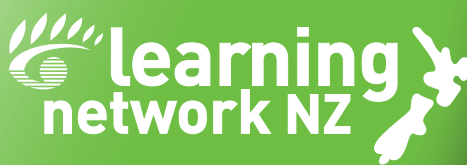
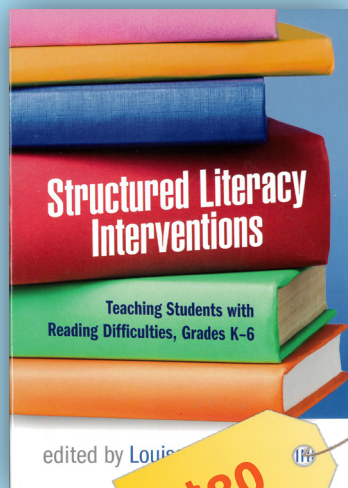


RESOURCE

BOOKS



Literacy



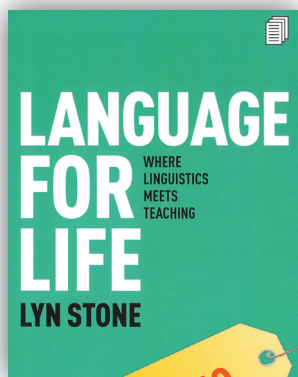
edited by Louise Dempsey
\$80

Structured Literacy Interventions

This book brings together leading experts on key components of literacy to help K-6 teachers design and target SL interventions for particular student profiles. Chapters identify effective features of instruction for supporting phonological awareness, basic and multisyllabic word decoding, spelling, reading fluency, vocabulary, oral and reading comprehension, and written expression, especially for at-risk readers and those with disabilities.



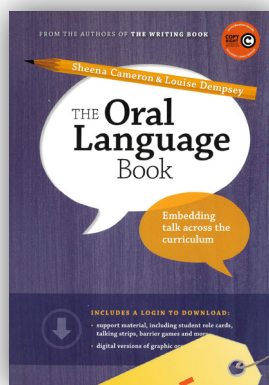
Oral language



\$60

Language for Life: Where Linguistics Meets Teaching

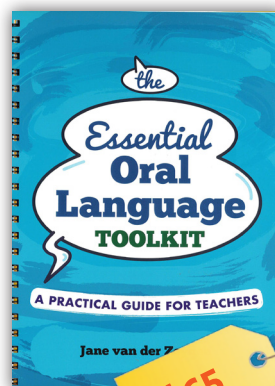
An indispensable guidebook for teachers, it delivers explicit, step-by-step English language instruction via lessons in syntax, grammar, morphology, etymology, and punctuation, and arms students with the mental skill of thinking about language. This in turn helps children learn much more easily from the language around them.



\$65

The Oral Language Book

This practical book outlines strategies and ideas which will support teachers to include more quality 'learning talk' in classrooms and to embed purposeful oral language opportunities across the curriculum. It contains a summary of the latest research and presents ideas, activities, and support material to translate this into classroom practice. 'The Oral Language Book' is a pick-up-and-use resource that includes a wide range of photocopiable and downloadable material that can be used to support classroom teachers at primary and middle school levels.



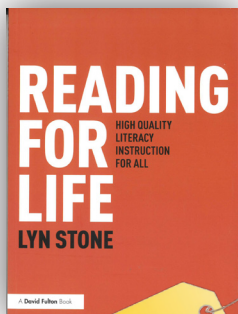
\$65

The Essential Oral Language Toolkit

As well as all the essential information you need about effective teacher practice, oral language features, purposes, expectations, assessment and oral language in innovative learning environments, there are a large number of practical strategies that can be incorporated into your teaching.

practical literacy resources

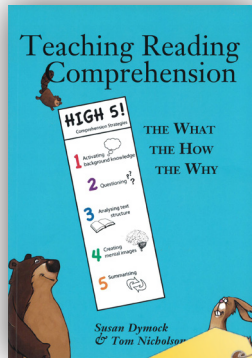
Reading



\$46

Reading For Life

Why is it that more people can't read and write? Why are there still so many vastly different methods of teaching literacy? Why do people still argue about it? Reading for Life examines these three questions, addressing the less evidence supported ideas about teaching reading and writing which are still alive and well in schools all over the world. This accessible guide bridges the gap between research and practice, translating academic findings into practical suggestions and ready-to-use techniques.

