

English K–6

References for Teachers

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Introduction

The following list of reference materials is neither prescriptive nor comprehensive. It provides suggestions for texts and videos from a variety of different educational perspectives to which teachers may refer in the process of professional development.

At the time of publication, most listed materials were in print or available from reference libraries.

Talking and Listening

Bagley, M T, *Suppose the Wolf were an Octopus. Book 1. A Guide to Creative Questioning for Primary Literature*, Trillium Press, Hawker Brownlow Education, Cheltenham, Vic, 1984.
A useful resource for teaching thinking skills through literature.

Blake Education, *Public Speaking and Listening Skills*, Blake Education, Sydney, 1995.
A set of three videos and a booklet.

Cazden, C, *Classroom Discourse*, Heinemann, Portsmouth, NH, 1988.
An exploration of what we currently know about classroom discourse and how this knowledge can be used to improve children's learning. Contains discussion of transcriptions of actual classroom talk.

Hill, S, *Raps and Rhymes*, Eleanor Curtain Publishing, Armadale, Vic, 1990.
Reading aloud as a group or joining in a chant or a rhyme is a great warm-up to any lesson and an effective way to build up a feeling of cohesiveness in the classroom. See also *The Collaborative Classroom* and *Readers Theatre*, Eleanor Curtain Publishing, 1990.

Jennings, C, *Children as Storytellers*, Oxford University Press, Melbourne, 1991.
Draws attention to the natural abilities of children to tell stories, recount past experiences and relate anecdotes. The book shows teachers how relevant this talent can be in the development of spoken and written language.

Jones, P (ed), *Talking to Learn*, Primary English Teaching Association (PETA), Sydney, 1996.
Considers the nature of talk and its place across the curriculum. Also provides ideas and strategies to assist in the planning and assessment of talk.

Zanghi, M, *Ask Me a Question*, CEO, Sydney, 1994.
Provides strategies and pro forma sheets for primary school students learning English.

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Language and Literacy

ACT Department of Education & Training and Children's Youth & Family Services Bureau, *Gateways Information Technology and the Learning Process: A Collection of Teacher Practice from Australia's Schools*, DEETYA, ACT, 1996.

Aguis, R, Di Maria, N, Reid, F & Sheehan, D, *Active Answers: Practical Ideas for Integrating the Curriculum*, Oxford University Press, Melbourne, 1992.

Allard, A & Wilson, J, *Gender Dimensions: Constructing Interpersonal Skills in the Classroom*, Eleanor Curtain Publishing, Armadale, Vic, 1995.

Allen, J, McNeill, E & Schmidt, V, *Cultural Awareness for Children*, Addison Wesley, California, 1992.

Authentic activities for K–6 designed to promote acceptance and respect and avoid stereotypes.

Australian Education Council (AEC), *The ESL Scales*, Curriculum Corporation, Melbourne, 1994.

Beard, R, *Teaching Literacy: Balancing Perspectives*, Hodder & Stoughton, London, 1993.

Bennett, E, *Causerie 1, Aboriginal English*, Department of School Education, Metropolitan East Region, 1992.

A project conceived to help teachers recognise that many Aboriginal students in their schools spoke a home language that is a separate language to the English they are expected to know and use at school. In 1990 very few non-Aboriginal teachers in NSW schools recognised the existence of Aboriginal English as a valid dialect (or dialects) of English. *Causerie 1* is a brief summary of major points discovered by teachers participating in this informal research.

Board of Studies NSW, *English K–6 Teaching Kits*, Board of Studies NSW, Sydney, 1994. Useful and practical units of work designed to assist teachers with the implementation of the *English K–6 Syllabus*.

Board of Studies NSW, *Aboriginal Literacy Resource Kit*, Aboriginal Curriculum Unit, Board of Studies NSW, Sydney, 1995.

Board of Studies NSW, *The Importance of Play*, Board of Studies NSW, Sydney, 1996.

Carter, R (ed), *Knowledge about Language and the Curriculum/The LINC (Language in the National Curriculum) Reader*, Hodder and Stoughton, UK, 1992.

A collection of accessible articles written for teachers by language educationists such as Margaret Meek, Yetta Goodman, Frances Christie, and Katherine Perera. LINC is a three-year inservice program established to develop teacher knowledge about language in curriculum implementation.

