. I engage my students in instructional interactions by encouraging them to verbalize their thinking process while constructing text	O	O	O	O	O
45. I model writing techniques while my students provide input regarding the content of the text	O	O	O	O	O
46. I conduct small group mini-lessons based on specific writing needs of the students	O	O	O	O	O

Survey: Part C

Please answer the following open-ended questions on the space provided that best describe your literacy practices.

1. What practices have made the greatest difference for your students to learn to read and write?

2. Describe the types of frustration you may experience in the application of your understanding and knowledge of balanced literacy as you teach reading and writing.

3. Describe how you have designed your classroom for your students to learn to read and write.

4. Name the literacy program(s) you utilize in your classroom.

Thank you for your participation in this study. If you have any questions regarding this research, please contact one of the following:

Elizabeth Pearsall (Principal Investigator)
Ed.D. Candidate
Wayne State University
and
Elementary teacher of GECDSB
Kingsville Public School
519-733-2338 ext. 43131
elizabeth.pearsall@publicboard.on.ca
or
ad9784@wayne.edu
Dr. G. Oglan (Supervisor)
Wayne State University
1-313-577-9069
aa3099@wayne.edu

If you have any questions about your rights as a research subject, you should contact Dr. G.Oglan, 1-313-577-9069.

If you have any additional comments or questions about the survey or the research, please write them here.

APPENDIX B:
Frequency of Use for 46 Balanced Literacy Activities as Selected by Early Years, Primary, Junior, and Intermediate Division Teachers and Teachers in Other Positions (Special Education and Library)

	Statement	n	1 N	2 R	3 M	4 W	5 D
1	My students substitute a word they think they know the meaning of with a synonym to determine if it makes sense or not	55	3	17	7	19	9
2	My students engage in the literacy practice of clarifying word meaning	55	1	3	6	20	25
3	My students complete graphic organizers to clarify a word	55	17	16	12	10	0
4	My students "mine their memory" to remember a word they have seen before	56	10	11	9	11	15
5	My students study the structure (prefix, root, suffix) of an unclear word to figure out the meaning	56	5	12	10	21	8
6	My students reread the text when the meaning is unclear	56	0	3	6	6	41
7	My students use context clues to infer the meaning of an unknown word that is central to the comprehension of a passage	56	1	2	5	14	34
8	My students ask for help if the text or a word they are reading is unclear	56	1	1	2	10	42
9	My students place a post-it in a book if they cannot figure out the meaning of a word	56	16	16	7	14	3
10	My students look for a word meaning in the dictionary	56	11	11	9	14	11
11	I lead my students in dialogue to clarify the meaning of a word	56	0	8	13	35	56
12	I encourage my students to share their responses to a text in order to develop oral-language	55	0	1	6	8	40
13	I encourage my students to share their responses to a text in order to develop listening skills	56	0	2	6	13	35
14	My students make connections between the text and their background knowledge	56	0	0	1	15	40
15	I model expression by reading aloud to my students in 10 to 15 minute blocks	57	1	0	3	14	39
16	I model fluency by reading aloud to my students in 10 to 15 minute blocks	57	2	0	2	15	38
17	I read text that is above my students' instructional level so they can develop meaning through listening	57	4	2	2	20	29
18	I read text that is above my students' instructional level so they can gain awareness of complex language and vocabulary	57	4	3	2	20	28
19	I conduct reading in small groups while matching the text to the students' instructional level	57	3	2	10	24	18

