
Western Canadian Protocol
for Collaboration in Basic Education
Common Curriculum Framework

GRADE 10
ENGLISH LANGUAGE ARTS RESOURCES:
ANNOTATED BIBLIOGRAPHY
(June 2001)

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CONTENTS

Introduction v

Foreword	v
Acknowledgements	v
First Call for Learning Resources	vi
Second Call for Learning Resources	vi
Resource Selection Criteria	vi
Terms and Definitions	vii
Organization of Annotated Bibliography	viii
Pricing Information	viii

Learning and Teaching Resources: Titles and Descriptions 1

Kindergarten to Grade 10 Integrated Learning Resources and Book Collections Selected to Date	2
Resource Description: Sample Page	3
Resource Description: Definitions	4
Titles and Descriptions	5

Index of Suggested Uses 17

Media Index 20

Distributor Directory 21

INTRODUCTION

Foreword

The Western Canadian Protocol for Collaboration in Basic Education: Kindergarten to Grade 12 was signed in December 1993 by the Ministers of Education from Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and the Northwest Territories. In 1996 these governments released *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10-12 Draft)* and in 1998 they released *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12*.

Grade 10 English Language Arts Resources: Annotated Bibliography identifies the English language arts learning resources endorsed by and common to all Western Canadian Protocol (WCP) jurisdictions implementing curricula based on *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998), hereafter called the ELA Curriculum Framework.

The resources in this annotated bibliography were selected, through a collaborative review process, based on their high level of fidelity with the ELA Curriculum Framework. The resources have undergone an intensive review and were found to be the most suitable of those submitted by publishers, producers, and distributors. All learning and teaching resources included in this annotated bibliography have been designated as *WCP Resources* for the ELA Curriculum Framework.

Acknowledgements

The WCP jurisdictions thank the individuals who were involved in the review and selection processes and identified the best Grade 10 learning and teaching resources for the ELA Curriculum Framework. The participating jurisdictions selected educators to review the learning resources received in response to the invitation to publishers, producers, and distributors for resource submissions. Appreciation is extended to all school systems from the WCP jurisdictions that supported teachers' participation in the review and selection processes.

First Call for Learning Resources

The first WCP call for the submission of Grade 10 English language arts learning resources was issued in July 1998. The learning resources submitted in response to this call were reviewed in February-March 2000.

Second Call for Learning Resources

The second WCP call for the submission of Grade 10 English language arts learning resources was issued in July 1999. The submission categories and copyright requirements were as follows:

Submission Categories

1. Student learning resources designed specifically for Grade 10, including integrated learning resources, book collections, textbooks, anthologies, video/audiotapes, interactive software, and kits. Teacher support materials in final form must accompany all student learning resources submitted for review.
2. Student and professional reference handbooks for Grade 10 use, such as dictionaries, thesauruses, writing guides, and viewing guides.
3. Teacher professional materials for Grade 10 use by teachers and/or parents, including print and non-print materials.
4. Additional components/levels of Grade 10 integrated learning resources approved under the first WCP call for Grade 10 learning resources (issued in July 1998) and/or Grade 10 components/levels for integrated resources approved under the first, second, third, and fourth WCP calls for Kindergarten to Grade 9 English language arts learning resources.

Copyright Requirements

- Copyright of 2000 or later required for core materials (e.g., program guides, teacher support materials, textbooks anthologies, etc.).
- No copyright restrictions apply to materials contained within a student learning resource (e.g., stories, plays, novels, poems, essays, articles, videos, etc., that are component parts of an integrated resource, anthology, textbook, book collection, etc.).

The learning resources submitted in response to the second call for Grade 10 English language arts learning resources were reviewed in March 2001.

Resource Selection Criteria

The learning resources in this annotated bibliography were selected according to the following criteria:

- *Curriculum Fit/Content/Philosophy*: Evaluators determined the suitability of each resource by considering the degree to which the resource
 - emphasizes process as well as content
 - is aligned with the five general learning outcomes of the ELA Curriculum Framework

-
- provides support for teachers in implementing the ELA Curriculum Framework
 - provides multiple approaches to learning
 - has a wide range of use
 - is current, accurate, and Canadian in content
 - includes a variety of media formats
 - assists teachers in facilitating concept development
 - *Instructional Design*: Evaluators determined the appropriateness of each resource in terms of instructional design. Evaluators considered the degree to which the resource
 - states instructional goals and learning outcomes
 - is clear and well-organized
 - addresses a variety of teaching and learning styles
 - is suitable/appropriate in reading level and vocabulary for the intended audience
 - provides assessment and evaluation strategies that are curriculum congruent
 - *Social Considerations*: Evaluators determined the appropriateness of each resource in terms of social concerns. Evaluators considered the degree to which the resource
 - is free of bias/stereotyping
 - includes cultural diversity, including accurate portrayal of First Nations, Inuit, Métis
 - is appropriate for the intended audience
 - has sufficient Canadian content
 - *Technical Design*: Evaluators determined the appropriateness of each resource in terms of technical design. Evaluators considered the degree to which the resource
 - is visually interesting and appealing
 - uses visuals, graphics, and print appropriate for the intended user
 - is laid out in a logical and consistent format

When selecting resources from this annotated bibliography, consideration should be given to how the resources meet the learning requirements of students and to the perspectives of the local community.

Information on a specific learning resource may be obtained from the descriptive information in this bibliography, the supplier, published reviews, colleagues, and an examination of the resource.

Terms and Definitions

The following terms and definitions are used in this annotated bibliography:

- *ELA Curriculum Framework*: refers to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998).
- *Fidelity*: is the degree to which the learning resource addresses the general and specific learning outcomes in the ELA Curriculum Framework.
- *Learning Resources*: refer to both learning and teaching resources.

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- *WCP Resources*: are high quality learning resources that best address the philosophy and content of the learning outcomes embodied in the ELA Curriculum Framework. These include resources in a variety of media and formats, with the following characteristics:
 - *Breadth*: indicates learning resources with the highest possible level of fidelity with the ELA Curriculum Framework for a particular grade(s). These resources have a horizontal focus and cover in detail one aspect or component of the ELA Curriculum Framework.
 - *Depth*: indicates learning resources that have a vertical focus and cover in detail one aspect or component of the ELA Curriculum Framework with a high level of fidelity.
 - *Breadth and Depth*: indicates learning resources that provide both the breadth and depth focus for a particular grade(s).
 - *Teacher/Professional Reference*: indicates learning resources that provide theories and strategies to assist teachers in implementing the ELA Curriculum Framework.
 - *Student/Teacher Reference Handbook*: indicates learning resources that both students and teachers use in implementing the learning outcomes in the ELA Curriculum Framework. This category includes dictionaries, thesauruses, writing guides, and practical teacher references with supports such as blackline masters.
 - *Parent Resource*: indicates learning resources that help parents assist their children in acquiring English language arts knowledge, skills, strategies, and attitudes.

