

# **Literacy Strategies:**

  

## **A Bibliography of Resources**

**June 2018**



**Stewart Resources Centre**

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\*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

028.9 K89

Krashen, Stephen D.

**The power of reading : insights from the research**

Westport, CT: Libraries Unlimited; Portsmouth, NH: Heinemann, 2004.

*Subjects:* Books and reading. Literacy.

302.2244 B725

Booth, David

**Literacy 101 : questions and answers that meet the needs of real teachers in K-12 classrooms**

Markham, ON: Pembroke Publishers Limited, 2016.

*Subjects:* Literacy—Study and teaching.

*Summary:* In this new book, the author answers questions from real teachers about building skills in literacy, from phonics to comprehension, from simple exercises to rich reading materials.

Drawing on more than 40 years of experience in education, he shares hard-learned lessons about what has, and hasn't, worked for him. This is both a practical guide and a personal chronicle of growth in the classroom.

370.1534 W862

Wolk, Steven

**Caring hearts & critical minds : literature, inquiry, and social responsibility**

Portland, ME: Stenhouse Pub., 2013.

*Subjects:* Affective education. Children's literature—Social aspects. Citizenship—Study and teaching. Inquiry (Theory of knowledge). Social justice—Study and teaching. Social learning.

*Summary:* The author shows teachers how to help students become better readers as well as better people. He demonstrates how to integrate inquiry learning, exciting and contemporary literature, and teaching for social responsibility across the curriculum. He takes teachers step-by-step through the process of designing an inquiry-based literature unit and then provides five full units used in real middle-grade classrooms.

*Notes:* English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

371.39 G342

Harvey, Stephanie

**Comprehension and collaboration : inquiry circles in action**

Portsmouth, NH: Heinemann, 2009.

*Subjects:* Active learning. Group work in education. Inquiry-based learning. Motivation in education.

*Summary:* This resource will: lay the foundation for inquiry circles by chronicling the current research and practices behind comprehension instruction and classroom collaboration; explain nine fundamental classroom conditions needed for active, small-group learning; provide 26 practical lessons in comprehension, collaboration, and research; offer how-to instructions for

four types of inquiry circles - mini-research projects, curricular inquiries, extensions of literature circles, and open inquiry projects; and address characteristic management concerns, such as how to use the internet for research and how to assess and monitor student achievement.

*Notes:* Grades K-12. English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

371.39 G342

Harvey, Stephanie; Daniels, Harvey (Revised edition)

**Comprehension and collaboration : inquiry circles for curiosity, engagement, and understanding**

Portsmouth, NH: Heinemann, 2015.

*Subjects:* Active learning. Group work in education. Inquiry-based learning. Motivation in education.

*Summary:* This book addresses the intersection of comprehension, collaboration, and inquiry, serving as a guide for teachers who want to realize the benefits of well-structured, student-led, cross-curricular projects. In this revised edition, there are 13 more lessons, nine more inquiry examples, new research on comprehension, curiosity, and social-emotional learning and a completely new chapter on technology.

371.39 I58

**Inquiry circles in elementary classrooms : new strategies for comprehension and collaboration [DVD]**

Portsmouth, NH: Heinemann, 2010.

*Subjects:* Active learning. Group work in education. Inquiry-based learning. Motivation in education.

*Summary:* This is a companion to the book, *Comprehension and collaboration : inquiry circles in action*. It features elementary school teachers modeling the use of inquiry circles in 1st and 4th grade classrooms at Burley School in Chicago.

371.39 I58

**Inquiry circles in middle and high school classrooms : new strategies for comprehension and collaboration [DVD]**

Portsmouth, NH: Heinemann, 2010.

*Subjects:* Active learning. Group work in education. Inquiry-based learning. Motivation in education.

*Summary:* This is a companion to the book, *Comprehension and collaboration : inquiry circles in action*. This live-from-the-classroom DVD invites you to eavesdrop as student-led teams pose questions, undertake research, read strategically, build knowledge, understand and act. You will see teachers showing students the specific comprehension and collaboration strategies they need to operate effectively in four different kinds of structured, responsible teams.

371.39 W678

Wilhelm, Jeffrey D.

**Engaging readers and writers with inquiry : promoting deep understandings in language arts and the content areas with guiding questions**

New York, NY: Scholastic, 2007.

*Subjects:* Content area reading. Inquiry-based learning. Language arts.

*Summary:* How does flight influence behaviour for humans and birds? Is it ever permissible to lie? Reframing our units and lessons with questions such as these makes learning more exciting for students. The author shares practical, easy ideas for turning standards into engaging authentic questions that propel students toward deep understanding. This book includes sample lessons, discussion techniques, and questioning schemes for all the content areas.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

372.4 C958

Csillag, Jules

**Differentiated reading instruction : strategies and technology tools to help all students improve**

New York, NY: Routledge, 2016.

*Subjects:* Educational technology. Group work in education. Individualized reading instruction. Reading (Elementary), Reading (Secondary). Reading—Computer-assisted instruction. Response to intervention (Learning disabled children).

*Summary:* This guide brings together evidence-based principles for differentiated reading instruction and user-friendly tech tools, to help middle level students grow as readers in fun, interactive, and engaging ways.

372.4 C971

Cummins, Sunday

**Nurturing informed thinking : reading, talking, and writing across content-area sources**

Portsmouth, NH: Heinemann, 2018.

*Subjects:* Content area reading. Language arts (Elementary). Reading (Elementary).

*Summary:* The author draws on her work with teachers across the country in this step-by-step guide for using content-area reading to teach both content and heavy-duty reading skills (such as inferring, synthesizing, and weighting points of view) at the same time in grades 3-6.

372.4 M161

McLaughlin, Maureen

**Guided comprehension : a teaching model for grades 3-8**

Newark, DE: International Reading Association, 2002.

*Subjects:* Reading (Elementary). Reading comprehension—Study and teaching (Elementary).

*Notes:* English language arts grades 6-9.

372.4 S636

Smartt, Susan M.

**Next steps in literacy instruction : connecting assessments to effective interventions**

Baltimore, MD: Paul H. Brookes, 2010.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary).

Language and languages—Study and teaching (Elementary)—Technological innovation.

Reading (Elementary). Web-based instruction.

*Summary:* What happens after a formative literacy assessment like DIBELS, TPRI, FAIR, or AIMSweb? How can educators translate the results into targeted interventions and improved reading outcomes? This teaching guide makes the next steps of literacy instruction clear and easy for K-6 educators. It gives readers a specific breakdown of the indicators on today's most popular reading assessments and matches those items with interventions that make a real difference.

372.41 B725

Booth, David W.

**Reading and writing in the middle years**

Portland, ME: Stenhouse Publishers, 2001.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary).

English language—Composition and exercises—Study and teaching (Middle school). Reading (Elementary). Reading (Middle school).

372.41 E45

Ellery, Valerie

**Creating strategic readers : techniques for developing competency in phonemic awareness, phonics, fluency, vocabulary, and comprehension**

Newark, DE: International Reading Association, 2009.

*Subjects:* Language arts. Reading.

*Summary:* The author describes a comprehensive literacy classroom, detailing appropriate curriculum, assessment, and instruction. She then focuses on the five essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

372.41 R523

Richardson, Jan

**Next step guided reading in action. Grades 3 & up [kit]**

New York, NY: Scholastic, Inc., 2013.

*Subjects:* Guided reading. Reading (Elementary).

*Summary:* Learn how to conduct targeted lessons that accelerate growth for readers in grades 3 and up. Use assessment data to plan lessons and teach students the strategies they need to know to boost comprehension and tackle increasingly complex texts. Includes correlation to CCSS.

*Contents:* *Next step guided reading in action : view & do guide* (book) — *Next step guided reading in action : model lessons* [DVD]— *Next step guided reading in action: planning & assessment forms* [CD].

372.4162 B525

Berne, Jennifer

**Responsive guided reading in grades K-5 : simplifying small-group instruction**

New York, NY: Guilford Press, 2010.

*Subjects:* Guided reading. Reading (Elementary).

*Summary:* This book presents an innovative approach to guided reading that is manageable even for teachers who are new to small-group, differentiated reading instruction. Numerous classroom examples illustrate how to organize groups and select suitably challenging materials, structure group sessions, provide scaffolding and cues while listening to students read, and balance small-group with whole-class instruction. Grades K-5.

372.43 C699

Collier, Catherine

**RTI for diverse learners : more than 200 instructional interventions**

Thousand Oaks, CA: Corwin, 2010.

*Subjects:* English language—Study and teaching as a second language. Learning disabled children—Education. Remedial teaching. Response to intervention (Learning disabled children). Slow learning children—Education.