20	I ensure that the text being shared is accessible to all students	57	1	0	4	14	38
21	I utilize projection devices for shared reading instruction	57	6	8	9	12	22
22	I prompt students to notice punctuation while reading text independently	56	0	4	6	15	31
23	I model reading strategies during shared literacy instruction	56	1	0	4	16	35
24	I listen to students during small group instruction to systematically assess fluency and comprehension	57	2	1	9	23	22
25	I encourage students to make connections with the text and their personal experiences during guided reading practices	57	1	0	7	19	30
26	I encourage students to paraphrase what they have read during guided reading practices	57	2	3	11	19	22
27	I encourage students to respond to predictive questions about a text during guided reading practices	56	1	3	6	25	21
28	My students and I select a book and read silently during Sustained Silent Reading time	57	8	1	1	12	35
29	I emphasize word-solving strategies at the end of guided reading instruction that help children learn new words in different settings	57	3	2	9	21	22
30	After I teach spelling mini-lessons on a new principle, my students work independently to apply and review the principle	57	9	7	12	22	7
31	I conduct a mini-lesson at the end of guided reading instruction to demonstrate how students can utilize one word to develop many new words	56	8	8	11	23	6
32	If my students cannot pronounce a word, I encourage them to break apart the word, and then say it altogether during guided reading instruction	56	2	5	7	13	29
33	I encourage my students to recall vocabulary during shared reading instruction	56	3	1	7	21	24
34	I encourage my students to discuss story elements during shared reading instruction	57	1	2	4	25	25
35	I model writing techniques during literacy instruction	57	1	1	12	24	19
36	While discussing the writing process, I utilize visual tools in order to make the text visible to students	56	3	2	10	23	18
37	I “share the pen” with my students at strategic points so they can be active in the development of a text	55	5	5	16	20	9
38	After developing a text, I encourage my students to edit until the text adheres to the standard convention of spelling and grammar	56	0	13	20	14	9
39	I encourage individual students to express what they want to say in their writing during guided writing lessons	56	5	3	6	26	16
40	I guide a small group of students to express what they want to say in their writing	56	4	7	12	22	11

41	My students work individually in a "Writer's Workshop" to construct a text of their choice with little or no teacher assistance	56	3	8	5	31	9
42	As part of the revising process, my students independently share their writing in a peer-conference before publishing their piece	55	4	12	16	20	3
43	My students refer to the print around them to develop their own text	56	1	7	7	16	25
44	I engage my students in instructional interactions by encouraging them to verbalize their thinking process while constructing text	55	2	6	9	19	19
45	I model writing techniques while my students provide input regarding the context of the text	56	2	3	16	24	11
46	I conduct small group mini-lessons based on specific writing needs of the students	55	4	7	11	26	7

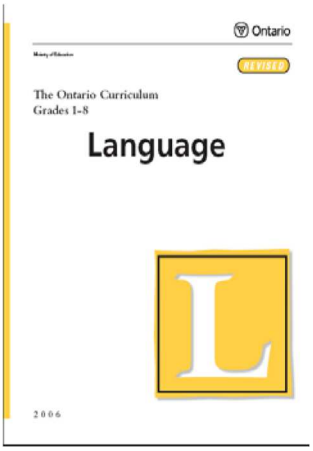
N = Never; R = Rarely (less than 10 times a school year); M = Monthly (on average between 1 to 3 times a month); W = Weekly (on average between 1 and 4 times a week); and D = Daily (on average at least once a day)

APPENDIX C:
Ontario Ministry of Education Documents'
Descriptions of Comprehensive/Effective Literacy Instruction

Document	Comprehensive/Effective Literacy Instruction Description
Language Curriculum 1 to 8 (2006, Revised)	Teaching approaches should be informed by the findings of current research into best practices in literacy instruction, as described in the Expert Panel reports on literacy instruction in Ontario. Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to rehearse, practise, and apply skills and strategies and make choices (p. 22 paper; p. 24 on-line).
The Report of the Expert Panel on Early Reading in Ontario (2003)	Comprehensive reading instruction teaches the child to use a variety of skills to decode, read fluently, and understand the text. No single skill in this complex interaction is sufficient on its own, and the teacher must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts (p. 22 paper, p. 28 online).
A Guide to Effective Instruction in Reading, Kindergarten to Grade 3 (2003)	Teachers recognize and make accommodations for the differences among students in the classroom by ensuring that the reading program is comprehensive. A comprehensive program helps students develop their oral language skills, their comprehension skills, their phonemic awareness, their understanding of phonics, and their ability to apply that knowledge. It provides opportunities for students to be read to, to read with others, to read independently, and to respond to texts in group discussions, during individual reading conferences with teachers, and in writing (p. 2.4).
A Guide to Effective Instruction in Writing, Kindergarten to Grade 3 (2005)	As in teaching reading, writing teachers use a balance of modelling, direct instruction, guided instruction, and facilitation of students' independent learning and practice (p. 1.3).