Organization of Annotated Bibliography

This annotated bibliography contains titles and annotations of the Grade 10 learning resources selected in the March 2001 WCP review of English language arts learning resources. It includes the following sections:

- *Learning and Teaching Resources: Titles and Descriptions*: lists the selected learning resources alphabetically by title and includes annotations describing the learning resources.
- *Index of Suggested Uses*: contains a title listing by grade.
- *Media Index*: contains a title listing by type of media.
- *Distributor Directory*: provides an alphabetical listing of distributors, including addresses.

Pricing Information

The prices appearing in this annotated bibliography for the newly selected resources represent the estimated WCP prices to schools and should be firm until August 31, 2002. These prices should be used as a *guideline* for purchase planning. They are applicable to all six participating WCP jurisdictions. The final selling price for these resources may vary slightly in jurisdictions with book bureaus, depending upon jurisdictional negotiations. Confirmation on pricing should be obtained from your jurisdictional book bureau or redistribution centre, if applicable.

LEARNING AND TEACHING RESOURCES: TITLES AND DESCRIPTIONS

In March 2001, educators from WCP jurisdictions reviewed learning resources submitted in response to the second call for Grade 10 English language arts learning resources. Evaluators reviewed approximately 25 resources (including 34 components) submitted by publishers, producers, and distributors in response to this call.

In addition, all teacher professional resources previously approved for Kindergarten to Grade 9 were reviewed for suitability at the Grade 10 level.

Of the learning resources reviewed in March 2001, WCP evaluators selected

- an additional component for a previously approved integrated learning resource for Grade 10 (*SightLines 10: Audio Pack*, CD version)
- 29 stand-alone teacher professional reference resources
- four stand-alone student-depth, teacher reference learning resources (*Between the Lines: Understanding the Media through a Series of Creative Projects*, *A Dictionary of Literary and Thematic Terms*, *Fitzhenry and Whiteside Canadian Thesaurus*, and *Gage Canadian Thesaurus*)
- one stand-alone student-breadth and depth, teacher reference learning resource (*Learning the Landscape: Inquiry-Based Activities for Comprehending and Composing*)

This section of the annotated bibliography lists and describes the selected resources in alphabetical order by title. Newly selected teacher reference resources are identified as WCP-NEW, and previously approved teacher reference resources are identified as WCP. An overall annotation describes the integrated learning resource as a whole, followed by descriptions of individual components approved in the March 2001 review.

The following pages present

- a list of the Kindergarten to Grade 10 integrated learning resources and book collections selected to date through the WCP review process
- a sample resource description
- definitions for resource descriptions
- titles and descriptions of the resources selected in the March 2001 review

**Approved Integrated Resources/Programs
Western Canadian Protocol English Language Arts
Learning Resource Reviews, Kindergarten to Grade 10
(October 1997 to March 2001)**

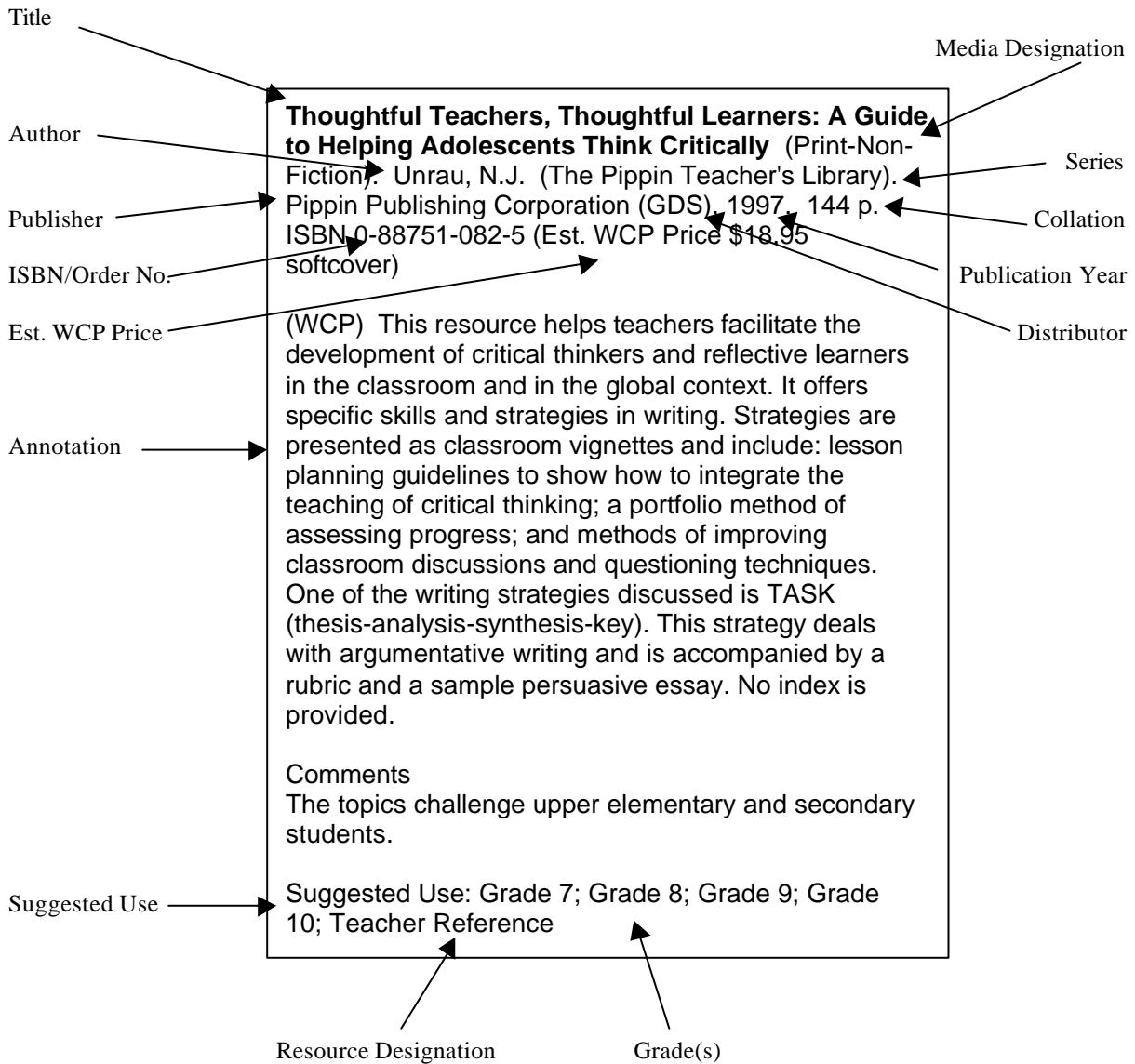
Grade(s)	Resource	Publisher
Grades 1, 2, 3, 4, 5, 6	Collections	Pearson Education Canada
Grades 1, 2, 3, 4, 5, 6	Cornerstones	Gage Educational Publishing Co.
Grades 2, 3, 4, 5, 6	Nelson Spelling	Nelson Thomson Learning
Grades 3, 4, 5, 6	Nelson Language Arts	Nelson Thomson Learning
Grades 4, 5, 6	The Writing Project	Irwin Publishing
Grades 4, 5, 6, 7	Thoughtsteps	Art Image Publications
Grades 7, 8	Nelson Language and Writing	Nelson Thomson Learning
Grades 7, 8, 9	Identities	Oxford University Press
Grades 7, 8, 9, 10	Crossroads	Gage Educational Publishing Co.
Grades 7, 8, 9, 10	SightLines	Pearson Education Canada
Grade 9	Elements of English 9	Harcourt Brace Canada
Grade 10	Mass Media and Popular Culture, Version 2, and Scanning Television	Harcourt Brace Canada
Grade 10	Nelson English: Literature and Media 10	Nelson Thomson Learning

