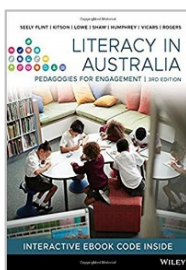
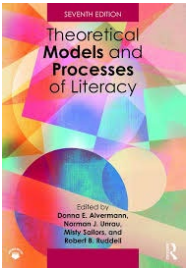
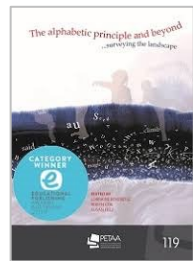


Henry Parkes Equity Resource Centre

Reading

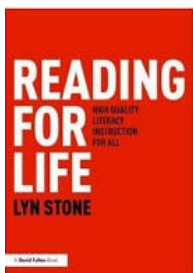
New and popular annotated bibliography

Resource cover	Annotated bibliography
	<p><i>Literacy in Australia: pedagogies for engagement</i> by Amy Seely Flint. Milton, Qld: John Wiley & Sons Australia. 2020. NF4 428.0071 FLI</p> <p><i>Literacy in Australia</i>, 3rd Edition is a full colour textbook with an interactive eBook code included, that enables mastery of concepts and success in assessment. Included are components such as animations and interactivities that are embedded at the point of learning as well as concept check questions that provide instant feedback and reinforce the concepts presented. A prioritised focus on Aboriginal and Torres Strait Islander histories and cultures featured throughout the text, equips teachers with activities they can include in and out of the classroom.</p> <p>Suitable for primary and high schools.</p>
	<p><i>Theoretical models and processes of literacy</i> by Donna E Alvermann. New York: Routledge. 2019. NF4 428.4 THE</p> <p>The seventh edition of this text connects a range of theories to literacy research featuring cutting-edge contributions from top scholars. The use of the term <i>literacy</i> replaces <i>reading</i> in the title to reflect changes in how readers and writers communicate in the digital era. Contemporary literacy models and processes are presented to enhance and extend earlier theories of reading and writing. The voice of present generation literacy theorists and researchers is powerfully built on their preceding historical contexts. Suitable for primary and high schools.</p>



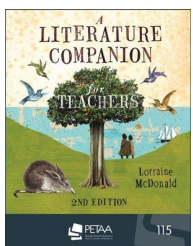
The alphabetic principle and beyond: surveying the landscape by Robyn Cox, Susan Feez & Lorraine Beveridge. Newtown, NSW: PETAA. 2019. **NF4 421.07 ALP**

The alphabetic principle popularly known as phonics is explored in the context of the most up to date evidence. Currently teaching of early reading prioritises the alphabetic principle. This text informs teachers to use systematic and explicit phonics instruction, develop oral interaction, scaffold alphabetic knowledge when teaching and learning with texts and foster print awareness. Effective classroom lesson ideas, program samples and transcripts help teachers to support successful learning of the alphabetic principle. **Suitable for primary schools.**



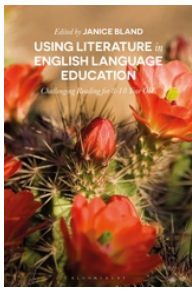
Reading for life: high quality literacy instruction for all by Lyn Stone. London: Routledge. 2019. **NF4 428.007 STO**

Reading for Life examines reasons for the increase of students that can't read and write, vastly different methods of literacy teaching and ongoing debates. Academic findings are translated into practical suggestions and ready-to-use techniques. Informative graphics, vignettes and interviews cover topics such as: phonic, vocabulary, fluency, historical approaches to literacy teaching, essential components of effective literacy programs and resources for effective practice. **Suitable for primary and high schools.**



A literature companion for teachers by Lorraine McDonald. Newtown, NSW: PETAA. 2018. **NF8 820.71 MCD**

The update of Lorraine McDonald's best-selling title includes current Australian Curriculum links and coverage along with new research, a new chapter on evaluating literary texts and exemplar nonfiction mentor texts. It remains a key reference to enhance practising and pre-service teachers' knowledge about how literature may be responded to, examined, interpreted, analysed, evaluated and created. Throughout the book there is a consistent focus on how language constructs meanings in texts. **Suitable for primary schools.**



Using literature in English language education: challenging reading for 8-18 year olds by Janice Bland. London: Bloomsbury Academic. 2018. **NF8 808.3 USI**

Leading scholars from around the world explore pedagogical principles for English Language Teaching (ELT) widening children's and teenagers' literacy competences as well as their horizons through insightful engagement with texts. With highly engaging texts such as Green's **The Fault in Our Stars**, Collins' **The Hunger Games** and Winton's **Lockie Leonard**, contributors show how literature can be used for teaching literary literacy, creative writing, intercultural learning, critical pedagogy and deep reading. A broad range of texts are explored including: challenging picture books, graphic novels, story apps, film and drama, as well as speculative fiction on provocative topics. **Suitable for primary and high schools.**



Enhancing English learning: building on linguistic and cultural repertoires in 3 school settings: a project report for NSW Department of Education 2018 by Jacqueline D'warte. Penrith South, NSW: Western Sydney University. 2018. **NF4 428.0071 DWA**

This project developed and refined research on teaching methods shown to increase EAL/D student engagement in learning. Students and teachers were supported to explicitly link home languages and dialects to English. Students researched the way they use their languages to read, write, talk and listen both inside and outside school. Using rich tasks they collected and analysed data to report on their findings across curriculum lessons. This provided the opportunity for outcomes to be met across key learning areas such as Maths, Science, History and Geography. Bilingual reading practices were used to build on students' home languages to enhance classroom learning. This reading program allowed the parent and wider community to actively participate in student learning in the classroom and home. **Suitable for primary schools.**

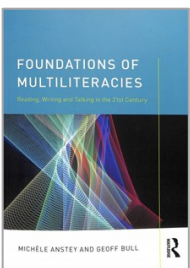


Learning to read by Jane Torr. Deakin West, ACT: Early Childhood Australia Inc. 2018.

