

Thinking Resources to Support Reading and Language Arts

Aagesen, C., & Blumberg, M. (1999). *Shakespeare for kids: His life and times.* Chicago: Chicago Review Press.

This publication is an introduction to Shakespeare's lasting legacy of universal themes of loyalty and betrayal, love and hate, and honor and dishonor to name a few. Inspired by scenes for his plays, kids can create new words, compose sonnets, make quill pens and create dishes representative of the Elizabethan era.

Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4–12.* Williamsburg, VA: Center for Gifted Education.

Buckley, A., & Coyle, K. (2004). *Once upon a time: Creative writing fun for kids.* San Francisco: Chronicle Books.

This publication contains fun creative writing exercises for children to enjoy building their writing and language skills. Fifty cards are included to create millions of combinations for children to learn how to compose a good story.

Carter, D., & Diaz, J. (1999). *The elements of pop-up: A pop-up book for aspiring paper engineers.* New York: Simon & Schuster.

This publication includes the history of paper engineering with a step-by-step essay on how a pop-up is made. It shows all types of folds and pull-tabs with detail to create working pop-up characters.

Carter, D., & Diaz, J. (2004). *Let's make it pop-up.* Allen, TX: Little Simon.

This publication offers an easy to follow guide to create pop-ups with instructions, illustrations, paper pieces and stickers included.

Center for Gifted Education. (1998). *Guide to teaching a language arts curriculum for high-ability learners.* Dubuque, IA: Kendall/Hunt.

This publication contains important information all organized around the concept of change. The book provides specifications used in the development of criteria for assessing language arts curriculum, and a section on monitoring language arts classrooms.

Cray-Andrews, M., & Baum, S. (1996). *Creativity 1, 2, 3.* Unionville, NY: Royal Fireworks Press.

This publication offers theoretical frameworks, design techniques for creativity training programs and classroom applications for integrating creativity into math, science, social studies and language arts classrooms.

Davis, S., & Johns, J. (1990). *Language arts for gifted middle school students.* Bloomington, IN: ERIC Clearinghouse on Reading and Communications Skills.

This publication focuses on language arts activities for gifted middle school students. Lessons cover history, literature, reading, mass media, theater arts and thinking and writing skills. Included activities charts indicate focus and activity types found by lesson.

Dunning, M., & Dunning, D. (1981). *Good apple & wonderful word games*. Carthage, IL: Good Apple.

This publication focuses on activity pages created to encourage creativity, make learning fun and intrigue children with words to enhance the lifelong communication process.

Eberle, B. (1996). *Scamper on: More creative games and activities for imagination development*. Waco, TX: Prufrock Press.

This publication shows teachers how to allow students to enhance their imaginations through guided activities to challenge students to think creatively and participate. These activities are useful to help students develop imaginative writing skills.

Epel, N. (1999). *The observation deck*. San Francisco: Chronicle Books.

This publication offers advice from writers to help both beginning and accomplished writers break through writer's block, and gives guidance in writing in stages with tips, exercises and insights to better the skills of writing.

Gordon, W., & Poze, T. (1972). *Strange & familiar*. Cambridge, MA: Synectics Education Systems.

This publication is about the commonalities of the creative process of learning and of innovation and how the two are linked. Connections and comparisons are emphasized in sectional activity sheets.

Jacobson, J., & Raymer, D. (1999). *The big book of graphic organizers*. New York: Scholastic Professional Books.

This publication includes directions to use graphic organizers and illustrations as to how they have been used at the primary and intermediate grade levels. Included are 50 great templates to help students get more out of reading, writing, social studies and more.

Lipson, G., & Morrison, B. (1977). *Fact, fantasy and folklore: Expanding language arts and critical thinking skills*. Carthage, IL: Good Apple.

This publication contains condensations of fairy tales for language arts activities with significant issues in each story identified. Related activities are included in lesson plans with specific objectives such as developing critical thinking and language skills.

Marcus, Leonard S. (2006). *The wand in the word: Conversations with writers of fantasy*. Cambridge, MA: Candlewick Press.

