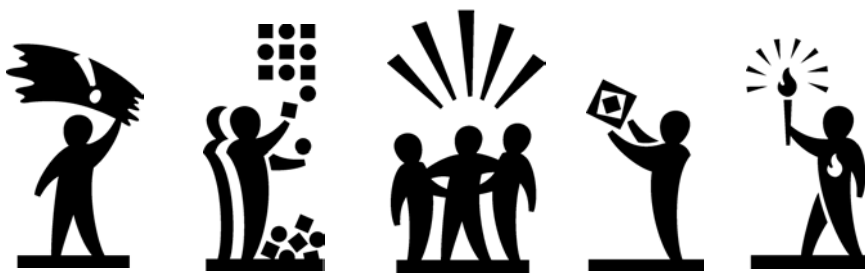


Resource Lists



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SUGGESTED LEARNING RESOURCES

The resources in the list below are those that have been suggested by Alberta teachers as useful. Included are print resources, intended primarily for teachers, as well as Web site and multimedia resources that students could access. The parenthetical text at the end of each bibliographic citation refers to the particular learning outcome subheadings or other sections of the guide where application of the resource will be most useful. The Suggested Learning Resources have been divided into two sections to indicate those resources that have been authorized by Alberta Learning and those that have not. Resources that have been authorized by Alberta Learning are available for purchase from the Learning Resources Centre (Telephone: 780-427-5775; Web site: <http://www.lrc.learning.gov.ab.ca>).

Note: The listing of unauthorized resources is not to be taken as explicit or implicit departmental approval for use. The titles have been provided as a service only, to help school authorities identify resources that contain potentially useful ideas. The responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy. The user is also responsible for evaluating any materials listed within the resource itself.

Alberta Learning Authorized Resources

Alberta Learning. *Researching and Making Presentations: Grades 5 to 12*. CD-ROM. Edmonton, AB: Alberta Learning, 2001. (3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4)

This CD-ROM features video clips of students demonstrating five aspects of researching and making presentations, at four increasingly advanced levels. It provides guidance for focusing research; finding, selecting, organizing and presenting information; and evaluating sources. Samples and how-to hints for each section can be printed out.

_____. *Room for Five*. Edmonton, AB: Alberta Learning, 1999. (2.1.1, 4.1.1)

Five room-mates use the language arts to address a number of challenges they face. Throughout this nine-video series, emphasis is given to the importance of understanding context. The teacher guide contains learning and teaching activities to accompany the video series.

_____. *Room for Five: Teacher Guide*. Edmonton, AB: Alberta Learning, 2001. (2.1.1, 4.1.1)

Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. 2nd ed. Toronto, ON: Irwin Publishing, 1998. (1.2.3, 2.1.1, 2.2.1, 4.2.1)

Made up of 14 chapters and 17 appendices, this resource offers practical suggestions on a number of English language arts areas, including self-evaluation, goal setting, lessons about the conventions of writing and a brief discussion of syntactic and semantic context.

Barrell, Barrie R. C. and Roberta Hammett (eds.). *Advocating Change: Contemporary Issues in Subject English*. Toronto, ON: Irwin Publishing, 2000. (1.1.1, 2.1.1, 5.1.2)

The various issues are addressed in twenty chapters, which are grouped into six parts:

Part 2—Issues in Reading the World—provides four essays that offer perspectives on various aspects of understanding and appreciating others.

Part 3—De-centring Text Traditions—contains a number of essays that provide discussion on such topics as television literacy, critical responses to text in various media, technology and oracy.

Part 5—Re-assessing Assessment Practices—includes discussion of traditional assessment practices, portfolio assessment, writing assessment, and diversity and assessment.

Belanger, Joe et al. *Instant English: Ideas for the Unexpected Lesson, Years 7–12*. Rozelle, NSW: St. Clair Press, 1996. (1.1.2, 2.2.1)

This package contains 24 practical suggestions for a variety of classes, including writing in a different register, following a model and examining nonverbal language and dress codes.

Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Portsmouth, NH: Boynton/Cook Publishers, 1999. (1.1.2, 3.1.1, 3.2.3, 4.1.1, 4.2.1, 5.1.1)

Five sections, including 28 chapters and 15 appendices, make up this collection. Some chapter titles are Teaching Thinking in the English Class; Integrating English Projects and Exhibitions into the Curriculum; Digital Literacy; Teaching, Speaking and Listening: The Verbal Curriculum; and Thoughts About Culture, Race, and Language. Also included is an endnote regarding the “Human Language.”

Childers, Pamela B., Eric H. Hobson and Joan A. Mullin. *ARTiculating: Teaching Writing in a Visual World*. Portsmouth, NH: Boynton/Cook Publishers, 1998. (1.1.2, 2.2.1, 2.2.2, 2.3.1)

This book offers “special strategies and ways of thinking about the relationship(s) between the visual and verbal realms of communication,” and offers ways of using these in the classroom.

Christian, Scott. *Exchanging Lives, Middle School Writers Online*. Urbana, IL: National Council of Teachers of English (NCTE), 1997. (1.2.1, 2.3.1)

This resource examines the collaborative exchanges and dialogues of students from Alaska to Mississippi, whose online discussions focused on Anne Frank.

Conrad, Ronald. *The Act of Writing: Canadian Essays for Composition*. 3rd ed. Toronto, ON: McGraw-Hill Ryerson, 1990. (4.2.3)

This anthology contains samples of various styles and forms of writing. Ideas for discussion and writing follow each sample.

Golub, Jeffrey N. *Making Learning Happen: Strategies for an Interactive Classroom*. Portsmouth, NH: Boynton/Cook Publishers, 2000. (1.1.2)

This resource includes a collection of practical exercises that support various learning situations. See, for example, Chapter 1, Making Learning Happen, which addresses self-reflection and constructing and negotiating meanings.

Government of Alberta. *LearnAlberta.ca*. 2002. <http://www.learnalberta.ca/> (Accessed June 20, 2003).

This online resource offers digital video, animations, lab demonstrations, simulations, interactive discovery tools and reference materials.

Graves, Michael and Bonnie Graves. *Scaffolding Reading Experiences: Designs for Student Success*. Norwood, MA: Christopher-Gordon Publishers Inc., 1994. (1.1.1)

In this resource, an examination of the various parts of scaffolding reading is included: prereading, reading and postreading. The importance of student engagement and cognitive learning concepts as they apply to metacognition are also included. Numerous practical activities are provided as well.

Graves, Richard L. (ed.). *Writing, Teaching, Learning: A Sourcebook*. Portsmouth, NH: Boynton/Cook Publishers, 1999. (1.2.1)

Several essays within this collection lend themselves to learning outcome subheading 1.2.1. Consider Romano's "Family Stories and the Fictional Dream" (p. 162), or Tobin's "Car Wrecks, Baseball Caps, and Man-to-Man Defense: The Personal Narratives of Adolescent Males" (p. 179).

Heard, Georgia. *Writing Toward Home: Tales and Lessons to Find Your Way*. Portsmouth, NH: Heinemann, 1995. (3.2.4)

This resource has been described as an "autobiographical travelogue." It is a collection of fifty-seven ideas for writing based on specific moments of self-reflection.