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- Chambers, *Guide to Grammar and Usage*, Chambers, Edinburgh, 1996.
Provides a comprehensive practical guide to correct writing and speaking with thousands of words and topics explained.
- Chester, H, *Media and Language*, Nelson, Melbourne, 1990.
A useful and comprehensive guide to the teaching of media in the primary school. Activities have a media focus but can be used as part of a language program.
- Christie, F & Martin, J R (eds), *Genres and Institutions: Social Processes in the Workplace and School*, Cassell, London, 1997.
- Clark, M, *The Great Divide*, Curriculum Corporation, Carlton, Vic, 1990.
Identifies practices and attitudes which contribute to the production of gender differences. A framework for action is outlined.
- Clay, M, *Becoming Literate: The Construction of Inner Control*, Heinemann, Auckland, 1991.
- Collerson, J, *Grammar in Teaching*, Primary English Teaching Association (PETA), Sydney, 1997.
Suggests ways of including grammar in teaching at a primary level. Based on a functional approach to language and includes traditional grammar.
- Collins, *Cobuild Essential Dictionary: Helping learners with real English*, Harper Collins, London, 1996.
Offers a revolutionary approach to understanding, learning and teaching the English of the present day.
- Cook, V, *Second Language Learning and Language Teaching*, Edward Arnold, UK, 1991.
Explores the teaching implications of four general models of learning and concludes with a discussion of the learning justification for five current styles of language teaching.
- Curriculum Corporation, *Who Wants to be a Princess Anyway?* (Video VHS), Curriculum Corporation, Carlton, Vic, 1989.
Shows the kinds of group situations and dynamics that disadvantage girls, and how a concerned principal and staff manage those situations. Using interviews and footage shot at a primary school. Primary teacher/parent resource.
- Curriculum Corporation, *Lift Off in the Classroom Series*, Curriculum Corporation, Carlton, Vic, 1994.
Produced in collaboration with the Australian Children's Television Foundation. Each title in the series consists of a video and a teachers' guide. Titles include: *Lift Off to Language and Culture* and *Lift Off to Language*.
- Curriculum Corporation, *Key Literacy Planning: planning and programming for literacy equity*, Curriculum Corporation, Carlton, Vic, 1995.

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Curriculum Corporation, *PD on CD: Literacy*, CD-ROM, Curriculum Corporation, Carlton, Vic, 1995.

Provides a comprehensive, professional development package for early literacy teachers.

Curriculum Materials Information services, *Resource Focus: English Primary*, Education Department, WA, 1996.

Provides an annotated bibliography with information about a range of suitable resource materials for English. Includes books, games, videos

Curriculum Corporation, *Teaching More Than Words*, Curriculum Corporation, Carlton, Vic, 1995.
A curriculum profile for Australian schools and the ABC program *More Than Words*.

Davies, B, *Gender, Equity and Early Childhood*, Curriculum Corporation, Victoria, 1989.

Examines some of the thinking about gender and early childhood that has influenced teachers and researchers. It assesses strategies for change and identifies funding priorities.

Davies, Bronwyn, *Frogs and Snails and Feminist Tales*, Allen and Unwin, Sydney, 1989.

Examines young girls' and boys' interactions in early childhood classrooms and analyses the response of young girls and boys to feminist stories.

Davies, Bronwyn, *Shards of Glass: children reading and writing beyond gendered identities*, Allen and Unwin, St Leonards, 1993.

An examination of gender roles which encourage girls and boys to respond to literature.

Dawkins, J S, *Australia's Language: The Australian Literacy and Language Policy*, Australian Publishing Service, Canberra, 1991.

Department for Education and Children's Services, *Texts: The heart of the English curriculum (Series 1)*, DECS, Adelaide, 1993.

Contains 15 practical broadsheets dealing with a range of text types suitable for year K-10.

Dixon, R, Ramson, W and Thomas, M, *Australian Aboriginal Words in English*, Oxford University Press, Melbourne, 1990.

A dictionary of the hundreds of words in Australian English that have been borrowed from Aboriginal languages. Each entry has a phonetic guide to pronunciation, the language of origin, the meaning(s) and, where known, the history of its first use in English. In addition there are chapters on Australian languages and on the process of borrowing, in both directions. An excellent reference that can also be used in developing activities for the classroom.

