

Annotated Bibliography

**On the Same Page:
Shared Reading Beyond the Primary Grades**
Janet Allen
Pembroke, 2002. ISBN 1-57110-332-5



Classroom Strategies Described:

- Strategic reading strategies across subject areas (Chapter 5, pages 96-116)
- Three instructional approaches to learning new words - incidental, mediated, explicit (Chapter 4, pages 77-95)
- Assessment strategies with observable indicators are described for 8 knowledge areas as observable evidence of effective reading habits (pages 171-174)
- Selecting classroom texts and how to judge the “considerateness” of textbooks (p. 181)
- Determining whether students have internalized thinking strategies when reading independently (pages 182-196)

Key Messages:

- Shared reading helps students read and understand increasingly difficult and specialized texts and acts as a bridge to students’ independent reading.
- Readers use many strategies to make sense of what they are reading and develop skill once the strategy becomes automatic.
- It is essential to use a variety of texts for shared reading.
- Shared reading furthers and supports content learning by helping students: make content connections; build back ground knowledge for inquiry; understand textbook structures; internalize and apply content vocabulary; and extend and synthesize content knowledge.

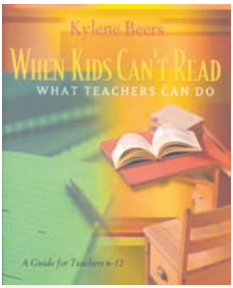
Notable Quote(s):

“Many students move from one grade to the next unable or unwilling to read. . . .”

“When we are all on the same page, all readers have access to information and knowledge - all readers have the opportunity to develop skills and strategies to create and shape the events of their own lives.”

Strengths:

- Chart of the purposes and benefits of strategic and connected reading (page 56)
- Appendices with practical templates and supports for teacher use
- Literature References
- Professional References



Annotated Bibliography

When Kids Can't Read: What Teachers Can Do
Kylene Beers
Heinemann, 2003. ISBN 1-893476-05-7

Classroom Strategies Described:

- Reading comprehension strategies:
 - Think Alouds
 - Anticipation Guides
 - K-W-L
 - Say Something
 - Double Entry Journals
 - Scales
 - Text Reformulation
- Strategies for vocabulary instruction:
 - Assign word study not word memorization
 - Teach students how to use context as clue
 - Teach word parts
 - Teach specific roots and affixes
- Strategies for improving fluency:
 - Improve student's knowledge of high frequency words and sight words
 - Teach phrasing and intonation directly
 - Prompt, don't correct

Key Messages:

- Dependent readers may lack cognitive competence, social and emotional competence or text confidence.
- There is no single template to move a dependent reader to an independent reader.
- The goal of reading is the complex activity of making meaning / comprehension. Teachers are key to student success.
- Have students thinking about the selection and how they will read the selection before they begin reading.
- Show students how skilled readers build meaning while they are reading a text.
- View comprehension as a process and after-reading help students focus on constructing meaning.
- Fluent readers know words automatically and spend their cognitive energy on constructing meaning.

Notable Quote(s):

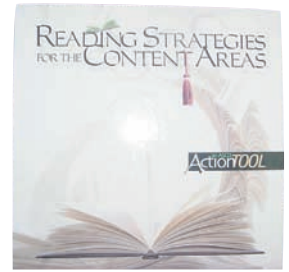
"The more we frontload students' knowledge of a text and help them become actively involved in constructing meaning prior to reading, the more engaged they are likely to be as they read the text."

"Pre-reading strategies that focus on active engagement with the text help struggling readers do what good readers do – think all throughout the reading process, not just at the conclusion."