Heide, Ann and Linda Stilborne. *The Teacher's Complete and Easy Guide to the Internet*. Toronto, ON: Trifolium Books Inc., 1996. (2.1.4, 3.1.2, 3.2.1, 3.2.2)

This teacher resource addresses classroom use of the Internet. Topics explored include: the role of the Internet in the classroom; getting connected—hardware and software; using electronic mail, list servers and newsgroups; exploring the World Wide Web; and using Gopher, Veronica and additional Internet tools, such as File Transfer Protocol (FTP), Telnet and online chat. It also provides project ideas for the classroom, teaching tips, curriculum links and a CD-ROM of educational sites.

Jeroski, Sharon et al. *Speak for Yourself: Listening, Thinking, Speaking*. Scarborough, ON: Nelson Canada, 1990. (1.1.1)

This resource includes student self-assessment suggestions, teacher observation forms, record-keeping forms and scoring guides for oral activities.

Kearns, Jane. *Where to Begin: A Guide to Teaching Secondary English*. Portsmouth, NH: Boynton/Cook Publishers, 1997. (1.1.2, 2.2.1, 3.1.1, 4.1.3)

Chapter 5, Writing Ideas, Strategies and Guides, discusses the process-writing approach and offers suggestions for response teaching and the use of photography/contact sheets for topic development. It also offers a concrete inventory list of solutions, options and strategies for use with topic, development and detail problems in writing.

McCutcheon, Marc. *Descriptionary: A Thematic Dictionary*. New York, NY: Facts on File, 1992. (2.1.2)

Twenty subject categories are included.

Mellor, Bronwyn and Annette Patterson. *Investigating Texts: Analyzing Fiction and Nonfiction in High School*. Urbana, IL: National Council of Teachers of English (NCTE), 2001. (1.2.2, 2.1.1, 4.1.4)

This text is scaffolded and recommends that the chapters be used sequentially. The introductory unit, *Investigating Texts*, provides a number of insightful and useful comments.

Other chapters of particular interest include: *Making Texts and Changing Texts*. Several of the topics these two chapters deal with include how texts are “made,” as well as how and why ways of reading change.

Mellor, Bronwyn, Annette Patterson and Marnie O’Neill. *Reading Fictions: Applying Literary Theory to Short Stories*. Urbana, IL: National Council of Teachers of English (NCTE), 2000. (1.2.2, 2.1.2)

Reading Fictions focuses on the genre of the short story and provides discussion on how it is read.

Michaels, Judith Rowe. *Risking Intensity: Reading and Writing Poetry with High School Students*. Urbana, IL: National Council of Teachers of English (NCTE), 1999. (1.2.2, 4.1.2, 4.1.3)

The writer of this text encourages meaningful engagement of her students with poetry by writing along with, and responding to, their writing. The narrative/expository style of this resource is accessible and interesting.

Mitchell, Diana and Leila Christenbury. *Both Art and Craft: Teaching Ideas that Spark Learning*. Urbana, IL: National Council of Teachers of English (NCTE), 2000. (1.1.2)

This is a collection of theoretical and practical ideas that can easily be taken into the classroom. A particularly useful chapter is Chapter 4, which provides “a catalog of ideas and ways into literature,” intended to motivate and involve students with literary text.

Monseau, V. R. and G. M. Salvner (eds.). *Reading Their World: The Young Adult Novel in the Classroom*. 2nd ed. (includes CD-ROM). Portsmouth, NH: Boynton/Cook, 2000. (1.2.2, 2.3.1)

This collection of philosophical essays advocates developing a community of readers who are engaged in exploratory talk, reader response and critical thinking. The essays focus on choice of reading materials, authors of young adult novels and teaching the young adult novel. Thorough references appear throughout the text.

Moon, Brian. *Literary Terms: A Practical Glossary*. Urbana, IL: National Council of Teachers of English (NCTE), 1999. (2.1.4)

Each term is “defined” by providing four sections: To Get You Thinking, Theory, Practice, and Summary. This glossary contains sections on such terms as context, discourse, intertextuality, reading practices, representation, as well as open and closed text.

Owston, Ron. *Making the Link: Teacher Professional Development on the Internet*. Portsmouth, NH: Heinemann, 1998. (2.1.4, 3.1.2, 3.2.2)

This practical guide for teachers describes how to use the Internet for research. Part V contains several brief sections that offer suggestions for the evaluation of materials found on the Internet.

Perl, Sondra and Nancy Wilson. *Through Teachers' Eyes: Portraits of Writing Teachers at Work*. Portland, ME: Calendar Islands Publishers, 1998. (3.2.4)

This resource studies six different writing teachers and their reflections about themselves and their students.

Pirie, Bruce. *Reshaping High School English*. Urbana, IL: National Council of Teachers of English (NCTE), 1997. (1.1.2, 2.1.2, 4.1.2)

This resource includes eight chapters devoted to current issues in English language arts.

Reid, Louann and Jamie Neufeld (eds.). *Rationales for Teaching Young Adult Literature*. Portland, ME: Calendar Islands Publishers, 1999. (1.2.2)

Rationales for teaching 22 different young adult novels are provided.

Richardson, Judy S. *Read It Aloud! Using Literature in the Secondary Content Classroom*. Newark, DE: International Reading Association, 2000. (1.2.2)

This resource provides teachers with a variety of examples and genres of read-aloud excerpts to be used in different content areas.

Roe, Betty D., Suellen Alfred and Sandy Smith. *Teaching Through Stories: Yours, Mine, and Theirs*. Norwood, MA: Christopher-Gordon Publishers, 1998. (1.2.1)

Twelve chapters and two appendices offer a variety of suggestions for using personal and other stories in the classroom.

Ross, Elinor Parry. *Pathways to Thinking: Strategies for Developing Independent Learners K–8*. Expanded Professional Version. Norwood, MA: Christopher-Gordon Publishers, Inc., 1998. (1.1.1, 1.2.3, 2.1.1, 3.2.1, 3.2.3, 3.2.4, 5.1.1)

Although the examples contained in this volume have been taken from elementary and junior high school sources, its theory and practice can easily be applied to senior high school students. Its chapters include discussion of various forms of talk, metacognition, graphic organizers and the use of technology to stimulate thinking. It also provides a number of suggestions for assisting students in identifying and setting their own goals.

Sawyer, Wayne, Ken Watson and Eva Gold (eds.). *Re-Viewing English*. Rozelle, NSW: St. Clair Press, 1998. (2.1.1, 4.1.1, 4.1.3, 5.1.2)

Within this resource, “Towards Critical Literacy: The ‘Cultural Studies’ Model of English” provides insight into certain aspects of the discussion of context.

Eva Gold’s essay, “Deconstructive Approaches in the Teaching of Texts,” is particularly applicable to assessing text creation context. Practical application is offered with the example of Shakespeare’s *The Merchant of Venice*.

Shrubb, Gordon and Ken Watson. *Star-Cross'd Lovers: A Workshop Approach to Romeo and Juliet*. 2nd ed. Rozelle, NSW: St. Clair Press, 1998. (1.2.2)

This resource includes 21 reproducible activities intended to engage the student and stimulate interest in Shakespeare. The workshop series also includes the plays *Macbeth*, *Much Ado about Nothing*, *Hamlet*, *The Tempest*, *The Merchant of Venice*, *As You Like It*, *King Lear*, *Taming of the Shrew*, *A Midsummer Night’s Dream*, *Julius Caesar*, *Twelfth Night*, and *Othello* to name a few.