**Approved Book Collections
Western Canadian Protocol English Language Arts
Learning Resource Reviews, Kindergarten to Grade 10
(October 1997 to March 2001)**

Grade(s)	Resource	Publisher
Grades K, 1, 2, 3, 4, 5, 6	Another Point of View	Gage Educational Publishing Co.
Grades 2, 3	The All About Series	Nelson Thomson Learning
Grades 3, 4, 5, 6, 7, 8, 9	The Untamed World	Weigl Publishing
Grades 7, 8, 9	Mini-Anthologies	Nelson Thomson Learning
Grades 7, 8, 9	The Issues Collection	McGraw-Hill Ryerson Limited

Refer to <<http://www.wcp.ca>> for details on the resources listed above and for a complete listing of all approved resources.

Resource Description: Sample Page



Resource Description: Definitions

The following information is provided for each learning and teaching resource (as applicable):

- *Annotation*: provides an overall description of the resource. Brief annotations of individual components and/or groups of components of the integrated resources are also provided.
- *Author(s)*: refers to the author(s), editor(s), or director(s) of the resource. When a resource has more than three authors/editors only the first name is cited, followed by “et al.”
- *Cautions*: alert teachers to potentially sensitive curriculum fit issues or possible community concerns relating to the resource.
- *Collation*: specifies the number of pages that the resource consists of.
- *Distributor*: is abbreviated in parentheses following the publisher or producer. The full names, addresses, fax numbers, and telephone numbers of these companies are given in the Distributor Directory.
- *Media Designation*: refers to resource categories such as non-fiction, integrated resource, book collection, anthology, software, video or audio, and so on.
- *Suggested Use*: indicates the grade(s) for which the resource is most suitable and identifies the resource designation. *Resource designation* refers to the classifications of student breadth, depth, or breadth and depth, and/or teacher reference. The resource designation for an integrated resource and book collection applies to the resource as a whole. Please note, for example, that an integrated resource may be designated as student depth and breadth and as teacher reference. This indicates that the audience for the resource is students, but the resource also includes teacher support materials. Book collections and student anthologies also include teacher support materials.
- *System Requirements*: specifies the system requirements needed to operate the software resource successfully. Abbreviations used: MB—megabyte; RAM—random-access memory.
- *Title*: refers to the name of the resource. All titles are listed in alphabetical order. Titles of individual components within the integrated resources and book collections are also provided.

Titles and Descriptions

Best Practice: New Standards for Teaching and Learning in America's Schools. 2nd ed. (Print-Non-Fiction). Zemelman, S., Daniels, H. and Hyde, A. Heinemann Educational Books (IRW), 1998. 310 p. ISBN 0-325-00091-3 (Est. WCP Price \$31.92 softcover).

(WCP) This resource outlines the experiential, holistic, and developmental underpinnings of best practice in reading, writing, social studies, science, and mathematics education. Each chapter is devoted to a particular curriculum area and begins with a classroom vignette of learner-centred classroom practice. This is followed by the key principles of best practice, supported by research, and a discussion of how busy teachers can incorporate these principles into authentic, reflective classroom practice. Finally, there is a section suggesting roles for school principals and parents in this process. Each chapter ends with a chart summary of practices that teachers need to emphasize or de-emphasize to support the ELA Curriculum Framework.

Recent research from leading professional groups, including the National Council of Teachers of English (NCTE) and the International Reading Association (IRA), strongly supports the authors' premise that students learn best in schools that are student centred, experiential, democratic, and collaborative.

Comments

- This resource deals with instructional design for all major curriculum areas; however, it is not an implementation handbook for any one area.
- Although examples and references are American, the concepts are applicable to an international audience.

Suggested Use: Kindergarten; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Between the Lines: Understanding the Media through a Series of Creative Projects (CD-ROM). National Film Board of Canada

(NFB), 2000. Set of 2. Order no. 133C0100.072 (Est. WCP Price \$139.95 compact disc).

(WCP-NEW) This set of two CD-ROMs contains a virtual production house where students select and edit video and sound, lay out newspaper pages, consider media-related ethical issues, and create a multimedia advertising campaign. Virtual characters provide introductions, tasks, and feedback. As directors, producers, and editors, students are given opportunities to create their own thought-provoking and original media projects using a drag-and-drop interface. A glossary of video terminology and media theorists is included.

The eight student media projects are: "Designing a Public Service Announcement," "Editing the TV News," "Spinning the News," "Ethical Choices," "Creating a Musical Video," "Designing a Multimedia Advertising Campaign," "Developing a Soundscape," and "Visual Language." As students complete each section they are prompted to respond to questions through a simulated email program. After answering the questions, they are allowed access to a virtual reward area, the Media Lounge.

The 172-page teacher's guide, which may be downloaded and printed from Disk 2, provides integrated unit plans, learning objectives, suggested outcomes, scheduling tables, and sample evaluation rubrics.

