

Always Learning

Issue **2**

PRIMARY

Bumper Issue

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IN THIS ISSUE

Term 2 is in full swing so we thought it best to bring you the Primary Bumper Issue of Always Learning. In the back of the magazine you will find descriptions of all of our products, and links to find out more about them. You should also have received a complete pricelist for 2014 to make it easier for you to order. Don't forget that you can get free freight any time if you order online, or just quote '14PRIM22' on any orders you send through.

We would really like to know what you think about Always Learning so I encourage you to take our short survey at www.pearson.com.au/primary/AlwaysLearningSurvey so we can learn how to improve the magazine for you.

In this issue you will find a great feature article about how technology is defining teacher training; read about this on page 2. Other articles include practical social media applications for the classroom - that don't rely on an internet connection! There's also information from our resident professional learning expert, Elizabeth Lonergan, on how to strategically choose professional development for you and your school.

Make sure you and your colleagues actively subscribe to the magazine - in Term 3 we will release a range of Super Savings - special offers on products for your school. Subscribe online at www.pearson.com.au/primary/alwayslearning/subscribe.

If you have any comments or feedback, or if you are interested in contributing to Always Learning magazine, please email me at alwayslearning@pearson.com.au.



Malcolm Parsons, Head of Content Creation
Pearson Australia – Schools Division

HOW TECHNOLOGY IS DEFINING TEACHING TRAINING

Some teachers are using gamification to learn how to teach!

02



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FIVE MUST-READ BLOGS

The Pearson team have picked the educators from around the world whose tweets and blogs we never miss.

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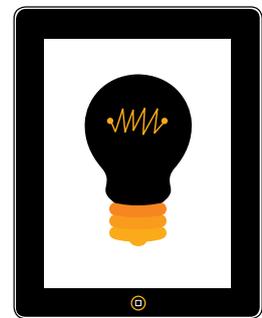
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TEACHER TRAINING GOES HIGH TECH

How technology is defining teacher training



Taylor Bousfield, is practising her teaching skills by leading a seventh-grade science class. She asks the students to give examples of a 'solid,' and gets a gamut of responses: the boy in the front row answers immediately; students in the back don't participate or fool around.

Ms Bousfield draws the students out in turn and affirms their responses. All in all, a typical day of teacher training – except that the students are computer-generated avatars.

Ms Bousfield is a doctorate student in 'exceptional education' (preparing individuals who will assume positions in teaching underrepresented groups, including minorities and persons with disabilities) at the University of Central Florida, and one of a growing trend of educators using technology to develop their skills. As technology is increasingly used in classrooms, it is playing a growing role in teacher training and professional development. Avatars epitomise the trend's cutting edge; teachers can also tap into online sites, customised programs supporting classroom platforms and special classes.

'We're seeing lots of new technology to train teachers on how to use mobile devices and video games developed for instructional purposes,' says Darrell West of Washington, D.C.-based Brookings Institution. 'If they aren't well trained, you won't have good results in the use of educational technology.'

Tracy Gray, head of the American Institutes for Research in Washington, D.C., says that with school districts realising that teachers need more than one professional development session

in late summer, technology 'can provide access to necessary information tools and resources throughout the year.'

The group has launched an online platform, powerupwhatworks.org, providing free resources to teachers on how to integrate technology best practices in reading, writing and maths.

The University of Michigan's School of Education plans to launch in January 2014 a website featuring more than 500 videos of classroom sessions that were captured under 'Measures of Effective Teaching', a project sponsored by the Bill & Melinda Gates Foundation. Educators will be able to stream videos to learn more about various teaching practices.

Avatar-guided programmes allow teachers to train in a virtual classroom without the risk of making mistakes in front of real students. SimAULA, a platform developed by the UK, Spain, Bulgaria, Greece and Italy, lets teachers control their own avatar in a sort of teaching video game. They configure their classrooms and choose resources, activities and time needed, and then seek to engage student avatars using these tools.

The students are programmed to respond in specific ways, acting more conflictive with poor teacher choices. Once the session ends, teachers get a score with an analysis of performance; they can play multiple times, selecting different options to see which prove most effective.

