
English Language Arts for the Elementary Level

**An Information Bulletin
for Administrators**



January 1992

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Purpose of this Information Bulletin

Effective curriculum change necessitates administrative commitment and support. Information and assistance will enable administrators to play an active and positive role in the implementation of the English Language Arts curriculum.

The purpose of this bulletin is two-fold:

- ! to develop administrators' awareness of the philosophy and instructional orientation of English Language Arts; and,
- ! to assist administrators in the implementation of the elementary curriculum.

Background

In 1986, Saskatchewan's Core Curriculum Advisory Committee identified Language Arts as one of the seven Required Areas of Study for all kindergarten to grade 12 students. The importance of language was echoed in the Committee's proposal that Communication across the curriculum from kindergarten to grade 12 be considered as one of the Common Essential Learnings.

The English Language Arts Advisory Committee was established in 1986. Members of the committee include teachers at the elementary, middle, and secondary levels, as well as representatives from Saskatchewan Teachers' Federation (STF), Saskatchewan School Trustees' Association (SSTA), League of Educational Administrators, Directors, and Superintendents (LEADS), Saskatchewan English Teachers Association (SETA), Indian and Métis Education Advisory Committee (IMEAC), the University of Regina, and the University of Saskatchewan.

Background papers which outlined the philosophy, goals, and aims of the curriculum were developed. A Field Study on the curriculum proposal was completed in 1987. The recommendations were summarized.

Policy for English Language Arts Kindergarten to Grade Twelve was finalized in June 1989 and curriculum components were prepared for pilot. The grade 1-3 pilot began in September 1989 and the grade 4 and 5 in January 1990. One hundred thirty-eight teachers are piloting the third draft of the curriculum during 1991-92.

The final revisions of the *English Language Arts Curriculum Guide for the Elementary Level* are scheduled for completion by the spring of 1992.

The grades 6-9 curriculum is scheduled for completion in 1994 and the grades 10-12 curriculum in 1995.

Rationale for Curriculum Change

Research into children's language development and explorations into the relationships between language use and thinking skills has led many educators to revise their perceptions of the language arts. The increased awareness of the association between language and learning, and between language and personal growth has resulted in a critical examination of provincial language arts curricula.

The new approach to English Language Arts from kindergarten to grade 12 complements students' natural language acquisition and development. This approach recognizes that language is basic to thinking and learning in all cultures. The curriculum advocates resource-based instruction to nurture and maximize every individual's language proficiency and thought development. Students' language and experiences as well as the language from quality literature and materials from other subjects comprise the models and resources for continued learning.

Teachers will recognize that the curriculum supports many of their classroom practices. However, the focus of current language research and provincial initiatives may necessitate some changes. These include changes to classroom activities, methods of instruction, and resource selection and use.

Goals and Objectives

The four major goals of the English Language Arts curriculum are:

- ! to encourage enjoyment of, and develop proficiency in speaking, listening, reading, and writing;
- ! to develop appreciation of, and responses to, literature;
- ! to develop students' English language abilities as a function of their thinking abilities; and,
- ! to promote personal growth and social development by extending students' knowledge and use of the English language.

The guide outlines Foundational Objectives which describe the learnings that are developed gradually at each grade level. These are articulated in broad, comprehensive statements which encompass several skills and abilities. Foundational Objectives form the basis for student assessment and evaluation.

A Developmental Continuum of more specific Learning Objectives is included. These objectives describe the abilities, knowledge, attitudes, and values which students will develop as they gradually achieve the Foundational Objectives of the English Language Arts Curriculum.

Curriculum Overview

Domains and Phases

The focus of this curriculum is on the development of two major interrelated language domains, oracy and literacy.

- ! Oracy includes listening, speaking, and language awareness.
- ! The scope of literacy in this curriculum covers reading, responding to literature, language study, and writing.

The curriculum incorporates supporting domains. Strategies and activities from these domains will support and extend the development of literacy and oracy:

- ! Educational Drama
- ! Media
- ! Research and Presentation Skills
- ! Computer Applications

The kindergarten to grade 12 curricula will span four phases which approximate students' gradual linguistic and cognitive development. The kindergarten to grade 5 curriculum concentrates on the Emerging and Developing phases. The focus of the grades 6 to 9 curriculum will be the Extending phase and the grades 10 to 12 curriculum will address the Specialized phase.

Contexts

The elementary curriculum advocates a unit approach to instruction. All themes and unit topics can be related to, and developed under, broader categories or contexts. The following contexts provide a framework for English Language Arts curricula, kindergarten to grade 12:

- ! Personal
- ! Social
- ! Imaginative
- ! Communicative
- ! Inquiry
- ! Environmental
- ! Literary
- ! Historical
- ! Philosophical

The curriculum suggests that elementary teachers, in collaboration with colleagues and students, organize the school year into approximately six to ten units which relate to the nine contexts. At each grade level, the ultimate number of units per year and the duration of each unit will be determined by:

- ! students' interests;
- ! students' individual language abilities;
- ! curriculum objectives;
- ! students' knowledge and previous experience;
- ! local or community events and issues;

-
- ! opportunity for integration with other core subjects; and,
 - ! availability of resources.