Strengths:

- Clear table of contents and useful index
- Detailed instructions, examples, and debriefings of all strategies
- Classroom examples of the strategies in action
- Examples of student work included
- Strategies and examples focus on the adolescent student
- Specific information on vocabulary development

Annotated Bibliography



Reading Strategies for the Content Areas
Sue Beers
ASCD, 2003. ISBN 0-78120-757-5

Classroom Strategies Described:

- Variables (learner's ability, attitudes, perceptions, classroom environment, research-based instruction) interact to determine how well a reader understands text
- The components of the reading process: reading task and purpose, text features, processing strategies for reading and understanding (page 5)
- Instructional strategies and tips aligning with each type of reader are in charts (pages 20-26)
- Sample reading assignment plans for content areas (pages 11-17)
- 8 strategies used by independent strategic readers (pages 20-25)
- Reading tools, linked to one or more of the 8 strategies, organized into 3 categories:
 1. pre-reading (pages 53-172)
 2. during-reading (pages 175-334)
 3. post-reading (pages 337-388)

Key Messages:

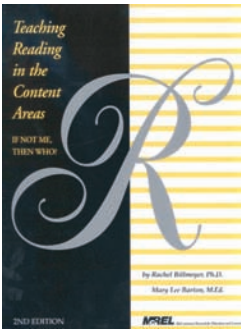
- Reading becomes increasingly complex in the middle and secondary grades.
- The skills required to comprehend demanding text in a variety of subjects vary and need to be learned and practised in context.
- In every classroom, there is a continuum of readers (non or poor / good / strategic / independent) and each type requires specific strategies.

Notable Quote(s):

"Each subject area requires students to use specific types of reading skills to comprehend text. Students need to learn and practice using reading strategies in the context of the subject they are studying. . . they need to understand the unique text features and construction of their reading assignments . . . the content-specific vocabulary. Reading science chapters differs from reading fiction or understanding instructions and problems in a math textbook. By helping students practice effective reading strategies and providing them with tools they can use to process content-area text, you will help them read the ultimate goal: becoming independent, strategic readers."

Strengths:

- Comprehensive set of reading tools for pre-reading, during-reading and post-reading strategies (pages 41-48)
- Each reading tool uses a 4-page spread that includes clear information about use, tips/variations, a blank template and a sample filled in with subject content.
- Examples are provided for geography, health, history, mathematics, and science.



Annotated Bibliography

Teaching Reading in the Content Areas: If Not Me, Then Who?
 Teacher's Manual 2nd Edition
 Rachel Billmeyer and Mary Lee Barton
 ASCD, 1998. ISBN 1-893476-05-07

Classroom Strategies Described:

- Activities to activate prior knowledge: brainstorming, asking questions, discussing the topic, providing analogies
- Specific strategies outlined: K-W-L; DR/TA; Pre-reading Plan; Anticipation Guides; and Problematic Situations (pages 92-93, 104-5, 116-7, 122-3)
- Ideas for fostering conditions affecting learning climate, including physical conditions and affective dimensions (pages 13-15)
- Teaching text features - reader aids, vocabulary, text structure (pages 17-39)
- "Think-alouds" to promote metacognitive processing, questions to promote metacomprehension, ideas for reflective questioning, writing-to-learn activities and discussion (pages 47-55)
- Framework for Strategic Learning – PAR: Preparation and Planning (before) / Assistance and Association (during) / Reflection and Readiness for Application (after) (pages 57-60)
- Reading strategies are organized with definitions and samples in 4 categories: vocabulary development, narrative text, informational text, and reflection (page 69)

Key Messages:

- Research on learning has important implications for reading instruction.
- Interactive elements of reading are the reader, the text and the context.
- Reader's role in comprehending text is dependent upon inner resources (mental disposition, prior knowledge).
- Lower-achieving students may not realise that their attitudes and habits of mind affect their learning and that they have the power to regulate them.

Notable Quote(s):

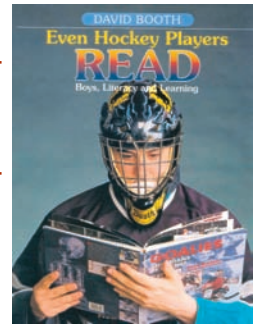
"Effective readers are **strategic** in the way they attack text material. They consciously plan for their reading. . . . As they read, they **monitor** their reading process After they read, they **evaluate** how well they understood the text In addition to being strategic about their reading process, ideal readers are **reflective** Acquiring these metacognitive skills requires **instruction** and **practice**. Ineffective readers often are not aware of their thinking or their level of comprehension as they read"

Strengths:

- Use of graphic organizers to describe reading strategies, including:
 - a model for teaching reading in the content areas (vi)
 - a model for metacomprehension strategic processing (pages 42, 44)
- A chart outlining reading strategies in 4 categories for the 3 phases of cognitive processing (page 69)

Annotated Bibliography

Even Hockey Players Read
David Booth
Pembroke, 2002. ISBN 1-55138-147-8



Classroom Strategies Described:

Examines the different ways in which boys and girls learn, read and write and offers suggestions on recognizing and dealing with these differences.