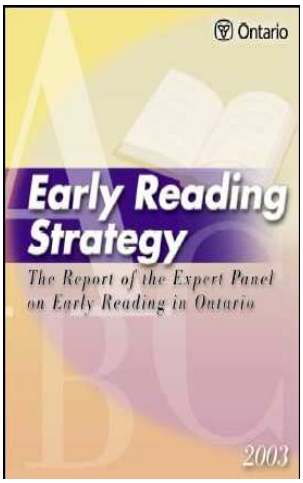
Source: Ontario Ministry of Education, Ontario

Comprehensive/Effective Literacy Instruction Description



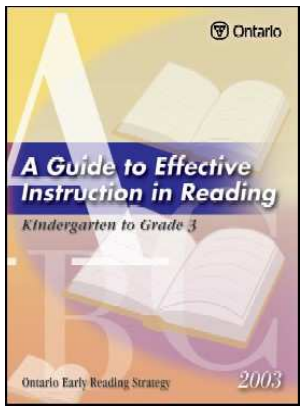
The Ontario Curriculum, Grades 1 – 8: Language, 2006

Teaching approaches should be informed by the findings of current research into best practices in literacy instruction, as described in the Expert Panel reports on literacy instruction in Ontario. Instruction should include a balance of direct, explicit instruction; teacher modelling; shared and guided instruction; and opportunities for students to rehearse, practise, and apply skills and strategies and make choices
(p. 22 paper;
p. 24 on-line).
www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf



The Report of the Expert Panel on Early Reading, Kindergarten-Grade 3, 2003

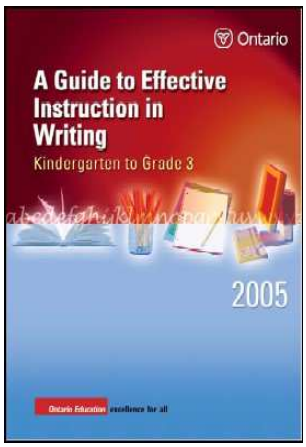
Comprehensive reading instruction teaches the child to use a variety of skills to decode, read fluently, and understand the text. No single skill in this complex interaction is sufficient on its own, and the teacher must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts (p. 22 paper, p. 28 online).
www.eworkshop.on.ca/edu/resources/guides/ExpPanel_K_3_Reading.pdf



A Guide to Effective Instruction in Reading, Kindergarten - Grade 3, 2003

Teachers recognize and make accommodations for the differences among students in the classroom by ensuring that the reading program is comprehensive. A comprehensive program helps students develop their oral language skills, their comprehension skills, their phonemic awareness, their understanding of phonics, and their ability to apply that knowledge. It provides opportunities for students to be read to, to read with others, to read independently, and to respond to texts in group discussions, during individual reading conferences with teachers, and in writing (p. 2.4).

www.eworkshop.on.ca/edu/resources/guides/Reading_K_3_English.pdf



A Guide to Effective Instruction in Writing, Kindergarten - Grade 3, 2005

As in teaching reading, writing teachers use a balance of modelling, direct instruction, guided instruction, and facilitation of students' independent learning and practice (p. 1.3).

