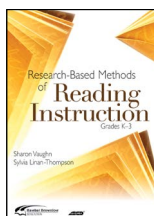
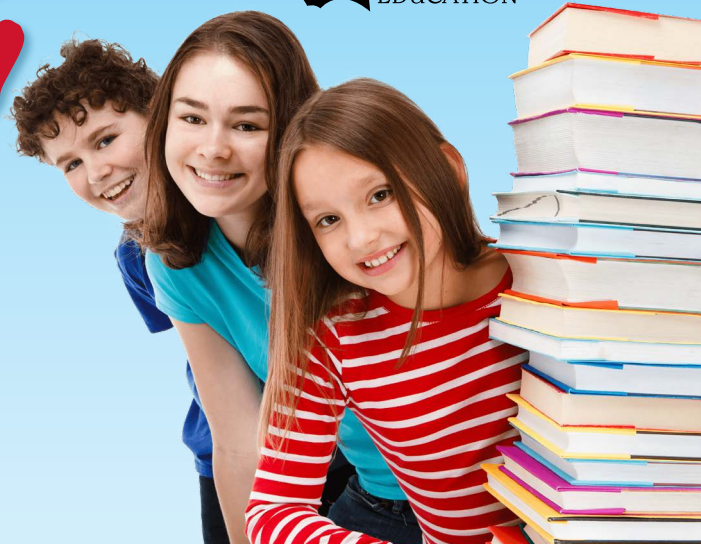


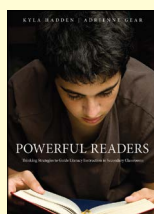
READING INSTRUCTION



RESEARCH-BASED METHODS OF READING INSTRUCTION, GRADES K-3

Sylvia Linan-Thompson, Sharon Vaughn • 9781742394657
Get your reading program on the right track using research-based teaching strategies from this helpful guide. Learn what you need to know about five essential elements of reading, why you should teach them, and how. A treasure chest of research-based instructional activities helps you: build students' phonemic awareness, teach phonics and word study, improve students' reading fluency, develop students' vocabulary acquisition skills and help students improve their reading comprehension.

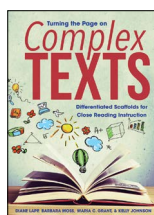
104134 • \$25.95



POWERFUL READERS

Kyla Hadden, Adrienne Gear • 9781760563264
Step-by-step lessons for introducing and using the strategies, connections to literary devices, curricular connections for nonfiction, reading lists, and rubrics for each strategy are all part of this valuable resource. New and experienced teachers will find the tools they need to go beyond a literal understanding and teaching secondary students how to read more deeply.

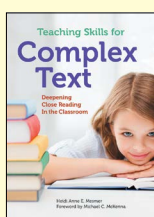
PBP3264 • \$32.00



TURNING THE PAGE ON COMPLEX TEXTS

Diane Lapp, Barbara Moss, Maria Grant, Kelly Johnson • 9781760561499
Ensure all learners become successful close readers. In this powerful resource, the authors examine how to select appropriate complex texts and design instruction to meet the needs of every student. Explore grade-specific classroom scenarios that illustrate how to scaffold lessons to foster close reading and deepen comprehension at all stages of K-12 education.

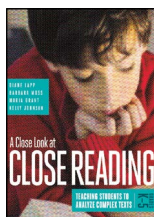
SOT1499 • \$48.40



TEACHING SKILLS FOR COMPLEX TEXT: Deepening Close Reading in the Classroom

Heidi Anne Mesmer • 9781760561376
This book will help elementary school teachers equip their students with practical tools and understandings of the structures and conventions that allow them to excel, including concrete tools, passages, games, lessons, and examples to teach anaphora, connectives, paragraph structure, evidence-gathering (fiction and nonfiction), and text challenge.

