
This book “offers both the inspiration and practical steps teachers need to engage their students through a variety of hands-on projects and worksheets that can be used immediately to insert creativity into any standards-based curriculum.” – Publisher website.


In this book, “teacher-author Steven Wolk demonstrates how to help students become better readers as well as better people.” – Publisher website.

Comprehension instruction through text-based discussion by Linda Kucan & Annemarie Sullivan Palincsar. Newark, DE: International Reading Association, 2013. 372.6 KUC

“In this resource, the authors have created an all-inclusive book-and-DVD set that can help you advance upper elementary students’ comprehension of informational text by supporting understanding of ideas in the text and building knowledge with those ideas.” – Publisher website.

Conversations about text 1: teaching grammar using literary texts by Joanne Rossbridge & Kathy Rushton. Newtown, NSW: Primary English Teaching Association, 2010. 428.2 ROS

“This book focuses on teaching grammar in the context of literary texts in the primary school and middle years.” – Publisher website.

Conversations about text 2: teaching grammar using factual texts by Joanne Rossbridge & Kathy Rushton. Newtown, NSW: Primary English Teaching Association, 2010. 428.2 ROS

“Focussing on the use of factual texts when teaching grammar, this is a companion volume to Conversations about text 1 . . . Strategies, programs and units of work are shared by outstanding classroom practitioners.” – Publisher website.

Easy ways to reach & teach English language learners by Valerie SchifferDanoff. New York: Scholastic Teaching Resources, 2008. 372.6 SCH

This guide, for grades K-5, helps you “anticipate social and academic challenges, and use simple techniques to help the child participate in your lessons and classroom routines as much as possible.” – Back cover.

This book aims to provide “preservice and inservice teachers, curriculum specialists, teacher mentors, and administrators with the tools to meet the educational needs of English Language Learners in an inclusive classroom.” – Publisher website.

Getting the buggers to read by Claire Senior. 2nd ed. London: Continuum, 2008. 372.4 SEN

“This practical guide shows teachers how they can improve their students’ reading skills using a variety of strategies, including setting up reading clubs, celebrating World Book Day and creating a reader-friendly school.” – Back cover.

Grammar and meaning by Sally Humphrey, Louise Droga, Susan Feez. Newtown, NSW: Primary English Teaching Association Australia, 2012. 372.61 HUM

This book, for years 4-9 “aims to help teachers build their knowledge of the grammatical resources of the English language system and apply that language to their teaching practice.” – Back cover.

Guiding readers: making the most of the 18-minute guided reading lesson by Lori Jamison Rog. Markham, Ont: Pembroke, 2012. 372.41 ROG

This “book introduces a range of specific reading strategies and processes that lead students to access increasingly sophisticated text ... Detailed and comprehensive, the book champions an integrated system of guiding readers that involves both fiction and nonfiction, as well as the texts that surround students in and out of school: websites, directions, instructions, schedules, signs, and more.” – Publisher website.

Guiding thinking for effective spelling by Christine Topfer & Deirdre Arendt. Carlton South, Vic: Curriculum Corporation, 2010. 372.6 TOP

This book "promotes the belief that spelling is a vital part of the communication process, and that when students come to conscious awareness of their thinking about spelling, they become active participants and increasingly independent communicators.” – Publisher website.


This “series of seven books is designed to assist in the development of skills necessary to write in the ‘Foundation Handwriting’ style. These books follow a K-6 sequential program whose continuum follows NSW syllabus guidelines.” – p.2.

Literacy across the curriculum pocketbook by Caroline Bentley-Davies. Alresford: Teachers’ Pocketbooks, 2012. 371.1 BEN

This pocketbook “is based on a few key principles: literacy is important for all learning; we owe it to our pupils to help them develop their literacy; developing strategies for Literacy Across the Curriculum (LAC) enhances teaching and learning across the school; teachers do not have to be literacy experts to promote LAC.” – Distributor website.

Literacy for the 21st century: a balanced approach by Gail Tompkins, Rod Campbell, David Green. Frenchs Forest, NSW: Pearson Australia, 2012. 372.6 TOM

This comprehensive text, for early and middle year students “covers the information new and experienced teachers need to know to teach literacy effectively in Australian classrooms.” – Publisher website.