www.eworkshop.on.ca/edu/resources/guides/_Writing_%20K_3.pdf

APPENDIX D:
Schools on the Move (Les écoles en action)
Lighthouse Program (Programme phare) (2006 to 2009)

From the 2006 *Schools on the Move (Les écoles en action) Lighthouse Program (Programme phare*) the following schools mentioned balanced literacy as one of their successful practices:

Name of School	Grades and Location	Page Number
Don Mills Middle School	Grades 6 to 8, Toronto, ON	8-9
Grey Owl Junior Public School	Grades K to 6, Toronto, ON	12-13
Holy Family Separate School	Grades K to 8, Alliston, ON	18- 19
John Ross Robertson Public School	Grades K to 6, Toronto, ON	20-21
John Ross Robertson Public School's school description gave additional information regarding balanced literacy. "One of the important starting points was the board document, Teaching Children to Read and Write. From this came focused in-service activities on a balanced literacy program, including workshops and in-class modeling provided by the family-of-schools' literacy coordinator and the school's lead literacy teacher. . . The coordinator has assisted with the establishment of a bookroom with leveled texts and in-service on literature circles, guided reading, "Q's for Critical Thinking," and other strategies" (p. 20).* ** A Literacy Guide for Teachers: Teaching Children to Read and Write, Toronto District School Board (Scarborough) 1997.*		
Mountfield Public School	Grades K-8, London, ON	28-29
Queen Elizabeth Public School	Grades K-8, Leamington, ON	34-35
Sherwood Mills Public School	Grades K-5, Mississauga, ON	36-37
Sherwood Mills P. S. noted that, "because of excellent professional development activities and their participation in the development of a Comprehensive Literacy Program for the school, they are confident in their abilities to deliver their balanced literacy program and articulate how it works."		
William Berczy Public School	Grades K-8, Unionville, ON	48-49

Note: one school mentions the term "*comprehensive literacy*" (Sherwood Mills P.S.)
Source: The Literacy and Numeracy Secretariat Ministry of Education ISBN 1-4249-2127-9 (Print), 1-4249-2128-7 (PDF) Toronto: Queen's Printer for Ontario, 2006.

From the 2007 *Schools on the Move (Les écoles en action) Lighthouse Program (Programme phare*) the following schools mentioned balanced literacy as one of their successful practices:

Name of School	Grades and Location	Page Number
Adrienne Clarkson Elementary School	Grades JK-6, Ottawa, ON	17-18
At Adrienne Clarkson Elementary School the balanced literacy program emphasizes guided reading, literacy centres in the primary division, and literature circles in the junior divisions (p. 17).		
Greenwood Public School	Grades JK-8, Sault Ste. Marie, ON	47-48
Janet Lett School	Grades JK-8, Stoney Creek, ON	53-54
Randall Public School	Grades Not Included, Markham, ON	69-70
Sacred Heart	Grades Not Included, Espanola, ON	71-72
At Sacred Heart "Balanced and comprehensive literacy program is based on students gradually assuming responsibility for their learning" (p. 72)		
St. Andrew Catholic School	Grades K-8, Oakville, Ontario	73-74
At St. Andrew Catholic School "building ongoing capacity in balanced literacy from K-8 (guided reading/literacy centres in the primary grades; guided reading/literature circles in the junior grades; guided practice in the intermediate grades) (p. 74).		
St. Helen Catholic School	Grades K-8, Toronto, ON	75-76
At St. Helen Central School, "The Toronto Catholic DSB initiated a balanced literacy program and a literacy [sic] *in the middle grades program" (p. 75).*		
St. Joachim Catholic School	Grades K-8, Brampton, ON	77-78
St. Joachim Catholic School ". . . used the five components of balanced reading (word walls, shared reading, guided reading, shared writing and word study) as the basis for discussions with staff on assessment and planning (p. 77).		
St. John's Elementary School	Grades K-8, Perth, ON	79-80
St. Nicholas Catholic Elementary	Grades JK-8, Waterloo, ON	87-88
St. Nicholas Catholic Elementary School, "Waterloo Catholic District School Board endorses a balanced literacy framework. . ." (p. 88).		
St. Theresa School	Grades JK-8, Brantford, ON	91-92
St. Theresa School, "Brant Haldimand Norfolk Catholic District School Board's focus on literacy instruction that sees a balanced literacy framework . . . "(p. 92).		
St. Thomas More Catholic School	Grades JK-8, Kingston, ON	93-94