The curriculum guide lists unit topics and themes appropriate for each of the nine contexts. (See the Instructional Guidelines component of the elementary curriculum guide.)

Instructional Guidelines

This component includes guidelines and suggestions to assist teachers with practical concerns such as unit planning, scheduling daily routines and activities, and providing an optimum classroom environment. Instructional guidelines for phonics, spelling, and handwriting are provided. Classroom strategies and language experiences that are appropriate for Kindergarten students are also outlined.

Instructional Methods

Detailed descriptions of over forty instructional procedures are included in this curriculum guide. The incorporation of these procedures in regular classroom practice will facilitate the development and extension of all students' linguistic and cognitive skills. Most of these techniques can and should be applied in all subject areas. (See Appendix D)

Assessment and Evaluation

Various strategies and techniques for monitoring and evaluating language development and competence are provided in this component. Sample assessment tools designed for teacher and student use are included.

Sample Units

Two sample units for each grade, 1 to 5, have been included in the curriculum guide. One non-graded unit which could be used at any level has also been developed. The topics and themes of the grade-specific units vary. Some units focus on topics from other subject areas and use various resources. Lists of suggested resources for these sample units and sample lesson plans are provided.

These sample units integrate speaking, listening, reading, and writing experiences. Sample lessons demonstrate how activities in the supporting domains can facilitate development and extension of the language arts. Units focus on specific Foundational Objectives for the English Language Arts and the Common Essential Learnings. Detailed sample lesson plans focus on particular Learning Objectives and suggest appropriate strategies and learning experiences.

Implementation Considerations

Policy

Saskatchewan Education guidelines for the implementation of Core Curriculum allocate 560 minutes per week for Language Arts at the elementary level. Daily schedules and timetables should reflect the integration of the instruction and application of language processes with topics and units of study in other subject areas.

Daily timetables and instruction should also reflect the integration of language processes and skills. For example, reading and writing activities would incorporate spelling and phonics instruction and application.

Curriculum Documents

The following documents have been developed by Saskatchewan Education and will be distributed to all schools.

- ! *English Language Arts for the Elementary Level - A Curriculum Guide.*
- ! *English Language Arts for the Elementary Level - A Resource Bibliography K-5.*
 - ! includes annotated lists of resources that have been evaluated by teachers and deemed appropriate for elementary students;
 - ! provides guidelines which will assist the selection and purchase of equitable resources and emphasizes the inclusion of multicultural and Canadian materials; and,
 - ! lists various professional resources.
- ! *The Process Approach to Writing (kindergarten to grade 12)*
 - ! discusses the gradual development of writing abilities from the primary years to the secondary levels; and,
 - ! explains a process approach to writing and emphasizes classroom practices.
- ! *The Reading Process (kindergarten to grade 12)*
 - ! outlines the gradual development of reading abilities and emphasizes the importance of reading in all subject areas; and,
 - ! relates reading to writing and responding to literature.
- ! *Response to Literature (kindergarten to grade 12)*
 - ! is designed to assist teachers in developing students' understanding and appreciation of literature.
- ! *Language for Living and Learning* - 23-minute language development video
 - ! outlines gradual development of language from infancy through the school years; and,
 - ! emphasizes that development begins in interactive and supportive home and school environments and continues throughout life.

(See Appendix F for more information about the video.)

Key Classroom Materials

Every classroom should have a language centre stocked with various resources including fiction, non-fiction, student-written materials, environmental and informative print, poetry anthologies, magazines, maps, and charts. Resources used in units of study should include materials from school resource centres, and regional and public libraries. Resource centre personnel can assist teachers in coordinating the purchasing, sharing and exchanging of resources. When planning the acquisition of resources, the needs of ESL students should be considered. Resource collections should include resources in students' first languages. Oral literatures are also important resources.

This curriculum provides an opportunity to review funding priorities. For example, the funds previously budgeted for the purchase and replacement of costly class sets of reading, phonics, and spelling workbooks and texts could be allocated to supply classrooms and resource centres with quality children's literature, big books, chart paper and other writing and publishing supplies.

This curriculum encourages frequent small and large group interaction. The arrangement of classroom furniture and facilities needs to accommodate group sharing, groups projects, and strategies such as conferencing. Reading corners or similar areas which offer a comfortable and relaxed setting for reading and sharing should be established in every elementary classroom.

Ample storage and display facilities are also important for print-rich environments.

Resource centres housing relevant and diverse resources will facilitate the implementation of English Language Arts at all levels.

Implementation Inservice

Teacher leaders will be seconded by Saskatchewan Education for implementation inservice. These teacher leaders will work in cooperation with the Regional Coordinator of Curriculum and Instruction to assist each school division with implementation.