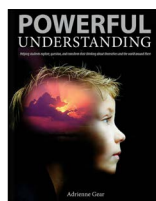
TCP1376 • \$35.95



A CLOSE LOOK AT CLOSE READING: Teaching Students to Analyze Complex Texts, Grades K-5

Barbara Moss, Kelly Johnson, Maria C Grant, Diane Lapp • 9781760015749
While primary teachers are certainly willing to teach students to closely read both literacy and informational text, many are wondering what this involves. Is there a process to follow? How is close reading different from guided reading or other common literacy practices? Is it even possible for students in years F-5 to 'read to learn' when they're only just learning to read? Literacy experts Diane Lapp, Barbara Moss, Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach young learners to be close readers and how to make close reading a habit of practice in the primary classroom. Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers - and empowered and independent learners.

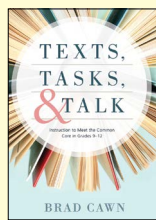
114008 • \$36.95



POWERFUL UNDERSTANDING

Adienne Gear • 9781760568504
In these challenging times, teaching children to think critically and reflectively AND be compassionate, responsible and caring citizens at the same time is a tall order. POWERFUL UNDERSTANDING explores effective ways to build social emotional skills and help students make connections, question what they read, and reflect on their learning as they develop into stronger readers and learners. Strategic and critical thinking strategies revolve around core anchor books that help integrate thinking into everything you teach—from social responsibility, to immigration, to life cycles.

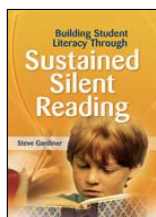
PBP8504 • \$32.95



TEXTS, TASKS, AND TALK: Instruction to Meet the Common Core in Grades 9-12

Brad Cawn • 9781760561666
Texts, Tasks, and Talk: Instruction to Meet the Common Core in Grades 9-2 examines how to fully align teaching with the intellectual demand of next-generation standards - by pairing instructional goals with high-quality texts, tasks, and talk. It also provides strategies for how to do so, including five key steps for organizing curriculum according to next-generation standards.

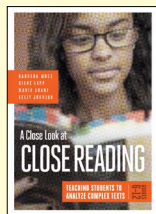
SOT1666 • \$41.25



BUILDING STUDENT LITERACY THROUGH SUSTAINED SILENT READING

Steve Gardiner • 9781741018257
This literacy book offers a powerful solution for teachers who want to improve their students' reading ability. It explores SSR's effect on the various dimensions of literacy, reading and writing proficiency, vocabulary and spelling skills and content comprehension, by summarising current research and sharing feedback from teachers, students and administrators. Finally, he demonstrates how teachers can adapt SSR for their classes' unique needs without interfering with mandated curriculum or lesson plans.

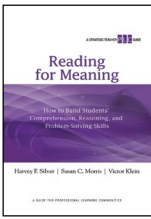
105027 • \$25.95



A CLOSE LOOK AT CLOSE READING: 6-12

Barbara Moss, Diane Lapp, Maria Grant, Kelly Johnson • 9781760016104
While middle years and secondary school teachers want and need students to connect with, analyse and learn from both literary and informational texts, many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content. Barbara Moss, Diane Lapp, Maria Grant and Kelly Johnson explain how to teach middle years and secondary school to be close readers, how to make close reading a habit of practice across the content areas and why doing so will build content knowledge. Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers - and empowered and independent learners.

115002 • \$42.95

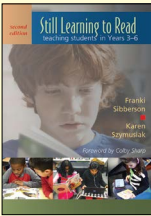


READING FOR MEANING

Victor Klein, Susan Morris, Harvey Silver • 9781742399614
Here's a guide that makes it easier to implement the Reading for Meaning strategy from our ultimate guide to teaching strategies, *The Strategic Teacher*. When you and your colleagues want to explore more ways to help students understand what they read, make inferences and support their thinking with evidence, this book is your ideal tool. Use the sample lessons, student examples and planning forms with your professional learning community (PLC) to:

Understand the thinking skills that students use; Learn how Meaning statements; Plan a complete Reading for Meaning lesson; Use student work to plan next steps in building their reading, thinking and comprehension skills.

119614 • \$23.95



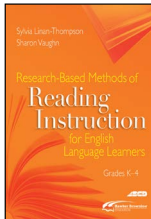
STILL LEARNING TO READ, SECOND EDITION: Teaching Students in Years 3-6

Franki Sibberson, Karen Szmusiak • 9781760564087

The new edition of *Still Learning to Read* focuses on the needs of students in Years 3-6 in all aspects of reading workshop, including read-aloud, classroom design, digital tools, fiction, nonfiction and close reading. This edition examines current trends in literacy, includes a new section on intentional instructional planning, and provides expanded examples of mini-lessons and routines that promote deeper

thinking about learning.