Note: one school mentions the term "*comprehensive literacy*" (Sacred Heart)
Source: The Literacy and Numeracy Secretariat Ministry of Education ISBN 978-1-4249-4995-3 (Print), 978-1-4249-4996-0 (PDF) Toronto: Queen's Printer for Ontario, 2007

From the 2008 *Schools on the Move (Les écoles en action) Lighthouse Program (Programme phare*) the following schools mentioned balanced literacy as one of their successful practices:

Name of School	Grades and Location	Page Number
Father Joseph Venini Catholic School	Grades K-8, Oshawa, ON	34-35
Ongoing Professional Learning: *"Planned professional reading and ongoing professional dialogue are beginning to lead to a more consolidated and aligned approach to instruction. Primary staff . . . building common language in literacy . . ." (p. 34).* ***High-yield strategies:*** *"Guided reading. Staff saw that guided reading was a powerful strategy. To bolster consistency, the teacher librarian co-plans, co-teaches and models guided reading and literature circles across grades. Guided reading now occurs daily as part of an uninterrupted literacy block. One of the benefits accrued from the balanced literacy approach is a common language understood by both students and teachers" (p. 34).*		
Georges P. Vanier Catholic School	Grades K-8, Chatham, ON	36-37
As part of the ***Approach and Philosophy*** *section this subsection is titled* ***Evolution of the PLC****. "The PLC started as professional development around balanced literacy instruction using shared reading, guided reading, and independent work stations" (p. 36).* *Later in a subsection titled* ***Consistency Across the Grades****, "Moving toward a school-wide approach required getting staff together for discussion, sharing materials and providing mutual support. Concern about how to approach inconsistencies in knowledge and experience around balanced literacy created some initial resistance. However, teachers agreed to start with shared reading, supported by professional development, resources and each other.* ***What We Would Like to Learn With and From Others****: Balanced literacy in the junior and intermediate divisions*		
Highview Public School	Grades K-5, Toronto, ON	40-41
"As part of the board's [Toronto District School Board] Early Years Literacy Project, staff collaboratively developed a whole-school approach to a balanced literacy program, including setting up a well-resourced book room." (p. 40)		
McNab Public School	Grades Not Identified, Armprior, ON	46-47
What We Would Like to Learn With and From Others*. . . "staff want to go deeper in their learning about balanced literacy"*		
Oakland-Scotland Public School	Grades K-8, Scotland, ON	48-49
In the description of Oakland-Scotland's "Balanced and comprehensive literacy profile" they write that "teachers focus broadly on the essential components of a comprehensive literacy program and work to integrate the skills across all subject areas."		
Our Lady of Lourdes Catholic School	Grades JK-8, Sault Ste. Marie, ON	50-51
"The primary division team, with the expertise and guidance of the literacy resource teacher, took the lead in developing a balanced literacy program. The insight, planning and execution of a well-planned instructional program have resulted in noticeable improvements in student achievement" (p. 50).		
R.A, Sennett Public School	Grades Not Identified, Whitby, ON	56-57
Listed as a high-yield strategy was: "Balanced literacy program. Staff members work together to implement a dynamic literacy block using guided reading to develop vocabulary and comprehension skills. Daily monitoring of students guides the teacher, who integrates read-		