Somers, Albert B. *Teaching Poetry in High School*. Urbana, IL: National Council of Teachers of English (NCTE), 1999. (1.2.2, 2.3.1)

This is a practical collection of ideas, guidelines and poetry for the contemporary classroom, including such chapters as Approaching Poetry, Responding to Poetry, Poetry and Writing, and Poetry and the Internet.

Strickland, Kathleen and James Strickland. *Reflections on Assessment: Its Purposes, Methods & Effects on Learning*. Portsmouth, NH: Boynton/Cook Publishers, 1998. (1.1.1, 1.2.3)

Various types of formative evaluations are examined. These include observation, anecdotal records, conferencing and interviews, progress reports, and checklists. A number of rubrics are provided as is a chapter on portfolios.

Tchudi, Susan J. and Stephen N. Tchudi. *The English Language Arts Handbook: Classroom Strategies for Teachers*. 2nd ed. Portsmouth, NH: Boynton/Cook Publishers, 1999. (1.1.1, 2.2.1, 3.1.1)

This collection contains both current theory and practical applications for it. This includes sections on idea gathering, learning logs, response groups, portfolios and writers' notebooks.

Teasley, Alan and Ann Wilder. *Reel Conversations: Reading Films with Young Adults*. Portsmouth, NH: Heinemann, 1997. (2.1.2, 2.2.1, 5.1.2)

This is a reference handbook for both experienced and inexperienced teachers to guide the processes of viewing and representing. Included are comprehension strategies and textual cues used in reading films, as well as an overview of the film genre.

Tierney, Robert J., Mark A. Carter and Laura E. Desai. *Portfolio Assessment in the Reading–Writing Classroom*. Norwood, MA: Christopher-Gordon Publishers Inc., 1991. (1.1.1, 1.2.3)

This text provides a number of suggestions and examples employed by teachers while using portfolios for assessment.

Weaver, Constance. *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook Publishers, 1996. (4.2.3, 4.2.4)

The appendix “Teaching Style Through Sentence Combining and Sentence Generating” is useful for learning outcome subheading 4.2.3.

This is a useful text for teachers who may be reconsidering their approach to teaching grammar. Of particular relevance are the following chapters: Toward a Perspective on Error, Reconceptualizing the Teaching of Grammar, and Learning Theory and the Teaching of Grammar.

Additional Resources (Not Authorized by Alberta Learning)

Aaron, J. E. and M. McArthur. *The Little, Brown Compact Handbook*. Don Mills, ON: Scott Foresman, 1997. (4.2.4)

This reference handbook addresses the main components of written language conventions and usage. Topics include the writing process, language conventions, formats, research writing and writing in other subject areas.

Alexander, Jan and Marsha Ann Tate. "Evaluating Web Resources." *Wolfgram Memorial Library*. 1996–1999. <http://muse.widener.edu/Wolfgram-Memorial-Library/webevaluation/webeval.htm> (Accessed June 20, 2003). (3.2.2)

This article explores the need for evaluating Web sources, provides criteria for evaluation and describes how to apply criteria. This Web site also provides links to additional sites with Web evaluation materials.

Alexander, Janet E. and Marsha A. Tate. *Web Wisdom: How to Evaluate and Create Information Quality on the Web*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999. (3.2.2)

This book provides information on evaluating Web resources. It also provides useful information regarding the creation of Web pages. Included are guidelines to help ensure that information presented through a Web page is easy to use and is recognized as being of high quality.

Anson, C. M. and R. Beach. *Journals in the Classroom: Writing to Learn*. Norwood, MA: Christopher-Gordon, 1995. (2.3.1)

This teacher reference provides a wide range of information about journals, including their history and purpose; discusses classroom use of journals; and suggests ideas for journal writing. It presents thinking strategies and metacognitive information, suggests interdisciplinary possibilities, and addresses both oracy and literacy processes. Samples of published journals are also included.

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. 2nd ed. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2000. (4.1.4)

This is a practical introduction to the theory of multiple intelligences, including relating multiple intelligences to curriculum development, teaching strategies, classroom management and assessment.

Baker, Sheridan. *The Practical Stylist*. 3rd ed. New York, NY: HarperCollins, 1991. (4.2.1, 4.2.2, 4.2.3, 4.2.4)

This resource is designed to help students write clear, persuasive prose and to develop effective style. Subjects include thesis statements, logic, diction, syntax and mechanics.

Barker-Sandbrook, Judith and Neil Graham. *Thinking through the Essay*. 2nd ed. Toronto, ON: McGraw-Hill Ryerson, 1993. (2.2.1)

This resource offers chapter examinations and samples of classical and literary essays, reports, reviews, profiles, and excerpts from autobiography and biography. A Teacher's Resource, by Marilyn Eisenstat and Neil Graham, to accompany *Thinking through the Essay*, is available.

Barzowsky-Smith, June. *Wordstrips: 180 Vocabulary Posters*. Portland, MA: J. Weston Walch, 1991. (4.2.4)

The roots and meanings of 180 vocabulary terms are illustrated in this series of posters.

Beard, Jocelyn A. (ed.). *Monologues from Classic Plays, 468 B.C. to 1960 A.D.* Newbury, VT: Smith and Kraus, 1992. (2.3.3, 4.2.4)

This publication, which includes monologues selected from classical Greek theatre to twentieth century theatre of the absurd, provides examples and models of effective style.

Benedict, S. and L. Carlisle. *Beyond Words: Picture Books for Older Readers and Writers*. Portsmouth, NH: Heinemann, 1992. (2.1.2)

This resource uses picture books to investigate print and visual media with older students. It promotes appreciation of the artistry of texts and enjoyment of literature. Topics explored include choosing good picture books for older readers, rationale for using picture books, exploring a variety of genres, responding to literature through writing, illustrating texts, reading books aloud, using picture books to promote the learning of science, poetry and picture books, and research.

Birch, A. *Essay Writing Made Easy: Presenting Ideas in All Subject Areas*. Markham, ON: Pembroke, 1993. (4.1.2, 4.2.1, 4.2.2)

This Canadian reference handbook for teachers and students reflects a process approach to writing. It includes various types of essays, suggests possibilities for interdisciplinary approaches, and provides many examples of writing by both students and professional writers.

Bolton, F. and D. Snowball. *Teaching Spelling: A Practical Resource*. Portsmouth, NH: Heinemann, 1993. (4.2.4)

This resource explores how spelling evolves through student writing. It addresses the stages through which students move from unconventional to conventional spelling. It provides assessment strategies in the context of student revision.

Bomer, R. *Time for Meaning: Crafting Literate Lives in Middle and High School*. Portsmouth, NH: Heinemann, 1995. (5.1.3)

This resource uses the writing process to help students develop a strong sense of self and community. It contains cross-cultural references, visuals and student work samples.