Downes, T & Fatouros, C, *Learning in an electronic world: computers in the classroom*, Primary English Teaching Association (PETA), Sydney, 1995.

Caters for all teachers from novice to experienced computer users. Provides strategies for using computers in a variety of situations across all stages.

Eades, D, *Aboriginal English*, Board of Studies NSW, Sydney, 1993.

Focuses on the English language skills and strengths Aboriginal children bring to school; the

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English language needs of Aboriginal children in our primary schools; the differences between Aboriginal English and the English of other students; and the variety of difficulties which teachers may experience in teaching Aboriginal children.

Egan, K, De Castell, S & Luke, A (eds), *Language and Learning*, Oxford University Press, Melbourne, 1986.

A discussion of the importance of culture, background and experience in shaping an individual's language.

Emmitt, M & Pollock J, *Language and Learning*, Oxford University Press, Melbourne, 1991.

A discussion of the importance of culture, background and experience in shaping an individual's language.

Fatouros, C & Walters-Moore, C, *Using software in English*, Primary English Teaching Association (PETA), Sydney, 1997.

Practical ideas and suggested activities for using computer based learning experiences to enhance language development.

Freebody, P & Luke, A, Literacies programs: Debate and demands in cultural contexts, *Prospect*, vol 5, no 3, May 1990, pp 7-16.

Forte, I & Schurr, S, *Integrating instruction in English: strategies, activities, projects, tools and techniques*, Hawker Brownlow Education, Highett, 1996.

A collection of activities, assessment ideas and co-operative learning techniques specifically designed for years 5-9.

Furniss, E & Green, P (eds), *The Literacy Agenda*, Eleanor Curtain Publishing, South Yarra, Vic, 1991.

Discussions of how children learn to read and write: what happens if they don't succeed; how to provide equal opportunities for girls and boys; how to use the literacy cultures that children bring into the classroom; what sort of talk takes place in classrooms and how to assess literacy development. See also *The Literacy Connection*, Eleanor Curtain Publishing, South Yarra, Vic, 1991.

Furniss, E, & Green, P, *The Literacy Connection: language and learning across the curriculum*, Eleanor Curtain Publishing, Melbourne, 1991.

Gibbons, P, *Learning to Learn in a Second Language*, Primary English Teaching Association (PETA), Sydney, 1991.

Written for all teachers of children for whom English is a second language, although a great deal of the book will be helpful to all teachers. It contains a wide range of strategies and practical suggestions for the classroom.

Gilbert, Pam, *Gender Literacy and the Classroom*, Australian Reading Association (ARA), Victoria, 1989.

An examination of the relationship between learning literacy and learning about social and cultural practices.

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- Graham, J, *Pictures on the Page*, The National Association for the Teaching of English (distributed in Australia by the ALEA), Sheffield, 1990.
Examines the role of illustrations in picture books and their link with children's literacy development.
- Walton & Eggington, *Language: Maintenance, Power and Education in Australian Aboriginal Contexts*, Northern Territory University Press, Darwin, 1991.
A sophisticated reinterpretation of the Harris hypotheses on learning styles of Aboriginal students in the Northern Territory. This paper shows that "socially constructed learning" occurs in both Aboriginal and non-Aboriginal contexts. What differs are the contexts and the meanings. Provided teachers do not generalise from the Northern Territory experience to NSW, this paper can provide useful insights.
- Green, P, *A Matter of Fact*, Eleanor Curtain Publishing, Melbourne, 1992.
Provides strategies to help children work with factual texts from K–6.
- Gross, M U M, *Exceptionally Gifted Children*, Routledge, London, 1993.
Provides a sound and practical guide for teachers and parents on how to ensure that the extremely gifted child is able to maximise his or her intellectual potential while developing supportive social relationships with other students.
- Halliday, M A K & Hasan, R, *Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective*, 2nd edn, Oxford University Press, Oxford, 1989.
Provides a basis for an understanding of the functional approach to language.
- Halliday, M A K, *Spoken and Written Language*, 2nd edn, Oxford University Press, Oxford, 1989.
This work explores similarities and contrasts between spoken and written language.
- Hancock, J & Hill, S, *Reading and Writing Communities: cooperative literacy learning in the classroom*, Eleanor Curtain Publishing, Melbourne, 1993.
Provides a useful resource for teachers interested in multi-age classes.
- Hancock, J & Leaver, C, *Major Teaching Strategies for English*, Australian Reading Association (ARA), Carlton, Vic, 1994.
Provides practical hints to broaden a teacher's repertoire.
- Harvey Darton, F J, Revised by Alderson, B, *Children's Books in England*, 3rd edn, Cambridge University Press, Cambridge, 1982.
Provides a chronicle of the English people in their capacity as parents, guardians and educators of children.
- Hoyne, P & Wilson, J, *Cooking With Class Celebrating Festivals With Cooking*, Oxford University Press, Oxford, 1991.
A multicultural book containing easy to follow recipes each complimented by stimulating activities from all curriculum areas.