SHP4087 • \$39.95

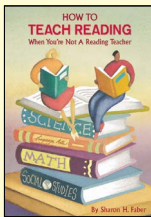


RESEARCH-BASED METHODS OF READING INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS, GRADES K-4

Sylvia Linan-Thompson, Sharon Vaughan • 9781742394671

This book explains how you can help the English language learners in your classroom master the most essential elements of literacy: phonemic awareness, phonics, word study, reading fluency, vocabulary acquisition and reading comprehension. Explore explicit teaching strategies for these skills and learn how to help students practise them through choral response, cooperative learning and other activities.

108002 • \$25.95



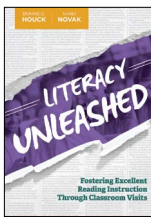
HOW TO TEACH READING WHEN YOU'RE NOT A READING TEACHER

Sharon Faber • 9781741013955

There are many reasons why some kids cannot read by the time they reach the middle years. This book is a compilation of ideas and strategies collected over many years. It is ideal for any teacher who has a student with learning difficulties, for any teacher who has never been taught how to teach reading, and for any teacher who loves their students and wants all of them to be successful in life. A compilation of

lists on such topics as volcanoes, astronauts, the Greek alphabet, the Morse code, abbreviations, and study aids.

INA2713 • \$29.95

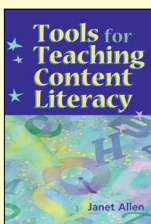


LITERACY UNLEASHED

Bonnie Houck, Sandi Novak • 9781760560775

Literacy Unleashed explains why ensuring high-quality reading instruction is one of school leaders' most important jobs and introduce their Literacy Classroom Visit Model. Meticulously researched and refined through years of application in the field, the LCV Model enables administrators to evaluate and improve literacy instruction in their school or district. With both academic standards and 21st century jobs requiring higher-level literacy skills, quality reading instruction is more important than ever.

116042 • \$39.95



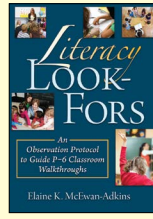
TOOLS FOR TEACHING CONTENT LITERACY

Janet Allen • 9781760016418

Janet Allen has developed the ideal support for teachers who want to improve their reading instruction across the curriculum. *Tools for Teaching Content Literacy* is designed as a ready reference for content reading and writing instruction. Each of the 33 strategies includes a brief description and purpose for each strategy, a research base that documents the origin and effectiveness of the strategy, graphic organisers to support the lesson and classroom vignettes to illustrate the strategy in use. Tools highlights

effective instructional strategies and innovative ideas to help you design lessons that meet your students' academic needs as well as content standards.

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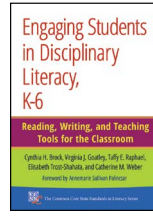
LITERACY LOOK-FORS

Elaine McEwan-Adkins • 9781742391755

With all of the reform models, research-based programs, leadership training, and PD focused on reading and writing, we know more about literacy than ever before. So why are schools still suffering with low literacy levels? The answer lies in ineffective and unbalanced literacy instruction. Through the unique seven-step process outlined in *Literacy Look-Fors*, administrators and literacy leaders will gain a solid understanding of how to assess and build instructional capacity, overcome roadblocks, develop professional growth

opportunities, and create a balanced literacy program.

SOT1755 • \$32.95



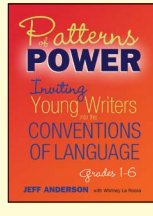
ENGAGING STUDENTS IN DISCIPLINARY LITERACY, K-6

Cynthia Brock, Virginia Goatley, Taffy Raphael, Elisabeth Trost-Shahata, Catherine Weber • 9781760015169

This accessible book will help primary school teachers improve literacy instruction inside or outside the Common Core environment. 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.