Booth, David, Bob Cameron and Pat Lashmar. *Talk, Look, and Listen*. Toronto, ON: Globe/Modern Curriculum Press, 1986. (4.1.2)

Chapter topics include conversation, group discussion, role-playing, public speaking, storytelling, photo essays, scripting, television, art, music and editorial cartoons. The chapters lend themselves well to lesson planning.

Booth, David W. and Charles J. Lundy. *Improvisation: Learning through Drama*. Toronto, ON: Harcourt Brace Jovanovich, 1985. (5.2.1)

This text explores improvisation as a group learning process. Many games and activities are suggested to aid students in developing dramatic skills.

Bridges, L. *Assessment: Continuous Learning*. York, ME: Stenhouse, 1995. (1.1.1, 5.2.1)

This book demonstrates a variety of ways to connect learning and assessment, including kid watching and use of developmental checklists, portfolios, student interviews and self-evaluation. This resource includes reviews of current assessment literature.

Bromley, K. *Journaling: Engagements in Reading, Writing, and Thinking*. Richmond Hill, ON: Scholastic Canada, 1993. (2.3.1)

This book provides clear and easy-to-follow strategies for incorporating journaling in classrooms. It presents 13 types of journal writing that promote the integration of reading, writing and thinking. This resource assists teachers in a variety of areas, such as personal journals, literature response journals, character journals, home-school journals and electronic journals.

Bromley, Karen, Linda Irwin-De Vitis and Marcia Modlo. *50 Graphic Organizers for Reading, Writing & More: Reproducible Templates, Student Samples and Easy Strategies to Support Every Learner*. New York, NY: Scholastic Professional Books, 1999. (1.1.1)

This book offers a variety of ready-to-go templates, student samples and step-by-step directions to help students use graphic organizers as learning tools.

Bromley, Karen, Linda Irwin-De Vitis and Marcia Modlo. *Graphic Organizers: Visual Strategies for Active Learning*. New York, NY: Scholastic Professional Books, 1995. (1.1.1, 4.1.2)

This book offers a variety of ready-to-go templates, student samples and step-by-step directions to help students use graphic organizers as learning tools.

Brownell, Judi. *Listening: Attitudes, Principles, and Skills*. Scarborough, ON: Prentice Hall, 1996. (1.2.1)

This resource contains an overview of both theory and practice about listening as an important component of communication. It introduces the HURIER model, a behavioural approach to listening improvement.

Brownlie, Faye and Susan Close. *Beyond Chalk & Talk: Collaborative Strategies for the Middle and High School Years*. Markham, ON: Pembroke, 1992. (1.1.1, 2.1.3)

This presentation of 10 learning strategies in a variety of content areas offers samples, vignettes and forms. Brownlie and Close's case study approach looks at the practicalities of each strategy.

Brozo, William G. and Michele L. Simpson. *Readers, Teachers, Learners: Expanding Literacy in Secondary Schools*. Englewood Cliffs, NJ: Prentice Hall, 1991. 2nd ed. 1995. (1.1.1, 2.1.2, 2.1.3, 2.2.1)

This publication uses language-based strategies to foster active learning and expand literacy in secondary schools. Many strategies promote student responsibility for literacy development outside of and beyond school.

Brubacher, Mark, Ryder Payne and Kemp Rickett. *Perspectives on Small Group Learning: Theory & Practice*. Oakville, ON: Rubicon, 1990. (General Outcome 5 Overview, 5.2.1, 5.2.2)

This collection of articles on cooperation and collaboration discusses the theory and implementation of small-group learning.

Buckley, Joanne. *Fit to Print: The Canadian Student's Guide to Essay Writing*. Toronto, ON: Harcourt Brace Jovanovich, 1987. (3.2.1)

This book describes the process of writing a research paper. It discusses note making, outlining, drafting and revising. Guidelines for citing sources and preparing a reference list are provided, along with examples.

Buehl, Doug. *Classroom Strategies for Interactive Learning*. Schofield, WI: Wisconsin State Reading Association, 1995. (2.1.2, 2.1.3, 3.1.1)

This resource provides clear instructions in 30 learning strategies for increasing student independence. The author draws examples from various subject areas.

Butkowski, Joel and Andra Van Kempen. *Using Digital Cameras: A Comprehensive Guide to Digital Image Capture*. New York, NY: Amphoto Books, 1998. (4.1.4)

This is a professional resource for students using digital photography.

Calkins, L. M. *The Art of Teaching Writing*. 2nd ed. Concord, ON: Irwin, 1994. (4.1.3, 4.2.1)

The six sections of this resource provide numerous techniques for teaching writing and for conducting writing workshops. Individual chapters focus on such topics as writing essentials and workshop structures. Examples of student work and assessment ideas are included.

Callahan, Joseph F., Leonard H. Clark and Richard D. Kellough (eds.). *Teaching in the Middle and Secondary Schools*. Englewood Cliffs, NJ: Prentice Hall, 1995. (5.2.1)

This resource links theory and practice. It addresses interactive learning and includes multicultural applications and practical assessment strategies.

Claggett, F., L. Reid and R. Vinz. *Learning the Landscape: Inquiry-Based Activities for Comprehending and Composing*. Portsmouth, NH: Boynton/Cook, 1996. (3.1.1, 3.1.2)

This is a handbook for teachers using an inquiry-based approach in response to a variety of texts. It uses a variety of strategies to encourage the writing process, e.g., double-entry logs, clustering, mapping and graphics. It encourages cooperation through inquiry and self-assessment, supports various learning approaches, and fosters both individual and group activities.

Clarke, Judy, Ron Wideman and Susan Eadie. *Together We Learn*. Scarborough, ON: Prentice Hall Canada, 1990. (3.1.2, 5.2.1, 5.2.2)

This comprehensive manual for cooperative small-group learning includes a rationale for interactive learning and describes group formation, group roles, the teacher's role and assessment procedures.

Cohen, David (ed.). *The Circle of Life: Rituals from the Human Family Album*. New York, NY: Harper San Francisco, 1991. (1.1.1, 5.1.2, 5.1.3)

Cultures throughout the world celebrate birth, puberty, marriage and death in specific traditional ways. This collection of photographs, with explanatory text portraying western customs in the context of family rituals from around the world, may be used to stimulate discussion.

The Conference Board of Canada. "Employability Skills 2000+." *The Conference Board of Canada*. 2003. <http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm> (Accessed September 10, 2003). (5.2.1)

The Conference Board of Canada Web site features Employability Skills 2000+, which describes the critical skills individuals need in the workplace, whether self-employed or working for others.

Conrad, Ronald. *Process and Practice*. 4th ed. Toronto, ON: McGraw-Hill Ryerson, 1993. (4.1.4)

Chapters in this resource include Process in the Short Essay, Writing by Computer, The Paragraph, Editing: The Rest of the Process, and The Research Essay.

Cook, Jeff S. *The Elements of Speechwriting and Public Speaking*. New York, NY: Macmillan, 1989. (4.1.2, 4.1.4)

This resource is a concise and authoritative guide on speech preparation and delivery for the novice and veteran speaker. Topics include preparing an engaging speech, reducing panic before speeches, and knowing how and when to incorporate visual aids.

Copi, Irving M. and Carl Cohen. *Introduction to Logic*. 9th ed. New York, NY: Macmillan Pub., 1994. (3.2.2)

This book explores logic systems and provides examples of logic fallacies.

