The following Table of Contents for this document shows the various locations where teachers can access Department of Education elementary language arts professional resources. Each section is a list of the Department of Education materials that were placed at that particular location.

**Section:**

1. Eastern School District Teacher’s Resource Centre  
   Western School Board Little Red School House

2. Provincial Library

3. a. School Library Professional Collections since 2000

3. b. School Library Professional Collections prior to 2000
Goudvis, Anne & Harvey, Stephanie
*Strategies That Work Teaching Comprehension to Enhance Understanding*
2000 Stenhouse 336pp
Grades: 2-6

A child may be a great decoder, but that's only one step toward becoming a fluent reader. Reading implies thinking and understanding, and teachers can help children develop strategies for comprehension. Children need to know how to make connections and ask questions, how to visualize and infer, how to extract important ideas and to synthesize information if they are to become fluent readers. Stephanie Harvey and Anne Goudvis show how teachers can model these strategies by thinking aloud and coding the text, lifting text onto the overhead and reasoning through it in class discussions, and bringing in their own books to model how adults use these strategies. All the while teachers give students long blocks of time to practice these strategies independently in their own reading.

Internet link for more information about this book:

A companion video set, *Strategy Instruction in Action* is available from the Provincial Library.

Rog, Lori
*Guided Reading*
Grades: 1-3

Lori Rog provides a model for Guided Reading that can help teachers meet the varied needs of their K–3 students. The keys to her Guided Reading model are:

- working with small, flexible groups of students with similar instructional needs
- using texts that are carefully chosen to provide the right balance of support and challenge
- providing instructional support through scaffolding to build reading strategies and develop the habits of independent, lifelong readers.

The heart of the book is a close look at the guided reading lesson itself. With direct reference to text samples, each chapter deals with the guided reading lesson at a different reading level: emergent, early, developmental, and fluent readers. The final section discusses instructional strategies, with chapters on phonics, vocabulary study, comprehension strategies, retelling and responding to text, and the use of non-fiction in the guided reading program.

Read a chapter online at:
Snowball, Diane

**Spelling K-8**
1999 Stenhouse 280pp

*Spelling K-8* meets the needs of schools and districts that want to put systematic teaching in place without compromising the principles of constructivist learning. Recognizing the professional expertise of classroom teachers, the authors consistently urge teachers to consider the suggested plan in relation to their children’s spelling needs. Children are actively engaged in spelling explorations, being guided by their teachers, forming generalizations that reflect their current understanding about how written English works. Specific suggestions are also offered for children whose first language is not English. *Spelling K-8* addresses the issues that administrators and parents are concerned about - especially phonics and learning high-frequency words - and offers teachers a wealth of strategies and resources to draw on. Read a chapter on-line at: http://www.stenhouse.com/productcart/pc/viewPrd.asp?idcategory=0&idproduct=74

A companion video set, *Focus on Spelling* is available from the Provincial Library.

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Trehearne, Miriam

**Nelson Language Arts Grades 1-2 Teachers Resource Book**
2004 Thomson Nelson 946pp

Miriam Trehearne’s professional book for first and second grade teachers continues the emphasis on effective literacy instruction provided in her first two books for preschool and kindergarten teachers. Recent research findings combine with practical explanations and techniques for building essential skills to offer teachers a complete and convenient instructional repertoire. Strategies for linking assessment outcomes to instruction are enhanced with easy-to-use, classroom-proven lessons, blackline masters for student activities, observation checklists for monitoring student progress, recommended references for additional reading, and more! Read a chapter on-line at: http://etacuisenaire.com/catalog/product?deptId=&prodId=60297&parentI=READING/LANGUAGEARTS&bc=1

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**Resource Centre Contact Information**

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<thead>
<tr>
<th>Eastern School District</th>
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<tbody>
<tr>
<td>Teacher’s Resource Centre</td>
<td>Little Red School House</td>
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<tr>
<td>335 Queen Street, Charlottetown, PEI</td>
<td>195 Summer Street, Summerside, PEI</td>
</tr>
<tr>
<td>in St. Jean Elementary</td>
<td>in Parkside School</td>
</tr>
<tr>
<td>Phone: 368-4086</td>
<td>Phone: 436-6640</td>
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<tr>
<td>E-mail: <a href="mailto:trcentre@edu.pe.ca">trcentre@edu.pe.ca</a></td>
<td>E-mail: <a href="mailto:mulliganl@edu.pe.ca">mulliganl@edu.pe.ca</a></td>
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</table>
Department of Education Videos Available from the Provincial Library

**Focus on Spelling**
2000 Stenhouse 4 30-minute video tapes and viewing guide
Grades: 1-6

*Focus on Spelling* is a compelling new videotape series from Diane Snowball, co-author of *Spelling K-8*. Diane has worked with many schools and districts throughout North America, helping them learn more about the teaching of spelling so that students become more competent writers. The key principles of teaching spelling set forth in *Spelling K-8* are demonstrated in these four video tapes, with a focus on those concepts that teachers most frequently ask her about. The four tapes cover: learning words; exploring sounds; investigating letters and spelling patterns; and discovering generalizations.