TCP5169 • \$30.95



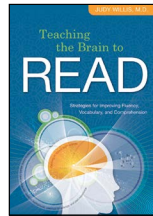
PATTERNS OF POWER: Years 1-6

Jeff Anderson • 9781760566746

Jeff Anderson and literacy coach Whitney La Rocca take you into primary and intermediate classrooms where students are curious about language, engage with the world around them, and notice and experiment with the conventions all writers use. The first part of the book introduces a vibrant approach to grammar instruction and sets up what you need to immerse yourself in the *Patterns of Power* process, inviting students to experiment and play with language. The second

part of the book offers over seventy practical, ready-to-use lessons, including extensive teacher-ready support materials; over 100 mentor sentences, curated for Years 1-6; student work samples; tips and power notes to facilitate your own knowledge and learning; and examples for application.

SHP6748 • \$75.00



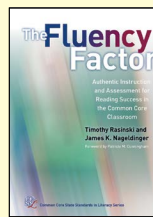
TEACHING THE BRAIN TO READ

Judy Willis • 9781741708318

Teacher and neurologist Judy Willis connects what you do in the classroom to what happens in the brain when students learn how to read, including: why a classroom has to be safe and supportive; how to jumpstart students who are not well prepared for reading with activities that build phonemic awareness; how to enhance vocabulary processing by catering to their learning styles and prior knowledge; and why strategies for teaching reading comprehension need to change with each step. Willis provides activities, lessons and units that you can use in every

year level and subject to help students become better readers.

107073 • \$25.95

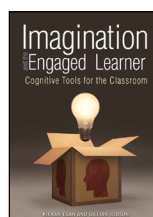


THE FLUENCY FACTOR

Timothy Rasinski, James Nageldinger • 9781760018924

This resource provides teachers with approaches to fluency instruction that are effective, engaging and easy to implement. The authors begin with a comprehensive definition of reading fluency, a discussion of why fluency has fallen out of favour in recent years and evidence of its importance to literacy instruction. They follow up with authentic approaches to reading fluency that teachers and literacy interventionists can immediately use to improve students' overall proficiency in reading.

TCP8924 • \$39.95



IMAGINATION AND THE ENGAGED LEARNER

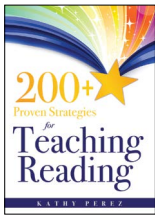
Kieran Egan, Gillian Judson • 9781760018931

Students' imaginations are often considered as something that might be engaged after the hard work of learning has been done. Countering such beliefs, Egan and Judson show that the imagination - one of the great workhorses of learning - can be used to make all learning and all teaching more effective. Through techniques that any teacher can learn and easily apply in any classroom, they demonstrate how and why imagination can be used across the curriculum and year levels to make teaching and learning more interesting,

engaging and pleasurable for all.

TCP8931 • \$45.95



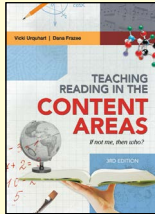


200+ PROVEN STRATEGIES FOR TEACHING READING, GRADES K-8

Kathy Perez • 9781760562687

This easy-to-use reference guide provides K-8 teachers with practical strategies to motivate all students to develop their reading abilities across grade levels and content areas. With instructional practices that can be adapted for a wide range of academic interventions, teachers will be able to help students who are struggling with reading to make great strides in literacy achievement.

SOT2687 • \$41.25



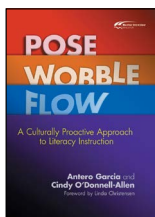
TEACHING READING IN THE CONTENT AREAS: If Not Me, Then Who?, 3rd Ed

Dana Frazee, Vicki Urquhart • 9781743306536

Why are all teachers responsible for teaching reading? The answer is simple. An emphasis on reading and literacy skills in the content areas has an exponential effect on learning in every discipline. Teaching Reading in the Content Areas: If Not Me, Then Who? 3rd Edition draws from new research on the impact of new technologies, the population boom of English language learners and the influence of government

standards on student performance, and uses this information to promote better reading strategies and practices in students.