Cummins, Julie. *Children's Book Illustration and Design*. Vol. 2. New York, NY: PBC International, 1998. (2.3.1, 2.3.3)

The author offers biographies of well-known illustrators from England and the United States, full-colour illustrations, and insights into how illustrations emerge from text in children's stories. This resource would be useful for students in illustrating their own stories or for teachers in instructing viewing strategies.

Daniels, Harvey and Marilyn Bizar. *Methods That Matter: Six Structures for Best Practice Classrooms*. York, ME: Stenhouse, 1998. (1.1.1, 3.1.2, 5.1.1, 5.2.1)

This resource identifies basic teaching structures designed to make classrooms more active, experiential, collaborative, democratic and cognitive. It includes concrete descriptions of practical and proven ways of organizing time, space and materials.

Dias, Patrick. *Reading and Responding to Poetry: Patterns in the Process*. Portsmouth, NH: Boynton Cook, 1995. (Assessment Overview, 2.3.3)

The book begins with a concise and comprehensive account of the evolution of critical theory and the ways it has affected the teaching of poetry in schools. The book fully illustrates a seminal approach to student response-based poetry instruction.

Eisenstat, Marilyn and Neil Graham. *Thinking through the Essay: Teacher's Resource*. Toronto, ON: McGraw-Hill Ryerson, 1994. (2.2.1)

Ellsworth, B. and A. Keller. *English Simplified*. 3rd Canadian ed. Scarborough, ON: HarperCollins College, 1996. (4.2.1)

This resource is an effective reference tool for use during the revising and editing stages of the writing process to enhance the clarity and artistry of writing.

Fee, Margery and Janice McAlpine. *Guide to Canadian English Usage*. Don Mills, ON: Oxford University Press, 1997. (1.1.2)

This lexicon explores the elements of spelling, pronunciation, vocabulary and usage that make Canadian English distinct.

Fletcher, R. *Breathing In, Breathing Out: Keeping a Writer's Notebook*. Portsmouth, NH: Heinemann, 1996. (4.1.3)

This resource compares the process of collecting ideas for creative composition to "breathing in" and the act of generating original text to "breathing out." The author develops the concept of using a writer's notebook to enable the writer to become fully aware of the external and internal environments and to transfer that awareness to enriched composition.

Foster, Elizabeth S. *Energizers and Icebreakers for All Ages and Stages*. Minneapolis, MN: Educational Media Corporation, 1989. (5.2.1)

This resource suggests activities to assist in developing positive classroom interrelationships that foster active learning.

Foster, Graham. *Student Self-Assessment: A Powerful Process for Helping Students Revise Their Writing*. Markham, ON: Pembroke, 1996. (Meeting Student Needs Overview, 1.2.3, 4.2.1)

This resource focuses on students' goal setting and self-assessment of their own writing. It includes numerous checklists, summarizing criteria for assessment of different writing forms, as well as reproducible blackline masters.

Freeman, D. E. and Y. S. Freeman. *Between Worlds: Access to Second Language Acquisition*. Portsmouth, NH: Heinemann, 1994. (5.1.2)

This resource explains second language acquisition theory and examines social and cultural factors that affect the school performance of students learning English as a second or additional language. Examples in the resource represent a range of ages, languages and cultures.

Gilster, Paul. *Digital Literacy*. Toronto, ON: Wiley Computer Publishing, 1997. (3.2.1, 3.2.2)

In this resource for teachers, Gilster examines the skills necessary to evaluate sources and information on the Internet.

Goldberg, Natalie. *Living Color: A Writer Paints Her World*. Toronto, ON: Bantam, 1997. (4.1.2)

This is an illustrated memoir of the author's evolution as a painter and author. It provides a model for writing illustrated text.

Gollin, Richard M. *A Viewer's Guide to Film: Arts, Artifices and Issues*. Toronto, ON: McGraw-Hill, 1992. (2.2.2)

This book contains a comprehensive glossary of film terms, as well as a chapter explaining different film genres.

Goodman, Burton. *English, Yes!* Lincolnwood, IL: Jamestown Publishers, NTC Group, 1996. (Meeting Student Needs)

English, Yes! is available in seven levels with teacher's guides and audiocassettes: Literacy; Introductory; Beginning; Intermediate, Level 1; Intermediate, Level 2; Advanced; Transitional.

Goodman, K. *On Reading*. Richmond Hill, ON: Scholastic Canada, 1996. (2.1.2)

This theoretical resource focuses on how reading works. Chapters address various aspects of the reading process: the construction of meaning, the syntactic cycle, the semantic cycle, and psycholinguistic strategies. This is not a book of reading instruction but, rather, a book on reading as a meaning-making process.

Graves, D. H. *Discover Your Own Literacy*. Concord, ON: Irwin, 1990. (1.2.2)

This book explores how teachers can enhance their own literacy through writing with students, reading with students, experimenting with learning and looking ahead.

_____. *A Fresh Look at Writing*. Concord, ON: Irwin, 1994. (4.2.1, 4.2.4)

This resource combines theory and practical applications for teachers of writing. It includes strategies for conferencing and mini-lessons; promotes skill instruction through authentic writing activities; presents comprehensive ideas for teaching individual skills; and examines topics such as portfolios, record keeping, and methods for teaching writing conventions, spelling and a range of genres.

Green, Lee. *Creative Slide/Tape Programs*. Littleton, CO: Libraries Unlimited, 1986. (4.1.4)

This book suggests slide/tape programs as an ideal form for student presentations. The author discusses audience awareness, narration, musical sound tracks, graphic slides and photography and suggests 75 ideas for slide/tape programs.

Hacker, Diana. *A Canadian Writer's Reference*. 2nd ed. Scarborough, ON: Nelson Canada, 1996. (3.2.1)

This resource includes a guide to using secondary sources.

Hagan, Rose-Marie and Rainer Hagan. *What Great Paintings Say: Old Masters in Detail*. Vol. 2. New York, NY: Taschen, 1996. (2.2.1, 2.2.2)

This art book analyzes paintings by many of the old masters. It identifies techniques and images they used to achieve particular effects and purposes.

Harris, Judi. *Virtual Architecture: Designing and Directing Curriculum-Based Telecomputing*. Eugene, OR: International Society for Technology in Education, 1998. (3.2.1)

Harris provides ideas for designing and implementing curriculum-based telecomputing projects.

_____. *Way of the Ferret: Finding Educational Resources on the Internet*. 2nd ed. Eugene, OR: International Society for Technology in Education, 1995. (1.2.1, 3.2.1)

This is a guide to finding, designing and implementing communication and research activities using the Internet.

Heller, Steven and Seymour Chwast. *Jackets Required: An Illustrated History of American Book Jacket Design, 1920–1950*. San Francisco, CA: Chronicle Books, 1995. (2.3.1)

Focused on a period in which art and design were becoming commercialized, this text demonstrates how a culture's views on style were reflected in the art form of the book jacket. This book can be used as a resource in designing book jackets or as a means of comparing the book jackets of today to those of this time period.

Hendrickson, Robert. *The Facts on File Encyclopedia of Word and Phrase Origins*. New York, NY: Facts on File, 1998. (2.1.2, 4.2.3)

The 15 000 alphabetically arranged words and phrases included in this publication provide origins, meanings and interesting usages.