*Summary:* Addressing cognitive, behaviour, literacy, and communication issues, these instructional interventions help teachers support students from culturally and linguistically diverse backgrounds within an RTI framework.

372.43 C777

Cooper, J. David

**The struggling reader : interventions that work**

New York, NY; Toronto, ON: Scholastic, 2006.

*Subjects:* Reading—Remedial teaching.

*Summary:* Covering the most important aspects of literacy, oral language, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and writing, the authors organize the interventions around a classroom-tested framework for assessing students, diagnosing their needs, teaching them based on findings, and reassessing them to determine whether more instruction, practice, or application are needed. Grades K-8.

372.43 H111

Haager, Diane

**Interventions for reading success**

Baltimore, MD: Paul H. Brookes Pub. Co., 2007.

*Subjects:* Reading disability. Reading—Remedial teaching.

*Summary:* This book helps students grasp the five Big Ideas of early literacy: phonological awareness, the alphabetic principle, fluency, vocabulary, and comprehension.

372.43 H236

**Handbook of reading interventions**

New York, NY: Guilford Press, 2011.

*Subjects:* Reading—Remedial teaching.

*Summary:* This handbook presents evidence-based approaches for helping struggling readers and those at risk for literacy difficulties or delays. Leading experts explain how current research on all aspects of literacy translates into innovative classroom practices. Chapters include clear descriptions of effective interventions for word recognition, spelling, fluency, vocabulary, comprehension, and writing, complete with concrete examples and teaching scripts. Coverage also encompasses preschool literacy instruction and interventions for older readers, English

language learners, and students with learning disabilities, as well as peer-mediated and tutoring approaches.

372.43 J68

Johnson, Pat

**Catching readers before they fall : supporting readers who struggle, K-4**

Portland, ME: Stenhouse Publishers, 2009.

*Subjects:* Oral reading. Reading comprehension. Reading disability. Slow learning children—Books and reading.

*Summary:* The authors explain and describe the complex integrated network of strategies that goes on in the minds of proficient readers - strategies that struggling readers have to learn in order to construct their own reading processes. The examples and scenarios of teacher/student interactions in this book provide a sense of how it looks and what it sounds like to teach strategic actions to struggling readers.

372.43 M155

McKenna, Michael C.

**Help for struggling readers : strategies for grades 3-8**

New York, NY: Guilford Press, 2002.

*Subjects:* Reading (Elementary). Reading (Middle school). Reading—Remedial teaching.

*Summary:* The author presents research-based instructional strategies to use with struggling readers. There are ideas to engage students and to develop the key components of reading: vocabulary, comprehension, word recognition, and fluency. Each chapter includes techniques to work on specific skills, suggested materials, instructional tips, and suggestions for further reading.

*Notes:* English language arts grade 3 (2010). English language arts grade 4 (2010).

372.44 B651

Block, Cathy Collins

**The vocabulary-enriched classroom : practices for improving the reading performance of all students in grades 3 and up**

New York, NY: Scholastic, 2006.

*Subjects:* Language arts (Elementary). Language arts (Middle school). Vocabulary—Study and teaching (Elementary). Vocabulary—Study and teaching (Middle school).

*Summary:* This book offers cutting-edge, word-learning strategies for all students, including struggling, gifted, and English language learners.

*Notes:* English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language art 30 (2013).

372.45 P123

Padak, Nancy D.

**Evidence-based instruction in reading : a professional development guide to fluency**

New York, NY: Pearson Education, Inc., 2008.



*Subjects:* Fluency (Language learning)—Study and teaching (Primary). Reading (Primary). Reading comprehension—Study and teaching (Primary).

372.452 D687

Donohue, Lisa

**Guided listening**

Markham, ON: Pembroke Publishers, 2007.

*Subjects:* Oral reading—Study and teaching (Elementary). Reading comprehension—Study and teaching (Elementary).

*Summary:* This guide offers a framework for using read-aloud and other oral language experiences to build reading comprehension skills and help students record, share, value, and interpret ideas. These organizational tools free students to listen more attentively; organize their responses; and watch for subtle clues, such as body language, that are an important part of listening. The book is organized around common reading strategies, including making inferences and predictions, making connections, visualizing, asking questions, and synthesizing. Tools to complement these strategies include reproducible graphic organizers, rubrics, forms for recording student progress, and numerous worksheets.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009).

372.452 R224

Rasinski, Timothy V.

**The fluent reader : oral reading strategies for building word recognition, fluency and comprehension**

New York, NY: Scholastic Professional Books, 2010.

*Subjects:* Oral reading—Study and teaching. Readers. Reading.

*Summary:* A powerful book to teach reading in a lively, interactive way. It opens with a clear research-based rationale for teaching oral reading, word recognition, fluency, and comprehension. From there, the author provides the strategies themselves: read alouds, repeated reading, performance reading, and many more. A DVD is included, containing video clips of fluency strategies in action, podcasts, and ready-to-print forms and fluency practice texts.

372.465 M941

Mraz, Maryann

**Evidence-based instruction in reading : a professional development guide to phonemic awareness**

New York, NY: Pearson Education, Inc., 2008.

*Subjects:* Reading (Primary)—Phonetic method. Vocabulary—Study and teaching (Elementary).

372.47 B725

Booth, David W.

**It's critical : classroom strategies for promoting critical and creative comprehension**

Markham, ON: Pembroke Publishers, 2008.

*Subjects:* Creative thinking—Study and teaching. Critical thinking—Study and teaching. Reading comprehension—Study and teaching.

*Summary:* This book features models of literacy practices from forty teachers. These best practices include using book talks, graphic texts, storytelling, writing, inquiry, the arts, and media. This resource explores the power of language and persuasion to help students critically examine and negotiate the underlying meaning in texts, consider the purpose, and appreciate that each text represents a particular point of view.

372.47 D687

Donohue, Lisa

**Independent reading inside the box : how to organize, observe, and assess reading strategies that promote deeper thinking and improve comprehension in K-8 classrooms**

Markham, ON: Pembroke Publishers Limited, 2015.

*Subjects:* Children—Books and reading. Reading (Elementary). Reading comprehension.

*Summary:* This second edition explores critical literacy to promote higher-order thinking skills, individualized goal setting, feedback and monitoring, and personalizing learning. The author argues for giving students choice and exploring innovative ways to make thinking visible during independent reading.

372.47 G162

Gallagher, Kelly

**Deeper reading : comprehending challenging texts, 4-12**

Portland, ME: Stenhouse Publishers, 2004.

*Subjects:* Reading (Middle school). Reading (Secondary). Reading comprehension.

*Summary:* The author shares effective, classroom-tested strategies that will enable your students to: accept the challenge of reading difficult books; move beyond a first draft understanding of the text into deeper levels of reading; consciously monitor their comprehension as they read; employ effective fix-it strategies when their comprehension begins to falter; use meaningful collaboration to achieve deeper understanding of texts; think metaphorically to deepen their reading comprehension; reach deeper levels of reflection by understanding the relevance the book holds for themselves and their peers; and use critical thinking skills to analyze real-world issues.

*Notes:* English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

372.47 G292

Gear, Adrienne

**Nonfiction reading power : teaching students how to think while they read all kinds of information**

Markham, ON: Pembroke Publishers, 2008.

*Subjects:* Reading (Elementary). Reading comprehension.

*Summary:* This book provides teachers with lessons and ideas for teaching five specific thinking strategies that support students while reading information text.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010).

372.47 H342

Harvey, Stephanie; Goudvis, Anne

**Strategies that work : teaching comprehension for understanding, engagement, and building knowledge, grades K-8**

Portland, ME: Stenhouse Publishers, 2017.

*Subjects:* Children—Books and reading. Reading comprehension. Thought and thinking—Study and teaching (Elementary).

*Summary:* In this new edition, the authors share the work and thinking they have done since the second edition came out a decade ago, offering new perspectives on how to teach thinking strategies explicitly so that students become engaged, thoughtful, and independent readers. Thirty new lessons and new and revised chapters shine a light on children's thinking, curiosity, and questions. The authors tackle close reading, close listening, text complexity, and critical thinking in a new chapter on building knowledge through thinking-intensive reading and learning. Other fully revised chapters focus on digital reading, strategies for integrating comprehension and technology, and comprehension across the curriculum.

372.47 M161

McLaughlin, Maureen

**Guided comprehension in action : lessons for grades 3-8**

Newark, DE: International Reading Association, 2002.

*Subjects:* Reading (Elementary). Reading comprehension—Study and teaching (Elementary).

*Summary:* This resource provides an array of instructional strategies to develop students' reading comprehension actively. Each of the contextual-based chapters features an instructional overview, strategy-based lesson plans, samples of student work, and related resources.

*Notes:* English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009).