112024 • \$37.95

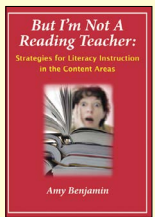


POSE, WOBBLE, FLOW

Antero Garcia, Cindy O'Donnell-Allen • 9781760017194

This book proposes a pedagogical model that encapsulates the challenge of teaching and the process of growing as an educator. The authors provide six different culturally proactive teaching stances or 'poses' that secondary English teachers can use to meet the needs of all students. They describe how teachers can expect to 'wobble' as they adapt instruction to their students' needs, while also incorporating new insights about their own preconceptions about teaching.

TCP7194 • \$45.95



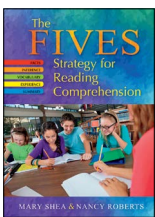
BUT I'M NOT A READING TEACHER

Amy Benjamin • 9781743300541

This book shows content area teachers in middle and high schools how to boost student achievement by including lessons and strategies which focus on students' reading comprehension without detracting from content area focus. These mini-lessons and strategies are research-based and address the specific literacy challenges of each particular subject area (social studies, mathematics, science, etc.). The author has provided a large number of reading examples from texts, sample tests and assessments, and actual mini-

lessons, their content areas identified by marginal tabs.

EYE0541 • \$42.95

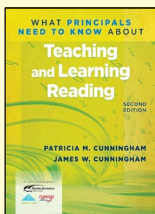


THE FIVES STRATEGY FOR READING COMPREHENSION

Mary Shea, Nancy Roberts • 9781760564490

To reach full comprehension of content and meet curriculum expectations, learners need to go far beyond just reading the words. They must deepen their understanding by asking questions about information, phenomena or ideas they encounter. They need strong reading, writing, language and literacy skills, but they also have to be able to listen, view and visually represent complex concepts about authentic texts and real-world issues. The authors walk educators through helping students develop these critical skills.

LSM4490 • \$35.95



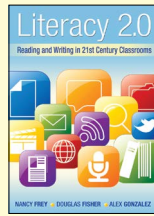
WHAT PRINCIPALS NEED TO KNOW ABOUT TEACHING AND LEARNING READING

James Cunningham, Patricia Cunningham • 9781743306734

What Principals Need to Know About Teaching and Learning Reading translates research, experience and common sense into best practice. Authors Patricia M Cunningham and James W Cunningham offer practical strategies to help you strengthen and improve your schools reading program. With this book, you will: explore six truths of effective reading instruction that serve as the foundation to a successful

reading program; examine the roadblocks to instruction; learn comprehensive, multifaceted instructional strategies in eight focus areas to overcome roadblocks and to support students; and discover reproducible additional-resources lists for use with teams or study groups and reproducible teacher observation and evaluation checklists.

SOT6734 • \$29.95



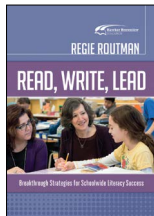
LITERACY 2.0

Nancy Frey, Douglas Fisher, Alex Gobzalez • 9781742397184

Literacy 2.0 is where traditional literacy and technological literacy meet. Students in the 21st century still need to develop the reading and writing skills that were the aim of literacy 1.0 instruction, but they must go beyond those skills and learn how to use technology for communicating and collaborating in new ways. The book begins with a general instructional model and then delivers the specific teaching skills related to acquiring, producing and sharing information. These skills include using search engines efficiently,

evaluating information found on websites, working collaboratively and creating multimedia products.

SOT7184 • \$32.95



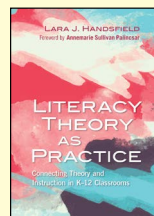
READ, WRITE, LEAD

Regie Routman • 9781760013448

Literacy is an integral part of our lives, whether we are students or adult professionals. Giving all educators the breadth of knowledge and practical tools that help students strengthen their literacy skills is the focus of Read, Write, Lead. This book offers time-tested advice on how to develop a schoolwide learning culture that leads to more effective reading and writing across the curriculum. In their own voices, teachers, principals, literary specialists and students offer real-life examples of changes that led to dramatic

improvement in literacy skills and - perhaps just as important - increased joy in teaching and learning.

113016 • \$39.95

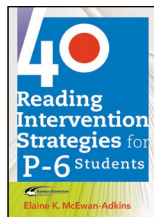


LITERACY THEORY AS PRACTICE

Lara Handsfield • 9781760017255

This comprehensive textbook introduces readers to the most influential theories and models of reading and literacy, ranging from behaviourism and early information-processing theories to social constructionist and critical theories. Focusing on how these theories connect with different curricular approaches to literacy instruction (preschool to Year 12), the author shows how they both shape and are shaped by everyday literacy practices in classrooms.

