



TEACHER PROFESSIONAL REFERENCE:
ENGLISH LANGUAGE ARTS GRADES K-12

A Reference for Selecting Learning
Resources

Manitoba Education and Advanced Learning Cataloguing in Publication Data

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Manitoba Education and Advanced Learning
School Programs Division
Winnipeg, Manitoba, Canada

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Any websites referenced in this document are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

This resource is available on the Manitoba Education and Advanced Learning at <www.edu.gov.mb.ca/k12/learnres/bibliographies.html>.

A C K N O W L E D G E M E N T S

Manitoba Education and Advanced Learning acknowledges the individuals involved in the review and selection of learning resources to support provincial curriculum implementation. Appreciation is also extended to school divisions within Manitoba that support teachers' participation in the review. Finally, publishers, producers, and distributors are thanked for their submission of learning resources for consideration.

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INTRODUCTION

REFERENCE FOR SELECTING LEARNING RESOURCES

TEACHER PROFESSIONAL REFERENCE: English Language Arts Grades K-12 is a reference tool provided by Manitoba Education and Advanced Learning to help educators select student and teacher learning resources to support the curriculum. Recommended learning resources may be purchased through the Manitoba Learning Centre Catalogue (MLRC) formerly known as the Manitoba Text Book Bureau (MTBB), and many of the titles may be borrowed from the Department's Library.

The bibliography is arranged alphabetically by title, followed with indexes. The indexes may include audience, (for example, resource for teachers or resource for students), grade, distributor, category (for example, depth resource), and suggested use.

LEARNING RESOURCES REVIEWS

Publishers submit resources for review in response to the Department's request for new learning resources to support provincial curricula. Teachers, nominated by superintendents of school divisions, are selected as teacher-evaluators. Using a collaborative review process, the teacher-evaluators examine the materials according to the resource-selection criteria to make recommendations regarding the suitability of the resources for Manitoba students and teachers.

RESOURCE SELECTION CRITERIA

Learning resources are selected based on the basis of their fidelity with the rationale, philosophy, processes, and learning outcomes identified in each curriculum. Four evaluation criteria are used in selecting learning resources:

- **Curriculum Fit/Content/Philosophy:** the degree to which the content and processes of the resource align with the curriculum, thus providing support for curriculum implementation.
- **Instructional Design:** the degree to which the resource provides for multiple approaches to learning, has a wide range of use, is current, and reflects current pedagogical theory and practice.
- **Social Considerations:** the degree to which the resource is free of bias and stereotyping. The resource is examined for Canadian content, the use of culturally diverse examples, and accurate portrayal of First Nations, Inuit, and Métis peoples. Cautionary notes are added to alert teachers to potentially sensitive curriculum-fit issues or potential community concerns related to the resource.

- **Technical Design:** the degree to which the resource is visually appealing and has a logical and consistent form.

When selecting learning and teaching resources, teachers should consider how the resources meet the learning requirements of students, the perspectives of the student population, and local decisions related to the delivery of potentially sensitive content.

TERMS AND DEFINITIONS

The following terms and definitions are used to describe the learning resources:

- **Breadth:** identifies learning resources that address a wide range of student learning outcomes for a particular grade.
- **Depth:** identifies learning resources that provide effective learning experiences in greater detail for a narrower grouping of student learning outcomes.
- **Breadth and Depth:** identifies comprehensive learning resources that provide both breadth and depth dimensions for an extensive grouping of student learning outcomes.
- **Teacher Reference:** identifies resources that assist teachers in implementing the curriculum, including background information for teacher use; may identify teaching suggestions and learning activities.
- **Teacher Guide:** identifies a separate guide for teachers or a teacher's edition of a **Student Text**.

PURCHASE OF LEARNING RESOURCES

The learning resources described in the bibliography are available for purchase through the Manitoba Learning Resources Centre Catalogue (MLRC) *Manitoba Text Book Bureau Catalogue of Learning Resources*. For information or assistance regarding the purchase of learning resources, contact:

The Manitoba Learning Resource Centre (MLRC) formerly known as the **The Manitoba Text Book Bureau (MTBB)**

Box 910

Souris, MB R0K 2C0

Toll free: 866-771-6822 (Manitoba and Saskatchewan)

Telephone: 204-483-5040

Fax: 204-483-5041

Email: mtbb@gov.mb.ca

Online catalogue: <<http://www.mtbb.mb.ca>>

Borrowing Recommended Learning Resources

Most of the learning resources listed in the bibliographies are available to Manitoba educators through the Manitoba Education Library, located at 1181 Portage Avenue in Winnipeg.