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- Irvine, Dr John, *Coping with School*, Simon and Schuster, East Roseville, NSW, 1992.
A problem solving guide to help parents and children survive the early years at school.
- Jennings, C & Shepherd, J, *Planning for the Key Learning Areas: Outcomes in Context*, Eleanor Curtain Publishing, Armadale, Vic, 1996.
- John Fairfax Education Unit, *Newspaper Kit*, 1993.
Suitable for teachers of media studies in upper primary and junior secondary schools. This kit is a comprehensive study of newspapers eg. news and sport stories, feature articles, classified and display advertising, editorials and letters to the editor.
- Luke, A & Gilbert, P (eds), *Literacy in Contexts*, Allen and Unwin, St Leonards, NSW, 1993.
An easy-to-read handbook which covers essential issues and strategies in teaching ESL learners.
- NSW Department of School Education Curriculum Directorate, *Choosing Literacy Strategies that Work. Stage 1 and Stage 2*, NSW Department of School Education, Sydney, 1997.
Provides strategies for teachers and examples of students work.
- Reid, J, Forrestal, P & Cook, J, *Small Group Learning in the Classroom*, Primary English Teaching Association (PETA), Sydney, 1989.
A practical book about teaching based on the proposition that the small group should be the basic unit of classroom organisation. Suitable for all teachers from early childhood to upper secondary.
- Sandstrom, R (ed), *Programming for Literacy Learning*, Australian Reading Association (ARA), Carlton, Vic, 1994.
A practical book to assist teachers on the development of their programs.
- Shockley, B, *Engaging Families: connecting home and school literacy communities*, Heinemann, Portsmouth, NH, 1995.
- Stow, H, *Tell it on Video*, Ashton Scholastic, Gosford, NSW, 1989.
A practical guide to making videos. It explains the way videos can be used to tell stories; what makes a video story different; what video pictures mean to an audience, and how to organise scriptwriting, shooting and editing.
- Strickland, S & Morrow, L M, *Emerging Literacy: Young Children Learn to Read and Write*, International Reading Association, Newark, Del, 1989.
Contains contributions from a number of educators and researchers on the ways in which literacy knowledge changes from infancy through the preschool years and in the early years of school. Ideas included support emerging literacy in daycare centres and classrooms.
- Tunica, M, *For the Love of Poetry*, Primary English Teaching Association (PETA), Sydney, 1995.
Focuses on the pleasures of poetry, providing both useful teaching strategies and an extensive booklist.

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Unsworth, L (ed), *Literacy Learning and Teaching: Language as Social Practice in the Primary School*, MacMillan, South Melbourne, 1992.

Documents recent work on the social construction of literacy and the application of systemic functional linguistics to the development of strategies for improving children's understanding of how texts work. Chapters deal with using factual texts in other Key Learning Areas, functional grammar in primary education, using childrens' literature in infant and primary classrooms and approaches to resourcing the curriculum.

Wilson, J, & Wing Jan, L, *Thinking for Themselves: developing strategies for reflective learning*, Eleanor Curtain Publishing, Armadale, Vic, 1993.

Practical suggestions for developing independent learners. Contains detailed chapters describing strategies to develop reflective and metacognitive thinking.

Zipes, J, *Fairy Tales and the Art of Subversion: the classical genre for children and the process of civilisation*, Heinemann, London, 1983.

Develops a social history of the fairy tale. A book for those with an interest in literature and society.

Writing

Bates, D, *Wordgames*, Longman Chesire Pty Limited, Melbourne, 1993.