372.47 M478

McLaughlin, Maureen

**Critical literacy : enhancing students' comprehension of text**

New York, NY: Scholastic, Inc., 2004.

*Subjects:* Language arts (Elementary)—Study and teaching. Reading comprehension.

*Summary:* Reading involves making connections between the text and the world, questioning the author and the text's purpose, and understanding how we are influenced by the text. In this resource, the authors present a sound instructional framework that is based on the latest theory and research and brought to life through a variety of theme-based classroom lessons.

*Notes:* English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009).

372.47 O21

Oczkus, Lori D.

**Reciprocal teaching at work : powerful strategies and lessons for improving reading comprehension**

Newark, DE: International Reading Association, 2010.

*Subjects:* Cognitive learning. Reading (Elementary). Reading comprehension.

*Summary:* By focusing on four evidence-based and classroom-tested strategies that good readers use to comprehend text: predicting, questioning, clarifying and summarizing, the author shows you new ways to use reciprocal teaching to improve students' comprehension while actively engaging them in learning and encouraging independence.

*Notes:* English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009). "K-12".

372.47 O94

Outsen, Nicole

**Teaching comprehension strategies all readers need**

New York, NY: Scholastic Professional Books, 2002.

*Subjects:* Reading (Elementary). Reading comprehension.

*Summary:* For students to become proficient readers, they need to be taught the strategies good readers use. The authors cover these key areas: understanding elements of fiction; understanding elements of nonfiction; making predictions; connecting to texts on many levels; creating mind pictures; getting to know characters; and identifying big ideas. Unlike most resources on teaching comprehension, this one takes a close-up look at strategy instruction in action. In clear, step-by-step mini-lessons, the authors demonstrate not only how to introduce each strategy, but also how to help students extend and deepen their use of it. In addition to mini-lessons, the authors provide book lists, assessment tools, and reproducible forms that help students practice and integrate what they have learned in lessons. Grades 2-5.

372.47 R217

Raphael, Taffy E.

**QAR now**

New York, NY: Scholastic Inc., 2006.

*Subjects:* Inquiry-based learning. Questioning. Reading comprehension.

*Summary:* In this resource, the authors show how QAR (Question Answer Relationship) provides a framework for organizing questioning activities and comprehension instruction, how it aligns with standards and assessments, and how you can easily integrate it across all the content areas.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009).

372.47 R631

Robb, Anina

**50 reproducible strategy sheets that build comprehension during independent reading : engaging forms that guide students to use reading strategies and recognize literary elements - and help you assess comprehension**

New York, NY: Scholastic Professional Books, 2003.

*Subjects:* Reading (Elementary)—Language experience approach. Reading comprehension—Evaluation. Reading comprehension—Problems, exercises, etc.

*Summary:* This book contains engaging forms that guide students to use reading strategies and recognize literary elements, and help you assess comprehension.

372.47 S577

Sigmon, Cheryl M.

**Just-right comprehension mini-lessons. Grade 1**

New York, NY: Scholastic Inc., 2007.

*Subjects:* Reading comprehension—Study and teaching (Primary).

*Summary:* The author shares more than 70 comprehension mini-lessons that are specially designed to build the skills that all first graders need in order to understand what they read. She provides lessons for both fiction and nonfiction, as well as ready-to-use graphic organizers and checklists. The lessons cover the following strategies: monitoring comprehension, accessing prior knowledge, generating and answering questions, using graphic and semantic organizers, creating and using images, using test structures, and summarizing. Grade 1.

372.47 S577

Sigmon, Cheryl M.

**Just-right comprehension mini-lessons. Grades 2-3**

New York, NY: Scholastic Inc., 2007.

*Subjects:* Reading comprehension—Study and teaching (Primary).

*Summary:* The author shares more than 70 comprehension mini-lessons that are specially designed to build the skills needed in order to understand what they read. She provides lessons for both fiction and nonfiction, as well as ready-to-use graphic organizers and checklists. The lessons cover the following strategies: monitoring comprehension, accessing prior knowledge, generating and answering questions, using graphic and semantic organizers, creating and using images, using test structures, and summarizing. Grades 2-3.

372.47 S577

Sigmon, Cheryl M.

**Just-right comprehension mini-lessons. Grades 4-6**

New York, NY: Scholastic Inc., 2007.

*Subjects:* Reading comprehension—Study and teaching (Elementary).

*Summary:* The authors share more than 50 mini-lessons they've designed to help children build the skills they need so they can comprehend what they read. Each lesson focuses on a strategy, such as monitoring comprehension, generating and answering questions, creating and using images, summarizing, and more. The authors provide lessons for both fiction and nonfiction, and they also include ready-to-use graphic organizers and checklists. Grades 4-6.

372.47 S811

Stebick, Divonna M.

**Comprehension strategies for your K-6 literacy classroom : thinking before, during, and after reading**

Thousand Oaks, CA: Corwin Press, 2007.

*Subjects:* Elementary school teachers—In-service training. Reading comprehension—Study and teaching (Elementary).

*Summary:* This book illustrates how teachers can effectively use six critical comprehension strategies to enhance student understanding: activating schema, questioning, visualizing, inferring, determining important ideas, and synthesizing. The authors present a before, during,

and after instructional framework that provides the three elements necessary for strategic comprehension learning to take place: explicit instruction through teacher modeling, guided practice, and independent application.

372.47 W678

Wilhelm, Jeffrey D.

**Improving comprehension with think-aloud strategies : modeling what good readers do**

New York, NY: Scholastic, 2012.

*Subjects:* Reading comprehension—Study and teaching. Reading comprehension.

*Summary:* Think aloud as you read from a novel, a textbook, or any other kind of book and watch your students become confident, fluent, readers. With this simple, powerful technique, you can show students how you use strategies such as inferring, visualizing, and summarizing. Finally students can "see" what good readers do and apply it to their own reading process. Think alouds are great for struggling readers, because they make reading an active, social experience. The updated and revised edition includes a DVD demonstrating think aloud strategies at work in classrooms.

372.474 G976

Gunning, Thomas G.

**Developing higher-level literacy in all students : building reading, reasoning, and responding**

Boston, MA: Pearson/Allyn and Bacon, 2008.

*Subjects:* Critical thinking. English language—Composition and exercises—Study and teaching. Reading.

*Summary:* The author offers classroom teachers the tools to promote higher-level literacy in all students. This book: provides step-by-step lessons, examples, and practice materials for each higher-level literacy teaching strategy; addresses the needs of struggling learners with examples of maximum scaffolding that is gradually reduced to help teachers instruct all students; presents systematic specific instruction from easiest to most complex and provides a comprehensive program for teaching students how to respond to higher-level constructed response questions; and aligns instruction with assessment of higher-level skills.

372.475 B561

Hinchman, Kathleen A. (Ed.)

**Best practices in adolescent literacy instruction. Second edition**

New York, NY: Guilford Press, 2014.

*Subjects:* Language arts (Middle school). Language arts (Secondary). Language experience approach in education.

372.475 B561

**Content-area strategies : mathematics : grades 5-6**

Portland, ME: J. Weston Walch, 2003.

*Subjects:* Content area reading. Language arts—Correlation with content subjects. Mathematics—Study and teaching (Elementary).

372.476 C761

**Content-area strategies : mathematics : grades 7-8**

Portland, ME: J. Weston Walch, 2003.

*Subjects:* Content area reading. Language arts—Correlation with content subjects.

Mathematics—Study and teaching (Middle school).

*Summary:* This resource includes separate units on vocabulary, reading, and writing developed and targeted especially for the content covered in math classes. Each of the vocabulary, reading, and writing units in turn is divided into lessons that lay out clear, logical steps for completing assignments. You'll also find graphic organizers, glossaries and definitions, and assessment rubrics for measuring progress.

372.476 F828

Frank, Cecilia B.

**Applications of reading strategies within the classroom : explanations, models, and teacher templates for content areas in grades 3-12**

Boston, MA: Pearson Allyn and Bacon, 2006.

*Subjects:* Content area reading.

*Summary:* This book offers teachers 50 content area learning strategies providing directions, models and templates for effective lessons that scaffold learning strategies with literacy enrichment for every child in the classroom.

372.48 147

Caldwell, JoAnne Schudt

**Comprehension assessment : a classroom guide**

New York, NY: Guilford Press, 2008.

*Subjects:* Reading comprehension—Ability testing. Reading—Ability testing.

*Summary:* Through practical tips and examples, this book demonstrates time-saving ways to implement and adapt a wide range of existing assessments, rather than creating new ones. Also covered are strategies for conducting multiliteracy assessment, using classroom assessment to complement standardized testing, accommodating response-to-intervention mandates, and linking assessment to content-area instruction.