The Education Library ships materials province-wide.

Search for recommended learning resources in the Education Library's online catalogue:
<http://library.edu.gov.mb.ca>

To learn more about the Education Library's services, visit the home page:
<http://www.edu.gov.mb.ca/k12/mel>

Contact Information:

For registration questions or information about your account, please contact:

204-945-5371

Toll Free: 1-800-592-7330

irucirc@gov.mb.ca

For help with searching or selecting Library materials, please contact:

204-945-7830

Toll Free: 1-800-282-8069 x.7830

iruref@gov.mb.ca



TITLES & DESCRIPTIONS

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings

Author(s): Jeff Zwiers, Marie Crawford
Year: 2011
Pagination: 234 p
ISBN: 978-1-57110-884-5
Format: Print

Audience: Teacher

Publisher: Scholastic Canada Ltd.
Distributor: Scholastic Canada Ltd.

Date Recommended: October 20, 2015

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts						✓	✓	✓	✓	✓	✓	✓	✓

Authors identify five core communication skills to help students maintain productive academic conversations across subject areas. This book guides teachers in embedding academic conversations into current teaching, describes how teachers can explicitly support the development of each conversation skill, explains how teachers can create rich conversation-worthy tasks, and discusses how to use conversations to teach and assess. This resource is also quite effective for developing language proficiency with EAL learners. This resource would be a good choice for book study for cross-disciplinary groups and teachers exploring ways to support EAL learners. Authors use the term ELL (English Language Learners) instead of EAL (English as an Additional Language Learners).

Book Love

Author(s): Penny Kittle
Year: 2013
Pagination: 174 p
ISBN: 978-0-325-04295-4
Format: Print

Audience: Teacher

Distributor: Pearson Canada

Date Recommended: October 20, 2015

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Students will read better if they read more. This resource develops the idea that it is not enough to teach students to read – they must be readers. Kittle outlines how teachers

Using the complex art of illustration, Ray demonstrates with both research and practical ideas how teachers can support students in meaning making both through composition and comprehension. This resource supports teachers in making instructional and planning decisions around writing by providing unit design and 50 techniques to use with Early and Middle Years students. Each idea is supported with clear research as well as examples of student work. In Pictures and Words connects visual, verbal, and print literacy in ways that make sense for students and teachers.

It's All About Thinking

Publisher : Portage & Main Press

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts						✓	✓	✓	✓	✓	✓	✓	✓

It's All About Thinking: Collaborating to Support All Learners: In English, Social Studies and Humanities

Author(s): Faye Brownlie, Leyton Schnellert

Audience: Teacher

Year: 2009

Pagination: 256 p

ISBN: 978-1-55379-221-5

Format: Print

Publisher: Portage & Main Press

Date Recommended: October 20, 2015

Distributor:

It's All About Thinking explores multiple factors that support students' thinking and deeper learning in the humanities. Fay Brownlie and Leyton Schnellert offer various ways to plan teaching and learning to support diverse learners in classrooms, provide reflections on and practical applications for assessment for, as, and of learning, share and reflect on multiple sample unit and lesson plans, and discuss real school examples of collaboration.

Independent reading time must be thoughtful and purposeful in order to be effective. Providing time for children to read every day is not enough, it must be accompanied by intentional instruction and assessment. This resource provides the research and rationale that supports independent reading time, as well as a framework with specific teaching strategies. Students in Manitoba should be reading independently every day and this resource supports teachers in making the most of this instructional time.

A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades

Author(s): Georgia Heard, Jennifer McDonough **Audience:** Teacher
Year: 2009
Pagination: 178 p
ISBN: 978-1-57110-432-8
Format: Print

Publisher: Stenhouse Publishers **Date Recommended:** October 20, 2015
Distributor: Pembroke Publishers

Subject / Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	✓	✓	✓	✓	✓								

A Place for Wonder supports early years teachers in creating environments where inquiry, curiosity, and exploration becomes catalysts for reading and writing non-fiction. This book provides practical ways to set up the classroom, design learning experiences, and find quality resources to encourage deep thinking and observation about the world. *A Place for Wonder* helps teachers to engage students in using language for exploration and design as well as the other multiple ways to use language.