Each school division will need to reflect on the need for staff development at all grade levels to:

- ! increase awareness of the process approach to writing;
- ! increase understanding of reading as a communication and learning process; and,
- ! increase awareness of strategies that promote a personal response to literature.

Curriculum Principles and Implications

Curriculum Principles

Implications for Classroom Practice

Implications for Administrators and Administrative Decisions

! Language arts are integrated and holistic

! gradual increased emphasis on language processes in all subjects (speaking, listening, reading, writing)
! continued transition to reduced focus on isolated, sequenced practise of separate language skills
! organization by contexts helps to integrate learning in units or themes across many subjects

! staffs need time for collaborative, cooperative planning
! increased emphasis on process challenges product-focused evaluation techniques
! timetables will reflect reduced delineation of subjects and of Languages Arts processes and skills

! Communication is central

! focus is on students and their language
! instruction must be adapted and flexible to accommodate individual students' needs
! continued transition to increased student-student collaboration and cooperative learning
! students and teachers continue to increase understanding of reading, writing, speaking and listening as communication processes

! students' abilities, interests, and learning needs in all subjects determine what and when instruction is appropriate
! unit plans must be flexible
! increased emphasis on collaborative learning may result in increased noise levels and varied classroom arrangements

! Language arts developed and applied in contexts

! activities and subject content have greater meaning for students
! continued transition to present students with purposeful language practise and application

! reduced utilization of workbooks and isolated skill drills
! realization that the development of language arts facilitates all learning

! Curriculum is resource-based

! greater variety of resources used - print, audio-visual, human, and community
! resources from all subjects are used
! increased use of Canadian and multicultural resources
! students will read more critically and acquire global perspectives

! curriculum is no longer textbook based
! assessment and circulation of existing resources and selection and purchase of materials will require support of administrators and collaboration of staff and teacher-librarians
! a variety of resources is necessary for every classroom

Curriculum Principles

- ! An accepting and secure environment is essential for language development
- ! Teachers viewed as reflective practitioners
- ! Assessment and evaluation respect the gradual, developmental growth of language skills

Implications for Classroom Practice

- ! increased emphasis on risk taking as students practise with developing language processes
- ! teachers free to model language processes, observe, organize and facilitate learning, and participate as co-learners
- ! increased teacher awareness that the development of language abilities i) assists in all learning, and, ii) facilitates communication and independent learning
- ! teachers and students determine focus of instruction and classroom activities
- ! increased focus on daily monitoring and assessment of language development
- ! teachers will gradually adapt and utilize a variety of assessment and evaluation methods and tools
- ! students will participate in self and group evaluation techniques
- ! students will gradually increase control of, and acquire greater understanding of, communication and learning processes

Implications for Administrators and Administrative Decisions

- ! gradual development, not perfection, is encouraged and monitored
- ! administrators will see greater flexibility and variety of classroom activities and instructional approaches as curriculum will not be organized by a text, program or series
- ! assessment and evaluation tools which describe and report students' strengths and growth in the language arts are necessary

(See Appendix A for a detailed description of the curriculum principles.)

Role of Administrators

The Role of School Boards

To support this curriculum initiative, school boards should strive to:

- ! establish a resource-selection policy which reflects Saskatchewan Education initiatives and guidelines;
- ! support the provision of quality student and professional resources;
- ! recognize the important role teacher-librarians play in the instructional team;
- ! support staff development for teachers, teacher-librarians, and administrators; and,
- ! develop an evaluation policy to guide teachers and administrators in the evaluation and reporting of student progress.

The Principal's Role

Implementation of the English Language Arts curriculum will be enhanced if school administrators:

- ! attend inservice and awareness sessions related to this initiative;
- ! develop an understanding of this curriculum by reading suggested resources and background materials, and encourage school colleagues to read these professional resources (see Appendix F);
- ! create a climate of collegiality, trust, and interaction to facilitate communication and shared planning which are essential for resource-based learning;
- ! establish a resource selection policy which reflects Saskatchewan Education initiatives and guidelines;
- ! support the purchase and collection of quality literature and resources for students' use as well as the establishment of a library of current professional resources;
- ! support professional development related to this initiative; and,
- ! provide awareness sessions for parents and interested community members to explain this curriculum (see Appendix E).

Maintenance

The bibliography provided for this curriculum is intended to assist school divisions with their purchasing decisions. Teachers are encouraged to review new materials from publishers and to select additional resources they feel are appropriate for use with their students. They should also refer to their school division resource material selection policy when making these choices.

Schools and school divisions are responsible for the development of their own plans to support staff needs in refining methods of instruction and evaluation, updating resources, and continuing communication with parents and others.

Appendix A

Philosophy and Instructional Orientation

The language arts are integrated and holistic.