372.6 A313

Akhavan, Nancy

**The big book of literacy tasks, grades K-8 : 75 balanced literacy activities students do (not you!)**

Thousand Oaks, CA: Corwin Literacy, 2018.

*Subjects:* Language arts (Elementary). Language arts (Middle school). Literacy—Study and teaching (Elementary). Literacy—Study and teaching (Middle school).

*Summary:* This book offers an instructional plan designed to yield independent effort and engagement. 75 tasks in color two-pagers ensure gradual release by moving more swiftly from the "I do" teacher phase to the "you do" student phase.

372.6 A315

Akhavan, Nancy

**The nonfiction now lesson bank. Grades 4-8 : strategies & routines for higher-level comprehension in content areas**

Thousand Oaks, CA: Corwin Literacy, 2014.

*Subjects:* Content area reading. Language arts—Correlation with content subjects. Reading comprehension—Study and teaching (Elementary). Reading comprehension—Study and teaching (Middle school).

*Summary:* This book provides: 50 powerhouse lessons on teaching nonfiction, including five on close reading; a bank of short informational texts to use with lessons; student practice activities on everything from scanning features to writing about reading; graphic organizers for taming textbooks; and the Daily Duo sequence for weekly lesson and unit planning.

372.6 B517

Bernabei, Gretchen S.; Reimer, Judi

**Fun-size academic writing for serious learning : 101 lessons & mentor texts, narrative, opinion/argument, & informative/explanatory. Grades 4-9**

Thousand Oaks, CA: Corwin, 2013.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary). English language—Composition and exercises—Study and teaching (Middle school).

*Summary:* The authors pair 101 student essays with one-page lessons on topics such as how to: choose a structure across genres, extract thesis statements and main points, support points with details, use rhetorical devices and grammatical constructions, and write from the point of view of a fictional character.

372.6 B561

**Best practices in literacy instruction**

New York, NY: Guilford Press, 2015.

*Subjects:* Language arts. Literacy. Reading comprehension.

*Summary:* The fifth edition addresses evidence-based best practices in the light of emerging research and national policy, actively tying classroom-based research, innovation, and instruction to the Common Core State Standards (CCSS). Practical suggestions and case studies empower PreK-8 teachers to support the needs of all their students while meeting Common Core goals.

372.6 B573

**Beyond reading and writing : inquiry, curriculum, and multiple ways of knowing**

Ubana, IL: National Council of Teachers of English, 2000.

*Subjects:* Cognitive styles. Language arts (Elementary). Language experience approach in education. Multiple intelligences.

*Summary:* The authors examine the theory of inquiry and multiple ways of knowing, which put the learner at the centre of curriculum. Because of their experiences in the classroom, the authors are able to provide insight into how a curriculum works in day-to-day situations, offer suggestions on how educators can support and understand their students, and suggest theory-into-practice techniques.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010).

372.6 B645

Blauman, Leslie



**The inside guide to the reading-writing classroom, grades 3-6 : strategies for extraordinary teaching**

Portsmouth, NH: Heinemann, 2011.

*Subjects:* Effective teaching. Language arts (Elementary).

*Summary:* Reap the benefits of the author's years as a Public Education and Business Coalition (PEBC) teacher with 31 of her best kid-tested and approved lessons that lead to great student writing. Not only are these research-based writing lessons kids' self-proclaimed favorites, they incorporate mentor texts, support the Common Core State Standards, and are research-based.

372.6 B777

Boushey, Gail; Moser, Joan

**The CAFÉ book : engaging all students in daily literacy assessment & instruction**

Portland, ME: Stenhouse Pub. 2009.

*Subjects:* Language arts—Ability testing. Reading—Ability testing.

*Summary:* In this book, Gail Boushey and Joan Moser present a practical, simple way to integrate assessment into daily reading and classroom discussion. The CAFE system, based on research into the habits of proficient readers, is an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary. The system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small-group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs.

372.6 B777

**Intermediate CAFÉ in the classroom : helping readers thrive in grades 3-6 [DVD]**

Holden, ME: Choice Literacy Productions, 2009.

*Subjects:* English language—Study and teaching (Elementary). Instructional films. Language arts (Elementary). Reading (Elementary).

*Summary:* Assessing young readers involves more than determining a reading level and moving them onto the next. Gail Boushey and Joan Moser developed the CAFÉ assessment system to help elementary students understand and master different strategies used by successful readers. CAFÉ is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary, and the system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs.

372.6 B777

**The daily 5 alive! : strategies for literacy independence [DVD]**

Orangeville, ON: McIntyre Media Inc., 2007.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary). Individualized instruction. Instructional films. Language arts (Elementary). Reading (Elementary).

*Summary:* Gail Boushey and Joan Moser developed *The Daily Five* — a structured set of literacy tasks that research shows are linked to literacy achievement (outlined in detail in their book *The Daily Five*). This video, shot in Moser's K–2 multiage classroom, focuses on launching three of the "Dailies" — read to self, read to someone, and work on writing.

372.6 B777

Boushey, Gail; Moser, Joan

**The Daily 5 : fostering literacy independence in the elementary grades**

Portland, ME: Stenhouse Publishers, 2014.

*Subjects:* Individualized instruction. Language arts (Elementary).

372.6 B792

Boyles, Nancy

**Closer reading, grades 3-6 : better prep, smarter lessons, deeper comprehension**

Thousand Oaks, CA: Corwin Literacy, 2014.

*Subjects:* English language—Study and teaching—Standards. Language arts—Standards.

*Summary:* This book presents practical ideas on how to import close reading into daily planning, including how to: connect close reading with other instructional practices (whole class, read alouds, guided reading, conferring); select rich texts and plan for initial close reading lessons; deliver initial and follow-up close reading lessons; engage students in peer practice after close reading; coordinate comprehension strategies and close reading; and use close reading to deepen students' independent reading.

372.6 B864

Brock, Cynthia H.; Goatley, Virginia J.

**Engaging students in disciplinary literacy, K-6 : reading, writing, and teaching tools for the classroom**

New York, NY: Teachers College Press, 2014.

*Subjects:* Content area reading—Study and teaching (Elementary). Language arts (Elementary).

*Summary:* The authors address teachers' instructional needs by introducing key concepts from current trends in literacy education—from high-level standards to the use of 21st-century literacies. Readers then follow teachers as they successfully implement the curriculum they developed to promote high-level thinking and engagement with disciplinary content. The text focuses on three disciplinary literacy units of instruction: a science unit in a 2nd-grade classroom, a social studies (history) unit in a 4th-grade classroom, and a mathematics unit in a 6th-grade classroom. Each unit revolves around a central inquiry question and includes research-based strategies for using reading, writing, and classroom talk as tools to foster disciplinary understandings.

372.6 B925

Buckner, Aimee E.

**Nonfiction notebooks : strategies for informational writing**

Portland, ME: Stenhouse Publishers, 2013.

*Subjects:* English language—Composition and exercises—Study and teaching. Exposition (Rhetoric)—Study and teaching. Note-taking—Study and teaching. School notebooks.

*Summary:* The author explains how writer's notebooks can help students improve their nonfiction writing in reports, articles, memoirs, essays, etc. As this book explains, the prewriting work a student does is particularly important when writing informational pieces. Writer's notebooks help students capture their thoughts, develop ideas, explore mentor texts, refine a research strategy, and play with multiple outcomes — all of which lead to stronger concepts and

better first drafts. Greater emphasis on the front end of the writing process also saves time and energy at the revision and editing stages.

372.6 C614

Paratore, Jeanne R. (Ed.)

**Classroom literacy assessment : making sense of what students know and do**

New York, NY: Guilford Press, 2007.

*Subjects:* Language arts (Elementary)—Evaluation. Reading (Elementary)—Evaluation.

*Summary:* This book addresses the real-world complexities of teaching literacy in grades K-8. The volume provides workable, nuts-and-bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners, including students in high-poverty schools and those with special learning needs. Grades K-8.

372.6 D578

Diller, Debbie

**Literacy work stations : making centers work**

Portland, ME: Stenhouse Publishers, 2003.

*Subjects:* Education, Primary. Language arts (Primary).

*Summary:* This book will help teachers solve the dilemma: what does the rest of my class do while I'm working with a small reading group? The author offers practical suggestions (with photographs) for over a dozen literacy workstations that link to instruction and make preparation and management easy for teachers. Grades K-3.

372.6 D695

Dorman, Lynne R.; Cappelli, Rose

**Mentor texts : teaching writing through children's literature, K-6. Second edition**

Portland, ME: Stenhouse Publishers, 2017.

*Subjects:* Children's literature—Study and teaching (Elementary). English language—Composition and exercises—Study and teaching (Elementary). Language arts (Elementary).