More information about this product and clips from the videos are available on-line at:

The companion book, *Spelling K-8* is available from the ESD Teacher’s Resource Centre and from the WSB Little Red School House.

**Organizing for Literacy**
1999 Stenhouse 4 30-minute video tapes
Grades: 1-6

The tapes illustrate the components of a balanced literacy curriculum in action and the reciprocal nature of teaching and learning across a range of reading and writing events. Each tape is designed to allow you to view it in its entirety or to focus on specific literacy components. The accompanying Viewing Guide is structured to promote the analysis of teaching and learning interactions during these components. The tapes can also be cross-referenced for evidence of how the same children are applying their knowledge, skills, and strategies across a range of reading, writing, and word-building activities. Since this is an important principle of apprenticeship literacy, a chart for cross-referencing teaching segments across the four tapes is included at the end of the viewing guide.

More information about this product and clips from the videos are available on-line at:

**Primary Learners: Introduce Learning Skills in Early Grades**
1998 Canadian Learning Company 15-min
Grades: 1-2

This video introduces step-by-step resource based learning and early research skills.

**The Road to Reading: Early Steps to Help Children Become Readers**
1998 28-minutes
Grades: 1-2

This video provides a demonstration for parents on how to read with their child.
Department of Education Videos Available from the Provincial Library

Strategies Instruction in Action
2001 Stenhouse 4 30-minute video tapes and viewing guide

In this four-tape video series, Stephanie and Anne invite you to join them in the classrooms of Leslie Blauman, Mary Buerger, and Debbie Miller, three teachers with whom they have worked for many years. All teach reading comprehension in the context of reading workshop, modeling their thinking and giving students ample time to practice so they learn what proficient readers do to make sense of the text. To enhance their students' understanding, Debbie, Mary, and Leslie demonstrate several comprehension strategies, including asking questions, determining importance, and inferring. They use a variety of fiction and nonfiction for strategy instruction, including picture books, magazine articles, and young adult novels. On each tape, the teachers lead a mini-lesson, confer and share with the kids, and have a conversation with Stephanie and Anne about the comprehension instruction in their classrooms. The four video tapes focus on: creating a culture of thinking; modelling questioning; reading and understanding non-fiction; using strategies to enhance book club discussions.

More information on this product and short clips from the videos are available on-line at:

The companion book, Strategies That Work is available from the ESD Teacher's Resource Centre and the WSB Little Red School House.

Using Onsets and Rimes and Manipulation of Text to Strengthen Your Students’ Phonemic Awareness and Phonics Skills
1998 Bureau of Educational Research 2 44-minute video cassettes

Grades: 1-2

Watch Judy Lynch model and explain research-based strategies for focusing students' attention on words and word patterns. Included with each videotape training program is a guide with narrative descriptions of program content, blackline masters and resources for implementing the strategies and teaching suggestions.

More information on this product is available on-line at:
http://www.ber.org/video/orl.cfm

Vocabulary Strategies That Boost Your Students’ Reading Comprehension
2004 Bureau of Educational Research 2 59-minute video cassettes

Grades: 2-6

In this video training program Dr. Margaret Richek, recognized expert in the area of vocabulary acquisition and reading comprehension, demonstrates outstanding strategies for expanding the reading vocabularies of students, grades 2-6. Included with this videotape training program is a Resource Guide with narrative descriptions of all the vocabulary strategies, additional suggestions for classroom implementation of the techniques.

More information on this product is available on-line at:
http://www.ber.org/video/vsr.cfm
What is Visual Literacy: An In-service Video Workshop
1996 Stray Light Media 1 50-minute video
Grades: 1-6

When children begin to read and write, they are as interested in information as they are in fiction. But information is not conveyed only with print; the wealth of visual texts are often the clearest communicators of information. Charts, diagrams, cross sections, and maps are a few of the elements that are as critical as the words they supplement. In many cases, the visual text is the clearest way to present information.

In this videotape, Steve Moline presents the basics of visual literacy and its place in the curriculum, illustrating his points with classroom sequences with students and workshop sessions with teachers. Viewers will learn: how reading for “story” differs from reading for information; and how to: help students select the best form of visual text to incorporate in their writing; integrate visual and verbal texts; select the right visual device to communicate ideas and information, and use details of graphic design to organize and support meaning.