Cautions

- The video sequence in the Media Lounge of the "Ethical Choices" section contains some provocative images, including nudity. Teachers should preview the resource before using it with students and be sensitive to community concerns.
- Classroom teachers must ensure that students answer questions in each of the modules before moving to the next question. In some modules, typing any combination of three letters, with spaces between each, allows students to access the next question (and ultimately all question fields) as students move throughout the various modules (activities).
- This program allows the user (student) to "link" to specific websites on the Internet

which have not been reviewed through the WCP review process.

System Requirements

- Macintosh: System 7 and QuickTime 3 or later; 32 MB of RAM; 500 kilobytes of free hard drive space; 4x CD player; Power PC 133 MHz
- Windows: Windows 95 and QuickTime 3 or later; 32 MB of RAM; 500 kilobytes of free hard drive space; 4x CD player; 133 MHz Pentium or equivalent CPU; QuickTime 2.1.2 or later (included)

Suggested Use: Grade 10; Student-Depth; Teacher Reference

Breathing In, Breathing Out: Keeping a Writer's Notebook (Print-Non-Fiction).

Fletcher, R. Heinemann Educational Books (IRW), 1996. 99 p. ISBN 0-435-07227-7 (Est. WCP Price \$25.27 softcover).

(WCP) The author of this resource likens the process of collecting ideas for creative composition to breathing in, and the act of generating original text to breathing out. He 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. Initially, the writer uses the notebook to capture poignant moments, thoughts, reflections, snippets of conversation, sensory impressions, and interesting slang or vocabulary. The writer then uses the notebook to generate writing topics and to enrich writing. The author provides examples of his own notebook jottings and follow-up writing, both poetry and prose. This book emphasizes the breathing in process — the notebook jottings. A table of contents and a bibliography on writer's notebooks are included.

Suggested Use: Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Building Plays: Simple Playbuilding Techniques at Work (Print-Non-Fiction).

Tarlington, C. and Michaels, W. Pembroke

Publishers Limited (PPL), 1995. 136 p. ISBN 1-55138-053-6 (Est. WCP Price \$14.95 softcover).

(WCP) *Building Plays* offers effective techniques for using students' ideas to encourage dialogue, create scripts, and rehearse and present a complete play. This resource contains simple ideas for creating a play, as well as suggestions for finding inspiration for building plays on topics as varied as song, television, and Shakespeare. Full of ready-to-use ideas, this practical handbook also offers a theoretical framework for using playbuilding to promote learning. The final chapter discusses assessment techniques for playbuilding. A table of contents, a glossary, an index, and a two-page bibliography are included.

Suggested Use: Kindergarten; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Conflict and Connection: The Psychology of Young Adult Literature (Print-Non-Fiction).

Stringer, S.A. (Young Adult Literature Series). Boynton Cook Publishing, Inc. (IRW), 1997. 98 p. ISBN 0-86709-415-X (Est. WCP Price \$25.84 softcover).

(WCP) This clearly written resource blends literary and psychological conceptual frameworks to examine the cultural ambiguity that adolescents often experience. This resource deepens and broadens educators' and parents' understanding of adolescence and adolescent literature by enriching their conceptual base.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Parent and Teacher Reference

Crafting a Life in Essay, Story, Poem (Print-Non-Fiction). Murray, D.M. Heinemann Educational Books (IRW), 1996. 165 p. ISBN 0-86709-403-6 (Est. WCP Price \$25.84 softcover).

(WCP) This resource embodies and models the process philosophy of learning and writing. Sharing his own writing and experiences, the author encourages teachers and students to explore and experiment with a variety of genres: essays, fiction, and poetry. He provides suggestions for teachers to motivate themselves and their students to write. Some chapters of this

resource discuss the entire writing process, from exploring ideas for what to write to celebrating the final product with friends and through publication.

Suggested Use: Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Descriptionary. 2nd ed. (Print-Non-Fiction). McCutcheon, M. Facts on File, Inc. (FHW), 2000. 560 p. ISBN 0-8160-4106-7 (Est. WCP Price \$26.96 softcover).

(WCP-NEW) This thematic dictionary provides glossaries, arranged by subject categories, that define and describe thousands of descriptive and technical terms. Categories range from clothing to finance, sports, weapons, and science. This resource also includes a vocabulary building list of "1,050 Words and Expressions You Should Know." As a resource for writers, it provides the concrete vocabulary suggestions for enriched writing.

Comments

Teachers from Kindergarten to Grade 12 may find this resource useful for finding a descriptive or technical word or phrase when "you know what it is, but not what it's called."

Suggested Use: Grade 10; Teacher Reference

The Dialogic Curriculum: Teaching and Learning in a Multicultural Society (Print-Non-Fiction). Lambert Stock, P. Boynton Cook Publishing, Inc. (IRW), 1995. 107 p. ISBN 0-86709-365-X (Est. WCP Price \$30.02 softcover).

(WCP) This in-depth 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 interesting classroom ideas such as using email exchanges and pairing students with writers in the community.

Comments

- Personal anecdotes increase readers' awareness of universal adolescent problems,

and tap into students' experiences as writing and self-understanding processes.

- The author uses a dialogic approach through journals to encourage reluctant writers to discover themselves as writers.
- This resource is well-suited to a teacher's professional development plan.
- The writing style does not allow for straightforward reading; it requires time and effort.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

A Dictionary of Literary and Thematic Terms (Print-Non-Fiction). Quinn, E. Facts on File, Inc. (FHW), 1999. 360 p. ISBN 0-8160-4394-9 (Est. WCP Price \$25.65 softcover).

(WCP-NEW) This dictionary provides definitions and examples of literary and thematic terms. Short essays on major themes in literature, such as alienation, class, desire, narcissism, power, time, and war, are included. An alphabetical index, with terms ranging from "Abbey Theatre" to "zoom shot," helps to make this resource user-friendly for both teachers and students.

Comments

The language in some of the definitions is not gender inclusive.

Suggested Use: Grade 10; Student-Depth; Teacher Reference

Fitzhenry & Whiteside Canadian Thesaurus (Print-Non-Fiction). Chambers, J. and Munro, C. (eds.). Fitzhenry & Whiteside Ltd. (FHW), 2001. 1126 p. ISBN 1-55041-1985 (Est. WCP Price \$18.44 softcover).

(WCP-NEW) This thesaurus is distinctly Canadian, developed for and by Canadians. Nonformal or colloquial usages, word origins, and cultural references are provided.

Comments

While the thesaurus is generally inclusive, references to Aboriginal peoples' language/terminology are not prominently represented.

Suggested Use: Grade 10; Student-Depth;
Teacher Reference

Gage Canadian Thesaurus (Print-Non-Fiction). Pratt, T.K. (ed.). Gage Educational Publishing (GAG), 1998. 757 p. ISBN 0-7715-1985-0 (Est. WCP Price \$15.95 softcover).