*Summary:* The second edition includes brand-new "Your Turn Lessons," built around the gradual release of responsibility model, offering suggestions for demonstrations and shared or guided writing. Reflection is emphasized as a necessary component to understanding why mentor authors chose certain strategies, literary devices, sentence structures, and words. The authors offer new children's book titles in each chapter and in a carefully curated and annotated Treasure Chest. At the end of each chapter a "Think About It—Talk About It—Write About It" section invites reflection and conversation with colleagues. The book is organized around the characteristics of good writing: focus, content, organization, style, and conventions. The authors write in a friendly and conversational style, employing numerous anecdotes to help teachers visualize the process, and offer strategies that can be immediately implemented in the classroom. This practical resource demonstrates the power of learning to read like a writer.

372.6 F533

Fisher, Douglas; Frey, Nancy

**Teaching literacy in the visible learning classroom : K-5 classroom companion to visible learning for literacy**

Thousand Oaks, CA: Corwin Literacy, 2017.

*Subjects:* Language arts (Elementary). Student-centered learning. Visible learning.  
*Summary:* This K-5 book takes implementation and assessment to the next level by digging deeper into specific lessons and providing grade-level strategies, with an emphasis on planning and executing highly effective lessons supported by John Hattie's Visible Learning research.

372.6 F712

Fordham, Nancy

**Teaching reading strategies with literature that matters to middle schoolers**

New York, NY: Scholastic, 2006.

*Subjects:* Middle school students—Books and reading. Reading (Middle school). Writing (Middle school).

*Summary:* Help students learn and apply key reading strategies while exploring different themes commonly taught in middle school, such as Forging One's Identity, Friendship, Making Choices, and the Pioneering Spirit. Thirty engaging lessons provide ways to scaffold students before, during, and after reading, and show how to model the use of reading strategies. Purposeful small-group activities encourage discussion. Reproducible Think Sheets and a choice of authentic tasks utilize students' critical-thinking skills.

372.6 H435

Heard, Georgia

**Finding the heart of nonfiction : teaching 7 essential craft tools with mentor texts**

Portsmouth, NH: Heinemann, 2013.

*Subjects:* English language—Composition and exercises—Study and teaching. Exposition (Rhetoric)—Study and teaching. Mentoring in education.

*Summary:* This book describes how to choose mentor texts, use them, and mine them for exemplary instruction. Between these suggestions and the instructional ideas, the author shows how students can write nonfiction that informs and inspires.

372.6 K97

Kuta, Katherine Wiesolek

**Reading and writing to learn : strategies across the curriculum**

Westport, CT: Teacher Ideas Press, 2008.

*Subjects:* Language arts—Correlation with content subjects. Lesson planning.

*Summary:* This book shows teachers how to present common good reading strategies to increase understanding of a text. Students are taught to predict and infer, visualize, connect, question, understand word meanings, organize, clarify/monitor, and evaluate/reflect.

372.6 M145

McGee, Lea M.; Richgels, Donald J.

**Literacy's beginnings : supporting young readers and writers**

Boston, MA: Pearson, 2012.

*Subjects:* Language arts (Early childhood). Literacy. Reading (Early childhood).

*Summary:* This book offers an integrated approach to reading and writing instruction keyed to the five typical stages through which most children pass: the IRA/NAEYC phases of literacy. Included are clear, simple explanations of the issues addressed in Reading First and Early Reading First legislation which all teachers of children must know; excellent coverage of

assessment, including ready-to-use assessments in the appendices; Tie-In features that send readers to exemplary websites and suggest methods of integrating technology with reading and writing instruction; and new, expanded sections on differentiating instruction for struggling readers and writers, for children who are English Language Learners, and for children who have been identified as needing more intensive instruction as part of the Response to Intervention process.

372.6 M887

Mort, Janet Nadine

**Joyful literacy interventions. Pre-K to 3 : early learning classrooms essentials**

United States: CreateSpace, 2014.

*Subjects:* Language arts (Preschool). Language arts (Primary).

*Summary:* While play is critical in early learning classrooms where child development theories must prevail, vulnerable children need more than play. Play is simply not enough. This book describes how to implement a skill-mastery model invisibly in a play-based environment through games, play, inquiry and targeted small group instruction. This book is based on the most recent literacy research. This research highlights the factors that have the most lasting effect on future reading success if implemented in the early years. Alphabetic principles, phonological awareness, shared reading and shared writing, rapid automatized naming, and use of children's names as a key instructional strategy are featured prominently. When implemented together in the classroom setting, they provide a complete classroom experience that will result in literacy success for over 90% of all children by the end of grade two.

372.6 O61

Opitz, Michael F.

**Listen hear! : 25 effective listening comprehension strategies**

Portsmouth, NH: Heinemann, 2004.

*Subjects:* Language arts (Elementary). Listening—Study and teaching (Elementary).

*Summary:* This resource is full of fresh teaching strategies that help you fold multi-dimensional listening comprehension instruction snugly into your existing reading and read-aloud lessons - without sacrificing room in your crowded curriculum. This book gives you everything you need to start teaching listening tomorrow: the research and rationale for teaching it; reproducible forms; charts that show you at a glance which skills each strategy enhances; lists of contemporary children's literature to use in conjunction with the strategies; and practical tips for assessment.

*Notes:* Kindergarten curriculum renewal. English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009).

372.6 R869

Routman, Regie

**Literacy essentials : engagement, excellence, and equity for all learners**

Portland, ME: Stenhouse Publishers, 2018.

*Subjects:* Effective teaching. Language arts. Motivation in education.

*Summary:* How do we ensure that all students are engaged each day in meaningful, challenging, and joyful work and have equal opportunity to learn? That is the central question the author

addresses in this book. Her response is that such an outcome is only possible within a culture of empowerment in which all students and teachers feel encouraged and supported.

372.6 S353

Schmidt, Patricia Ruggiano

**50 literacy strategies for culturally responsive teaching, K-8**

Thousand Oaks, CA: Corwin Press, 2006.

*Subjects:* Language arts (Elementary). Literacy. Multicultural education.

*Summary:* This resource celebrates awareness of individual, ethnic, cultural, linguistic, and economic diversity, and addresses all aspects of studies within the context of culturally responsive teaching.

372.6 S563

Dierking, Connie; Jones, Sherra

**Oral mentor texts : a powerful tool for teaching reading, writing, speaking, and listening**

Portsmouth, NH: Heinemann, 2014.

*Subjects:* Language arts (Elementary). Storytelling in education. Storytelling—Study and teaching (Elementary).

372.6 S917

Strickland, Dorothy S.

**Supporting struggling readers and writers : strategies for classroom intervention, 3-6**

Portland, ME: Stenhouse Publishers, 2002.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary). Language arts—Remedial teaching.

*Summary:* The authors explore the factors that contribute to success and failure in literacy and provide systematic and ongoing approaches for helping students who are most at risk. You will find: effective teaching practices for all the key aspects of literacy instruction that can be realistically implemented in the context of the classroom teacher's many demands; recommendations for motivating low-achieving students; suggestions for working with English language learners; strategies for small-group instruction, word study, reading comprehension, writing; and more.

372.6 T253

Fisher, Douglas; Frey, Nancy (Eds.)

**Teaching visual literacy : using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills**

Thousand Oaks, CA: Corwin Press, 2008.

*Subjects:* Cognition in children. Reading (Elementary). Visual learning. Visual literacy.

*Summary:* This collection of articles shows classroom teachers and literacy specialists how to use students' interest in picture books, comics, graphic novels, film, anime, and other visual media to motivate and engage readers. Grades K-12.

372.6 T662

Tompkins, Gail E.

**50 literacy strategies : step by step (Third edition)**

Boston, MA: Allyn & Bacon/Pearson, 2009.

*Subjects:* Language arts (Elementary). Language arts (Middle school).

*Summary:* This book provides step-by-step instructions for using fifty research-based, classroom-tested literacy strategies, encompassing reading, writing, listening, speaking, and visualizing.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009).

372.6 T662

Tompkins, Gail E.

**50 literacy strategies : step by step (Fourth edition)**

Boston, MA: Pearson, 2013.

*Subjects:* Language arts (Elementary). Language arts (Middle school).

*Summary:* This new edition refocuses the strategies to provide clearer guidance for adapting practices for all learners and integrating technology and standards. As always, the author explains how to implement instructional strategy, include appropriate grade range, the when and why to use the strategy, and step by step descriptions.

372.6044 B268

Barrs, Myra; Barton, Bob

**This book is not about drama : it's about new ways to inspire students**

Markham, ON: Pembroke Publishers, 2012.

*Subjects;* Drama in education. Language arts (Elementary)—Activity programs. Role playing.