Hill, S. and J. O'Loughlin. *Book Talk: Collaborative Responses to Literature*. Winnipeg, MB: Peguis, 1995. (1.1.1, 1.2.2)

This resource presents collaborative activities and strategies to promote better talk about books in all curriculum areas. Activities encourage exploration of many different genres.

Hill, Wayne F. and Cynthia J. Öttchen. *Shakespeare's Insults: Educating Your Wit*. Miami, FL: MainSail Press, 1991. (1.1.2, 2.1.2)

This comprehensive index to Shakespearean insults is organized by play and by purpose.

Hodges, Richard E. *Improving Spelling and Vocabulary in the Secondary School*. Urbana, IL: National Council of Teachers of English, 1982. (4.2.4)

The author examines how accuracy in writing develops in the senior high school years and examines the implications of this process for the way teachers instruct spelling and vocabulary building for older students.

Hoff, Ron. *I Can See You Naked*. New revised ed. Kansas City, MO: Andrews and McMeel, 1992. (2.2.2)

This humorous resource looks at methods and techniques for formal oral presentations and speeches. It examines awareness of audience, ways to overcome anxiety and what body language communicates.

Hyerle, David. *Visual Tools for Constructing Knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996. (3.1.1, 4.2.2)

This book discusses visual tools in the context of constructivist learning theory and surveys a range of tools, e.g., brainstorm webs, task-specific graphic organizers and thinking process maps, to help students construct ideas and represent their thinking graphically.

Imhoff, Dan and Roberto Carra. *Making People Respond: Design for Marketing and Communication*. New York, NY: Madison Square Press, 1996. (2.2.2, 2.3.3)

This book provides samples and an analysis of Primo Angeli's work as a graphic designer of packaging and posters.

Jackson, Tom and Bill Buckingham. *Tom Jackson's Résumé Express; Interview Express; Power Letter Express*. Mississauga, ON: Random House of Canada, 1993. (2.2.1)

This compendium of three guides presents the techniques for preparing an attention-getting résumé, dealing successfully with interviews, and creating job-winning cover letters and other employment related forms.

Johns, J. L. *Basic Reading Inventory*. 6th ed. Willowdale, ON: Perma-Bound Canada, 1994. (2.1.2)

This comprehensive resource is an informal reading inventory. It provides a wide variety of graded informal reading passages and clear record-keeping tools to assist teachers in diagnosing students' reading levels from Kindergarten to Grade 10. The inventory includes graded word lists, warm-up passages, narrative and expository passages, comprehensive questions, and story retelling procedures to determine students' strengths, weaknesses and strategies in word identification and comprehension.

Johnson, David W. and Robert T. Johnson. *Meaningful and Manageable Assessment through Cooperative Learning*. Edina, MN: Interaction Book Company, 1996. (5.1.3)

Chapter 7 discusses student portfolios: what portfolios are, how to use them effectively and how to assess them.

Johnson, David W., Roger T. Johnson and Edythe Holubec. *Cooperation in the Classroom*. Edina, MN: Interaction Book Co., 1991. (3.1.2, 5.1.1, 5.2.1, 5.2.2)

This book is a comprehensive discussion of research and theory about cooperative learning. It provides techniques for teaching cooperative skills in the context of a range of classroom projects and learning activities.

Jones, Brie. *Improve with Improv: A Guide to Improvisation and Character Development*. Colorado Springs, CO: Meriwether, 1993. (1.1.1, 2.2.2)

This book discusses improvisation techniques and suggests various exercises.

Kehret, Peg. *Acting Natural: Monologs, Dialogs, and Playlets for Teens*. Colorado Springs, CO: Meriwether, 1991. (5.1.2)

Sixty dramatic sketches address issues of interest to teenagers, explore various points of view, and stimulate thinking and discussion.

Koman, Richard. *GIF Animation Studio: Animating Your Web Site*. 2nd ed. Sebastapol, CA: Songline Studios, 1997. (4.1.4)

This is a specialized resource for the technologically proficient.

Kooy, Mary and Jan Wells. *Reading Response Logs: Inviting Students to Explore Novels, Short Stories, Plays, Poetry and More*. Markham, ON: Pembroke Publishers, 1996. (2.1.2, 2.3.1)

The authors of this book provide helpful insights into planning, assessment and record keeping, and instructional strategies. Detailed examples of webs and charts are included. The book concludes with a sample thematic unit that illustrates the integration of reader response to a theme and involves activities in several genres.

Lane, B. *After the End: Teaching and Learning Creative Revision*. Portsmouth, NH: Heinemann, 1993. (4.1.4)

This resource suggests many practical techniques to help students develop a sense of discovery in their writing. It describes specific techniques to empower students with the “language of craft” and provides assistance in teaching revision.

Leggo, Carl. *Teaching to Wonder: Responding to Poetry in the Secondary Classroom*. Vancouver, BC: Pacific Education Press, 1997. (2.1.3, 2.3.1, 2.3.3)

This book discusses four theoretical perspectives on student reading of poetry: reader response, semiotics, deconstruction and cultural criticism. Each perspective is explored with specific text examples and classroom strategies.

Leslie, Lauren and Mary Jett-Simpson. *Authentic Literacy Assessment: An Ecological Approach*. Don Mills, ON: Longman, 1997. (3.1.2)

This guide explores ongoing assessment of literacy products, with an emphasis on record keeping and on tying instruction to assessment. The authors suggest forms for making teacher-conference notes and keeping running records.

Leu, Donald J. and Deborah D. Leu. *Teaching with the Internet: Lessons from the Classroom*. 3rd ed. Norwood, MA: Christopher-Gordon Publishers, Inc., 2000. (2.1.4, 3.1.2, 3.2.1)

This teacher resource outlines steps for using the Internet as a teaching and learning resource. It discusses strategies for search and navigation, e-mail, newsgroups, key pals (pen pals) and publishing on the Internet. Projects emphasizing cooperative learning are developed around language arts and literature, social studies, science, mathematics and multiculturalism. This book also addresses the needs of students learning English as a second or additional language, struggling learners, and students who have visual and auditory impairments.

Lieb, Anthony. *Speaking for Success: The Canadian Guide*. Toronto, ON: Harcourt Brace Jovanovich, 1993. (5.2.1)

This resource provides practical suggestions for public speaking, small-group discussions, debates and formal meetings.

Linklater, Kristin. *Freeing Shakespeare's Voice: The Actor's Guide to Talking the Text*. New York, NY: Theatre Communications Group, 1992. (2.2.2)

This book analyzes Shakespeare's techniques for creating character, story and meaning through figures of speech, metre (iambic pentameter), rhyme, and alternating verse and prose. A discussion of Shakespeare's relevance to modern audiences is included.

MacGregor, A. J. *Graphics Simplified: How to Plan and Prepare Effective Charts, Graphs, Illustrations, and Other Visual Aids*. Toronto, ON: University of Toronto Press, 1979. (3.1.2, 3.2.1, 4.1.4)

This resource is a concise guide to preparing graphics that communicate clearly. Suggestions are practical, and examples of both clear and unclear charts and graphs are provided.