(WCP) 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.

Cautions

- In this resource, the Christian religion is featured more prominently than other world religions.
- A specific caution is made regarding entries that refer to specific groups (e.g., persons with disabilities, people who are poor, politicians). The context, usage, and connotations of words in multiple listings are not clarified. Students may, therefore, generalize terms and references and use them in inappropriate or disparaging ways.

Note: This resource is available in other formats. Please contact the publisher directly.

Suggested Use: Grade 7; Grade 8; Grade 9;
Grade 10; Student-Depth; Teacher Reference

Gender Issues in the Teaching of English (Print-Non-Fiction). McCracken, N.M. and Appleby, B.C. Heinemann Educational Books (IRW), 1992. 220 p. ISBN 0-86709-310-2 (Est. WCP Price \$36.86 softcover).

(WCP) Gender issues present themselves across many aspects of each of the English language arts processes. This thought-provoking and accessible resource creates an awareness of how gender issues influence classroom pedagogy in practice. It provides effective extension activities for self-reflection and introspection.

Comments

Ideal for professional development, this teacher resource provides a starting point for educators to reflect upon themselves and their classroom pedagogy, including curriculum shifts related to gender issues.

Suggested Use: Grade 7; Grade 8; Grade 9;
Grade 10; Teacher Reference

Going Bohemian: Activities That Engage Adolescents in the Art of Writing Well (Print-Non-Fiction). Baines, L. and Kunkel, A.J. (eds.). International Reading Association (IRA), 2000. 169 p. ISBN 0-87207-254-1 (Est. WCP Price \$22.95 U.S. softcover).

(WCP-NEW) This book encourages teachers to “go Bohemian” in their classroom writing activities— “to trust ... individual muses, to begin using activities that really [work] in class, rather than attempting to align... practice with a trendy theoretical stance” (p. xi). The suggested writing activities integrate reading, viewing, representing, speaking, and listening.

The nine section topics are: “Starting Out,” “Multimedia,” “Sentence Structure,” “Enriching Vocabulary,” “Non-fiction,” “Creative Writing,” “Point of View,” “Literature,” and “Poetry.” Each section contains five lessons that specify objectives, list materials required, describe set-up and procedure, provide a lesson summary, suggest enrichment activities, and include student writing samples. This resource also provides a thematic table of contents, a list of contributors, a discussion on assessment, a comment “From a Student,” and an alphabetical genre-based appendix.

Comments

The textual references are primarily American; however, teachers could replace these with western Canadian sources.

Suggested Use: Grade 10; Teacher Reference

Interpreting Young Adult Literature: Literary Theory in the Secondary Classroom (Print-Non-Fiction). Moore, J.N. Boynton Cook

Publishing, Inc. (IRW), 1997. 202 p. ISBN 0-86709-414-1 (Est. WCP Price \$37.43 softcover).

(WCP) This inviting resource provides a solid and clearly written framework explicating theory and practice in literature. Each theory discusses basic terms and introduces and interprets young adult literature with appropriate extension activities. The author demonstrates how combining several theoretical approaches leads to many successful interpretations of any young adult work. This resource links literary theory with carefully chosen examples and through analysis in ways that enhance readers' application of literary critical thinking skills. The concepts developed and the language used make this resource useful to educators interested in learning about and teaching critical literary analysis.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Journals in the Classroom: Writing to Learn (Print-Non-Fiction). Anson, C.M. and Beach, R. Christopher-Gordon Publishers, Inc. (IRW), 1995. 221 p. ISBN 0-926842-33-1 (Est. WCP Price \$45.98 softcover).

(WCP) This teacher reference has an academic tone but includes practical examples to support the theories presented. It 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. This teacher resource includes cutting-edge ideas such as email journals, and addresses the notion of creating a classroom community through journal writing. Samples of published journals are also included.

Comments

All examples included are American; however, the topics are global and could be adapted for Canadian students.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Kids InSight: Reconsidering How to Meet the Literacy Needs of All Students (Print-Non-Fiction). Dillon, D.R. International Reading Association (IRA), 2000. 193 p. ISBN 0-87207-265-9 (Est. WCP Price \$19.95 U.S. softcover).

(WCP-NEW) This is the first book in the Kids InSight series focusing on children and adolescents as the basis for Kindergarten to Grade 12 teachers' instructional decision making. This resource encourages teachers to reflect on their practice by keeping students' needs in sight. It suggests practical strategies for reflection and instructional decisions. Also included are six appendices that provide additional support and examples, a list of references, an author index, and a subject index.

Comments

This teacher reference book features a reflective format that individuals could use in developing personal professional growth plans.

Suggested Use: Grade 10; Teacher Reference

Learning the Landscape: Inquiry-Based Activities for Comprehending and Composing (Print-Non-Fiction). Claggett, F., Reid, L. and Vinz, R. Heinemann Educational Books (IRW), 1996. 202 p. ISBN 0-86709-395-1 (Est. WCP Price \$26.60 softcover).

(WCP) *Learning the Landscape* is a user-friendly handbook for teachers and students to explore, clarify, and extend their knowledge using an inquiry-based approach in response to a variety of texts. This resource 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.

Comments

Chapter 4 features American content, which teachers could adapt to Canadian content.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Student-Breadth & Depth; Teacher Reference

Listening: Attitudes, Principles, and Skills

(Print-Non-Fiction). Brownell, J. Prentice Hall Inc. (PRN), 1996. 386 p. ISBN 0-13-146937-1 (Est. WCP Price \$60.76 softcover).

(WCP) This well-organized resource contains an overview of both theoretical and practical information about listening as an important component of communication. It introduces the HURIER model, a behavioural approach to listening improvement that includes six skill areas: hearing, understanding, remembering, interpreting, evaluating, and responding. The book also provides suggestions for understanding and improving the strategies necessary for comprehension, memory interpretation, evaluation, and response to the spoken word. Extensive applications and case studies support the theory and strategies presented. This resource supports and builds community through focusing on gender, age, and a multicultural society. A table of contents and an index are included.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Literature Circles: Voice and Choice in the Student-Centered Classroom

(Print-Non-Fiction). Daniels, H. Pembroke Publishers Limited (PPL), 1994. 200 p. ISBN 1-55138-048-X (Est. WCP Price \$29.95 softcover).