This curriculum emphasizes language as the medium of thought, learning, and expression in all subject areas and encourages the integration of the language arts across the curriculum. The exploration of subject content through the language arts - speaking, listening, reading and writing - develops language proficiency and enhances learning in all subject areas. The language arts are viewed as processes, with each process influencing and contributing to the development of the others. These processes are not taught separately or fragmented into a series of subskills. Language competence includes more than the sum or mastery of sequential skills. In their efforts to comprehend what others say, write, or read to them, and in their efforts to communicate with others, students focus on the overall or whole meaning of the message.

Communication is the central focus of language use.

Classroom experiences should provide opportunities for the continued expansion of language abilities as students explore and organize ideas, receive and contribute information, and obtain feedback from peers and teachers. Although this curriculum emphasizes frequent opportunities for collaborative learning and interaction, the curriculum guidelines and strategies acknowledge individual communication styles. Cultural backgrounds and experiences affect students' language abilities and communication styles. The contributions of all students are accepted and respected.

Knowledge and use of English language conventions are developed and applied in context.

This curriculum promotes the expansion and refinement of English language abilities within the context of purposeful language activities. Through an integrated and thematic approach to learning, students use the English language arts to explore topics that are relevant and important to them. Language use and study fulfill purposes that are meaningful and obvious to students. This curriculum does not advocate isolated drills and skill exercises. Knowledge of the conventions and mechanics of language which include spelling, graphophonic awareness, handwriting, sentence and paragraph structures, and usage is developed as students use language to meet their immediate learning needs. As students mature and progress through the school system, instruction may focus on particular skills and language elements. Students must see the relation of these skills or elements to language as a whole or complete communication system.

This curriculum is resource-based.

The consideration of students' language development and learning needs comprises the central focus of this curriculum rather than any specific "program" or text series. A resource-based approach to learning and instruction accommodates the needs, interests and talents of students and teachers. In addition to being sources of thought stimulation, information and enjoyment, resources serve as language models. Language growth is stimulated as students see and hear a variety of language patterns, structures and vocabulary. They develop an awareness of language and structures that are

appropriate for specific purposes and audiences. Resources which support this curriculum include materials from students' environments, classic and contemporary literature, video tapes, slides and photographs, television and radio broadcasts, newspapers, print materials from school resource centres and community libraries, print materials and artifacts contributed by students and parents, resources from other subject areas, student-made materials, teacher-made materials, and community resource people.

Literature is a major resource of this curriculum. By experiencing literature from various cultures and times, students acquire deeper insights into the human community. They increase their understandings of the richness, complexity, and variety of human experiences and languages. Teachers should note that Aboriginal histories, myths, and stories are based in oral literature. Oral literatures are therefore important resources.

An environment of acceptance, trust, and security supports learning and language development.

Language processes are intimately linked with personal growth and the human need for expression, communication and acceptance. The development of self-esteem and social confidence are closely associated with the development of linguistic fluency and control. This curriculum promotes personal growth by assisting the continuous development and extension of all students' language and thinking processes, and by increasing students' sensitivity to social dynamics and the emotional needs of others. In addition, the philosophy of this curriculum accommodates students with diverse linguistic backgrounds, including those for whom English is an additional language. If students are encouraged to take risks during authentic learning experiences, they approach language tasks with increased confidence, curiosity, and interest. All students are accepted in this community of learners.