*Summary:* This practical book offers a comprehensive approach to using role play and discussion to build meaningful language experiences. It explores issues around storytelling, silent speech, writing, and imagination and shows teachers how to be effective observers and support the deeper meaning that comes from working inside and outside the text.

372.6044 N888

Norton, Terry

**50 literacy strategies for beginning teachers, 1-8**

Upper Saddle River, NJ: Pearson Education, Inc., 2008.

*Subjects:* Language arts (Elementary).

*Summary:* This book identifies 50 research-based techniques that develop literacy competency before, during, and after reading. Each literacy strategy is accompanied by a qualifying matrix, called Strategy at a Glance, that identifies what phase of the lesson the strategy best fits and in which classroom setting the strategy will most easily work (with individual students, in a small- or whole-group setting, or for centre work). The matrix also points out which skill area a strategy addresses: word recognition, vocabulary development, comprehension, or writing.

372.61 D695

Dorfman, Lynne; Dougherty, Diane

**Grammar matters : lessons, tips, and conversations using mentor texts, K-6**

Portland, ME: Stenhouse Publishers, 2014.

*Subjects:* Children's literature—Study and teaching (Elementary)—Activity programs. English language—Composition and exercises—Study and teaching (Elementary). English language—Grammar—Study and teaching (Elementary).

*Summary:* Divided into four parts: Narrative Writing, Informational Writing, Opinion Writing, and Grammar Conversations, this book provides practical teaching tips, assessment ideas, grammar definitions, and specific mentor texts to help students learn about parts of speech, idioms, usage issues, and punctuation. Through "Your Turn Lessons," conversations, conferences, and drafting, revising, and editing exercises, students will learn not only specific concepts, but also how to reflect upon and transfer what they have learned to other writing tasks, no matter the subject.

372.61 N562

Newton, Evangeline

**Evidence-based instruction in reading : a professional development guide to vocabulary**

New York, NY: Pearson Education, 2008.

*Subjects:* English language—Orthography and spelling—Study and teaching (Elementary). Vocabulary—Study and teaching (Elementary).

372.623 B458

Bender, Jenny Mechem

**Teaching young writers to craft realistic fiction : ready-to-use lessons, mentor texts, and ongoing assessments**

New York, NY: Toronto, ON: Scholastic, 2012.

*Subjects:* Creative writing (Primary). English language—Composition and exercises—Study and teaching (Primary). Language arts (Primary).

*Summary:* The author demonstrates how our youngest writers can craft realistic fiction with meaning, focus, and detail as they consider voice, audience and the power of language.

372.623 B517

Bernabei, Gretchen; Koppe, Jennifer

**Text structures from the masters. Grades 6-10 : 50 lessons and nonfiction mentor texts to help students write their way in and read their way out of every single imaginable genre**

Thousand Oaks, CA: Corwin Literacy, 2016.

*Subjects:* Composition (Language arts)—Study and teaching (Middle school). Composition (Language arts)—Study and teaching (Secondary). English language—Composition and exercises—Study and teaching (Middle school). English language—Composition and exercises—Study and teaching (Secondary).

*Summary:* This book is a collection of 50 short texts written by famous Americans to provide students with mentor texts to express their own thoughts.

372.623 C967

Culham, Ruth

**Using mentor texts to teach writing with the traits. Middle school**

New York, NY: Toronto, ON: Scholastic Teaching Resources, 2010.

*Subjects:* Composition (Language arts). English language—Composition and exercises—Study and teaching (Middle school). Language arts (Middle school).



*Summary:* The authors have selected 150 fiction and nonfiction books by master writers, annotated them, and organized them by trait. Each annotation explains what the book is about and why it's a good model. Twenty ready-to-use, literature-based lessons are also included.

372.623 C967

Culham, Ruth

**The writing thief : using mentor texts to teach the craft of writing**

Newark, DE: International Reading Association, 2014.

*Subjects:* Children's literature—Study and teaching—Activity programs. English language—Composition and exercises—Study and teaching. Language arts.

*Summary:* Writing thieves read widely, dive deeply into texts, and steal bits and pieces from great texts as models for their own writing. Within this book, discover more than 90 excellent mentor texts, along with straight-forward activities that incorporate the traits of writing across informational, narrative, and argument modes. Chapters also include brief essays from beloved writing thieves such as Lester Laminack, David L. Harrison, Lisa Yee, Nicola Davies, Ralph Fletcher, Toni Buzzeo, Lola Schaefer, and Kate Messner, detailing the reading that has influenced their own writing.

372.623 D695

Dorrman, Lynne R.

**Nonfiction mentor texts : teaching informational writing through children's literature, K-8**

Portland, ME: Stenhouse Publishers, 2009.

*Subjects:* Children's literature—Study and teaching (Elementary). Children's literature—Study and teaching (Middle school). English language—Composition and exercises—Study and teaching (Elementary). English language—Composition and exercises—Study and teaching (Middle school).

*Summary:* The authors guide teachers through a variety of projects, samples, and classroom anecdotes that demonstrate how teachers can help students become more effective writers of good nonfiction.

372.623 K48

Killgallon, Don: Killgallon, Jenny

**Nonfiction for elementary school : a sentence-composing approach : a student worktext**

Portsmouth, NH: Heinemann, 2017.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary). English language—Sentences—Study and teaching (Elementary). Language arts (Elementary).

*Summary:* This book offers varied practice in building better sentences and paragraphs by modeling writing after sentences from well-known authors. The authors provide the scaffolding students need to build strong sentences and paragraphs, as well as to interpret challenging brief nonfiction texts. With recognizable nonfiction authors as their mentors, students learn skills and build confidence as their reading and writing become more meaningful and masterful.

372.623 M876

Morris, Lisa

**Awakening brilliance in the writer's workshop : using notebooks, mentor texts, and the writing process**

Larchmont, NY: Eye On Education, 2012.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary).  
School notebooks. Writers' workshops.

*Summary:* Contents: Introduction — The fundamentals of the writing workshop — Using mentor texts to create curriculum — Practicing in the writer's notebook — Collecting and selecting ideas in the WNB — Marinating — Drafting and sharing — Ideas for revision — Polishing, publishing, and portfolios — Conferencing with confidence.

372.623 S487

Serravello, Jennifer

**The writing strategies book : your everything guide to developing skilled writers**

Portsmouth, NH: Heinemann, 2017.

*Subjects:* Creative writing (Elementary education). English language—Composition and exercise—Study and teaching (Elementary). Language arts (Elementary).

*Summary:* This book provides 300 strategies that support 10 crucial instructional goals. Whether you teach with writing workshop, 6+1 Traits, or by any other means, you'll discover a wealth of ideas for strategies to share with students for whole-group, small-group, or one-to-one instruction.

372.623 S562

Shubitz, Stacey

**Craft moves : lesson sets for teaching writing with mentor texts**

Portland, ME: Stenhouse Publishers, 2016.

*Subjects:* Children's literature—Study and teaching (Elementary). Composition (Language arts)—Study and teaching (Elementary). English language—Composition and exercises—Study and teaching (Elementary). Language arts (Elementary). Picture books.

*Summary:* Using picture books as mentor texts will help your students not only read as writers and write with joy, but also become writers who can effectively communicate meaning, structure their writing, write with detail, and give their writing their own unique voice.

372.623 T662

Tompkins, Gail E.

**Teaching writing : balancing process and product**

Boston, MA: Pearson, 2012.

*Subjects:* Creative writing (Elementary education). English language—Composition and exercises—Study and teaching (Elementary).

*Summary:* The author addresses both the process and the product of writing in this updated edition. She provides strategies for teaching prewriting, drafting, revising, editing and publishing through writing workshops. New content includes: chapters on the writer's craft and on writing across the curriculum, information on the six traits of good writing and new insights into using technology meaningfully in the writing classroom. The enclosed CD-ROM has video clips of teachers using the techniques in the classroom. The book includes a table of contents, references, an author index, a subject index and a writing workshop CD-ROM.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009).

372.623 W135

Wagstaff, Janiel

**We can do this! : student mentor texts that teach and inspire**

Portland, ME: Stenhouse Publishers, 2017.

*Subjects:* Composition (Language arts). English language—Composition and exercises. Language arts (Elementary). Writing—Study and teaching (Elementary).

*Summary:* This book pairs examples of student writing with writing lessons. Student writing samples are extremely powerful tools for boosting the growth of young writers and the student samples provided in this book serve as mentor texts and the basis for each lesson. The samples are mentors that are "doable" for students: they highlight skills, strategies, craft moves, and traits within the reach of their intended audience. As teachers and students study the examples, they will think: "I can do that!" Additionally, samples that reflect the most common errors or trouble spots are included, enabling teachers to teach to these points explicitly. Grades K-2.