aloud, guided reading, shared reading and writing, as well as common vocabulary and language across classroom and support programs, including ELL. Teachers incorporate higher-order thinking in common processes and questioning strategies. Members of staff ensure students know and use the common language so that instruction is focused on extending learning, Anchor charts are used by students in every classroom" (p. 56).		
Regina Mudi Catholic School	Grades JK-8, Hamilton, ON	58-59
High-yield strategies: *"Across all grades, two-hour literacy blocks support full implementation of balanced literacy" (p. 58).* ***What We Would Like to Learn With and From Others . . .*** *"how to implement balanced literacy in intermediate grades" (p. 59).*		
Sacred Heart Catholic School	Grades K-8, Batawa, ON	60-61
"Staff has implemented a balanced literacy block with common structures and focus in all classrooms."		
St. Ann School	Grades JK-6, Thunder Bay, ON	66-67
With the scheduling of a junior division literacy block (of time), "teachers worked to ensure that it included everything needed in a comprehensive literacy program"		
St. Francis de Sales Catholic School	Grades JK-8, Ajax, ON	72-73
"Balanced literacy – building oral language. Staff understood that having a common language across grades and divisions would enrich conversations, improve vocabulary and push thinking and learning in a way that includes all students in classroom learning" (p. 73).		
St. Francis of Assisi Catholic School	Grades JK-8, Guelph, ON	74-75
"While welcoming the move to a more balanced approach . . . "(p. 75).		
St. Francis Xavier	Grades K-6, Brockville, ON	76-77
"*Comprehensive literacy" was mentioned as one of the school's high-yield strategies and described as "teachers help students integrate skills across the curriculum, using guided reading and writing in social studies and science and using specific resources that align to curriculum expectations, instructional practices and learner needs."*		
St. Simon Stock Catholic Elementary School	Grades JK-8, Mississauga, ON	86-87
Moving into the future . . . "continue to build capacity in balanced literacy expanding/adapting successes in primary and junior for intermediate grades" (p. 87).		
Valleyview School	Grades JK-6, Kenora, ON	94-95
"Professional learning this year has focused on differentiated instruction, tracking student achievement, oral language assessment and classroom practices that reflect a balanced approach to literacy" (p. 94).		
W.C. Little Elementary School	Grades K-8, Barrie, ON	96-97
One of the listed high-yield strategies is comprehensive literacy program, with this description, "The staff worked together to develop a deeper understanding and approach to a comprehensive literacy program, coming to understand that integrating literacy across the curriculum provided content for the skills students were developing."		
W.H, Day Elementary School	Grades K-8, Bradford, ON	98-99
"A balanced literacy approach has been implemented school wide" (p. 98).		
Walter Scott Public School	Grades JK-8, Richmond Hill, ON	100-101
One of the high-yield strategies is listed as "guided reading within a comprehensive literacy program" and described as "after some professional development on guided reading, teachers		

put the strategy into practice across the school, linking it to literature circles in junior classroom."

Note: Five schools used the term "*comprehensive literacy*" (Oakland-Scotland Public School, St. Ann School, St. Francis Xavier, W.C. Little Elementary School, and Walter School Public School) Source: The Literacy and Numeracy Secretariat Ministry of Education ISBN 978-1-4249-7981-3 (Print), 978-1-4249-7982-0 (PDF) Toronto: Queen's Printer for Ontario, 2008.

From the 2009 *Schools on the Move (Les écoles en action) Lighthouse Program (Programme phare*) the following schools mentioned balanced literacy as one of their successful practices:

