Now Available!

 Equip teachers with new teaching strategies for Canadian literacies.

**LANGUAGE ARTS: CONTENT AND TEACHING STRATEGIES** provides a useful resource to teachers as they face the complexities of literacy instruction in today’s classrooms. Both pre-service and in-service teachers will find this text a valuable addition to their professional libraries.

For pre-service teachers who will work with students in kindergarten through grade 8 classrooms, this text offers a consistent model of instruction that will help them become knowledgeable about language learning and guide the many instructional decisions they will make. For experienced in-service teachers, this text provides a rich array of strategies and ideas that they can adapt to suit their personal instructional styles.

The sixth Canadian edition of Language Arts features updated Canadian research and Canadian content, including culturally diverse Canadian literature. This edition also offers pre-service and in-service teachers new ideas for differentiating instruction to meet the needs of every student.

**Instructor Resources**

- Instructor’s Resource Manual
- MyTest
- Test Item File
Brief Contents

Chapter 1 Learning and the Language Arts
Chapter 2 Teaching the Language Arts
Chapter 3 Emergent Literacy
Chapter 4 Listening and Speaking in the Classroom
Chapter 5 The Reading and Writing Processes
Chapter 6 Reading and Writing Narrative Text
Chapter 7 Reading and Writing Expository Text
Chapter 8 Words, Their Meanings, and the Tools to Use Them: Grammar, Spelling, Handwriting and Word-Processing
Chapter 9 Viewing and Visually Representing
Chapter 10 The Language Arts and the Fine Arts
Chapter 11 Putting It All Together

Features

- More information on integrating communication technology into English language arts has been incorporated throughout the book. Specifically, attention is provided regarding the important relationship between the foundational literacies we have always taught in schools (reading, writing, listening, speaking, viewing and visually representing) and multiliteracies (navigating websites, using multimedia for communication, synthesizing information, developing digital citizenship, and critically evaluating online resources) required to take advantage of communicating online.

- Expanded definition of literacy that incorporates references to multiliteracies and critical literacy are included in Chapter 1 with reference to literacy practices, such as blogging, digital storytelling, Webquests, multi-media presentations, texting, instant messaging, and using social media sites, reading technology software, and video games.

- New content on viewing and visually representing strengthens the visual literacy component of the book. A new focus on media literacy shows how provincial and territory curricula have developed to address media education across Canada. Recently-published literature used to teach illustration media and critical viewing are also included. Teaching and learning activities relating to these specific paired skills have also been added.

- New and extended ideas are offered for differentiating instruction in meeting-the-needs-of all-students boxes.