TCP7255 • \$45.95

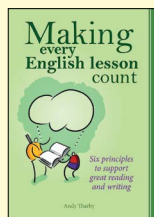


40 READING INTERVENTION STRATEGIES FOR PREP-6 STUDENTS

Elaine McEwan-Adkins • 9781742394749

Struggling students need a different kind of instruction, more time and ample amounts of guided practice to help them become confident readers. The interventions in this book are designed for educators to use with individuals or small groups of students who simply cannot keep up with the pace of instruction. The author provides: ways to teach more vocabulary in less time, resulting in greater understanding and retention; more than thirty sample lessons; strategies for thinking aloud to scaffold challenging comprehension skills; year-level notations to determine which strategies work best; and a table of contents to help find strategies by subject.

SOT4749 • \$49.95



MAKING EVERY ENGLISH LESSON COUNT: Six Principles to Support Great Reading and Writing

Andy Tharby • 9781760566470

Writing in the style of the award-winning Making Every Lesson Count, Andy Tharby returns with an offering of gimmick-free advice that combines the time-honoured wisdom of excellent English teachers with the most useful evidence from cognitive science. Making Every Lesson Count is underpinned by six pedagogical principles - challenge, explanation, modelling, practice, feedback and questioning - and provides simple,

realistic classroom strategies to bring the teaching of conceptual knowledge, vocabulary and challenging literature to the foreground.

CRH6470 • \$37.95



REBUILDING THE FOUNDATION: - Leading Edge Series

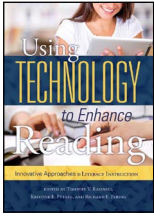
Timothy Rasinski • 9781742399713

Teaching reading is a complex task without a simple formula for developing quality instruction. Engage in a deeper and more thoughtful conversation about what is meant by effective reading instruction for all students. Reconsider the full reading curriculum-the principles of effective instruction, student motivation, materials, developing curricula at the primary level and beyond, teaching various aspects of

reading, assessment, and teacher professional development.

SOT9713 • \$39.95





USING TECHNOLOGY TO ENHANCE READING

Timothy Rasinski, Kristine Pytash, Richard Ferdig • 9781760561925

The 21st century classroom has seen major advancements in the technological resources available for teachers and students to exchange ideas and build knowledge. But US reading achievement in Years F-12 has scarcely changed. With the technology available, how can teachers enhance reading instruction to foster improvement in students' reading abilities? As educators and scholars who have worked extensively in real classrooms, the contributors to Using

Technology to Enhance Reading aim to provide teachers and administrators with practical methods to ensure success.

SOT1925 • \$52.25



EVERY YOUNG CHILD A READER

Sharan Gibson, Barbara Moss • 9781760560386

This resource will help F-2 teachers revitalise and restructure their classroom literacy instruction based on Marie Clays ground-breaking and transformative literacy processing theory. Clays theories have created literacy success for more than 2 million struggling year-one readers internationally through the Reading Recovery program. This practical volume gives primary-level teachers specific suggestions for using these principles and includes rich, robust instructional examples to ensure that all children meet new and rigorous

standards in all facets of literacy learning. Replete with explicit depictions of classroom practice, the book addresses critical aspects of F-2 literacy instruction.

TCP0386 • \$35.95



CLOSE READING FUNDAMENTALS (QUICK REFERENCE GUIDE)

Diane Lapp, Barbara Moss, Maria Grant, Kelly Johnson • 9781760568160

The Common Core State Standards have put close reading in the spotlight as never before. In this quick reference guide, literacy experts Diane Lapp, Barbara Moss, Maria Grant, and Kelly Johnson provide strategies for helping teachers use literary and informational texts across the content areas to build students' skills in comprehension, communication, and

higher-order thinking. In addition to outlining the steps involved in close reading such as annotating texts, this guide will offer advice on assessing how well students derive and create meaning from what they read.

QRG117046 • \$19.95

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