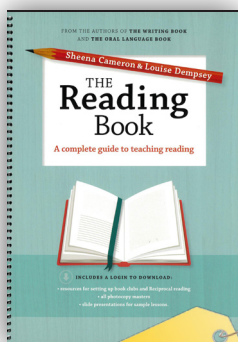


\$62

Teaching Reading Comprehension

The strategies are simple, flexible and fun. This book incorporates the CORE research-based model of instruction for teaching comprehension strategies. This model brings together the High 5! comprehension strategies that every student can use:

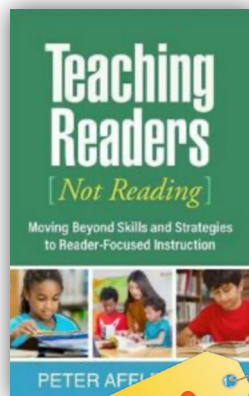
- activating background knowledge;
- questioning;
- analysing text structure;
- creating mental images;
- and summarising.



\$67

The Reading Book

The Reading Book is a comprehensive guide to teaching reading. It contains research-based information that will support primary and middle school teachers to plan realistic and effective programmes that engage learners. The Reading Book outlines the approaches used in balanced reading instruction in a clear, teacher-friendly way. It contains practical ideas and photocopiable and downloadable resources, that make reading more manageable for teachers and appealing for students.

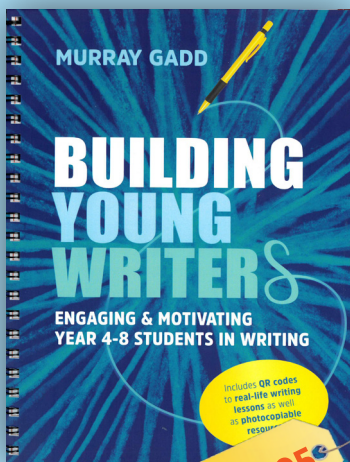


\$70

Teaching Readers [Not Reading]

Reading instruction is too often grounded in a narrowly defined "science of reading" that focuses exclusively on cognitive skills and strategies. Yet cognition is just one aspect of reading development. This book guides K-8 educators to understand and address other scientifically supported factors that influence each student's literacy learning, including metacognition, motivation and engagement, social-emotional learning, self-efficacy, and more.

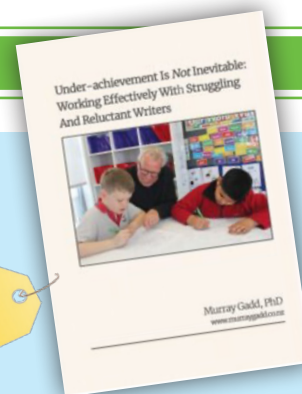
Writing



\$69.95

Building Young Writers

Engage and motivate your, Year 4 to 8, students more as writers and ultimately to lift progress and achievement by them. As such, it is as much about teaching students of this age group how to be writers rather than just teaching them how to write. Whatever our beliefs and approaches, the joy of literacy must be promoted in our middle and senior primary classrooms if we are to make a difference for our students.