A selection of short, self-contained writing exercises to help build writing skills and generate enthusiasm. The games are organised into three areas - prose, poetry and wordplay.

Christie, F, Gray, P, Gray, B, Macken, M, Martin, J & Rothery, J, *Language A Resource for Meaning: Exploring Reports* (Student Books 1-4 and a Teacher's Book), Blake Education, Sydney, 1990. See also *Language A Resource for Meaning: Exploring Procedures* (Student Books 1-4 and a Teacher's Book) and *Language A Resource for Meaning: Exploring Explanations* (1992) (Student Books 1-4 and a Teacher's Book), 1990.

Clutterbuck, P M, *The Art of Teaching Spelling: A Ready Reference and Classroom Activity Resource for Australian Primary Schools*, Longman Chesire, Melbourne, 1990.

Derewianka, B, *Exploring How Texts Work*, Primary English Teaching Association (PETA), Sydney, 1990.

The structure and language features of various genres are analysed.

Derewianka, B, *Exploring How Texts Work: The Video*, Primary English Teaching Association (PETA), Sydney, 1991.

A complete inservice package to familiarise classroom teachers with the range of genres commonly used in schools, and the variety of activities that can be used to assist children in their writing in these genres. Contains assessment activities and record-keeping strategies to enable teachers to build up profiles of learners.

English K–6 References for Teachers

DEET and Youth Affairs, *Mapping Literacy Achievement*. Results of the National Schools English Literacy Survey, NSW, 1997.

Incorporates a report on the surveys, principles, procedures and findings.

Dillon, F & Cahill, M, *Key into Literacy*, Longman Cheshire, Melbourne, 1991.

Suggests ways of teaching students about writing forms such as haiku, fables, letters, posters and diaries. Includes detailed cross-references to all kinds of reading resources which enable teachers to find examples of each text quickly and use resources available within the school.

DSP Centre Marketing, *Action Pack*, Erskineville, NSW, 1992.

Practical ideas for putting a text-based approach to teaching writing into action including integration of English with Science and Technology, guides for planning and programming and blackline masters.

DSP Centre Marketing, Erskineville, NSW. Titles include:

Teaching Factual Writing A Genre-based Approach

A 110 page book that recounts the research and identifies the structure and language features of six factual writing genres.

A Brief Introduction to Genre

A condensed 20 page description of the six factual genres and their structures.

The Report Genre

A 45 page book which describes in detail the features of the report genre. Included are assessment strategies, glossary, and many annotated examples of the genre.

The Discussion Genre

An 80 page book which contains an extensive summary of the discussion genre, accompanied by annotated examples, assessment strategies and a glossary of terms.

The Recount Genre

A detailed examination of the recount genre with annotated examples and a step-by step progression through the teaching/learning cycle as recommended for the teaching of factual writing.

Assessing Writing - Scientific Reports

A 64 page book which provides an overview of the assessing process that supports a genre-based approach for report writing. Proformas for recording information, and suggestions for reporting to parents are included.

Earthworms, Teaching Factual Writing in the Early Years of School

A 30 minute program following the classroom processes used by a Year 2 teacher as she applied the principles of genre-based writing to the construction of a report about Earthworms. Classroom management and integrated activities are exemplified.