Name of School	Grades and Location	Page Number
Charles Howitt Public School	Grades Not Identified, Richmond Hill, ON	22-23
"Focusing on balanced literacy. Over the past few years, the learning priority has been on developing student comprehension skills. Now the focus is on student writing, using mentor texts, being clear about success criteria and providing descriptive feedback" (p. 23).		
Howick Central Public School	Grades K-8, Gorrie, ON	42-43
"Our entire staff has focused on implementing a comprehensive literacy program in every classroom."		
King George Public School	Grades JK-6, North Bay, ON	46-47
""". . . and we work as a team to deliver balanced literacy and mathematics programming""" (p. 46). "King George teachers deliver a balanced literacy program that involves the gradual release of responsibility for learning to students" (p. 47).		
Lakeroad Public School	Grades K-8, Sarnia, ON	48-49
"A focus on a balanced literacy program based on the gradual release of responsibility has assisted staff in becoming more explicit in their teaching and providing differentiated instruction according to student needs" (p. 49).		
Orde Street Public School	Grade JK-6, Toronto, ON	50-51
"Orde provides a comprehensive literacy program within a two-hour learning block, with every classroom having routines in place to support students as they work independently, in pairs and in small groups."		
St. Augustine Catholic School	Grades K-6,Ottawa, ON	52-53
"opportunities for professional learning in comprehensive literacy instruction"		
St. Christopher Catholic Elementary	Grades K-6, Sudbury, ON	54-55
"St. Christopher has implemented large blocks of uninterrupted literacy time across the school. In their literacy blocks, teachers use a gradual release of responsibility model, first modelling skills and practices and then "releasing" students to engage in small-group and independent work."		
St. Joseph Catholic Elementary	Grades JK-8, Niagara Falls, ON	64-65
"They were named a "Turnaround school," which helped staff shift the focus of their instruction to a balanced literacy approach" (p. 64).		
Vaughan Willard Public School	Grades K-8, Pickering, ON	72-73
"teachers learning with each other as they observe one another's implementation of such promising strategies as the comprehensive literacy block…"		

Note: Five schools mention the term "*comprehensive literacy*" (Howick Central Public School, Orde Street Public School, St. Augustine Catholic School, St. Christopher Catholic Elementary School, and Vaughan Willard Public School)
Note: The *Schools on the Move* program continued for one more year (until the spring of 2010 for school year 2010-2011) however there was not any information published as in the previous years.
Source: The Literacy and Numeracy Secretariat Ministry of Education ISBN 978-1-4435-1206-0 (Print), 978-1-4435-1207-7(PDF) Toronto: Queen's Printer for Ontario, 2009

APPENDIX E:
Common Balanced Literacy Components/Instructional Approaches in Ontario Ministry of Education Documents

Document	Instructional Approaches
A Guide to Effective Instruction in Reading, Kindergarten to Grade 3 (2003)	Read alouds, shared reading, guided reading, and independent reading
A Guide to Effective Instruction in Writing, Kindergarten to Grade 3 (2005)	modelled writing, shared writing, interactive writing, guided writing, and independent writing
Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario (2004)	Read-alouds, shared reading, guided reading, and independent or self-selected reading Read-alouds, shared reading, modelled writing, shared/interactive writing; guided writing, and independent writing
Think Literacy Success, Grades 7–12: Report of the Expert Panel on Students at Risk in Ontario (2003)	Reading aloud, shared reading, and guided reading "Writing skills and the writing process must be taught, modelled, and practiced…" (p. 27)
Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills (2004)	#1 Best Practices: Read-alouds, shared reading guided reading, independent reading Modelled writing, Interactive/shared writing (teachers and students), guided writing/writing workshops, independent writing