MaranGraphics Development Group. *Amazing Web Sites: In Full Colour*. Mississauga, ON: MaranGraphics, 1996. (3.2.1)

This resource provides a detailed introduction to the Internet and Web browsers. Over 2500 sites are listed alphabetically, with brief descriptions and Internet addresses.

Markel, Michael H. *Technical Communication*. Scarborough, ON: Nelson Canada, 1996. (3.2.1)

Chapter 3, Graphics, discusses characteristics of effective graphics, graphics and computers, and types of graphics.

Martin, Diana and Lynn Haller. *Street Smart Design: 100+ Cutting-Edge Designs from Over 40 Hot Studios*. Cincinnati, OH: North Light Books, 1996. (4.1.4)

This resource provides examples of posters, compact disc covers, movie promotions, invitations, advertisements, T-shirts and magazine spreads with accompanying text discussing the designer's techniques.

McCain, Ted D. E. *Designing for Communication: The Key to Successful Desktop Publishing*. Eugene, OR: International Society for Technology in Education, 1992. (2.2.2, 2.3.3, 4.1.4)

This resource, intended to complement *Teaching Graphic Design in All Subjects*, provides information about how people read and about the basic design considerations for effective page layouts. Many activities focusing on print media and transactional documents are provided.

_____. *Teaching Graphic Design in All Subjects*. Eugene, OR: International Society for Technology in Education, 1992. (2.2.2, 2.3.3, 4.1.4)

This resource, intended to complement *Designing for Communication*, provides information about how people read and about the basic design considerations for effective page layouts. A wealth of activities focusing on print media and transactional documents are provided.

McCracken, N. M. and B. C. Appleby (eds.). *Gender Issues in the Teaching of English*. Portsmouth, NH: Boynton/Cook, 1992. (5.1.1, 5.1.2)

This thought-provoking and accessible resource creates an awareness of how gender issues influence classroom pedagogy in practice. It provides extension activities for self-reflection.

Media Awareness Network. 2003.

<http://www.media-awareness.ca/eng/> (Accessed June 20, 2003). (Using Film in the Classroom Overview, 2.1.2, 2.2.1, 2.3.1)

This resource offers teachers the opportunity to integrate media studies into their English language arts classrooms and to explore some of the issues affecting the lives of their students.

Metzler, K. *Creative Interviewing: The Writer's Guide to Gathering Information by Asking Questions*. Needham Heights, MA: Allyn and Bacon, 1996. (3.1.2, 3.2.1)

This handbook discusses the basics of preparing and conducting interviews over the telephone and in person.

Morgan, N. and J. Saxton. *Asking Better Questions: Models, Techniques and Classroom Activities for Engaging Students in Learning*. Markham, ON: Pembroke, 1994. (1.2.1, 3.1.2, 3.2.4, 5.2.1)

This book focuses on effective questioning techniques. Concrete classroom examples illustrate how students can become more adept questioners and responsible learners. The book addresses the following questions: Why the question? What kind of question? How do we question?

Moscovitch, Arlene. *Constructing Reality: Exploring Media Issues in Documentary*. Montreal, PQ: National Film Board of Canada, 1993. (2.2.1, 2.2.2, 2.3.3)

Track stars illustrate the role of sound in shaping viewers' emotional responses in film and video.

Moseley, David. *Canadian Spelling Dictionary*. Toronto, ON: Stoddart, 1993. (4.2.4)

The 25 000 words in this dictionary are arranged according to a system of vowels, which makes it easier for students to locate words they cannot spell.

Murray, Donald. *Writing for Your Readers: A Handbook of Practical Advice on How to Write with Vigor, Clarity, and Grace*. Chester, CT: The Globe Pequot Press, 1983. (4.2.2)

One of the chapters of this practical manual for journalists poses 30 questions writers can ask themselves in producing a compelling lead, e.g., What surprised me when I was reporting the story? How will the news affect my readers?

Murray, Donald M. *Write to Learn*. Toronto, ON: Holt, Rinehart and Winston, 1987. (4.1.3, 4.2.2)

This book explores process writing. Contents include creating conditions that invite writing, hearing the voice of the draft, writing on a computer and reading as a writer.

Muschla, Gary R. *Writing Workshop Survival Kit*. West Nyack, NY: The Center for Applied Research in Education, 1993. (1.1.2, 4.2.3, 4.2.4)

This resource suggests writing workshop activities, mini-lessons and reproducible masters to encourage students to experiment with language.

Nathan, R. (ed.). *Writers in the Classroom*. Norwood, MA: Christopher-Gordon, 1991. (5.1.3)

This collection of articles, written by published writers who are teachers, addresses ways in which teachers facilitate writing in many genres. Each article uses an excerpt of a teacher's published work and then outlines several writing techniques or strategies, e.g., finding narrative voice, writing meaningful dialogue and modelling revision processes.

National Library of Canada. December 31, 2002.

<http://www.nlc-bnc.ca/index-e.html> (Accessed June 20, 2003). (1.2.2)

This Web site offers a wealth of resources, including a Canadian author directory; bio-bibliographies and a Canadian poetry archive; and a variety of links, including links to Web sites featuring Canadian authors, literature, science and speculative fiction and links to directories of authors categorized by name, century, country and culture.

O'Brien, Peggy (ed.). *Shakespeare Set Free: Teaching Romeo and Juliet, Macbeth and A Midsummer Night's Dream*. New York, NY: Washington Square Press, 1993. (2.3.1)

Several teachers have contributed unit plans, complete with assignments and handouts, for this performance-based guide to teaching Shakespeare.

Onions, C. T. and Robert D. Eagleson. *A Shakespeare Glossary*. Oxford, England: Oxford University Press, 1986. (2.1.2)

This resource is a 326-page glossary of Shakespeare's words and phrases. Each entry is referenced to a specific work.

Pearsall, Thomas E. and Donald Cunningham. *How to Write for the World of Work*. 5th ed. Orlando, FL: Harcourt Brace, 1994. (4.1.2, 4.1.4)

This text provides readers with practical suggestions for and examples of transactional writing, including reports and correspondence.

Peterson, S. *Becoming Better Writers*. Stettler, AB: F. P. Hendricks, 1995. (4.1.2, 4.2.1)

This resource contains ideas for using literary texts in the classroom to assist students with the writing process. It includes suggestions for creating ideas, developing characters, creating effects and crafting stories. In addition, it contains writing conference suggestions, assessment checklists, blackline masters and sample lessons. A list of recommended literary texts is provided for readers at all grades.

Pratt, T. K. (ed.). *Gage Canadian Thesaurus*. Scarborough, ON: Gage Educational Publishing Co., 1998. (2.1.2, 4.2.3, 4.2.4)

This thesaurus is distinctly Canadian. Entries are generally sensitive to cultural issues and peoples and are clearly cross-referenced. The resource represents Aboriginal people both as a main entry and in an appendix that features a word list of Aboriginal groups in Canada. The word lists in the appendices are extensive and well-organized.

Richardson, Joy. *Looking at Pictures: An Introduction to Art for Young People*. New York, NY: Harry N. Abrams, 1997. (2.1.2, 2.2.1)

Using paintings from the National Gallery of London, the author discusses how artists use light, perspective, point of view, colour, texture, detail, symbolism and narrative to communicate.