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- Dunbleton, M, *Real writing across the curriculum*, Department for Education and Children's Services, Adelaide, 1994.
Practical guidelines for encouraging students to write for real purposes and to publish for real audiences.
- Fox, M & Wilkinson, L, *English Essentials*, MacMillian Education Australia Pty Ltd, Melbourne, 1993.
A practical guide to writing well including rules of grammar, punctuation and spelling in context.
- Knapp, P & Watkins, M, *Context-Text-Grammar*, Text Productions, Sydney, 1994.
An informative and practical account of how to teach text types and grammar in the primary classroom.
See also
Knapp, P, *Resource Book for Genre and Grammar*, Metropolitan West Region's Disadvantaged Schools Program, Sydney, 1992.
- Knapp, P & Watkins, M, *Series: Connecting Text and Grammar*, Blake Education, Sydney, 1996.
Each book contains 15 complete lessons in one integrated unit including black line masters, overhead transparency masters, teaching notes and assessment strategies. Titles are Our Place, The Sea and Tucker Box.
- Penso, D E, *Keyboard, Graphic and Handwriting Skills*, Chapman and Hall, London, 1990.
- Peters, M L & Smith, B, *Spelling in Context: Strategies for Teaching and Learning*, NFER-Nelson Publishing Company Ltd, London, 1993.
- Rosen, M, *Did I Hear You Write?*, Scholastic TAB Publications Ltd, Ontario, 1989.
A collection of creative and inspiring ideas to encourage children to write and enjoy the process.
- Rowe, G & Lomas, B *Spelling for Writing: A sourcebook for Teachers*, New Edition, Oxford University Press, Melbourne, 1990.
- Wilson, L, *Write Me a Poem*, Eleanor Curtain Publishing, Armadale, Vic, 1994.
- Wing Jan, L, *Write Ways, Modelling Writing Forms*, Oxford University Press, Melbourne, 1991.
Provides an easily accessible resource to some of the text types. Gives suggestions to help children develop understanding of the writing process and the purposes and structures of written text. A checklist which helps teachers formulate their program objectives can be used for assessment.

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Reading

- Adams, M J, *Beginning to Read: Thinking and Learning about Print*, MIT Press, Cambridge, 1990.
A book about how to develop reading readiness and reading ability in young children. Adams concludes that reading depends on thorough knowledge of spellings and spelling - sound relations, but that both the use and acquisition of such knowledge depend on the child's fuller understanding and interest in the reading process.
- Alderman, B, *Best Books for Children*, Ashton Scholastic, Gosford, NSW, 1992.
An annotated selection of more than 600 books chosen for their quality and appeal to children.
- Board of Studies NSW, *English K–6 Recommended Children's Texts*, Board of Studies NSW, Sydney, 1995.
- Chambers, A, *The Reading Environment*, Primary English Teaching Association (PETA), Sydney, 1991.
A multitude of ideas for opening the rewards of thoughtful reading to all school children.
- Chambers, A, *Tell Me: Children, Reading and Talk*, Primary English Teaching Association (PETA), Sydney, 1994.
Provides a framework to give children the confidence to discuss books critically.
- Clay, M, *An Observation Survey*, Heinemann, Auckland, 1993.
An Observation Survey revises the first part of Marie Clay's earlier publication *The Early Detection of Reading Difficulties*. The observation procedures contained in it arose out of a theory of how young children learn to manage the complex task of reading continuous text described in Clay's 1991 book *Becoming Literate: The Construction of Inner Control* which was reprinted in 1993, Heinemann.
- Creenaune, T & Rowles, L, *What's Your Purpose?: Reading strategies for non-fiction texts*, Primary English Teaching Association (PETA), Sydney, 1996.
Provides useful information on the role of the teacher in scaffolding through units of work.
- Curriculum Corporation, *Viewing for Learning - Video and booklet package*, Curriculum Corporation, Melbourne, 1995.
Presents strategies and guidelines for teaching viewing in the K-3 classroom.
- Daniels, H, *Literature Circles: voice and choice in the student - centred classroom*, Stenhouse Publishers, Maine, USA, 1994.
- Education Department of South Australia, *Skillsfor Information Literacy*, Adelaide, 1991.
- Fox, J, *Books that Help Children*, Medical Benefits Fund of Australia Limited, Sydney, 1995.
- Hamilton, M, *The Picture People: illustrators of contemporary Australian picture books*, Margaret Hamilton Books Pty Ltd, Sydney, 1993.