Source: Ontario Ministry of Education

Appendix F:
GECDSB Comprehensive Literacy from The Thumbnail Sketch

Document Title	Description
Primary Thumbnail Sketch (2006 - 2008) (2009 – 2010) (2010 - 2011) (2012 - 2013) Junior Thumbnail Sketch (2012-2013) Intermediate Thumbnail Sketch (2010-2011) Elementary Programs Thumbnail Sketch (2013-2014, 2014-2015) French Immersion Handbook (2008) Balanced Literacy (La lecture équilibrée) section (not numbered) *	**Modelled Reading** "This is how you do it" (Teacher demonstrates) Read aloud, whole group, what proficient readers do, "Think Aloud" strategy **Modelled Writing** "This is how you do it" (Teacher demonstrates) Whole group mini lessons, skills and strategies, forms, conventions and processes **Shared Reading** "Let's try it together" (Teacher supports) Whole group interaction, novels, short stories, charts, poems, texts are revisited over a period of time **Shared Writing** "Let's try it together" (Teacher supports) Whole group, interactive: "sharing the Pen", texts and charts are displayed as models **Guided Reading** "Practise and I'll help you" (Teacher guides) Small group instruction grouping by need, level or interest Focused well supported lessons **Guided Writing** "Practise and I'll help you" (Teacher guides) Small group focused mini lessons Conferences (roaming/informal and formal) **Independent Reading** "Show me that you can do it" Book browse, personal choice reading, literature circles, reader's theatre **Independent writing** "Show me that you can do it" Writing workshop, response and reflection

Source: GECDSB

* There is a slight difference in the overall organization of this graphic when compared to the ones found in the Thumbnail Sketch documents. There are two main sections for Balanced Reading: Read Aloud and Independent Reading. Then Read Aloud is broken into Shared Reading and Guided Reading (unpaged).

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ABSTRACT

BALANCED LITERACY ACTIVITIES IN ONTARIO JK – GRADE 8 COMPREHENSIVE LITERACY CLASSROOMS: EXAMINING SELF-REPORTED FREQUENCY OF CLASSROOM ACTIVITIES

by

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The purpose of this study was to discover the Frequency of Use rates for balanced/ comprehensive literacy activities as described in 46 survey statements across the four Ontario elementary school divisions (Early Years, JK/SK; Primary Division, Grades 1, 2, &3; Junior Division, Grades 4, 5, & 6; and Intermediate Division, Grades 7 & 8). In addition another purpose of this study was to discover any similarities or differences of sources of balanced literacy instruction information when considering teachers' ages. The research questions were:

Q #1: To what extent are activities of balanced literacy instruction used in elementary divisions (Early Years: Junior Kindergarten & Senior Kindergarten; Primary: Grades 1, 2, & 3; Junior Grades 4, 5, & 6; and Intermediate: Grades 7 & 8)?

Q #2: To what extent do teachers in different elementary classrooms (Primary: Grade 1, 2, & 3 and Junior: Grades 4, 5, & 6) employ common balanced literacy activities?

Q#3: To what extent are the self-reported information source of balanced literacy instruction by teachers across age categories similar or dissimilar?

An email was sent out to Elementary School principals of one SW Ontario School Board asking them to forward a link to an on-line survey to the teachers on their staff. Data collection included: (1) demographic information; (2) quantifying the amount of information gained from 47 possible sources of balanced literacy instruction (None, Minimal Amount, Some Information, Substantial Information, and Does Not Apply); (3) quantifying the frequency of use of the classroom activities listed in 46 statements (Never, Rarely, Monthly, Weekly, or Daily); and (4) information provided for 4 open response questions (What practices have made the greatest difference for your students to learn to read and write?; Describe the types of frustration you may experience in the application of your understanding and knowledge of balanced literacy as you teach reading and writing; Describe how you have designed your classroom for your students to learn to read and write; and Name the literacy program(s) you utilize in your classroom).

The researcher determined from the data that balanced literacy instruction does occur in all four elementary divisions – with varying numbers of teachers and varying frequency rates. The researcher also determined from the data that the responding teachers in the three different age categories appeared to report having multiple sources of information on balanced literacy instruction – with varying numbers of teachers and varying amounts of information.

The researcher's conclusions support the idea that teachers are following the provincial and school board directive to use balanced/ comprehensive literacy instruction in elementary schools.

AUTOBIOGRAPHICAL STATEMENT

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Dr. Pearsall is a classroom teacher for the Greater Essex County District and has taught at Kingsville Public School her entire career. She has also taught Reading in the Content Area at Wayne State University College of Education.