- Collaborative ventures that celebrate diversity and allow boys and girls to create something together (“Snow White in Toronto”, page 16)
- Use of computers, magazines, CD-ROMs, videos, comics (page 21)
- Use of non-fiction texts (page 98)
- Spelling improvement strategies (pages 82-83)
- Reading buddies (page 85)
- Preparing for tests (page 94)

Key Messages:

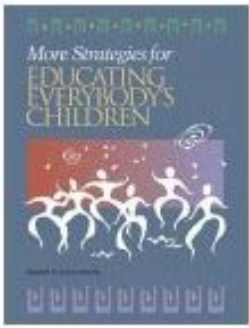
- Educators need to understand the effect of gender issues on the learning behaviour of boys in a variety of literacy situations.
- Build upon background knowledge to engage boys in text; connect what boys write and talk about with what they read; let boys write about adventure and humour.
- Reading journals should start with authentic questions and allow for dialogue between teacher and student.

Notable Quote(s):

“As educators, we do want equality in our classrooms; resources that are bias-free; inclusive or gender-neutral language; and disciplines that welcome the strengths of different individuals. Men and women have experienced the world in different ways for a long time, and the boys and girls we meet in our classrooms come with different life experience, knowledge and sets of skills.”

Strengths:

- Classroom examples accompany teaching strategies.
- Information and research on different literacy behaviours in boys and girls provides helpful insights for teachers in all subject areas.
- “Bullet” summaries with practical suggestions at the end of each chapter
- Recommended list of books for boys
- Although most suggestions relate to English/ Language Arts in Grade 7-8, the book offers valuable suggestions on understanding and helping all males who are struggling with literacy.



Annotated Bibliography

More Strategies for Educating Everybody's Children
Robert W. Cole, Editor
ASCD, 2001. ISBN 0-87120-5017

Classroom Strategies Described:

- Addresses concerns of subject area teachers in working with students at risk due to many factors
- Individual chapters identify critical teaching strategies for increasing all students' performance in Civics, Geography, History, and Science.
- One chapter deals with teaching immigrant students and includes strategies for:
 - Cooperative learning
 - Jigsaw
 - Activating background knowledge
 - Teaching students to monitor their own learning
 - Celebrating linguistic and cultural diversity
 - Making connections from reading to other texts
 - Developing students' self-esteem

Key Messages:

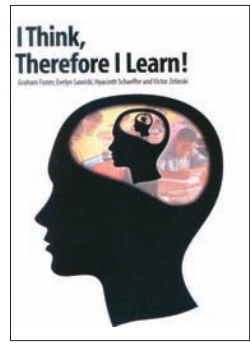
- Teachers can identify a variety of concrete solutions that offer *all* students greater opportunity to succeed in school.
- This "pedagogy of plenty" includes:
 - helping students to make connections between what they learn in school and their daily experiences
 - providing students with a rich literacy environment
 - affirming and incorporating home cultures and languages into the school experience
 - engaging students in substantive discussion in a variety of group formats to help them learn, understand and apply knowledge from a content area
 - exposing students to an inquiry-based approach that makes meaning, not just getting the right answer, the essence of instruction

Notable Quote(s):

"The challenge of this millennium is the advancement of a new kind of teaching, one that is very different from what we have known for most of the last century. We need to understand how to teach in ways that respond to students' unique starting points, and then carefully build a supporting framework aimed at increasing *all* students' achievements."

Strengths:

- Specifically geared for teachers of geography, history, science and civics
- Sections on working with economically disadvantaged and homeless students, as well as with students who have limited prior schooling
- Classroom examples are provided for every teaching strategy.



Annotated Bibliography

I Think, Therefore I Learn!