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- Hill, S & O'Loughlin, J, *Book Talk: collaborative responses to literature*, Eleanor Curtin Publishing, Armadale, Vic, 1995.
- Hillel, M & Mappin, A, *Choosing and Using Literature*, Curriculum Corporation, Carlton, Vic, 1995.
A useful reference for librarians and teachers to aid in the selection of books offering strategies for the exploring of texts.
- Kovacs, D & Preller, J, *Meet the Authors and Illustrators: 60 creators of favourite children's books talk about their work*, Scholastic Inc, New York, 1991.
- Kress & van Leeuwen, T, *Reading Images*: Deakin University Press, Victoria, 1990.
Deals with language and visual literacy.
- Linning, L, Phillips, M and Turon, R, *A Literature Based Approach to Bullying*, The Literature Base Publications, Hamilton, Qld, 1997.
- Littlefiar, A, *Reading all Types of Writing: The Importance of Genre and Register for Reading Development*, Open University Press, Milton Keynes, 1991.
An exploration of how an understanding about text contributes to reading development.
- Lowe, K (ed), *Growing into Readers*, Primary English Teaching Association (PETA), Sydney, 1994.
Examines the ongoing process of becoming a reader from a variety of perspectives.
- Mafi-Williams, Lorraine (ed), *Spirit Song: A Collection of Aboriginal Poetry*, Omnibus Books, SA, 1993.
A compilation of contemporary poems to be read to children. All thirty-five poets are Aboriginal.
- McVitty, W (ed), *The PETA Guide to Children's Literature*, 2nd edn, Primary English Teaching Association, Sydney, 1989.
Outlines ways to bring children and books together, from infancy through adolescence. It has now been brought up to date with an extra section reviewing publishing trends and titles that have appeared since 1985. Altogether hundreds of books are listed, described and indexed, providing a wealth of information for teachers and parents.
- Maizels, J & Petty, K, *The Great Grammar Book*, Bodley Head Random House, Sydney, 1996.
An interactive book for children dealing with grammar at word and sentence level.
- Michaels, W & Walsh, M, *Up and Away*, Oxford University Press, Melbourne, 1990.
Shows how picture books can stimulate enjoyment of literature in a shared reading situation. Features include a rationale for use of picture books in upper primary and secondary classes; a variety of picture books explicated and detailed; development of programs incorporating picture books; exploration of picture books and a description of reader response theory. There are also units of work based on the use of picture books.

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- Moline, S, *I See What You Mean: children at work with visual information*, Addison Wesley Longman, Melbourne, 1995.
A practical activity-laden resource book that outlines learning/literacy strategies requiring students to communicate using visual texts.
- Nicoll, V & Roberts, V, *Taking a Closer Look at Literature Based Programs*, Primary English Teaching Association (PETA), Sydney, 1993.
Provides practical advice about issues such as the components of a sound program; ways of selecting and grouping books; the role of activities; and grouping for collaborative learning.
- NSW Department of School Education, Curriculum Directorate, *NSW Literacy - Teaching Reading: A K–6 Framework*, NSW Department of School Education, 1997.
- Parkes, B, *Something Old, Something New, an integrated approach to traditional tales*, Mimosa Publications Pty Limited, Melbourne, 1993.
- Paterson, K, *A Sense of Wonder: on reading and writing books for children*, Penguin, New York, 1995.
- Quin, R, McMahon, B & Quin, R, *Teaching Viewing and Visual Texts: primary*, Curriculum Corporation, Carlton, Vic, 1996.
Contains practical suggestions for teaching aspects of visual texts and helping students to develop visual language skills.
- Quin, R, McMahon, B & Quin, R, *Picture This: reading visual language*, Curriculum Corporation, Carlton, Vic, 1997.
- Reid, J, *Book Tastings*, Longman Cheshire, Melbourne, 1992.
Literature based activities to introduce children to the joys and benefits of reading. Divided into two main sections. Book tastings: Junior Fiction and Senior Fiction; and Whole Book Responses: Junior Fiction and Senior Fiction.
- Richardson, B & Ratcliffe, B, *Being and Belonging: an approach to personal development through literature*, Longman Cheshire Pty Limited, Melbourne, 1991.
- Saxby, H M, *The Proof of the Puddin' Australian children's literature 1970-1990*, Ashton Scholastic Pty Limited, Gosford, 1993.
- Scieszka, J & Smith L, *The Stinky Cheese Man and Other Fairly Stupid Tales*, Penguin Books, London, 1992.
Contains a collection of humorous innovations on traditional tales.
- Spreadbury, J, *Read me a story: Parents, teachers and children as partners in literacy learning*, Australian Reading Association (ARA), Carlton, Vic, 1994.
Contains practical suggestions for parents and teachers to encourage reading.

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Sung, L & Rattey, A, *Literature Alive*, Horwitz Grahame, Cammeray, NSW, 1993.

Contains literature activities based on eleven well-known books written by distinguished Australian authors including *Window* by Jeannie Baker, *Two Weeks with the Queen* by Morris Gleitzman and *The Fat and Juicy Place* by Diana Kidd. It also includes an author study of Gillian Rubinstein.