More information on this video and a short clip from the video is available on-line at:

This video is a companion to I See What You Mean by Steve Moline. This book was provided to each school professional collection prior to 2000.

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<tr>
<td>Confederation Centre Public Library</td>
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<td>Charlottetown</td>
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<td>Telephone: 368-4642</td>
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<td>URL: <a href="http://www.library.pe.ca/abbycat">www.library.pe.ca/abbycat</a></td>
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<tr>
<td>- Enter the title of the video, in the TITLE option of the drop down menu</td>
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<td>- Click on the title when it appears and fill in the fields</td>
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</tbody>
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Clay, Marie.  
*Concepts About Print, What Have Children Learned About the Way We Print Language?*  
2000 Irwin Publishing 32pp  
Grades: 1-2  
This helpful guide provides information on administering Follow Me, Moon and No Shoes as well as Sand and Stones.

Clay, Marie  
*An Observation Survey*  
1993 Irwin Publishing 184pp  
Grades: 1-2  
An Observation Survey has been used in educational systems worldwide. It has introduced thousands of teachers to ways of observing children's progress in the early years of learning about literacy. It has also helped them determine which children need supplementary teaching.

Clay, Marie  
*Running Records For Classroom Teachers*  
2000 Irwin Publishing 32pp  
Grades: 1-2  
What can we notice children doing as they read a simple story? What are they looking at? How do they know when they have lost the message? What do they do about it? Running Records for Classroom Teachers introduces key ideas about using Running records and shows how to take, score, and interpret reliable records.

Clay, Marie  
*No Shoes*  
2000 Irwin Publishing 20pp  
Grades: 1-2  
Companion concepts of print test book for *An Observation Survey* and *Concepts About Print, What Have Children Learned About the Way We Print Language?*

Clay, Marie  
*Follow Me Moon*  
2000 Irwin Publishing 20pp  
Grades: 1-2  
Companion concepts of print test book for *An Observation Survey* and *Concepts About Print, What Have Children Learned About the Way We Print Language?*
Fountas, Irene C. & Pinnell, Gay Su.
*Guided Reading: Good First Teaching For All Children*
Grades: 1-3

*Guided Reading* was written for K-3 classroom teachers, reading resource teachers, teacher educators, pre-service teachers, researchers, administrators, and staff developers. It explains how to create a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches and includes information on: how children become literate; observation and assessment; dynamic grouping of readers; creating sets of leveled books; selecting and introducing books; teaching for strategies; and classroom management.

Fountas, Irene C. & Gay Sa, Pinnell
*Guiding Readers and Writers (Grades 3 - 6)*
2001 Heinemann 672pp

The product of many years of work with classroom teachers, *Guiding Readers and Writers (Grades 3-6)* is one of the most comprehensive, authoritative guides available today. It explores all the essential components of a quality literacy program in six separate sections: Breakthrough to Literacy; Independent Reading; Guided Reading; Literature Study; Teaching for Comprehension and Word Analysis; and The Reading Writing Connection.

Pinell, Gay Su and Irene Fountas
*Word Matters: Teaching Phonics And Spelling in the Reading/Writing Classroom*
1998 Irwin Publishing 424pp
Grades: 1-3

*Word Matters* presents essential information on designing and implementing a high-quality, systematic literacy program to help children learn about letters, sounds, and words. The central goal is to teach children to become "word solvers": readers who can take words apart while reading for meaning, and writers who can construct words while writing to communicate. *Word Matters* presents word study in three contexts; word study, writing and reading.

Szymusiak, Karen & Sibberson, Franki
*Beyond Leveled Books*
Grades: 2-6

Leveled books are now recognized as an essential tool in helping beginning readers learn to read. But once students have mastered many basic decoding and comprehension strategies, they move into a period of transition as readers. These readers have mastered many skills but are not yet able to choose books and sustain reading independently in a wide variety of genres. This book takes a close look at the way classroom routines, small-group instruction, mini-lessons, and conversations can help students move toward independence. Read a chapter on-line at:

Taberski, Sharon
*On Solid Ground*
Grades: 1-3
Written from a classroom teacher’s point of view, this book discusses assessment, matching instruction and books to children, and classroom routines.
Contents: Understanding Our Role and Goals; Assessing Children to Determine Strengths and Needs; Demonstrating Strategies: Whole Class, Small Group, One-on-One; Offering Children Opportunities for Practice and Response.