NF3 372.21 TOR

Nurturing children’s love of books and reading, and success in learning to read is the focus of this *Everyday Learning Series* booklet. Topics include: emergent literacy in early childhood with decoding and comprehending processes; how to support babies’ and toddlers’ emergent literacy; the transition to school; literacy-oriented oral language; casual talk and academic talk; and learning to read in more than one language or dialect.

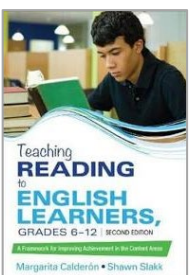
Suitable for early childhood settings.



Foundations of multiliteracies: reading, writing and talking in the 21st century by Michèle Anstey and Geoff Bull. London: Routledge. 2018.

NF4 428.0071 ANS

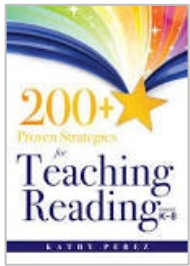
Key understandings are presented about emerging 21st century literacies. The ways semiotic systems (linguistic, visual, auditory, gestural and spatial) contribute to reading and writing complex texts are explained. The role of talk and the concept of dialogic talk is introduced as a way of moving towards effective teaching and learning of multiliteracies and multimodality. QR codes link the reader to multimodal texts and further references. **Suitable for primary and high schools.**



Teaching reading to English learners, grades 6-12: a framework for improving achievement in the content areas by Margarita Espino Calderón & Shawn Slakk. Thousand Oaks, California: Corwin. 2018.

NF4 428.2071 CAL

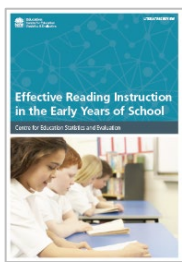
Instructional and professional development for expediting comprehension across the secondary grades is presented in this text. Evidence-based strategies include: teaching academic language in all subject areas; embedding discourse through interaction; basic and close reading comprehension skills; drafting, revising, and editing for content-specific writing; and using cooperative learning to develop social emotional skills and enhance academic achievement. **Suitable for primary and high schools.**



200 + proven strategies for teaching reading. Grades K-8 by Kathy Perez. Moorabbin, Victoria: Hawker Brownlow Education. 2017.

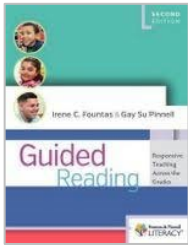
NF4 428.4 PER

Perez provides a user friendly reference guide for teachers to improve their reading practices. Practical brain research-based intervention techniques and reading strategies K-8 are provided to help all students including those struggling with literacy. It is ideal for professional development team study and discussion. Readers can gain an insight into the early signs of reading struggles; examine relevant theory and research; review questioning strategies to help students broaden their understanding of challenging texts; explore graphic organizers that can engage higher-level thinking skills; survey inclusive instructional practices; and study a blueprint for successful literacy programs. **Suitable for primary and high schools.**



Effective reading instruction in the early years of school by Centre for Education Statistics and Evaluation. Sydney, NSW: NSW Education, Centre for Education Statistics & Evaluation. 2017. **WEB 428.4071 EFF**

Leading research has found that reading is a foundational, yet complex cognitive skill upon which other skills are built. Findings show that the teaching of reading in the early years of school has consistently identified five key components of effective reading programs: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This paper summarises the research regarding the importance of these five elements and how they should be taught in the classroom. It also considers how reading instruction is currently included into Initial Teacher Education (ITE) programs in NSW. https://www.cese.nsw.gov.au/images/stories/PDF/Effective_Reading_Instruction_AA.pdf **Suitable for early childhood settings.**



Guided reading: responsive teaching across the grades by Irene C. Fountas & Gay Su Pinnell. Portsmouth, NH: Heinemann. 2017.

NF4 428.407 FOU

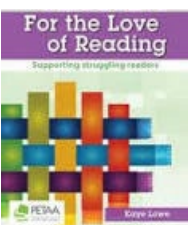
This second edition informs the need for responsive teaching where teachers observe and analyse student behaviour to modify support at moment of need. While explicit guidance is provided on how to effectively use guided reading through planned structured learning tasks, tools are also included to support teachers for effective responsive teaching. These include developing decision making skills using **The continuum of literacy learning** as well as statements, prompts and questions that improve effective learning in teacher and student guided reading sessions. **Suitable for primary schools.**



Engaging and supporting all our students to read and learn from reading by David Rose. Marrickville Metro, NSW: PETAA. 2016.

PER PAPER 202

PETAA Paper 202 outlines a set of strategies that are designed to help teachers meet planning, teaching and curriculum demands for student progress, by teaching through reading and writing. These strategies are based on decades of practical research in classrooms and teacher professional learning programs, currently implemented by thousands of teachers in Australia. **Suitable for primary schools.**



For the love of reading: supporting struggling readers by Kaye Lowe. Newtown, NSW: PETAA. 2016.

NF4 428.4 LOW

or the Love of Reading examines the experience of the struggling reader from multiple perspectives including: curriculum, parent partnerships, writing and intervention. Perspectives on reading are drawn from a field of research that is rich and varied. Each chapter addresses questions to better understand how readers learn to read and how teachers support the development of engaged, lifelong readers. **Suitable for primary and high schools.**

Contact

Our team are available to contact on:

- Mondays to Wednesdays from 8am to 5pm
- Thursdays and Fridays from 9am to 3pm

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