Tingay, J, *Quest for Wonders: myths and legends in the classroom*, Primary English Teaching Association (PETA), Sydney, 1993.

Provides helpful suggestions for using myths and legends in the classroom.

Walsh, M, *Story Magic*, Oxford University Press, Melbourne, 1992.

Provides a range of specific teaching activities developed around particular picture books and deals with the psycholinguistic approach to teaching reading. Emphasises the importance of the shared reading experience and considers the context, content, structure and language of picture books.

Weaver, Constance, *Reading Process and Practice*, Heinemann Educational, Portsmouth, NH, 1988.

Examines contrasting models of the reading process and discusses research on the effectiveness of differing approaches to the teaching of reading. It also deals with suggestions for teaching reading across the curriculum and ways of minimising reading difficulties.

Assessment and Evaluation

Foster, M & Masters, G, *Assessment Resource Kit. Titles- Developmental Assessment, Portfolios, Performances, Projects and Pen and paper* (N/A yet), Australian Council for Educational Research, 1997.

Bodey, W, Darkin, L, Forster, M & Masters, G, *DART Middle Primary English*, Australian Council for Educational Research, 1997

Provides thematically integrated assessment material for English in viewing, reading, listening, speaking, and writing which can be used separately or as the basis for a four to six week language program.

See also

Australian Council for Educational Research, *DART Upper Primary, Junior Secondary English*, ACER, 1994.

Anthony, R J, Johnson, T D, Mickelson, N I & Preece, A, *Evaluating Literacy: A perspective for change*, Rigby Heinemann, Port Melbourne, 1992.

Bouffler, C (ed), *Literacy Evaluation: issues and practicalities*, Primary English Teaching Association (PETA), Sydney, 1992.

Curriculum Corporation, *Student Work Samples in English*, Curriculum Corporation, Carlton, Vic, 1996.

Curriculum Corporation, *Assessing as You Go*, Curriculum Corporation, Melbourne, 1997.

Describes more than 30 teaching/learning strategies and relevant assessment criteria.

English K–6 References for Teachers

- Curriculum Corporation, *Talk! Monitoring and assessing oral language*, Curriculum Corporation, Carlton, Vic, 1994.
A video cassette and book developed in WA that helps teachers realise the importance of oral language in the early years of schooling.
- Derewianka, B, *Language Assessment in Primary Classrooms*, Harcourt Brace Jovanovich, Sydney, 1992.
Contains chapters contributed by various experts including Joan Rothery, Len Unsworth, Max Kemp and Pauline Gibbons on theoretical issues of language assessment, case studies and suggested assessment activities.
- Education Department of South Australia, *Literacy Assessment in Practice*, Education Department of South Australia , Adelaide, 1991.
Addresses the problems of finding and using effective methods of assessing literacy.
- Hancock, J (ed), *Assessment Methods*, Australian Reading Association (ARA), Adelaide, 1996.
Describes over thirty assessment methods for English.
- NSW Department of Education Assessment and Reporting Directorate, *Strategies for Assessment and Reporting - Primary Schools*, NSW Department of Education Assessment and Reporting Directorate, Sydney, 1997.
Provides assistance in development of appropriate assessment and reporting strategies - includes a wide variety of school based examples.

English K–6 References for Teachers

Additional resources are available from the following organisations:

Australian Council for Educational Research

19 Prospect Hill Road
Camberwell Vic 3124
Ph (03) 9277 5656
Fax (03) 9277 5678

Australian Literacy Educators' Association ALEA

Formerly the ARA
PO Box 78
Carlton South Vic 3053
Ph (03) 9347 6951
Fax (03) 9347 8971

Board of Studies NSW Publications

Fax (02) 9279 1482

Curriculum Corporation

St Nicholas Place
141 Rathdowne Street
Carlton Vic 3053
Ph (03) 9639 0699
Fax (03) 9639 1616

DET Publications

Department of Education and Training
PO Box 6423
Silverwater NSW 2128
Ph (02) 9748 8410
Fax (02) 9647 1066

Primary English Teaching Association (PETA)

PO Box 3106
Marrickville NSW 2204
Ph (02) 9565 1277
Fax (02) 9565 1070

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