(WCP) This book is a practical guide for teachers to begin and/or to refine literature circles in their classrooms. The author brings together independent reading and cooperative learning to create a model for literature circles. This resource features specific techniques for starting and managing literature circles, and variations that may suit different learning and teaching approaches. It also includes ideas and suggestions for extending literature circles across the curriculum. The author draws on stories from 22 classroom teachers who work with students from Kindergarten through college. In addition, he provides suggestions for record keeping, evaluation, and grading. This resource includes a table of contents and a list of references.

Suggested Use: Kindergarten; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Nurturing Intelligences: A Guide to Multiple Intelligences Theory and Teaching

(Print-Non-Fiction). Haggerty, B.A. Addison-Wesley Longman, Inc. (PRN), 1995. 162 p. ISBN 0-201-49056-0 (Est. WCP Price \$38.95 softcover).

(WCP) This resource introduces Howard Gardner's theory of multiple intelligences and its importance for classroom teaching. Teachers are invited to assess their own teaching styles and their students' learning styles and to design curricula that will fit both. The author discusses and gives a conceptual framework for the multiple intelligences theory, discusses principles for nurturing intelligences, and provides three sample units with suggestions for including multiple intelligences theory in curricula. This resource includes a table of contents, chapter notes, a bibliography, and blackline masters.

Cautions

Some sections of this resource have American content, including references to American history, standard units of measure, and the U.S. Food Guide.

Suggested Use: Kindergarten; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Portfolio Portraits (Print-Non-Fiction). Graves, D.H. and Sustain, B.S. (eds.). Heinemann Educational Books (IRW), 1992. 202 p. ISBN 0-435-08727-4 (Est. WCP Price \$31.35 softcover).

(WCP) This non-prescriptive resource helps teachers to reflect critically on the use of portfolios in their classrooms. It helps teachers to consider why portfolios might be used and how they can be used at the school, school division/district, and jurisdictional levels. The book is divided into three sections. The first section describes classroom work with portfolios. The second section contains a description of portfolios in other fields, assessment techniques for entire school systems, and a teacher's means of instruction and evaluation. The final section highlights four portfolio keepers (a superintendent, a college senior, and two Grade 2 boys). Examples from Grade 1 to college level are provided. This book has a table of contents,

an index, a reference list, and a selected bibliography.

Comments

Although this resource has American contributors, it is not limited to an American audience.

Suggested Use: Kindergarten; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Reading Response Logs: Inviting Students to Explore Novels, Short Stories, Plays, Poetry and More (Print-Non-Fiction). Kooy, M. and Wells, J. Pembroke Publishers Limited (PPL), 1996. 127 p. ISBN 1-55138-069-2 (Est. WCP Price \$14.95 softcover, newsprint).

(WCP) This overview of reading response logs shows how teachers can help students read, write, and respond to literature. It suggests varied activities and presents helpful tables and references (e.g., pages 79 and 84). The book concludes with a sample thematic unit that illustrates the integration of reader response to a theme that involves activities in several genres. It includes a detailed table of contents and an index.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Reading Their World: The Young Adult Novel in the Classroom. 2nd ed. (Print-Non-Fiction). Monseau, V.R. and Salvner, G.M. (eds.). Boynton Cook Publishing, Inc. (IRW), 2000. 196 p. ISBN 0-86709-473-7 (Est. WCP Price \$32.68 softcover). CD-ROM.

(WCP-NEW EDITION) This collection of 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.

The second edition of this resource contains additional essays on literacy response and interpretation, censorship, gender, multicultural concerns, and the uses of the young adult novel

to address matters of visual literacy. Each essay concludes with an extensive list of works cited.

Comments

The new companion CD-ROM features nearly 2000 critiques and synopses of books for young adults, but has not been reviewed through the WCP review process.

Cautions

Most texts cited in this resource are American, and are often found on Grades 10 to 12 reading lists. However, the philosophy and ideas can be adapted to Canadian classrooms in earlier grades.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Reel Conversations: Reading Films with Young Adults (Print-Non-Fiction). Teasley, A.B. and Wilder, A. Heinemann Educational Books (IRW), 1997. 202 p. ISBN 0-86709-377-3 (Est. WCP Price \$30.02 softcover).

(WCP) This resource is a useful reference handbook for both experienced and inexperienced teachers to guide the processes of viewing and representing. The first section provides background information and a framework for viewing. It also includes useful assessment templates that teachers may use or adapt for their students' particular needs. The second section contains several thematic units that integrate viewing and representing. This resource develops students' abilities to be reflective and critical thinkers in response to viewing experiences that extend beyond the classroom into the reel/real world.

Cautions

Copyright information in this text is based upon American law. This has implications for the legal interpretation of copyrights on page 11.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Scaffolding Reading Experiences: Designs for Student Success (Print-Non-Fiction). Graves, M. and Graves, B. Christopher-Gordon

Publishers, Inc. (IRW), 1994. 262 p. ISBN 0-926842-35-8 (Est. WCP Price \$35.34 softcover).

(WCP) This book presents learner-centred strategies that support students in pre-reading, during reading, and post-reading activities as aids to comprehension. It encourages the teacher to draw on students' prior knowledge and experiences as they construct meaning from a variety of texts. It also extends the reading experience into a range of meaningful activities. The book provides guidelines for pre-teaching vocabulary and offers solutions to problems inherent in reading various types of texts. In addition, it provides differentiated support for students learning English as a second or additional language and students with a variety of experiences and abilities. This practical guide to incorporating scaffolded (supported) reading experiences into the reading classroom gives both theoretical background and classroom examples. It includes a table of contents, an author and title index, a grade-level index, a subject index, and an academic author index.

Suggested Use: Kindergarten; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Seeking Diversity: Language Arts with Adolescents (Print-Non-Fiction). Rief, L. Heinemann Educational Books (IRW), 1992. 299 p. ISBN 0-435-08598-0 (Est. WCP Price \$38.84 softcover).

(WCP) *Seeking Diversity* provides teachers with organizational methods to implement a process-oriented reading-writing workshop for adolescent students. Art is included as an integral part of the writing process. Evaluation focuses on process as well as product. 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. Headings in the sidebars alert readers to the topics in a given section. An index and appendices are included.

Comments

This is an American resource; however, the author's philosophies and ideas have universal application.

Suggested Use: Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

A Short Guide to Writing about Literature (Print-Non-Fiction). Barnet, S. and Gilbert, R. Scott Foresman (PRN), 1997. 404 p. ISBN 0-673-52533-3 (Est. WCP Price \$30.36 softcover).

(WCP) This practical resource provides clear, easy-to-use, step-by-step guidance for writing effective essays about literature. It discusses fiction, poetry, drama, essays, and film. Model student essays in each of these genres and a glossary of critical terminology are useful references. This comprehensive teacher resource is well-organized and contains current Canadian content.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

SightLines (Print-Integrated Resource). Hume, K., et al. (SightLines). Pearson Education Canada (PRN), 2001.