Trehearne, Miriam
*Nelson Language Arts Grades 1-2 Teachers Resource Book*
2004 Thomson Nelson 946pp
Miriam Trehearne’s professional book for first and second grade teachers continues the emphasis on effective literacy instruction provided in her first two books for preschool and kindergarten teachers. Recent research findings combine with practical explanations and techniques for building essential skills to offer teachers a complete and convenient instructional repertoire. Strategies for linking assessment outcomes to instruction are enhanced with easy-to-use, classroom-proven lessons, blackline masters for student activities, observation checklists for monitoring student progress, recommended references for additional reading, and more! Read a chapter on-line at:
http://etacuisenaire.com/catalog/product?deptId=&prodId=60297&parentId=READING/LANGUAGEARTS&bc=1

Trehearne, Miriam
*Comprehensive Literacy Resource for Grades 3-6 Teachers*
2005 Thomson Nelson
Miriam continues the emphasis on effective literacy instruction provided in her earlier books. She combines research findings with practical explanations and techniques for building essential skills. Teachers are especially pleased with the strategies for linking oral language development and comprehension, and for supporting struggling readers.
CAMET
Atlantic Canada Reading Assessment Resource 1-3
2001 Pearson Education

This resource was developed to assist classroom teachers with the process of assessing student progress in reading. It consists of a teacher's guide and student assessment materials. The teacher's guide is comprised of an introduction to assessment and evaluation, information on administering and analyzing running records, running record forms, synopses of each book, and a range of assessment masters for recording information on emergent, early and transitional readers. The student materials are comprised of eighty books altogether. There are five books at each level from levels A to P, and containing a range of fiction and informational text.

CAMET
Atlantic Canada Reading Assessment Resource Grade 4
2004 Thomson Nelson

This resource was developed to assist classroom teachers with the process of assessing students' reading comprehension. It consists of a teacher’s guide and student assessment materials. The teacher's guide contains an introduction to the resource, to reading comprehension, to reading assessment and evaluation, a rubric, comprehension questions and exemplars. The student materials are comprised of a collection of eight fiction and eight informational selections.
Department of Education Books Made Available to School Library Professional Collections Prior to 2000

Anthony, Robert J.
Evaluating Literacy: A Perspective For Change

Avery, Carol
And With A Light Touch: Learning About Reading, Writing, and Teaching With First Graders

Booth, David
Classroom Voices: Language-Based Learning In The Elementary School

Cairney, Trevor
Balancing The Basics For Teachers Of Reading (K-8)

Calkins, Lucy McCormick
Art Of Teaching Writing

Clemmons, Joan
Portfolios In The Classroom: A Teacher's Sourcebook
1993 120pp.

Daniels, Harvey
Literature Circles
1994

Depree, Helen
Early Literacy In The Classroom: A New Standard For Young Readers

Fletcher, Ralph J.
What A Writer Needs

Gentry, J. Richard
Teaching Kids To Spell
Glazer, Susan Mandel
*Reading Comprehension: Self-Monitoring Strategies To Develop Independent Readers*

Graves, Donald H.
*Investigate Nonfiction*

Graves, Donald H.
*Experiment With Fiction*

Graves, Donald H.
*Explore Poetry*

Jeroski, Sharon
*Reading & Responding 4: Evaluation Resources For Your Classroom*

Jeroski, Sharon
*Reading & Responding 5: Evaluation Resources For Your Classroom*

Jeroski, Sharon
*Reading & Responding 6: Evaluation Resources For Your Classroom*

Jeroski, Sharon
*Reading & Responding, Late Primary: Evaluation Resources For Your Classroom*

Jeroski, Sharon
*Reading & Responding, Primary: Evaluation Resources For Your Classroom*
Lane, Barry
_After The End: Teaching and Learning Creative Revision_

MacKenzie, Terry
_Readers’ Workshops: Bridging Literature and Literacy_

Moline, Steve
*I See What You Mean, Children at Work with Visual Literacy*
A companion video for this book available from the Provincial Library, _What is Visual Literacy?_

New Zealand Ministry of Education
_Dancing With The Pen: The Learner As a Writer_

Parsons, Les
_Response Journals_
1990 90pp.

Peterson, Ralph L.
_Grand Conversations: Literature Groups In Action_

Phenix, Jo
_Spelling For Parents_

Phenix, Jo
_Spelling Instruction That Makes Sense_
1991

Phenix, Jo
_Teaching Writing: The Nuts And Bolts Of Running A Day-To-Day Writing Program_
Rhodes, Lynn Knebel
*Windows Into Literacy Assessing Learners, K-8*
1993 491pp.

Routman, Regie
*Invitations: Changing As Teachers And Learners K-12*

Steinburg, Judith W.
*Reading And Writing Poetry*
1994 Scholastic

Tarasoff, Mary
*Guide To Children’s Spelling Development For Parents And Teachers*

Tarasoff, Mary
*Reading Instruction That Makes Sense*
1993 142pp.

Wellington Country Board of Education
*The Phonological Awareness Companion*
1995 Lingui Systems

Wollman-Bonilla, Julie
*Response Journals: Inviting Students To Think And Write About Literature*