Graham Foster, Evelyn Sawicki, Hyacinth Schaeffer, Victor Zelinski
Pembroke, 2002. ISBN 1-55138-1486

Classroom Strategies Described:

- Offers strategies for encouraging metacognition, the self-regulation of one's learning. Communication and thinking strategies for four core curriculum areas:

Language Arts:

- Activating prior knowledge
- Visualizing
- Predicting and questioning
- Summarizing
- Checking to refine interpretation
- Exploratory writing
- Drafting strategies
- Vocabulary building activities

Mathematics:

- Problem solving
- Reasoning
- Communication- writing about math ideas

Science:

- Graphic organizers
- Concept maps
- Brainstorming
- Journals
- Problem solving, decision making

Social Studies:

- Inquiry models
- Writing a position paper
- Interpretive approach to History
- Article review

Key Messages:

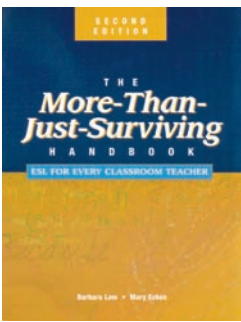
- Metacognition is thinking about thinking, monitoring effectiveness of choices, and setting goals for future learning.
- Benefits of metacognitive learning include:
 - develops an important life skill for academic success, workplace, citizenship, personal development
 - challenges students to take responsibility for their own learning
 - teaches a repertoire of skills
 - facilitates differentiated instruction in classrooms with varied student needs
 - complements process-based learning
 - increases learner confidence

Notable Quote(s):

"The message to teachers is clear... students benefit when they understand themselves as learners and when they are able to employ their strengths."

Strengths:

- Checklists, rubrics
- Cross- curricular strategies and references are subject-specific.
- Language Arts strategies are communication skills applicable to all subjects.
- Persuasive approach



Annotated Bibliography

**The More-Than-Just-Surviving Handbook:
ESL for Every Classroom Teacher
Barbara Law and Mary Eckes
Peguis, 2000. ISBN 1-894110-53-6**

Classroom Strategies Described:

Contains many strategies for supporting ESL and ELD learners in every subject classroom. Presents strategies under topic headings as follows:

- First Days – helping the brand new learner of English as a second language
- Testing and Placement – strategies for assessing the English skills of newly arrived students and placing them in classes appropriately
- Language Learning – the basics for teachers regarding how people learn a second language and how they can apply this knowledge in classroom practice
- Literacy and the Four Skills: Reading, Writing, Speaking and Listening – strategies for developing these skills with ESL/ELD learners
- Content Area Instruction – how content area teachers can approach their curriculum and make it accessible to ESL/ELD learners
- Resources – how to make the most of people and resources in the school and community to help ESL/ELD students

Key Messages:

- Students learn a second language best when the classroom is welcoming and supportive of linguistic and cultural diversity.
- Language is learned best when skills are integrated.
- Language is learned best when the focus is on meaning and on using language to communicate for real purposes.
- All teachers, not just the ESL/ELD teacher, have an important role to play in helping students develop their skills in English.

Notable Quote(s):

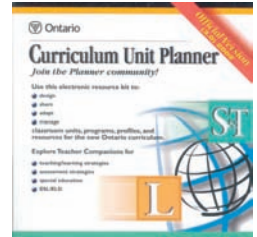
“This book has been written for those of you who are regular classroom teachers, both elementary and secondary, to give you a place to start, and enough knowledge and strategies to help you cope and to help your ESL students learn. There *are* things you can do, using the resources you have in the classroom and the community to help.”

Strengths:

- Examples from a range of content classrooms to illustrate good teaching practices with ESL/ELD students
- Many authentic examples of ESL/ELD students' reading and writing
- Focuses on practical strategies that teachers can immediately apply in the classroom

Annotated Bibliography

The Ontario Curriculum Unit Planner, 2002
Teaching and Learning Companion-CD ROM
<http://www.ocup.org>



Classroom Strategies Described:

- Organizes strategies into the following categories:
 - Activity-Based Strategies
 - Arts-Based Strategies
 - Cooperative Strategies
 - Direct Instruction Strategies
 - Independent Learning Strategies
 - Inquiry and Research Models
 - Learning Styles
 - Technology/Media-Based Applications
 - Thinking Skills Strategies

Key Messages:

The Teacher Companions database was compiled by Ontario educators and field-tested for use in Ontario schools. It is intended to help the collaborative and reflective practitioner plan, develop, implement, and evaluate curriculum units that:

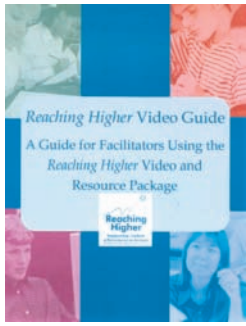
- meet the needs of all students in the classroom;
- provide a balance in the range of learning experiences;
- recognize the interrelated phases in the learning process;
- create a consistent understanding to support effective teaching and learning;
- incorporate effective instructional strategies and assessment strategies;
- supports the implementation of the Ontario curriculum.