(WCP) SightLines offers a wide range of contemporary materials that support outcome-based teaching and learning and are linked with the five general learning outcomes identified in the ELA Curriculum Framework. This integrated resource, consisting of both student and teacher materials, provides a variety of opportunities to learn how to use the six language arts and to use the language arts to learn in other curricula.

The four student anthologies, one for each of Grades 7, 8, 9, and 10, provide challenging reading. They feature a wide variety of print, oral, and visual texts in a variety of genres and themes. Anthology selections feature extensive Canadian content, including Aboriginal perspectives. Each text selection has sidebars focusing student learning and suggesting follow-up activities. The texts and activities are organized into four thematic units:

- In the Grades 7 to 9 anthologies the unit titles are: Look, Look Again, Look Back, and Look Beyond.
- In the Grade 10 anthology the unit titles are: Mirror Images, Within Reach, Stepping Out, and The Sky Is the Limit.

The audio packs that augment the SightLines 7, 8, and 9 student anthologies consist of four compact disks containing selected readings from each of the four units in the anthologies.

The two language arts resource textbooks (*ResourceLines 7/8* and *ResourceLines 9/10*) suggest strategies for learning and using all six language arts processes in authentic contexts. They also include a chapter on researching and a language handbook addressing usage, grammar, spelling, and style. These student resources are designed for both teacher-directed instruction and independent student work (individual and group work).

The four teacher guides, one for each of Grades 7, 8, 9, and 10,

- provide unit planning charts
- present clearly stated curricular goals using outcome language that links the general learning outcomes to specific texts in the student anthologies
- contain support for the student anthology selections and activities (with accompanying reproducible masters for student use)
- feature 40 Language Workshop components (mini-lessons) to be used as needed within language arts processes
- suggest some ESL strategies
- offer collaborative learning strategies
- present opportunities for extension
- provide assessment and evaluation materials, including masters and rubrics

Comments

- All four student anthologies deal with complex issues from real life and may require high reading and comprehension levels. The selections stimulate critical and creative thinking and thoughtful, personal response. A combination of mature content, voices, and themes, and frequent use of complex imagery, vocabulary, and description may make the texts challenging reading. A few selections contain dialect and religious colloquialisms that may be considered sensitive in some communities.
- Text selections represent a wide range of voices.
- The SightLines 7, 8, and 9 audio packs provide high-quality readings and effective

sound effects. The narration is characterized by gender balance, authentic voices, and effective pacing.

- SightLines presents many opportunities for personal writing, cooperative learning, cross-curricular integration, and use of higher-level thinking skills.

Cautions

- Some selections in the student anthologies contain material dealing with the supernatural, as well as other sensitive areas (e.g., issues surrounding self-esteem and divorce); however, the Grade 7 teacher guide contains suggestions for dealing with topics of a sensitive nature.
- The Grade 9 material (especially the student anthology) shows incomplete editing and provides incomplete biographical information on contributors. Some sources for non-fiction, photographs, and illustrations are not credited.
- Some texts, issues, and abstract activities are demanding; prerequisite knowledge is sometimes presumed.
- This material may not meet the instructional needs of students who experience reading difficulty; even those materials noted as “easy” may offer considerable challenge.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Student-Breadth & Depth; Teacher Reference

SightLines 10

SightLines 10: Audio Pack (CD Version). 2001. 51.46 minutes. ISBN 0-13-026304-4 (Est. WCP Price \$99.00 4 compact disks).

(WCP-NEW) Each of the four compact disks in this audio pack contains six or eight reading selections from each of the four units of the *SightLines 10* student anthology. The professional recordings support English as a second language readers and struggling readers and model performance reading for enrichment.

Suggested Use: Grade 10; Student-Breadth & Depth; Teacher Reference

Student Self-Assessment: A Powerful Process for Helping Students Revise Their Writing (Print-Non-Fiction). Foster, G.

Pembroke Publishers Limited (PPL), 1996. 96 p. ISBN 1-55138-077-3 (Est. WCP Price \$14.95 softcover).

(WCP) This resource focuses on students' self-assessment of their writing. It includes numerous checklists summarizing criteria for assessment of different writing forms, as well as reproducible blackline masters. Teachers could use the checklists and ideas as presented or adapt them to meet their students' specific requirements.

Comments

Some forms in this resource extend over two pages, which limits ease of use.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

The Teacher's Complete and Easy Guide to the Internet. 2nd ed. (Print-Non-Fiction).

Heide, A. and Stilborne, L. Trifolium Books Inc. (TFB), 1999. 354 p. ISBN 1-895579-44-9 (Est. WCP Price \$31.96 softcover). CD-ROM

(WCP-NEW EDITION) This teacher resource describes the Internet and addresses classroom usage of the Internet. General information about the Internet is interspersed with suggestions for classroom activities, lessons, and projects. Topics explored include: the role of the Internet in today's classroom, tapping into existing projects, planning your own projects, exploring the World Wide Web and bringing it into the classroom, developing web pages for learning, communicating over the Net, and additional Internet tools. This text includes a table of contents, structured learning exercises, project ideas, extra suggestions for Internet learning, teaching tips, teacher quotes, a glossary, two appendices (providing acceptable use policy information and identifying online resources for making curricular links), a bibliography, and an index.

Comments

The second edition of this resource includes a free CD-ROM with over 1000 pre-selected annotated websites, but the CD-ROM has not been reviewed through the WCP review process.

Cautions

This text appears accurate and current; however, as a print resource about the rapidly changing world of the Internet, it has the potential to become dated quickly.

System Requirements

Windows: Windows 95/98; 486 MHZ CPU or better; 8MB of memory or better; 5MB of available hard drive space or more; 4x CD-ROM drive or better; 640 x 480 or higher resolution monitor; 256 (16 bit or better) colour video card capability; mouse

Note: This resource is available in ASCII format. A French edition is also available. Please contact the publisher directly.

Suggested Use: Kindergarten; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Telling Stories Your Way: Storytelling and Reading Aloud in the Classroom (Print-Non-Fiction). Barton, B. Pembroke Publishers Limited (PPL), 2000. 144p. ISBN 1-55138-119-2 (Est. WCP Price \$18.95 softcover).

(WCP-NEW) This resource assists teachers in using storytelling and read-aloud strategies and in developing strategies for narrative techniques in the classroom. Illustrative examples are included.

This in-depth resource integrates the language arts of listening, speaking, reading, writing, viewing, and representing. It includes a list of professional resources, an index of tales and verse, and a general index.