Rief, L. *Seeking Diversity: Language Arts with Adolescents*. Portsmouth, NH: Heinemann, 1992. (5.1.3)

This resource provides teachers with organizational methods to implement a process-oriented reading–writing workshop for adolescent students. Appendices include handouts for students and parents, extensive lists of favourite books for individualized reading, ideas for reading aloud and shared reading, and self-evaluation suggestions.

Robertson, Hugh. *The Project Book: An Introduction to Research and Writing*. Toronto, ON: McGraw-Hill Ryerson, 1994. (3.2.1, 4.1.4)

Chapters 2, 3 and 4 provide suggestions for recording and organizing information and documenting sources.

Roman, Trish Fox (ed.). *Voices Under One Sky: Contemporary Native Literature*. Scarborough, ON: Nelson Canada, 1994. (2.3.1, 5.1.2)

This is a collection of contemporary short prose, poetry and songs written and illustrated by Aboriginal authors and artists. A teacher’s guide is available.

School of Visual Arts. *Gold: Fifty Years of Creative Graphic Design*. New York, NY: PBC International, 1997. (4.1.4)

This art book features the work of prominent American graphic designers, along with interviews in which designers reflect on their inspiration for various posters and advertisements and on the techniques they employed.

Schrank, Jeffrey. *Understanding Mass Media*. 4th ed. Chicago, IL: National Textbook Company, 1991. (2.2.2)

Chapter 3, Advertising, examines the way advertisers use claims, emotional appeal, production techniques and language.

Schrock, Kathleen. *Kathy Schrock’s Guide for Educators*. 1995–2003. <http://school.discovery.com/schrockguide/eval.html> (Accessed June 20, 2003). (3.2.2)

This Web site provides criteria for teachers to use in evaluating other Web sites for content and design.

Stahl, R. J. *Cooperative Learning in Language Arts: A Handbook for Teachers*. Don Mills, ON: Addison Wesley Longman, 1995. (5.1.1, 5.2.1, 5.2.2)

This book focuses on helping teachers implement cooperative learning strategies in language arts classrooms. It describes the cooperative learning philosophy and features sample lesson plans, resources and record-keeping devices.

Stock, P. Lambert. *The Dialogic Curriculum: Teaching and Learning in a Multicultural Society*. Portsmouth, NH: Boynton/Cook, 1995. (1.2.1, 2.3.1)

This resource provides a model of exchanged journal writing between a teacher and students. The self-reflective process is used to extend students' literature experience and to help them gain confidence and insights that culminate in essay writing. This resource contains classroom ideas, such as using e-mail exchanges and pairing students with writers in the community.

Straw, S. B. and D. Bogdan. *Constructive Reading: Teaching Beyond Communication*. Portsmouth, NH: Heinemann, 1993. (2.1.3)

This collection of articles on transactional reading, which includes a strong representation of authors from western Canada, provides the theory underlying transactional reading and the importance of readers using prior knowledge and experiences to interpret texts. This book provides a theoretical bridge between the traditional ways of teaching reading and a language-based, learner-centred approach.

Stripling, Barbara K. and Judy M. Pitts. *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*. Englewood, CO: Libraries Unlimited, 1988. (3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.4)

This in-depth research manual discusses inquiry as a thinking process and offers a step-by-step guide to inquiry stages, ranging from choosing a topic to creating the final product. Thirty student handouts are included.

Tarlington, C. and W. Michaels. *Building Plays: Simple Playbuilding Techniques at Work*. Markham, ON: Pembroke, 1995. (4.1.3, 5.2.1)

This book includes techniques for encouraging dialogue, creating scripts, rehearsing and presenting a complete play, and assessing playbuilding. It also suggests ways to find inspiration for building plays on topics as varied as song, television and Shakespeare.

Tchudi, Stephen and Diane Mitchell. *Explorations in the Teaching of English*. 3rd ed. New York, NY: Harper and Row, 1989. (General Outcome 4 Overview, 4.2.1)

Chapter 8, The Process of Composing, takes a stance between the "process" approach and the "product" approach to teaching writing. The authors propose a philosophy or attitude that they describe as an "experiential" approach. They provide suggestions and questions to help with composing.

Thomas, James L. *Nonprint Production for Students, Teachers and Media Specialists: A Step-by-Step Guide*. 2nd ed. Englewood, CO: Libraries Unlimited, 1988. (4.2.2)

This resource contains a detailed discussion of storyboarding.

Tierney, Robert J., John E. Readence and Ernest K. Dishner. *Reading Strategies and Practices: A Compendium*. 4th ed. Toronto, ON: Allyn and Bacon, 1995. (2.1.2, 2.1.3, 2.2.1)

This book is a comprehensive compendium of reading strategies. Chapter topics include reader response, cooperative learning, vocabulary development and individualized reading programs. The authors assess the effectiveness of each strategy.

Tonjes, Marian J. *Secondary Reading, Writing, and Learning*. Boston, MA: Allyn and Bacon, 1991. (4.2.2, 4.2.4)

Chapter 3, The Text: Organizational Patterns and Readability Factors, is an overview of text organizational patterns, with suggestions for instruction.

Tsujimoto, Joseph I. *Teaching Poetry Writing to Adolescents*. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1988. (2.3.3, 4.2.3)

This resource offers suggestions for designing, organizing and presenting assignments in poetry writing. It explores the writing of poetic self-portraits, found poetry and extended metaphors.

Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading*. New York, NY: HarperCollins, 1993. (2.1.3, 2.2.1)

This resource is a readable and practical guide to learning from texts. Section One focuses on learners, Section Two focuses on instructional strategies and activities, and Section Three focuses on assessment of reading. Each chapter provides detailed examples, dialogues and classroom activities.

Vaz, Mark Cotta and Shinji Hata. *From Star Wars to Indiana Jones: The Best of LucasFilm Archives*. San Francisco, CA: Chronicle Books, 1994. (4.1.2)

This book traces the development of George Lucas's films from conception to reality. It provides examples of storyboards as well as photographs and sketches of models, props, costumes and sets.

Wagner, Betty Jane. *Dorothy Heathcote: Drama As a Learning Medium*. London, UK: Hutchinson, 1985. (3.1.2)

Chapter 6 of this resource provides seven questioning sequences.

Williams, Robin. *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Berkeley, CA: Peachpit Press, 1994. (4.1.4)

This book is intended for people who have no formal training in design. The author presents and analyzes the design of business cards, posters, newsletters, résumés and invitations and then redesigns each example to make it more effective.

Winn, Patricia G. *Integration of the Secondary School Library Media Centre into the Curriculum: Techniques and Strategies*. Edited by Paula Kay Montgomery. Englewood, CO: Libraries Unlimited, 1991. (3.1.2, 3.2.1)

This library research manual contains a chapter on database searching, as well as more specific chapters on researching biographies and Greek mythology.

Wood, K. D. and A. Moss (eds.). *Exploring Literature in the Classroom: Contents and Methods*. Norwood, MA: Christopher-Gordon, 1992. (Meeting Student Needs Overview, 5.1.2)

The 15 contributors to this resource provide a philosophical framework as well as practical strategies to assist teachers in producing and implementing a literature-based curriculum.