372.632 W672

Wilde, Sandra

**Spelling strategies and patterns : what kids need to know**

Portsmouth, NY: Firsthand, 2008.

*Subjects:* English language—Orthography and spelling—Study and teaching (Elementary).

*Summary:* This book contains 65 lessons to help children become more proficient spellers. A CD-ROM in the front cover of book includes live classroom footage, video clips, and student writing samples with voice-over commentary.

372.64 B725

Booth, David W.

**Poems please! : sharing poetry with children**

Markham, ON: Pembroke Publishers, 2003.

*Subjects:* Children's poetry. Poetry and children. Poetry—Study and teaching.

*Summary:* English language arts middle level.

372.64 B725

Booth, David W.

**Story works : how teachers can use shared stories in the new curriculum**

Markham, ON: Pembroke, 2000.

*Subjects:* Language arts (Elementary). Storytelling.

*Summary:* This resource deals with all aspects of story: what kinds of stories to choose, whether the children's own or from literature; how to present them; ways to integrate stories with the rest of the curriculum; and tools for effectively dealing with all forms of evaluation. Child-tested and ready for easy integration into any curriculum, this book explores how to nurture the sense of story and intellect in the imagination of children. English language arts elementary. English language arts middle level.

372.64 M935

Day, Jeni Pollack (Ed.)

**Moving forward with literature circles : how to plan, manage, and evaluate literature circles that deepen understanding and foster a love or reading**

New York, NY: Toronto, ON: Scholastic Professional Books, 2002.

*Subjects:* Children—Books and reading. Group reading. Literature—Study and teaching (Elementary).

*Summary:* There's no better way to deepen children's comprehension and appreciation of books than with literature circles. This book provides all the tools you need to maintain a successful program in your classroom: guidelines, minilessons, booklists, checklists, and more.

*Notes:* English language arts grade 6 (2009).

372.66 B725

Booth, David

**Story drama : creating stories through role playing, improvising, and reading aloud**

Markham, ON: Pembroke Publishers, 2005.

*Subjects:* Drama in education. Language arts (Elementary). Language arts—Correlation with content subjects.

*Summary:* This revised and expanded edition of a popular classic resource explores constructive ways to use drama and story to engage students in learning, through all areas of the curriculum. Organized around proven ways to use all types of stories, each chapter features effective frameworks and workshop lessons easily implemented in any classroom. The work is built around shared stories: picture books, folktales, novels, historical narratives, and true life events. Teachers will find numerous innovative ways to incorporate a variety of drama processes, including improvising, role playing, mime, storytelling, enacting, playmaking, reading aloud, writing in role, and performing.

428.007 C356

Caswell, Roger

**Strategies for teaching writing**

Alexandria, VA: Association for Supervision and Curriculum Development, 2004.

*Subjects:* English language—Composition and exercises—Study and teaching (Middle school). English language—Composition and exercises—Study and teaching (Secondary). Report writing—Study and teaching (Middle school). Report writing—Study and teaching (Secondary).

*Summary:* Inside this three-ring binder are research-based writing tools that quickly get teachers up to speed on effective writing strategies and provide all the materials they need to teach and assess the writing process. The tools include complete how-to-use instructions, teaching suggestions, classroom examples, and cross-curricular activities. Using the tools makes it easier for teachers to give students more time to write, process their thoughts, and analyze their thinking using cognitive reasoning. Included are assessment strategies to help teachers quickly assess students' participation and progress at each stage of the writing process.

428.00712 B959

Burke, Jim

**50 essential lessons : tools and techniques for teaching English language arts, grades 9-12**

Portsmouth, NH: Firsthand/Heinemann, 2007.

*Subjects:* Language arts (Secondary).

*Summary:* This book presents 50 standards-based lessons organized around the cognitive and personal skills students need for success in school and beyond.

*Notes:* English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013). Accompanying volume: Tools and texts for 50 essential lessons.

428.00712 G162

Gallagher, Kelly

**Write like this : teaching real-world writing through modeling and mentor texts**

Portland, ME: Stenhouse Publishers, 2011.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary).

English language—Composition and exercises—Study and teaching (Secondary).

*Summary:* Recognizing the importance that modeling plays in the learning process, the author shares how he gets his students to stand next to and pay close attention to model writers, and how doing so elevates his students' writing abilities. This book is built around a central premise: if students are to grow as writers, they need to read good writing, they need to study good writing, and, most importantly, they need to emulate good writers. Grades 4-12.

428.00712 P268

Parson, Les

**Response journals revisited : maximizing learning through reading, writing, viewing, discussing, and thinking**

Markham, ON: Pembroke Publishers, 2001.

*Subjects:* Creative writing (Middle school). Reading (Middle school). School children—Diaries.

*Summary:* This book explains what response journals are, why and how they are used, skills that they help students to develop, and ways to evaluate journals, both formatively and summatively. It offers guidelines, rubrics, samples of student responses, and extensive background information.

*Notes:* English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

428.2 W363

Weaver, Constance

**The grammar plan book : a guide to smart teaching**

Portsmouth, NH: Heinemann, 2007.

*Subjects:* English language—Grammar—Study and teaching. English language—Rhetoric—Study and teaching.

*Summary:* The best method of teaching language conventions is to integrate them into the writing process. This book explains how to teach language conventions this way. Through examples of innovative educators teaching language, teachers are presented with concepts to use in the classroom. The book is useful in planning focused lessons and includes a sample scope-and-sequence chart.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English

language arts grade 8 (2009). English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

428.24 F533

Fisher, Douglas

**Content-area conversations : how to plan discussion-based lessons for diverse language learners**

Alexandria, VA: Association for Supervision and Curriculum Development, 2008.

*Subjects:* Discussion. English language—Study and teaching as a second language. English language—Study and teaching—Foreign speakers. Language arts—Correlation with content subjects.

*Summary:* This book explains how discussion-based lessons help students, especially English language learners, to process and remember information, develop higher-order thinking, and advance their literacy skills. The authors introduce you to a four-component framework for discussion-based lessons and present strategies and guidelines on such issues as: when talk facilitates learning and when it doesn't; the four types of talk that can guide instructional routines; how to vary academic discourse in specific subjects and across the content areas; and sample questions for planning discussion-based lessons.

428.4 B725

Booth, David

**Even hockey players read : boys, literacy and reading**

Markham, ON: Pembroke Publishers, 2002.

*Subjects:* Boys—Books and reading. Boys—Education.

*Summary:* This overview of the challenging issues about boys and reading includes strategies and practical solutions for helping struggling readers. Interviews by the author reveal the literacy challenges, struggles, tastes, and values of boys and men. These "real" voices provide valuable insights into how we can support boys in their journey towards becoming successful readers and writers. The author offers a wealth of techniques for promoting an alternative culture of literacy in school and home settings, ensuring boys who can't read are helped, boys who don't read become motivated, and boys who do read find enrichment.

428.4 B725

Booth, David W.

**Exploding the reading : building a world of strategies from one small story, 50 interactive strategies for increasing comprehension**

Markham, ON: Pembroke Publishers Limited, 2014.

*Subjects:* Comprehension. Language arts. Reading.

428.4 C697

**Collaborative strategic reading : strategies for improving comprehension**

Longmont, CO, Sopris West, 2001.

*Subjects:* Reading (Elementary). Reading (Middle school). Reading comprehension. Reading—Remedial teaching.

*Summary:* Collaborative Strategic Reading is a procedure for teaching comprehension skills to students with varied ability levels in one classroom. Proven reading comprehension strategies are

combined with cooperative learning groups or paired learning to help children improve their comprehension of narrative and expository text. This book provides step-by-step instructions, lesson plans, sample teacher-to-student dialogues, whole class activities, and all the necessary reproducibles. Grades 3-6.

428.4 S587

Serravallo, Jennifer

**The reading strategies book : your everything guide to developing skilled readers**

Portsmouth, NH: Heinemann, 2015.

*Subjects:* Books and reading. Reading.

*Summary:* This book collects 300 strategies to share with readers in support of thirteen goals—everything from fluency to literary analysis. Each strategy is cross-linked to skills, genres, and Fountas & Pinnell reading levels. Whether readers workshops, Daily 5/CAFE, guided reading, balanced reading, a core reading program, or whole-class novels are used, this book will complement each approach.

428.4 T165

Tankersley, Karen

**Literacy strategies for grades 4-12 : reinforcing the threads of reading**

Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

*Subjects:* Literacy—Study and teaching (Elementary). Literacy—Study and teaching (Secondary). Reading (Elementary). Reading (Secondary).