Note:

While every effort has been made to provide appropriate information for educators, this database is not intended to be a definitive treatment of the topics it includes. Its contents should be read as suggestions, not prescriptions.

Strengths:

- Exhaustive list of possible instructional strategies and models
- Extensive selected bibliography, organized on the same basis as the strategies and models
- Packaged on the CD with the other Guides from the *Curriculum Unit Planner*, including:
 - *Assessment Companion*
 - *ESL/ELD Companion*
 - *Special Education Companion*Updated versions of these databases are available from the Ontario Curriculum Unit Planner website www.ocup.org



Annotated Bibliography

Reaching Higher:
Supporting Student Achievement in Literacy, 2002

Classroom Strategies Described:

- Offers many strategies in areas of teaching and learning strategies and cross-curricular communication skills.
- Strategies for developing reading, writing and oral communication skills in subject areas: reading comprehension; comparing fiction and non-fiction; writing skills -peer editing (Section 3)
- Learning and cognitive styles: student inventories; multiple intelligences; varied approaches -Visual spatial- use pictures; Linguistic- debates; Kinesthetic- hands-on; Interpersonal- co-operative group activities (Section 4)
- Communication skills: listening skills; non-verbal communication; written communication (Section 4)
- Reading comprehension (Section 4)
- Organizational supports (Section 4)

Key Messages:

- Teachers of all content areas are responsible for addressing student needs and ensuring learning of literacy skills.
- Resource stresses a cross-curricular approach.
- Teachers need to recognize different learning styles to help students use learning strengths effectively.
- Package is designed to help teachers support student learning.

Notable Quote(s):

“Literacy knowledge and skills are best developed in all areas of curriculum by a consistent combination of intensive instruction, teachable moments, and student practice”.

Strengths:

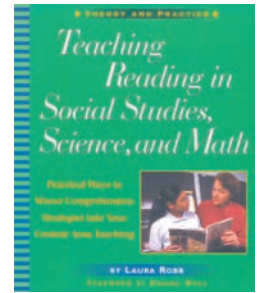
- Handy resource package; easy to put in binder
- Strategies support development of literacy skills in all areas
- Additional resources/ websites are cited
- Literacy inventories
- Student handouts
- Assessment tips
- Checklists
- Accessible information-grade by grade continuum chart

Annotated Bibliography

Teaching Reading in Social Studies, Science and Math

Laura Robb

Scholastic, 2003. ISBN 0-439-17669-7



Classroom Strategies Described:

- Offers reading strategies for social studies, science and math. Three part framework: before, during and after learning:

Before: (Chapter 4)

- Brainstorm and categorize
- Fast-write
- Preview/analyse/correct
- Anticipation guide

During: (Chapter 5)

- Partner read/pause/retell
- Using context to learn vocabulary
- Paired reading and questions
- "Fix it" strategies for reading repair
- Self-monitoring

After: (Chapter 6)

- Skimming
- Graphic organizers
- Connect and apply
- Paraphrasing
- Double entry journals
- Summarizing/synthesizing

General ideas/ strategies:

- Exploring text and non-fiction (Chapter 10)
- Textbook scavenger hunt
- Vocabulary building
- Using literature in social studies, math and science (Chapter 11)

Key Messages:

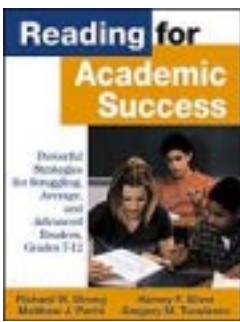
- Assumptions in content area reading need to be examined.
- Go beyond traditional textbook as main source of information.
- Incorporate alternative methods.
- Help students become active makers of meaning.

