



## NOII 2012-2013 Case Study

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**School Inquiry:** NOII

**School Name:** Cinnabar Valley

**District:** #68 Nanaimo/Ladysmith

**Inquiry Team Members:** Melissa Kristiansen, Marina Letham, Annette Noble

### **Scanning:**

There is a wide range of understanding among students regarding how they see themselves as readers. Some can articulate their abilities while others are challenged to begin the task.

### **Focus:**

How can a focus on reading through in class read to self (part of the Daily 5) with clear criteria improve students' metacognition of themselves as readers?

### **Hunch:**

Students are generally provided feedback about their reading / learning. Students need to learn to reflect on their learning and how to make improvements for themselves.

### **New professional learning:**

We need to develop tools and strategies for students' self-reflection. We need to build and teach the language required to express learning.

### **Taking action:**

1. Develop language
2. Develop tools

### **Checking:**

We established Baseline Data – An individual reflection in November  
We compared with End of Year Data – An individual reflection in June

### **Reflections/Advice:**

We learned that students engage much more deeply in their learning when they are given the opportunity to choose their activities from a structured, routine set of activities as prescribed by 'The Daily 5'. The intention is to share this approach with colleagues, to develop the process further in classrooms and to apply the learning structure to other subject areas. Having had the opportunity to witness the 'Daily 5' in action in other schools, our advice to colleagues would be to venture into other classrooms/schools to see this method of differentiating the classroom.