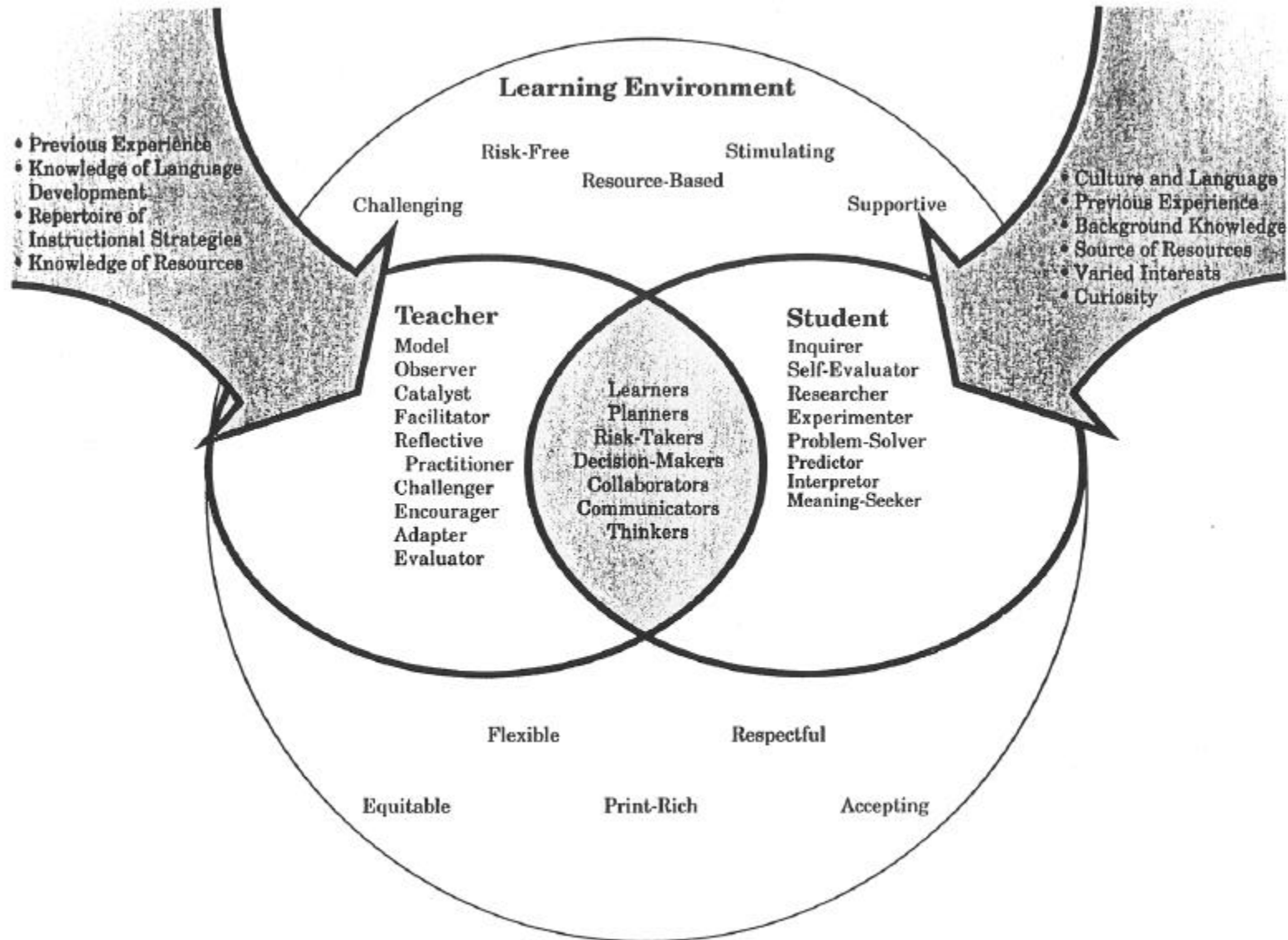
The teacher's role is one of reflective practitioner.

Teachers will use knowledge of language development and individuals' learning needs to guide their decisions about classroom instruction and activities. Teachers learn about the effectiveness of their teaching when they reflect on the outcomes of learning opportunities, and consider possible adaptations to meet the needs of individual students. The focus of daily instruction in the English Language Arts is teacher-and-student determined following consideration of factors such as students' needs and interests, current topics of study in other subject areas, and the resources available.

Assessment and evaluation strategies respect the gradual and ongoing nature of language development.

Proficiency in speaking, listening, reading, and writing will be developed gradually and continuously from kindergarten to grade 12. Assessment and monitoring of language use and abilities are integrated into daily classroom experiences. Such continuous assessment keeps students, teachers, and parents informed of students' progress, their strengths and difficulties, and individual needs. Summative evaluation occurs at strategic times to determine the extent of learning and development, relative to curriculum objectives and individual progress, that has occurred over a period of time.

Appendix B



The Classroom — A Community Of Learners

Appendix C

K-12 Framework of Contexts for English Language Arts

Broad categories or contexts provide a framework for this resource-based curriculum. Everyone functions within these contexts daily. Classroom learning experiences can be organized into units which are related to, or developed under, such contexts. Topics or themes explored in units within each context may re-occur at various grade levels, but with increased depth and sophistication, or with a different focus or purpose.

Personal context could include self-concept, self-image, feelings, favourite things or places, who am I?, internal thoughts, growing up, understanding how we become who we are.

Social context could include relationships with others, interactions with others, customs and/or traditions of peoples or communities

Imaginative context could include creativity, fantasy, improbabilities, nonsense, humour

Communicative context could include language study, methods or forms of communication, visual literacy, media, computer applications

Inquiry context could include the outlet for curiosity, exploration of ideas, discovery, problem-solving, inventing, how-to, resource centre use, communication and study skills

Environmental context could include nature, animal kingdom, earth, sky, sea, space, responsibility for the environment

Literary context could include literature (classic, contemporary, multicultural), literary styles, genres, illustrator/author studies, novel studies

Historical context could include a growing sense of history and our place in the history of humanity, archaeology

Philosophical context could focus upon ideas and perceptions of the unknown, beliefs, values, and spirituality, contemplation and communion with self and others

Appendix D

Language and Literature Experiences

Listening and Speaking	Reading	Writing
Author's Chair Book Talks Brainstorming Categorizing Choral Speaking/Reading Contextual Drama Creating Text Discussions Dramatic Play Puppetry Readers' Theatre Reading to Students Reflective Discussions Researching Sequencing Story Theatre Storytelling Visual Imaging	Framing Guided Reading and Thinking Illustrating Stories Key Vocabularies Literature Study Modified Cloze Procedures Reading Logs Reading Environmental Print Reading Repetitive Patterns Researching Story Mapping Story Grammar Using Experience Charts Visual Imaging	Daily Records Journal Writing Letter Writing Making Books and Charts Newspaper Article Writing Pattern Writing Point-of-View Stories Reading Logs Researching Using Experience Charts Visual Imaging Webbing Writing to Inform

In order to meet the needs of all students, teachers must utilize a variety of instructional approaches. Students must have frequent opportunities to listen, speak, read and write to different audiences and for different purposes. Detailed descriptions of these methods and activities are included in the elementary guide.