This publication offers glimpses into thirteen fantasy writers' lives and works through ranging conversations edited by Leonard Marcus. Interviews range in questions of literary craft and moral vision, including authors' life experiences, literary influences, work routines and beliefs about fantasy in literature and in life.

Meyers, R., & Torrance, E. (1986). *Imagining: Invitations to think about the future for intermediate grades*. Mansfield Center, CT: Creative Learning Press.

This publication contains activities designed for the student to keep and belong to him or her. Included writing activities allow the imagination to become integrated into language arts programs.

Parks, S., & Black, H. (1992). *Organizing thinking Book I: Graphic organizers*. Pacific Grove, CA: Critical Thinking Press and Software.

This publication provides prepared lessons for infusing thinking skills instruction into content learning, suggestions for class discussions, content objectives, and graphics used to explain concepts and tools for process writing instruction.

Parks, S., & Black, H. (1990). *Organizing thinking book II: Graphic organizers*. Pacific Grove, CA: Critical Thinking Press and Software.

Book two of the series, this publication provides prepared lessons for infusing thinking skills instruction into content learning, suggestions for class discussions, content objectives, and graphics used to explain concepts and tools for process writing instruction. Included are graphic organizers for enrichment, language arts, social studies, problem solving, science, math and writing.

Renzulli, J. S., Callahan, C. M., Smith, L. H., Renzulli, M. J., & Ford, B. G. (2000). *New directions in creativity: Mark 1*. Mansfield, CT: Creative Learning Press.

Renzulli, J. S., Callahan, C. M., Smith, L. H., Renzulli, M. J., & Ford, B. G. (2000). *New directions in creativity: Mark 2*. Mansfield, CT: Creative Learning Press.

Renzulli, J. S., Callahan, C. M., Smith, L. H., Renzulli, M. J., & Ford, B. G. (2000). *New directions in creativity: Mark 3*. Mansfield, CT: Creative Learning Press.

Renzulli, J. S., Callahan, C. M., Smith, L. H., Renzulli, M. J., & Ford, B. G. (2000). *New directions in creativity: Mark A*. Mansfield, CT: Creative Learning Press.

Renzulli, J. S., Callahan, C. M., Smith, L. H., Renzulli, M. J., & Ford, B. G. (2000). *New directions in creativity: Mark B*. Mansfield, CT: Creative Learning Press.

These publications concentrate on techniques such as brainstorming and force relationships to help students break away from conventional thinking and rely on original thought. Each volume contains a discussion of program philosophy and contains suggestions for activities.

Rozakis, L. (1998). *101 fresh & fun critical thinking activities*. New York: Scholastic Professional Books.

This publication encourages students, through activities and reproducibles, to see themselves as thinkers and indicates that critical thinking can be taught and learned. This book is designed to teach students to reflect upon their own thinking process and become more successful active learners.

Stanish, B. (1986). *Mindglow: Classroom encounters with creative thinking*. Carthage, IL: Good Apple.

This publication reflects on the focus of effective teaching through activities and techniques. The focus is on resources, knowledge, assessment, self-directed activity and to question teaching techniques.

Swartz, R., Kiser, M., & Reagan, R. (1999). *Infusion lessons book C1: Teaching critical and creative thinking in language arts*. Pacific Grove, CA: Critical Thinking Books and Software.

This publication provides teachers with lessons to infuse critical and creative thinking into content lessons to be used in classrooms. The lessons are provided as guidance and are designed to be modified to students' special needs.

Turner, T. (1990). *Brainstorms: Creative problem solving*. Glenview, IL: Scott, Foresman and Company.

This publication is meant to allow critical thinking and brainstorming through activities for both the students and teacher. Included are charts and activities fit by subject to release the flow of thinking in practical ways.

National Council of Teachers of English & International Reading Association. (1996).

***Standards of learning for the English language arts*. Urbana, IL: Author.**

This publication provides guidance in ensuring that all students are proficient language users so they may succeed in school, participate in society, find rewarding work, appreciate and contribute to culture, and pursue their own goals and interests throughout their lives.

Paul, R. (1992). *Critical thinking: What every person needs to survive in a rapidly changing world*. Rohnert Park, CA: Foundation for Critical Thinking.