Notable Quote(s):

"I do not propose that teachers overhaul their curricula or ways of teaching, but that they take short bursts of time each day to teach reading and learning strategies that will help their students unlock every kind of text and thus experience success in every subject."

Strengths:

- Clearly laid-out lesson plans with subject and grade-specific examples
- Sidebars with informative tips
- Topics labelled on sides of pages for easy access
- Attractive layout, easy to read
- Specifically geared to Social Studies, Math, Science in Grades 7-8, with valuable strategies that can be modified for use in other grades



Annotated Bibliography

Reading for Academic Success
Strong, Silver, Perini, Tuculescu
Corwin Press, 2002. ISBN 0761978348

Classroom Strategies Described:

Each chapter contains a variety of specific classroom strategies and related tools, graphic organizers, strategies for specific content areas and strategies for struggling students.

Chapters divisions include:

- Becoming a Thoughtful Notemaker
- Managing and Mastering Vocabulary
- Reading Beyond the Information Given: Thinking and Reading in the Content Areas
- Turning Questions Into Quests
- The Reading-Writing Connection
- Reading Styles: The Key to Learning Success

Key Messages:

- Improving reading in secondary schools is possible.
- Reading is an essential skill in our culture.
- Reading is thinking.
- Students need to become effective and strategic textbook readers.
- Students need modeling, practicing, coaching, and whole-class discussions about the applications of various techniques to develop effective notemaking skills.
- Strategies for processing and remembering new vocabulary are essential in helping students understand what they read.
- Students need content-specific skills instruction in reading for meaning and understanding questions.
- Reading and writing are naturally connected.
- Good reading instruction must recognize that students have different reading styles.

Notable Quote(s):

“This book is about how you can turn average or below-average readers in secondary school into thoughtful, high-achieving readers – readers like yourself, who can find and remember the information they need, reason out the implications of powerful and challenging ideas, and feel at home in libraries and bookstores, both virtual and real.”

Strengths:

- Contains a wealth of tools, especially good graphic organizers, both blank and as cross-curricular, subject-specific samples
- Applies strategies and graphic organizers to subject-specific scenarios describing typical, realistic classroom practices
- Includes a comprehensive bibliography, useful references, and an exhaustive index

Annotated Bibliography



I Read It, But I Don't Get It

Cris Tovani

Pembroke, 2000. ISBN 1-57110-089-X

Classroom Strategies Described:

- Strategies cover the entire reading process, from motivating students to read, to helping improve comprehension during reading, and making sense of content after reading.
- Some examples include:
 - Activating prior knowledge- drawing on personal experience and personal knowledge (page 67)
 - “Think alouds”- teacher guided reading which walks students through process of understanding text (pages 27-28)
 - “Fix Up” strategies- what students can do when they get stuck – marking text, summarizing, making predictions (pages 50-51)
 - “Articulating confusion”- highlighting confusing parts (pages 40-41)
 - “I wonder” questions- questioning the text (pages 82-83)
 - Making inferences- encouraging probable, not “outlandish” outcomes (pages 104-105)
 - Double Entry Diaries (page 30, Appendix A)

Key Messages:

- Many students are “fake readers”- they may be good oral readers and decoders of words, but have weak comprehension and retention skills.
- Teachers cannot expect students to be proficient without practice.
- Students need to know that it’s okay to be confused and to ask questions about a text.
- Examines what good readers do and what struggling readers need to learn to do.

Notable Quote(s):

“Teachers have a choice. We can choose to cover the curriculum or we can choose to teach students to inquire. It is our obligation to renew our students’ curiosity and guide them toward inquiry.”

“Teachers don’t have to be reading specialists to teach comprehension strategies. They simply have to be aware of their own processes as readers. They can notice their own thinking as they read, determine what they do to make meaning, and pass these techniques to their students.”

Strengths:

- Practical strategies, suitable for a wide variety of subject areas and a range of grade levels
- “What Works” section summarizes key ideas, highlights practical suggestions, is easy to locate and use.
- “Teaching Points” offer wise insights about students and reading.
- “Access Tools” contains a series of reproducible templates for handy use.
- Humorous and believable anecdotes about classroom situations and quotes from students

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