Appendix E

Parents as Partners

Administrators and teachers need to acquaint parents with curriculum rationale, philosophy, and content. In order to facilitate awareness and understanding of the English Language Arts curriculum, information such as the following may guide discussions during parent awareness sessions or be included as a component in a parent information package.

What's New in the English Language Arts Curriculum? (Sample Letter)

Current research into how children develop as readers, writers and users of language, and explorations into the relationships between language use and thinking skills has resulted in the review of provincial curricula. The English Arts curriculum for Saskatchewan schools supports an approach to instruction that complements students' natural language acquisition and development. This approach recognizes that language is basic to thinking and learning in every culture. To nurture and maximize every individual's language proficiency and thought development, this curriculum advocates a resource-based approach to the language arts. As a result, classroom practices are changing.

- ! **Your children will have the opportunity to read a variety of materials including poetry, children's literature, environmental print (product labels, signs, print which children see daily), magazines, newspapers, student-written materials, and resources from other subject areas.**
 - ! **Long-term reading groups will be replaced by temporary reading and conferencing groups.** Children will be grouped according to instructional needs and interests.
 - ! **Writing is a gradual developmental process.** All children will be supported and encouraged to communicate their ideas through writing. Students will become aware of the need to revise and edit written material that is to be shared with others or displayed. Through the revision process, students will increase their understanding of the importance of punctuation, sentence structure, appropriate word usage, conventional spelling, and legible handwriting in conveying their ideas to others.
 - ! **Language skills and abilities will be developed in meaningful contexts.** Instruction and application of skills such as phonics and spelling will occur during daily reading and writing activities, replacing isolated exercises and drills.
 - ! **Reports of children's progress will consider daily language experiences and continuous observation of language use and development.** Assessment and evaluation will be integrated into daily classroom activities. Emphasis on sporadic assessment such as term or unit-end testing will be decreased.
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- ! **Language learning experiences will occur in supportive environments where students frequently interact with others.** Small and large group discussions, conferences, peer tutoring and book sharing encourage the exchange of ideas and information.

How Can You Support Your Child in the English Language Arts?

- ! Use the same encouraging model you provided to foster your child's speech development to support reading and writing development.
- ! Trust and believe in your child's ability to be a successful language learner. To instill confidence and self-esteem, comment on strengths and minimize emphasis on weaknesses.
- ! Demonstrate the importance of language by sharing daily reading and writing tasks with your child such as notes, cards and letters, shopping lists, newspapers, telephone books, food labels, advertisements, maps.
- ! Read to your child daily. As children listen to stories, they expand their vocabularies and internalize book language which helps them learn to read.
- ! Support your child's curiosity about printed language by encouraging experimentation with reading and writing.
- ! Provide a variety of experiences for your child and stimulate thought and discussion.
- ! Maintain close contact with the classroom teacher. Parental support and participation in students' learning increases awareness of students' language development and ensures appropriate learning experiences.
- ! Encourage your child to discuss highlights of the school day.
- ! Provide access to a variety of resources such as library books, magazines, and newspapers.
- ! By speaking, reading and writing with children in the language of the home, parents and caregivers of ESL students support the development of language processes that transfer to English language development.

Appendix F

Professional Resources

Saskatchewan Education Initiatives and Policies

Saskatchewan Education. *Gender equity: Policy and guidelines for implementation*. 1991.

Saskatchewan Education. *Gender equity: A resource directory*. 1991.

Saskatchewan Education. *Gender equity: Framework for planning*. 1991.

Saskatchewan Education. *Indian and Métis education policy from kindergarten to grade 12*. 1989.

Saskatchewan Education. *Learning resource centres in Saskatchewan: A guide for development*. 1988.

Saskatchewan Education. *Policy for English Language Arts kindergarten to grade twelve*. 1989.

Saskatchewan Education. *Selecting fair and equitable learning materials*. 1991.

Saskatchewan Education. *Student evaluation: A teacher handbook*. 1991.

Saskatchewan Education. *Understanding the common essential learnings: A handbook for teachers*. 1988.

Print Resources

Bringing It All Together. Johnson, Terry D. and Louis, Daphne R. (CAN). Scholastic (SCH), 1990. 259 p. ISBN 0-590-73356-7 (\$17.00 pbk.)