Part 1 “provides administrators and specially trained teachers with guidance for managing early literacy intervention called Reading Recovery,” while Part 2 “is a training manual for practising teachers ... Emphasis has been placed on oral language and teacher-child conversations, on the importance of early writing, on hearing and recording the sounds in words), ... on knowing how words are spelled ... on fluency, and speed of response, and on appropriate eye movements for a written language.” – Back cover.

MULTILIT (Making up lost time in literacy): reading tutor program starter kit. Sydney: Macquarie University Special Education Centre, 2007. 428.42 MUL

This program “has been specifically designed for teaching low-progress readers in Year 2 and above ... [It] is the product of a continuing program of scientific research and development by a specialist team from Macquarie University.” – Back cover.


This book “highlights some of the literacy strategies needed for reading, using and producing multimodal texts; and the relevant explicit pedagogy appropriate for integrating literacy learning within both print-based and digital communication environments.” – Back cover.

Multiple paths to literacy: assessment and differentiated instruction for diverse learners, K-12 by Joan P Gipe. 8th ed. Boston: Pearson, 2014. 372.43 GIP

This book “presents an analytical approach ... coupled with practical strategies for recognizing students’ literacy strengths and needs, identifying students with special needs, and planning for differentiated instruction.” – Publisher website.

This updated edition is “written in response to the new Australian Curriculum: English. It is organised around the main functions that language plays in our lives - interacting with others, structuring coherent texts, and expressing and connecting ideas. The publication makes links to specific Content Descriptors and Outcomes and extends, for the first time, into secondary schooling.” – Publisher website.

One classroom, many learners: best literacy practices for today’s multilingual classrooms edited by Julie Coppola & Elizabeth V. Primas. Newark, Del: International Reading Association, 2009. 428.2 ONE

Contributors to this book share their ideas on a range of topics including “increasing engagement and motivation … addressing writing instruction … and providing professional development.” – Distributor website.


“In these pages, you’ll learn: How and why powerful content connections are necessary …; The crucial role of informational texts … How foundational skills … connect to the overarching goal of creating content area connections; Ways to assess text complexity with the texts you use in your classroom …; What it means to really know a term, and how to help students use vocabulary knowledge to increase word knowledge; Strategies for nurturing students from learning to write to writing to learn.” – Publisher website.


This book “is designed for teachers at all levels of primary/elementary and intermediate/middle school … The response in this book will benefit your students by: providing opportunities for student choice, which increases student motivation and engagement; deepening levels of comprehension by requiring them to return to the text for different purposes; enabling them to make personal connections with literature; developing independence and positive self-image as a reader.” – Back cover.


This book “explains why the scaffolding literacy approach enables learners to better understand the reading, language studies and writing tasks asked of them in school.” – Back cover.


Here “you’ll find a wealth of full-color photos from all sorts of classroom spaces in PreK-5th grade, including well-organized areas for whole-group and small-group reading instruction, classroom libraries, literacy work stations, teacher desks, and storage areas.” – Back cover.


This series of six books “has an emphasis on high frequency word use and syllabus sequenced phonics. Syllabus words reflecting the key learning areas are also included as are more difficult words for the better spellers.” – Back cover.

Spelling guide by Sue Paull & Frida Dean. Greensborough, Vic: Diamond Valley Learning Centre, 2012. 421.5 PAU

This guide includes “an overview of the fundamentals of English spelling; a focus on sound-letter relationships; a range of practical spelling strategies; … practice exercises with answers; reference section, including a spelling glossary, pronunciation guide, homophones and specialist word lists.” – p2.


This resource is suitable for adolescents and adult learners of English from an intermediate level upwards. It “uses interesting and varied activities as a basis for the introduction, practice and revision of English spelling conventions.” – Author website.

Strategies that work: teaching comprehension or understanding and engagement by Stephanie Harvey & Anne Goudvis. Portland, ME: Stenhouse Publishers; Pembroke Publishers, 2007. 372.4 HAR

This is a “resource for teachers who want to explicitly teach thinking strategies so that students become engaged, thoughtful, independent readers.” – Publisher website.