Pulling Together: Integrating Inquiry, Assessment, and Instruction in Today's English Classroom

Author(s): Leyton Schnellert, Mehjabeen Dattoo, Krista Ediger, Joanne Panas **Audience:** Teacher
Year: 2009
Pagination: 160 p
ISBN: 978-1-55138-237-1
Format: Print

Publisher: Scholastic Canada Ltd.
Distributor: Scholastic Canada Ltd.

Date Recommended: October 20, 2015

Subject / Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts						✓	✓	✓	✓	✓	✓	✓	✓

This Canadian resource guides teachers through planning processes in English language arts that incorporate thinking about backwards design, formative assessment, inquiry, and responsive and strategic teaching. The authors illustrate their reflecting and planning processes, by guiding readers through the ways that they negotiate and pull together these multiple factors. This book provides very practical ideas, tools, and samples that can support teachers' own thinking and planning.

Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success

Author(s): Regie Routman
Year: 2014
Pagination: 356 p
ISBN: 978-1-4166-1873-7
Format: Print

Audience: Teacher

Publisher: ASCD
Distributor: ASCD

Date Recommended: October 20, 2015

Subject / Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Read, Write, Lead makes explicit the connection between effective leadership and literacy achievement. Routman suggests that quality instruction for students is possible only when schools and divisions share common beliefs about teaching and learning. This resource provides a framework for thinking through the process of developing a school or division wide culture that ensures the most effect literacy instruction and assessment across the curriculum. *Read, Write, Lead* is very accessible and evidence based. As an alternative to packaged programs, this is a resource for thinking and planning.

Routman provides practical guidance on setting up the classroom, choosing texts, and planning the day so that all students learn to read well. Research-based, *Reading Essentials*, is an excellent resource.

Reading for Understanding: How Reading Apprenticeship Improves Dicipinary Learning in Secondary and College Classrooms

Author(s): Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy

Audience: Teacher

Edition: Second Edition

Year: 2012

Pagination: 363 p

ISBN: 978-0-470-60831-9

Format: Print

Publisher: Wiley Canada

Date Recommended: October 20, 2015

Subject / Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts						✓	✓	✓	✓	✓	✓	✓	✓

Reading for Understanding presents a framework for improving reading and subject area learning of all students and grounds this approach with a large range of classroom practice examples, ideas, and “close-ups.” The authors clearly demonstrate how teachers and students collaborate to build positive reading and learning identities and build social dimensions to support collaborative meaning making. Through metacognitive conversations, teachers and students make visible how they strategically mobilize cognitive strategies to tackle diverse texts and how they surface, refine, and build the kinds of knowledge that readers use to interact with texts. This book could be a great resource to support teacher collaborative planning and interdisciplinary discussions.

Reading in the Wild: The Book Whisperer’s Keys to Cultivating Lifelong Reading Habits

Author(s): Donalyn Miller, Susan Kelley

Audience: Teacher

Year: 2014

Pagination: 273 p

ISBN: 978-0-470-90030-7

Format: Print

Publisher: Wiley Canada

Date Recommended: October 20, 2015

Publisher: Stenhouse Publishers
Distributor: Pembroke Publishers

Date Recommended: October 20, 2015

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts					✓	✓	✓	✓	✓	✓	✓	✓	✓

Revision and editing processes can be challenging for students, yet these are critical parts of writing. The authors illustrate various approaches and tools to facilitate the teaching of revision in meaningful ways. With the focus on developing of writing and writers, Jeff Anderson and Deborah Dean ground all instruction and learning in 4 principles: create context, invite collaboration, allow choice, risk-taking, and error, and make meaning by reflecting and evaluating. This book supports teacher planning of focused and strategic instruction while providing very concrete sample lessons and tips.

Teaching Children’s Literature: It’s Critical

Author(s): Christine Leland, Mitzi Lewison,
Jerome Harste
Year: 2013
Pagination: 231 p
ISBN: 978-0-415-50868
Format: Print

Audience: Teacher

Publisher: Routedledge/Taylor & Francis

Date Recommended: October 20, 2015

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓				

Children’s literature is the main resource in most early years English language arts classrooms, and in fact, in many disciplines. This resource provides teachers with a way of considering appropriate and varied ways to engage children with literature across the curriculum. The use of children’s literature to teach reading, engage in inquiry into the world, and read critically supports the Manitoba ELA Practices. Teachers are encouraged to use literature to teach children to enjoy, think deeply, and take action.

Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8

Author(s): Regie Routman
Year: 2008
Pagination: 142 p
ISBN: 978-0-325-01081-6
Format: Print

Audience: Teacher

Publisher:
Distributor: Pearson Canada

Date Recommended: October 20, 2015

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓				

The subtitle, “*Expecting the most and getting the best from every learner, K-8*” aligns with the central ideas of the Manitoba ELA curriculum that all learners are competent and live and learn in meaningful contexts. Routman provides a thoughtful way to consider how to teach for independence through relevant, challenging, and interesting curriculum and embedded assessment. This resource could be an appropriate choice for a book study focused on reflective practice.

Teaching Middle School Writers: What Every English Teacher Needs to Know

Author(s): Laura Robb
Year: 2010
Pagination: 333 p
ISBN: 978-0-325-02657-2
Format: Print/DVD

Audience: Teacher

Distributor: Pearson Canada

Date Recommended: October 20, 2015

Subject/Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts					✓	✓	✓	✓	✓	✓	✓	✓	✓

Laura Robb walks teachers through ways to learn about and tap into students’ personal writing lives and their needs as writers in school. *Teaching Middle School Writers* provides very practical and concrete suggestions for teaching writing, including how teachers can use mentor texts, establish daily routines, create powerful lessons, support writing processes, facilitate conferences, and use digital spaces for sharing writing and thinking

A U D I E N C E

Teacher

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings

Book Love

The Book Whisperer: Awakening the Inner Reader in Every Child

The Construction Zone: Building Scaffolds For Readers and Writers

Critical Literacy: Enhancing Students' Comprehension of Text

Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and Content Areas with Guiding Questions

Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop

I See What You Mean: Visual Literacy K-8

In Defense of Read-Aloud Sustaining Best Practice

In Pictures and In Words

It's All About Thinking

It's All About Thinking: Collaborating to Support All Learners: In English, Social Studies and Humanities

Let's Talk: One-on-One, Peer, and Small-Group Writing Conferences

Literacies

Many Texts, Many Voices: Teaching Literacy and Social Justice to Young Learners in the Digital Age

Mechanically Inclined

No More Independent Reading Without Support

A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades

Pulling Together: Integrating inquiry, assessment, and instruction in today's English classroom

Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success

Readers Front & Center Helping All Student Engage with Complex Texts

Reading Essentials: The Specifics You Need to Teach Reading Well

Reading for Understanding: How Reading Apprenticeship Improves Dicipinary Learning in Secondary and College Classrooms

Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits

Reading with Meaning: Teaching Comprehension in the Primary Grades

Revision Decisions: Talking Through Sentences and Beyond

Teaching Children's Literature: It's Critical

Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8

Teaching Middle School Writers: What Every English Teacher Needs to Know

Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action

When Kids Can't Read: What Teachers Can Do

WRITE Beside Them: Risk, Voice and Clarity in High School Writing

GRADE

Kindergarten

Book Love

The Book Whisperer: Awakening the Inner Reader in Every Child

The Construction Zone: Building Scaffolds For Readers and Writers

Critical Literacy: Enhancing Students' Comprehension of Text

I See What You Mean: Visual Literacy K-8

In Defense of Read-Aloud Sustaining Best Practice

In Pictures and In Words

Literacies

Many Texts, Many Voices: Teaching Literacy and Social Justice to Young Learners in the Digital Age

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Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8

Teaching Middle School Writers: What Every English Teacher Needs to Know

Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action

Grade 1

Book Love

The Book Whisperer: Awakening the Inner Reader in Every Child

The Construction Zone: Building Scaffolds For Readers and Writers

Critical Literacy: Enhancing Students' Comprehension of Text

I See What You Mean: Visual Literacy K-8

In Defense of Read-Aloud Sustaining Best Practice

In Pictures and In Words

Literacies

Many Texts, Many Voices: Teaching Literacy and Social Justice to Young Learners in the Digital Age

No More Independent Reading Without Support

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Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success

Readers Front & Center Helping All Student Engage with Complex Texts

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Teaching Children's Literature: It's Critical
Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8
Teaching Middle School Writers: What Every English Teacher Needs to Know
Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action

Grade 2

Book Love
The Book Whisperer: Awakening the Inner Reader in Every Child
The Construction Zone: Building Scaffolds For Readers and Writers
Critical Literacy: Enhancing Students' Comprehension of Text
I See What You Mean: Visual Literacy K-8
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Many Texts, Many Voices: Teaching Literacy and Social Justice to Young Learners in the Digital Age
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Reading with Meaning: Teaching Comprehension in the Primary Grades
Teaching Children's Literature: It's Critical
Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8
Teaching Middle School Writers: What Every English Teacher Needs to Know
Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action