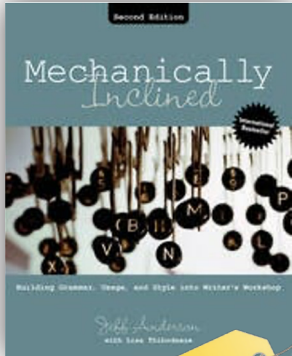


\$35

Working Effectively With Struggling And Reluctant Writers

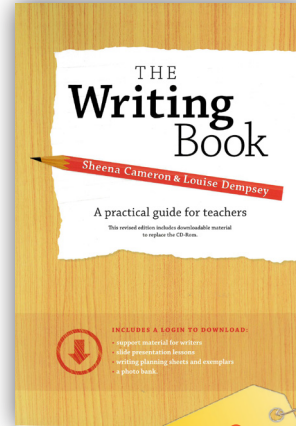
This book is written as a reflection and discussion document for school / literacy leaders & teachers and considers different ways of working effectively with students (particularly Years 4-10) who are not always engaged in writing and/or who struggle as developing writers.

Writing



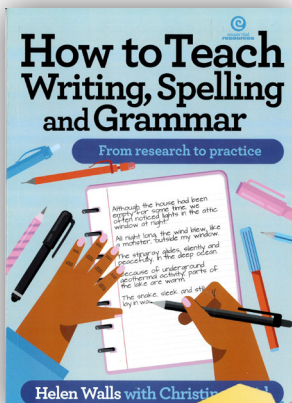
Mechanically Inclined

This second edition of Mechanically Inclined continues to merge the best of writer's workshop elements with relevant theory about how and why skills should be taught. It connects theory about using grammar in context with practical instructional strategies, explains why kids often don't understand or apply grammar and mechanics correctly, focuses on attending to the "high payoff," or most common errors in student writing, and shows how to carefully construct a workshop environment that can best support grammar and mechanics concepts.



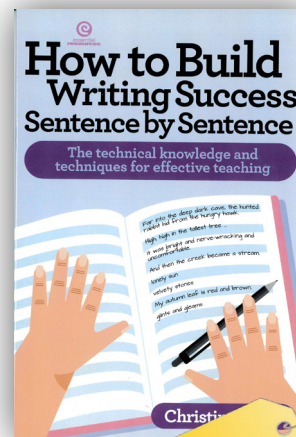
The Writing Book

A teacher-friendly guide to teaching writing at emergent, early and fluent levels. It includes practical information that will support primary and middle school teachers to plan and deliver an effective writing programme. Packed with useable writing activities, exercises, games and strategies for teachers. Downloadable support material is also supplied.



How to Teach Writing, Spelling and Grammar

The resource takes an empirical evidence-based approach to teaching writing across primary school years. While it is based on scientific research, the advice is practical and easily transferrable into the classroom. The authors cover the underlying subskills of learning to write – text generation, transcription and self-regulation.



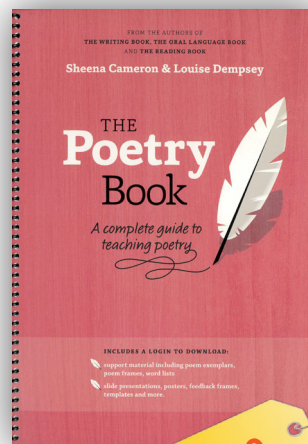
How to Build Writing Success Sentence by Sentence

The sentence is a key building block for overall improvement in writing yet the technical details can seem daunting to some teachers as well as their students. This resource offers a research-based approach that has proven successful in the classroom in progressing students' skills with sentences across Years 1 to 8.



I Got Something To Say

We want our young people to grow up knowing that writing is an important and deeply satisfying skill, one that helps them make more sense of themselves and their world, one that helps them communicate effectively. Much more than a skill, writing is the creativity of each child making itself known through the role of author. Unfortunately, too often writing becomes merely an exercise in getting words right or writing to teacher-prescribed tasks. Authorship is much richer than that, it is a means of describing, pondering on, clarifying, questioning and celebrating aspects of their lives.



The Poetry Book

The Poetry Book is a practical guide to teaching poetry. When students write poetry, it enriches their language and vocabulary, encourages creative thinking and develops reading, writing, speaking and listening skills. All students benefit from writing poetry but 'at risk' and reluctant writers can experience particular success from the creative but scaffolded nature of poetry. The Poetry Book contains detailed information and fun activities that will encourage even the most poetry averse teacher to have a go!