Teaching English grammar: a handbook for Australian teachers by Rod Campbell & Graham Ryles. Frenchs Forest, NSW: Pearson Australia, 2014. 428.5 CAM

This handbook provides: “year-level content based on the Content Descriptions and Achievement Standards of the Australian curriculum: English …; step-by-step lesson plans for teaching grammar concepts, metalanguage and uses of English.” – Back cover.

Teaching English language learners in mainstream classes by Margery Hertzberg. Marrickville Metro, NSW: Primary English Teaching Association Australia, 2012. 428 HER

“Mainstream teachers … will find the strategies and support within this book extremely useful and relevant … The book provides help for the planning of an effective English language learning program for the diverse language needs of our English language learners.” – Back cover.

This book “includes information on how to introduce and teach strategies and how they fit into your literacy programme. Each strategy … has its own chapter, with: an explanation of the strategy and how it supports comprehension; the language we use when using a strategy; guided and independent student activities that support teaching the strategy. There is also an extensive range of teacher- and student-friendly support material, including strategy starter posters, photocopiable masters, bookmarks and certificates.” – Back cover.

Teaching strategies for literacy in the early years by Coral Swan. Norwood, SA: Australian Literacy Educators’ Association. 2009. 372.6 SWA

This book presents a range “of literacy strategies to support the learning of students in the first three years at school.” – Back cover.


This “new resource offers a comprehensive plan for vocabulary instruction that K-12 teachers can use with English language learners … The authors describe a four-pronged program that follows these key components: providing rich and varied language experiences; teaching individual words; teaching word learning strategies; and fostering word consciousness.” – Publisher website.


This is a 3 part set including Student Book, Teacher’s Book and audio CDs. The material is designed for adolescents as well as adult learners. “Each unit contains easy to follow teaching notes, suitable even for beginner teachers … [Contains] ready to use material which saves hours of preparation time for busy teachers.” – Author website.

What teachers need to know about reading and writing difficulties by Peter Westwood. Camberwell, Vic: ACER Press, 2008. 371.9 WES

This book “draws on the latest research from around the world to explain some of the causes of literacy problems and gives practical advice on methods to assist students with difficulties.” – Back cover.

What teachers need to know about spelling by Peter Westwood. Camberwell, Vic: ACER Press, 2008. 372.632 WES

“Spelling bridges the gap between knowledge accumulated from research on spelling acquisition and the practicalities of teaching spelling more effectively in schools … It contains practical suggestions on methods and activities applicable to all students, supplemented by specific advice on assessment, and links to additional resources.” – Publisher website.


This book “takes you inside classrooms at a high-poverty urban school and shows how two teachers implement creative, flexible vocabulary instruction that improves their students’ word knowledge and confidence, enhances classroom community, and increases achievement.” – Publisher website.

Fact Finders! Shared non-fiction think-aloud by Patrick A Allen. 36 min. Portland, Me: Stenhouse, 2013. DVD ALL

“Using Seymour Simon’s ‘Animals nobody loves’, Patrick demonstrates how comprehension strategies such as determining importance in text, inferring, and synthesizing can be taught using the specific qualities of the nonfiction genre.” – Back cover.


“Watch Mark Overmeyer as he conducts six individual writing conferences and one group conference with students in grades three and five. Mark describes how he uses conferences to meet the needs of all writers, including beginning English language learners, advanced students, and students who struggle to develop their ideas.” – Publisher website.


In this resource you will find “ideas to support primary and lower-secondary teachers addressing persuasive texts in the classroom. The resource offers 12 digitised downloadable clips from a variety of children’s TV programs and 44 teaching activities with associated student activity sheets. The teaching activities offer strategies for engaging years 3, 5, 7 and 9 in developing their skills and understanding in using persuasive language through verbal and non-verbal forms.” – Back cover.

Reading & viewing for comprehension. Australia: Australian Children’s Television Foundation, 2012. DVD REA

This resource was developed “to support primary and lower secondary students in developing their comprehension skills … It promotes making connections between reading and viewing, relying on collaborative and fun approaches incorporating discussion, inferring, questioning, connecting, categorising, analysing, evaluating, creating, and synthesising information. The strategies and activities are flexible, sequential and cumulative, allowing teachers to either select one or two strategies within the suite, or use all activities as a unit of work.” – Distributor website.