*Summary:* The author focuses on the six foundational threads necessary for effective reading - phonemic awareness, phonics and decoding, vocabulary, fluency, comprehension, and higher-order thinking. By examining the criteria necessary for success in each thread, she shows how we can better teach struggling readers to: develop and expand on content-specific vocabulary; read text accurately, smoothly, and with proper phrasing; extract and construct meaning through reading; and critically evaluate, synthesize, analyze, and interpret text. Grades 4-12.

428.4 W678

Wilhelm, Jeffrey D.

**Action strategies for deepening comprehension**

New York, NY: Scholastic Professional Books, 2002.

*Subjects:* Reading (Middle school). Reading (Secondary).

*Summary:* This book has many motivating ideas that energize students before, during, and after reading. These strategies can be done individually, or through pair work or groups. Great for deepening reading strategies such as activating prior knowledge, inferring, visualizing, making connections, and more. Grades 4-12.

428.4 W876

Wood, Karen D.

**Literacy strategies across the subject areas : process-oriented blackline masters for the K-12 classroom**

New York, NY: Pearson Education, Inc., 2006.

*Subjects:* Literacy—Study and teaching (Middle school). Literacy—Study and teaching (Secondary). Reading (Middle school). Reading (Secondary).

*Summary:* This book contains process-oriented graphic organizers to engage students in strategies to enhance their understanding of various topics under study. Many of the strategies included in the book aim for the gradual release of responsibility by the teacher to the student. The strategies are also effective for students who need additional language support, such as English as an Additional Language learners.

*Notes:* English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010). English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009). English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

428.40712 A474

Gillis, Victoria, R.; Boggs, George L.

**Content area reading and literacy : succeeding in today's diverse classroom**

Boston, MA: Pearson, 2017.

*Subjects:* Content area reading. Multicultural education. Reading (Secondary). Reading (Secondary)—Social aspects. Teenagers—Books and reading.

*Summary:* A focus on learning content through discipline-appropriate literacy practices, a strong emphasis on writing, and a current look at the use of media in teaching are hallmarks of the new edition of this widely popular text. Throughout, middle and secondary school teachers get a readable presentation of discipline-appropriate literacy practices and examples and adaptations of selected strategies. Set up to ensure comprehension, the chapters link to the Learning Cycle presented in the beginning of the book, graphic organizers help readers navigate chapter content, and questions, summaries, vignettes, and examples make the concepts clear. This edition of this book features three full chapters focusing on writing instruction, integrates culture and diversity throughout, and expands or reemphasizes important topics, such as life-long readers and learners beyond the printed text, close and critical reading in discipline-appropriate ways, evidence-based writing, and multimodal texts.

428.40712 B415

Beers, Kylene

**When kids can't read, what teachers can do : a guide for teachers 6-12**

Portsmouth, NH: Heinemann, 2003.

*Subjects:* Reading (Middle school). Reading (Secondary). Reading—Remedial teaching.

*Summary:* This resource is a compilation of the author's research, a guide for identifying reading problems and strategies for assisting students to make sense of the text. The chapters outline instructional supports for comprehension, vocabulary, fluency, word recognition, and motivation.

*Notes:* English language arts 10 (2011). English language arts 20 (2012). English language arts 30 (2013).

428.40712 B725

Booth, David

**Caught in the middle : reading and writing in the transition years**

Markham, ON: Pembroke Publishers, 2011.

*Subjects:* English language—Composition and exercises—Study and teaching (Middle school). Reading (Middle school).



*Summary:* This book describes some memorable literacy events as well as powerful examples of various kinds of texts, including opinion pieces, poetry, journal entries, and writing in role. It explores the changing definitions of such terms as "text" and "reading"; the potential of social media; the role of schools in promoting citizenship and social justice; and the evolution of the school library.

428.40712 F533

Fisher, Douglas

**Improving adolescent literacy : content area strategies at work**

Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall, 2008.

*Subjects:* Content area reading. Reading (Secondary).

*Summary:* The authors present engaging instructional strategies that research has shown to be effective for improving reading and writing in middle and secondary school students. After discussing common questions asked by content area teachers, a full chapter is devoted to each of eight strategies-anticipatory activities: read-alouds/shared reading, questioning, notetaking/notemaking, graphic organizers, vocabulary instruction, writing to learn, and reciprocal teaching.

428.40712 H126

Hadden, Kyla; Gear, Adrienne

**Powerful readers : thinking strategies to guide literacy instruction in secondary classrooms**

Markham, ON: Pembroke Publishers, 2016.

*Subjects:* Reading (Secondary). Reading comprehension.

*Summary:* This book demonstrates that instruction in the key strategies of connecting, visualizing, questioning, inferring, determining importance, and transforming can help students develop their reading skills and get more out of their work with fiction and nonfiction. Step-by-step lessons for introducing and using the strategies, connections to literary devices, and reading lists for each strategy are all part of this resource.

428.40712 I72

Irvine, Judith L.

**Strategies to enhance literacy and learning in middle school content area classrooms**

Boston, MA: Pearson/Allyn and Bacon, 2007.

*Subjects:* Content area reading. Reading (Elementary). Reading (Middle school).

*Summary:* This book addresses the issues that affect middle school students and teachers and their experiences with literacy instruction. It provides not only a strong research base, but also practical teaching strategies for teachers in all of the content areas.

*Notes:* English language arts grade 6 (2009). English language arts grade 7 (2009). English language arts grade 8 (2009). English language arts grade 9 (2009).

428.40712 M142

McEwan, Elaine K.

**40 ways to support struggling readers in content classrooms, grades 6-12**

Reston, VA: National Association of Secondary School Principals, 2007.

*Subjects:* Content area reading. Reading (Secondary). Reading—Remedial teaching.

*Summary:* To promote success for struggling readers in all content areas, the author offers 40 strategies that each feature: an intriguing quotation or definition to grab your attention, a brief description of the method and suggestions for implementation, recommended resources to gain a more in-depth understanding of the method, and research citations to demonstrate the power of the method to get results. Offering cross-references and advance organizers throughout, this book provides the information you need to support all students with reading difficulties. Grades 6-12.

428.40712 N692

Nikas, Jan Rozzelle

**Power tools for adolescent literacy : strategies for learning**

Bloomington, IN: Solution Tree Press, 2009.

*Subjects:* Literacy. Reading (Middle school). Reading (Secondary).

*Summary:* This book is an encyclopedia of literacy strategies middle and secondary teachers can apply to all content areas immediately. It integrates research on reading in core content areas and proven intervention practices.

428.40712 W924

Flanigan, Kevin

**Words their way with struggling readers : word study for reading, vocabulary, and spelling instruction, grades 4-12**

Upper Saddle River, NJ: Pearson Education, Inc., 2011.

*Subjects:* Language arts. Reading (Middle school). Reading (Secondary). Vocabulary—Study and teaching.

*Summary:* This book provides specific guidance, strategies, and tools for helping struggling students catch up with their peers in literacy. The thrust is intervention, specifically utilizing word study with its hands-on, assessable approach to aid students struggling with the vocabulary, fluency, and comprehension load of middle and secondary classrooms. Grades 4-12.

741.5071 B725

Booth, David; Lundy, Kathleen Gould

**In graphic detail : using graphic novels in the classroom**

Oakville, ON: Rubicon Pub., 2007.

*Subjects:* Graphic novels in education. Graphic novels—Study and teaching (Elementary).

Graphic novels—Study and teaching (Secondary). Language arts. Literacy—Study and teaching (Elementary). Literacy—Study and teaching (Secondary).

*Summary:* The authors begin by defining graphic novels and explaining how they differ from comics. They go on to outline key features of graphic novels and how these books can be used to increase literacy and teach content in other subject areas. Practical strategies for supporting special needs students, for independent and group reading and readers theatre, and for responding to the novels are illustrated by examples of this genre.

808.042 R631

Robb, Laura

**Teaching middle school writers : what every English teacher needs to know**

Portsmouth, NH: Heinemann, 2010.

*Subjects:* English language—Composition and exercise—Study and teaching (Middle school).

*Summary:* Straight-from-the-classroom writing samples and videos give teachers the opportunity to see how the author uses compelling questions and powerful mentor texts to teach writing, support struggling writers, and weave twenty-first century literacies into the writing curriculum. Throughout, teachers learn ways of connecting to students' lives in order to bring out their best writing, their best self.

808.042071 H737

Holland, Robin W.

**Deeper writing : quick writes and mentor texts to illuminate new possibilities**

Thousand Oaks, CA: Corwin, 2013.

*Subjects:* Creative writing. English language—Rhetoric.—Study and teaching.

*Summary:* This book gives you the tools and strategies you need to help your students' writing flourish, as they dig beneath the surface, remember and reflect and imagine, and learn to write with deeper meaning.