Two Canadian teachers share their personal experiences in integrating literature in the K to 8 classroom. This book increases teachers' understanding of the principles of developmental literacy and offers practical teaching suggestions for implementing a resource-based curriculum. Suggestions for assessment and parental involvement are outlined. Bibliographies of professional resources and children's literature are also included. Table of contents.

Children and E.S.L.: Integrating Perspectives. Rigg, Pat and Enright, E. Scott (eds.). Teachers of English to Speakers of Other Languages (NCTE), 1986. 171 p. 0-5971 (Nonmembers, \$13.95 pbk.) (Members, \$10.50 pbk.)

This book summarizes research on the integrated and holistic approach to the development of English as a second language. Contents focus on reading and writing pedagogy and include student examples (approximately grades 4-8) of writing and

reading miscue analysis. This is a valuable resource for teachers interested in learning more about collaborative ESL instruction and assessment.

Home: Where Reading and Writing Begin. Hill, Mary W. Scholastic (SCH), 1989. 101 p. ISBN 0-590-73357-5 (\$14.00 pbk.)

The author discusses daily experiences that parents can share with children to extend and enhance early literacy. Parents and teachers can gain valuable insights into the importance of reading to young children, listening to children's reading attempts, and creating a stimulating writing environment. Table of contents. Bibliography of read-aloud books and magazines. Bibliography of professional resources.

In the Middle. Atwell, Nancie. Heinemann Education (IRW), 1987. 295 p. ISBN 0-86709-163-0 (\$27.50 pbk.)

This book provides middle years teachers with suggestions for organizing the classroom as a reading and writing workshop. Practical details on such topics as reading and writing conferences, mini-lessons, record-keeping, evaluation, and classroom organization are included. Characteristics of adolescent students are outlined and suggestions for providing meaningful literature and language experiences for these learners are explained. Table of contents. Index.

An Integrated Language Perspective in the Elementary School. Pappas, Christine C. et al. Longman (CCP), 1990. 344 p. ISBN 0-8013-0175-0 (\$42.95 pbk.)

This comprehensive book explains the theory behind integrated language arts curricula. Extensive examples which demonstrate how teachers can promote students' use and development of language in various subject areas are provided. The unit planning process is discussed and eight detailed thematic units for K - 6 are included. The focus of one chapter is observation and assessment techniques, with examples and suggestions for use. Table of contents. Index.

Lessons from a Child on the Teaching and Learning of Writing. Calkins, Lucy. Heinemann (IRW). 192 p. ISBN 435-08206-X (\$21.25)

This book traces one child's growth and development as a writer -- from her earliest efforts to communicate in print to her awareness of the purposes for revision, and on to her understanding and enjoyment of writing. Table of contents.

Literature-Based Reading Programs at Work. Hancock, Joeline and Hill, Susan. Scholastic (SCH), 1987. 118 p. ISBN 0-590-73126-2 (\$16.00 pbk.)

Experienced teacher and teacher-librarians contribute insights and suggestions to assist colleagues who are implementing a literature-based approach to language arts. Examples of classroom strategies that enhance reading abilities and help to develop appreciative lifelong readers are detailed. Articles offer suggestions for initiating a literature-based program, selecting materials, and organizing the classroom. The authors share their personal experiences and their reasons for making the transition from basal to literature-based reading programs. This practical resource details numerous strategies that enhance reading abilities and help to develop appreciative lifelong readers. Articles offer suggestions for initiating a literature-based program, selecting materials, and organizing the classroom. Table of contents.

The More than Just Surviving Handbook: ESL for Every Classroom Teacher. Law, Barbara and Eckes, Mary. Peguis Publishers (PEG), 1990. 209 p. ISBN 0-920541-98-4 (\$13.95 pbk.)

This is a comprehensive resource for teachers who have non-English students in their classrooms. Current theory on teaching ESL students is translated into practical language experiences. This book endorses many of the instructional practices advocated in the elementary curriculum, including the collaborative process approach to writing, resource-based reading instruction and the use of language experience activities in all subject areas. Table of contents. Glossary of terms. Bibliography.

Parents and Teachers: Partners in Learning. Baskwill, Jane (CAN). Scholastic (SCH), 1989. 102 p. ISBN 0-590-73187-4 (\$16.00 pbk.)

Authored by a Canadian elementary teacher, this book emphasizes the importance of communication between home and school to make learning a positive experience for students. Strategies and practical ideas to inform parents and involve them as partners in education are provided. Includes a valuable bibliography of teacher references. Table of contents.

Read On: A Conference Approach to Reading. Hornsby, David and Sukarna, Deborah. Heinemann Education, (IRW), 1986. 193 p. ISBN 0-435-08459-3 (\$23.75 pbk.)

A practical guide for implementing a literature-based program in classrooms. Contents include suggestions for organizing the classroom, conducting reading conferences, encouraging personal responses to literature, record keeping and evaluating. Descriptions of instructional strategies which foster the development of reading skills are provided. Each chapter concludes with a listing of suggested resources for further reading.