Comments

Although many of the references are geared to younger students, teachers from Kindergarten to Grade 12 may find this resource useful for initiating storytelling.

Suggested Use: Grade 10; Teacher Reference

Thoughtful Teachers, Thoughtful Learners: A Guide to Helping Adolescents Think Critically (Print-Non-Fiction). Unrau, N.J. (The

Pippin Teacher's Library). Pippin Publishing Corporation (GDS), 1997. 144 p. ISBN 0-88751-082-5 (Est. WCP Price \$18.95 softcover).

(WCP) This resource helps teachers facilitate the development of critical thinkers and reflective learners in the classroom and in the global context. It offers specific skills and strategies in writing. Strategies are presented as classroom vignettes and include: lesson planning guidelines to show how to integrate the teaching of critical thinking; a portfolio method of assessing progress; and methods of improving classroom discussions and questioning techniques. One of the writing strategies discussed is TASK (thesis-analysis-synthesis-key). This strategy deals with argumentative writing and is accompanied by a rubric and a sample persuasive essay. No index is provided.

Comments

The topics challenge upper elementary and secondary students.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Time for Meaning: Crafting Literate Lives in Middle and High School (Print-Non-Fiction). Bomer, R. Heinemann Educational Books (IRW), 1995. 234 p. ISBN 0-435-08849-1 (Est. WCP Price \$34.01 softcover).

(WCP) This practical resource is both current and authentic in its approach to using the writing process to help students develop a strong sense of self and community. It contains effective cross-cultural references and practical visuals and student work samples. A detailed table of contents and lists of resources for both students and teachers are included.

Comments

This inspirational, thought-provoking, and practical yet non-prescriptive resource is suitable for teachers undertaking professional development projects.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Writing outside the Lines: Developing Partnerships for Writing (Print-Non-Fiction). Gillis, C. Boynton Cook Publishing, Inc. (IRW), 1997. 155 p. ISBN 0-86709-422-2 (Est. WCP Price \$30.59 softcover).

(WCP) This teacher resource presents a system for setting up writing partnerships between younger and older writers within and beyond school. The book provides background and suggestions for implementing and managing writing partnerships. It addresses topics such as becoming a writer, setting up a writing partnership, sharing and celebrating writing, and making a writing community come alive. A comprehensive index and a list of references are included.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Writing toward Home: Tales and Lessons to Find Your Way (Print-Non-Fiction). Heard, G. Heinemann Educational Books (IRW), 1995. 145 p. ISBN 0-435-08124-1 (Est. WCP Price \$20.52 softcover).

(WCP) This professional resource presents the author's personal reflections on writing. The sincerity and clarity of the author's voice allow readers to connect with this reflective narrative. The journal format serves as a model for further writing. Emphasizing process writing, this resource addresses a variety of learning approaches and universal themes, and promotes a global sense of community.

Comments

Easy to read and follow, this highly motivational resource is written for a general audience and for those who want to be writers.

Suggested Use: Grade 7; Grade 8; Grade 9; Grade 10; Teacher Reference

Index of Suggested Uses

Please note that the titles in this list are truncated. The complete titles appear in the citations for each resource.

Kindergarten

Best Practice: New Standards for Teaching and Learning in America's Schools
Building Plays: Simple Playbuilding Tech
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
The Teacher's Complete and Easy Guide to

Grade 1

Best Practice: New Standards for Teaching and Learning in America's Schools
Building Plays: Simple Playbuilding Tech
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
The Teacher's Complete and Easy Guide to

Grade 2

Best Practice: New Standards for Teaching and Learning in America's Schools
Building Plays: Simple Playbuilding Tech
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
The Teacher's Complete and Easy Guide to

Grade 3

Best Practice: New Standards for Teaching and Learning in America's Schools
Building Plays: Simple Playbuilding Tech
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
The Teacher's Complete and Easy Guide to

Grade 4

Best Practice: New Standards for Teaching and Learning in America's Schools
Breathing In, Breathing Out: Keeping a Window Open
Building Plays: Simple Playbuilding Tech
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
The Teacher's Complete and Easy Guide to

Grade 5

Best Practice: New Standards for Teaching and Learning in America's Schools
Breathing In, Breathing Out: Keeping a Window Open
Building Plays: Simple Playbuilding Tech
Crafting a Life in Essay, Story, Poem
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
Seeking Diversity: Language Arts with Adolescent Learners
The Teacher's Complete and Easy Guide to

Grade 6

Best Practice: New Standards for Teaching and Learning in America's Schools
Breathing In, Breathing Out: Keeping a Window Open
Building Plays: Simple Playbuilding Tech
Crafting a Life in Essay, Story, Poem
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
Seeking Diversity: Language Arts with Adolescent Learners
The Teacher's Complete and Easy Guide to

Grade 7

Best Practice: New Standards for Teaching and Learning in America's Schools
Breathing In, Breathing Out: Keeping a Window Open
Building Plays: Simple Playbuilding Tech
Conflict and Connection: The Psychology of Relationships
Crafting a Life in Essay, Story, Poem
The Dialogic Curriculum: Teaching and Learning in a Democratic Society
Gage Canadian Thesaurus
Gender Issues in the Teaching of English
Interpreting Young Adult Literature: Lit Journals in the Classroom: Writing to Learn
Learning the Landscape: Inquiry-Based Assessment
Listening: Attitudes, Principles, and Skills
Literature Circles: Voice and Choice in Nurturing Intelligences: A Guide to Mult Portfolio Portraits
Scaffolding Reading Experiences: Designs
The Teacher's Complete and Easy Guide to

Portfolio Portraits

Reading Response Logs: Inviting Students
Reading Their World: The Young Adult Nov
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Thoughtful Teachers, Thoughtful Learners
Time for Meaning: Crafting Literate Live
Writing outside the Lines: Developing Pa
Writing toward Home: Tales and Lessons t

Grade 8

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Building Plays: Simple Playbuilding Tech
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Grade 9

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Grade 10

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Parent and Teacher Reference

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Student-Breadth & Depth

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Student-Depth

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Time for Meaning: Crafting Literate Live
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Writing toward Home: Tales and Lessons t

Media Index

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CD-ROM

Between the Lines: Understanding the Media through a Series of Creative Projects

Print-Integrated Resource

SightLines 10

Print-Non-Fiction

Best Practice: New Standards for Teaching
Breathing In, Breathing Out: Keeping a W
Building Plays: Simple Playbuilding Tech
Conflict and Connection: The Psychology
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Thoughtful Teachers, Thoughtful Learners
Time for Meaning: Crafting Literate Live
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