This publication contains a collection of papers that make the argument that critical thinking needs to be the center of educational reform. There are 39 papers in three sections: What Is Critical Thinking?, How To Teach, and Grasping Connections-Seeing Contrasts.

VanTassel-Baska, J. & Little, C. A. (2003). *Content-based curriculum for high-ability learners*. Waco, TX: Prufrock Press.

This publication provides examples, evidence-based suggestions, and case studies, for helping educators work creatively with gifted learners.

Series of Books that Support the Integrating of Thinking in English/Language Arts

Literature & Thought Anthologies Published by Perfection Learning

<https://www.perfectionlearning.com>

Each anthology presents the material for a highly-focused, thematic literature program really teaches students to be critical readers and thinkers in 6 weeks. Literature & Thought student anthologies include a wide range of reading material from different genres, each that supports the theme of the anthology. There are three categories of anthologies. One category is literary themes on justice, friendship, decisions, family, survival, heroes and identity. The literary genre anthologies cover mythology, fantasy, sports, mysteries, science fiction, ecology, and humor. The third set of anthologies focus on historical events and eras and over topics in history such as Civil Rights, The Holocaust, Vietnam and the 60s and Immigration. The anthologies are targeted to 6–8th graders but may be used with highly able 4th graders or as a model for high school students. Features of the anthologies include:

- A unique questioning strategy helps students learn to use higher-order thinking skills as they probe deeply into a theme.

- Outstanding selections of fiction, nonfiction, and poetry by well-known distinguished authors in each book.
- Choose from an array of relevant themes that easily blend into an existing language arts or literature program.
- Vocabulary, writing, and discussion activities keep students thinking about the theme.
- A superbly focused teacher guide is centered around essential information to plan a 2-, 4-, or 6-week unit, model and teach critical thinking skills, build thematic vocabulary, and develop writing skills.

Language Arts Units for High Ability Learners

<https://www.kendallhunt.com>

The Center for Gifted Education at the College of William and Mary developed units for high ability learners for students in grades 1–12. The units engage students in exploring carefully selected, challenging works of literature from various times, cultures, and genres and they encourage students to reflect on their readings through writing and discussion. The units also provide numerous opportunities for students to explore interdisciplinary connections to language arts and to conduct research around issues relevant to their own lives. There is a guide to using the curriculum, *Guide to Teaching: A Language Arts Curriculum for High Ability Learners*. Each of the units has both a teaching guide and a literature packet sold separately.

Units in the Series:

- *Beyond Words* (Grades 1–2)
- *Journeys and Destinations* (Grades 2–3)
- *Literary Reflections* (Grades 4–5)
- *Patterns of Chance* (Grades 4–6)
- *Autobiographies* (Grades 5–6)
- *Persuasion* (Grades 5–7)
- *The 1940's: A Decade of Change* (Grades 6–10)
- *Threads of Change in the 19th Century American Literature* (Grades 7–11)
- *Utopia* (Grades 7–9)

Great Books Foundation

<https://www.greatbooks.org>

The Great Books Foundation is an independent, nonprofit educational organization whose mission is to help people learn how to think and share ideas. Towards this end, the Foundation publishes collections of classic and modern texts for children and adults, and conducts training in the **Shared Inquiry**TM method of discussion throughout the United States and abroad.

Through text-based discussion, shared inquiry strengthens critical thinking and civil discourse, promotes reading and the appreciation of literature, and provides people of all ages with a powerful instrument for social engagement and lifelong learning.

There are programs and text sets for students of all ages.

Websites that Support Thinking in Reading/Language Arts

Creative Kids

<https://creativekidslearningcenters.ca>

This is a great website if you want to play creative games, do activities, or try out brain-teasers. You will have to register, so ask a parent or teacher and enter your name, address, and email. The site will personalize activities by using your name.

The Diary Project

<http://www.miamibeachflhotel.net/diaryprojectcom/>

It is a way for young people around the world to share their personal thoughts, feelings, and dreams with one another near and far . . . to ask questions and find answers about growing up at the turn of the 21st century via the Internet.

Kid's Space

<https://www.kids-space.org>

This international site lets kids post their own creative writing, essays, artwork, and musical compositions. "Hop Pop Town" features an assortment of musical games.