Reading Without Nonsense (2nd ed). Smith, Frank (CAN). OISE Press (OISE), 1985. 166 p. ISBN 0-8077-2768-7 (\$21.25 pbk.)

From extensive study with teachers and learners, the author provides insights into reading process and emerging literacy. The teacher's role in fostering language learning is highlighted. This resource provides research that is foundational to the philosophy and instructional strategies advocated in the curriculum. Table of contents. Short bibliography. Index.

Reading, Writing and Caring. Cochrane, Orin, et al. (CAN). Whole Language Consultants (BLUE), 1984. 216 p. ISBN 0-921253-00-1 (\$15.00 coil pbk.)

Four Canadian teachers collaborate to provide ideas and insights into whole language theory and practice. Suggestions for creating a classroom environment conducive to language learning, detailed group and independent reading and writing activities, and numerous successful teaching strategies are outlined in this practical reference.

Teaching the Native American, Rev. ed. Gilliland, Hap. Kendall/Hunt (KHP), 1989. 208 p. ISBN 0-8403-6635-3 (\$18.95 pbk.)

This is an extensive resource for teachers of Aboriginal students. It emphasizes the importance of promoting students' self esteem and suggests ways teachers can involve parents, caregivers, elders, and the community in making learning culturally relevant.

The strategies discussed for reading and writing instruction reflect the awareness that the language and culture students bring to school are valuable resources. Table of contents. Bibliography. Index.

Transitions: From Literature to Literacy. Routman, Regie. Heinemann (IRW), 1988. 352 p. ISBN 0-435-08467-4 (\$26.75 pbk.)

This practical resource for teachers and administrators provides many concrete suggestions to facilitate the change from basal-directed instruction to an integrated, resource-based curriculum. The author shares her personal experiences and motives for making the transition. Chapters focus on using literature, a process approach to writing, evaluation techniques, parental involvement, and necessary teacher supports. Includes an extensive bibliography of children's literature as well as an annotated list of professional books and articles. Table of contents. Index.

Whole Language Strategies for ESL Primary Students. Heald-Taylor, Gail (CAN). OISE Press, 1986. 74 p. ISBN 0-7744-0314-4 (\$18.00 pbk.)

This practical book for teachers of ESL students in grades 1-3 outlines instructional strategies and evaluation and assessment methods which support a holistic approach to second language acquisition. Samples of student work illustrate ESL oracy and literacy development. Examples of checklists are provided for monitoring primary ESL oral language, reading, writing, and spelling development.

Writing: Teachers and Children at Work. Graves, Donald H. Heinemann Educational Books (IRW), 1983. 326 p. ISBN 0-435-08203-5 (\$23.75 pbk.)

This resource highlights classroom activities designed to foster children's writing fluency. Chapters focus on instructional strategies, students' development as writers, and various issues in evaluation and reporting student progress. Research and theory support advocated classroom practices. Table of contents. Index.

Write On: A Conference Approach to Writing. Parry, Jo-Ann and Hornsby, David. Heinemann Educational Books (IRW), 1985. 94 p. ISBN 0-435-08460-7 (\$19.75 pbk.)

A practical step-by-step guide to implementing a process approach to writing. Contents include guidelines for initiating this approach, directions for organizing writing workshops and conferences, details of the teacher's role, suggestions for record keeping and evaluation, and a discussion of the place of spelling and reading in writing experiences. Illustrated. Table of contents. Appendix of writing topics. Annotated bibliography of selected journal articles.

Audio-Visual Materials Available Through Media House Productions

Education as Inquiry. (Visions of Literacy). Irwin 30 min. Colour. Duplication available (order no. 3580)

This video emphasizes the role of the teacher as facilitator and co-learner in classrooms where student knowledge and experience are regarded as valuable resources. It illustrates how a meaningful curriculum evolves when teachers and students organize the school year into thematic units that accommodate student interests and needs.

Invitation to Learning. Scholastic 100 min. Colour. Duplication available (order no. 3520)

This two-part series invites viewers into a primary classroom to view an integrated language program in action. Seven separate segments provide descriptions of classroom activities and routines such as shared language sessions, independent practise time, theme instruction, and evaluation. Suggestions for initiating parent awareness and home-classroom communication are included. A viewing guide is available from the Saskatchewan Education Book Bureau.

Literature Study (Visions of Literacy). Irwin. 30 min. colour. Duplication available (order no. 3581)

This video emphasizes the importance of literature in extending students' language repertoires and increasing their understanding of themselves and others. Teachers demonstrate how the Literature Study strategy provides students with opportunities to share their personal responses to literature.

Language for Living and Learning. Saskatchewan Education, 1991. 23 min. Colour. Duplication available.

This 23-minute video traces language acquisition and development from infancy through the school years. It emphasizes the importance of interactive and supportive home and school environments in this gradual developmental process. Children of various ages are shown learning language, learning through language, and learning about language. Viewing guide available from the Saskatchewan Education Book Bureau.

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