Grade 3

Book Love
The Book Whisperer: Awakening the Inner Reader in Every Child
The Construction Zone: Building Scaffolds For Readers and Writers
Critical Literacy: Enhancing Students' Comprehension of Text
I See What You Mean: Visual Literacy K-8
In Defense of Read-Aloud Sustaining Best Practice
In Pictures and In Words
Let's Talk: One-on-One, Peer, and Small-Group Writing Conferences

Literacies

Many Texts, Many Voices: Teaching Literacy and Social Justice to Young Learners in the Digital Age

No More Independent Reading Without Support

A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades

Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success

Readers Front & Center Helping All Student Engage with Complex Texts

Reading Essentials: The Specifics You Need to Teach Reading Well

Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits

Reading with Meaning: Teaching Comprehension in the Primary Grades

Teaching Children's Literature: It's Critical

Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8

Teaching Middle School Writers: What Every English Teacher Needs to Know

Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action

Grade 4

Book Love

The Book Whisperer: Awakening the Inner Reader in Every Child

The Construction Zone: Building Scaffolds For Readers and Writers

Critical Literacy: Enhancing Students' Comprehension of Text

Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop

I See What You Mean: Visual Literacy K-8

In Defense of Read-Aloud Sustaining Best Practice

In Pictures and In Words

Let's Talk: One-on-One, Peer, and Small-Group Writing Conferences

Literacies

Many Texts, Many Voices: Teaching Literacy and Social Justice to Young Learners in the Digital Age

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No More Independent Reading Without Support

A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades

Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success

Readers Front & Center Helping All Student Engage with Complex Texts

Reading Essentials: The Specifics You Need to Teach Reading Well

Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits

Reading with Meaning: Teaching Comprehension in the Primary Grades

Revision Decisions: Talking Through Sentences and Beyond

Teaching Children's Literature: It's Critical

Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8

Teaching Middle School Writers: What Every English Teacher Needs to Know
Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action
When Kids Can't Read: What Teachers Can Do

Grade 5

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings
Book Love
The Book Whisperer: Awakening the Inner Reader in Every Child
The Construction Zone: Building Scaffolds For Readers and Writers
Critical Literacy: Enhancing Students' Comprehension of Text
Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and Content Areas with Guiding Questions
Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop
I See What You Mean: Visual Literacy K-8
In Defense of Read-Aloud Sustaining Best Practice
It's All About Thinking
It's All About Thinking: Collaborating to Support All Learners: In English, Social Studies and Humanities
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Reading for Understanding: How Reading Apprenticeship Improves Dicipinary Learning in Secondary and College Classrooms
Reading in the Wild: The Book Whisperer's Keys to Cultivating Lifelong Reading Habits
Reading with Meaning: Teaching Comprehension in the Primary Grades
Revision Decisions: Talking Through Sentences and Beyond
Teaching Children's Literature: It's Critical
Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8
Teaching Middle School Writers: What Every English Teacher Needs to Know
Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action
When Kids Can't Read: What Teachers Can Do

Grade 6

Academic Conversations: Classroom Talk That Fosters Critical Thinking and

Content Understandings

Book Love

The Book Whisperer: Awakening the Inner Reader in Every Child

The Construction Zone: Building Scaffolds For Readers and Writers

Critical Literacy: Enhancing Students' Comprehension of Text

Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and Content Areas with Guiding Questions

Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop

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Reading with Meaning: Teaching Comprehension in the Primary Grades

Revision Decisions: Talking Through Sentences and Beyond

Teaching Children's Literature: It's Critical

Teaching Essentials: Expecting the Most and Getting the Best From Every Learner, K-8

Teaching Middle School Writers: What Every English Teacher Needs to Know

When Kids Can't Read: What Teachers Can Do

Grade 7

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings

Book Love

The Book Whisperer: Awakening the Inner Reader in Every Child

The Construction Zone: Building Scaffolds For Readers and Writers

Critical Literacy: Enhancing Students' Comprehension of Text

Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and Content Areas with Guiding Questions

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When Kids Can't Read: What Teachers Can Do
WRITE Beside Them: Risk, Voice and Clarity in High School Writing

Grade 8

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings
Book Love
The Book Whisperer: Awakening the Inner Reader in Every Child
The Construction Zone: Building Scaffolds For Readers and Writers
Critical Literacy: Enhancing Students' Comprehension of Text
Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and Content Areas with Guiding Questions
Everyday Editing: Inviting Students to Develop Skill and Craft in Writer's Workshop
I See What You Mean: Visual Literacy K-8
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