
Contents

Introduction	ix
Sophie BRIQUET-DUHAZÉ and Catherine TURCOTTE	
Chapter 1. Teaching Reading Comprehension Strategies: A Research Program Combining Partners from A to Z	1
Catherine TURCOTTE and Marie-Julie GOUBOUT	
1.1. Introduction.	1
1.2. Problematic and conceptual framework	2
1.3. Presentation of the project and the stages of dissemination and appropriation	3
1.3.1. Step 1: appropriation through collaboration, training and support	3
1.3.2. Step 2: dissemination in professional conferences	7
1.3.3. Step 3: the creation of a guide and internet tools	7
1.4. Reflections and conclusions	8
1.5. Bibliography	9
Chapter 2. Scientific Project: Creating a Website Dedicated to French Didactics	13
Sophie BRIQUET-DUHAZÉ	
2.1. Introduction.	13
2.2. Problem and theoretical framework	14
2.3. Presenting the research project	15
2.4. Work carried out between September 2016 and June 2017.	18
2.4.1. Construction of the first organization website (plan) based on the sections already listed	18
2.4.2. A questionnaire survey.	19
2.4.3. An interview survey	20

2.5. Work carried out since September 2017	21
2.6. Conclusion	24
2.7. Appendices	24
2.8. Bibliography	31
Chapter 3. Teacher-researcher Dialogue in Differentiated Support to Develop Students' Skills in Syntax and Punctuation	33
Marie-Hélène GIGUÈRE, Marie NADEAU, Carole FISHER, Rosianne ARSENEAU and Claude QUEVILLON LACASSE	
3.1. Introduction.	33
3.2. Problem and conceptual framework	34
3.3. Methodology	38
3.3.1. Participants	38
3.3.2. Context of the research	40
3.3.3. Collection instruments and procedures	41
3.3.4. Assessment protocol	41
3.4. Results.	42
3.4.1. Characteristics of effective support methods.	42
3.4.2. Personal dimensions related to professional development.	46
3.4.3. Dialog between teachers and researchers.	51
3.5. Discussion	52
3.5.1. Limitations of our study and future perspectives	54
3.6. Conclusion	55
3.7. Appendices	56
3.8. Bibliography	58
Chapter 4. The Learning Community Mobilized to Raise the Reading Levels of Adolescents with Intellectual Disabilities	61
Céline CHATENAUD, Catherine TURCOTTE, Rebeca ALDAMA and Sabine CODIO	
4.1. Introduction.	61
4.2. Theoretical frameworks	62
4.2.1. From knowledge to action: the process of channelling knowledge	62
4.2.2. The learning community.	63
4.3. From production to knowledge transfer: the activities carried out.	64
4.3.1. Funneling knowledge into action.	64
4.3.2. Development of the learning community (action cycle)	66
4.4. Discussion	68
4.5. Conclusion	69
4.6. Bibliography	70

Chapter 5. Teaching Practices that Promote the Development of Reading Skills in Inclusive Secondary Schools	73
France DUBÉ, Chantal OUELLET, France DUFOUR, Marie-Jocya PAVIEL, Olivier BRUCHESI, Émilie CLOUTIER and Marc LANDRY	
5.1. Introduction.	73
5.2. Question and perspective adopted	74
5.3. Reference framework	76
5.4. Methodology	77
5.5. Results.	80
5.6. Conclusion	84
5.7. Bibliography	85
Chapter 6. Supporting the Professional Development of Elementary School Teachers: Action Research in an Aboriginal Context.	89
Christiane BLASER and Martin LÉPINE	
6.1. Introduction.	89
6.2. General context, problem and research objective.	90
6.3. Theoretical framework	94
6.3.1. Literary training and reading/appreciation	94
6.3.2. Means of evaluating the reading/appreciation of literary works . . .	97
6.4. Methodology	98
6.5. Some results of the interventions in teaching and reading assessment	101
6.5.1. The impact of the training offered in reading and evaluation	101
6.5.2. The benefits of the material offered: books, document cameras, reading corners	102
6.5.3. The benefits of the book fair	103
6.5.4. The impact on students	104
6.6. Conclusion	104
6.7. Bibliography	105
Chapter 7. When Researchers Discover that Organizational and Collaboration Models that are Still Not Very Explicit for School Stakeholders	109
Nathalie PRÉVOST and Catherine TURCOTTE	
7.1. Introduction.	109
7.2. Context and issues.	110
7.3. Reference framework	111
7.3.1. Educational continuity	111
7.3.2. Learning object: written French	112
7.4. Methodology	113

7.4.1. Participants	114
7.4.2. Instrument and procedure	114
7.5. Analysis of the interviews	115
7.6. Results.	115
7.6.1. Key factor 1: initiating dialog and engaging transition-friendly practices.	116
7.6.2. Key factor 2: developing a transition plan	116
7.6.3. Key factor 3: giving importance to oral and written language in the school and classroom	117
7.6.4. Key factor 4: providing leadership during this transition.	117
7.6.5. Key factor 5: planning student follow-up between kindergarten and Grade 1 of elementary school.	118
7.7. Dissemination of results to the school community.	118
7.8. Conclusion	119
7.9. Bibliography	119
Chapter 8. Encouraging the Appropriation of Research Results on Morphological Knowledge by School Stakeholders	125
Rachel BERTHIAUME	
8.1. Introduction.	125
8.2. Question and theoretical framework	126
8.3. Presentation of a research project aiming for the evaluation of the morphological knowledge of elementary school students	129
8.4. Challenges and obstacles in translating research results into a didactic book	132
8.4.1. The weaving of links between authors (or how to write with several hands)	132
8.4.2. The creation of the material.	134
8.4.3. External obstacles.	137
8.5. Conclusion	138
8.6. Bibliography	139
Conclusion.	145
Sophie BRIQUET-DUHAZÉ and Catherine TURCOTTE	
List of Authors	147
Index	149