The Serious Games Institute, a UK-based developer of game-based learning, is one of five institutes participating in the project. Panagiotis Petridis, a senior researcher at the Institute, says the



program 'won't completely replace practise in a real classroom, but you could decrease the time spent' there.

The student avatars in the TeachLivE program developed at the University of Central Florida are more sophisticated. Drawn using computer-generated animation and controlled by computers or an interactive actor behind the scenes, they look, talk and interact like typical seventh-graders.

As with SimAULA's student avatars, TeachLivE's five students embody specific student archetypes. Interacting with the students on a projector screen, teachers work on a targeted content or pedagogy, such as a student behaviour. A live coach may observe the training and sessions can be recorded. Co-developer Michael Hynes says it typically takes four 10-minute sessions for teachers to figure out and master an effective approach.

For now, student avatars can't work out specific problems on the spot. Instead, teachers must submit lesson plans two weeks prior to a session, so that programmers can assign preconceptions to the students and complete their assignments. The teacher receives the 'finished' assignments at the beginning of a session.

'It is labour intensive now, but each experience builds a database that will allow portions of TeachLivE to become more automated,' says Mr Hynes, director of the university's School of Teaching, Learning and Leadership.

Thirty-two universities and one school district currently are using the programme. 'I love it,' says Ms Taylor, the doctorate student. 'I've had every single one of these students in my classroom.'

While doctorate students may embrace technology for both training and teaching purposes, teachers in underserved school districts or developing countries may be less comfortable using technology.

Teachers College at Columbia University (US) is trying to change that. It has established a program to certify technology specialists who help teachers and schools with technology integration. It hosts visits and cooperates with faculty from countries including Bulgaria and China. Fifteen Bulgarian teachers are currently studying at the college's Center for Technology and School Change and visiting New York City schools to learn about the role of technology integration in deepening student understanding.

And the Teachers College is working with teachers in several New York City schools to help them integrate technology into their teaching, through workshops and participation in classroom projects. In one project, teachers developed a lesson using a book about stereotyping called **Geek!**. Students explored how the extensive impact of technology has changed perceptions of a 'geek,' and used tablets to develop a public service announcement on the issue.

'Teachers are very eager to use technology, but they need more support,' says Dr Ellen Meier, co-director of the Center. 'Very often, professional development only focuses on learning how to use technology. We help teachers design projects based on the needs of students, and then think where technology can add value and deepen educational learning.'

*This article originally appeared on The Learning Curve
thelearningcurve.pearson.com*

Q&A



In every issue, we get a range of opinions on the same key question from different people working in the field of education.



STUART DEANE

DIRECTOR, LEARN IT

The most frequent, four-letter complaint word I hear from participants during my training sessions is "time". The most common barrier to learning and implementing new skills is a perceived lack of time during hectic day to day work and activities. The most valuable resources I can provide during training is to save participants time. This is achieved through learning new skills related directly to their profession and modifying and improving existing practices. Improving efficiency by just five minutes per day can free up to 20 hours per working year!



KAY ODDONE

**LIBRARIAN, RESOURCELINK,
BRISBANE CATHOLIC
EDUCATION**

As Eric Clapton says 'it's in the way that you use it!' Professional learning is valuable when it is presented in a format that makes it easy to take away and apply; when the theory is translated into valuable ideas for practice, and when there are opportunities to network and discuss the learning from a variety of perspectives.



OLIVIA HODGETTS

**HEAD OF TEACHING &
LEARNING, SOUTHERN CROSS
GRAMMAR**

Teachers are busy people; work demands and expectations are constantly increasing! A professional development or professional learning session where you can go back to school the next day and implement without adding to your 'to-do-list' is my ideal session. I always aim to give my participants a 'kit bag' of strategies and resources that can be actioned the next morning.

"A PROFESSIONAL DEVELOPMENT OR PROFESSIONAL LEARNING SESSION WHERE YOU CAN GO BACK TO SCHOOL THE NEXT DAY AND IMPLEMENT WITHOUT ADDING TO YOUR 'TO-DO-LIST' IS MY IDEAL SESSION."

Olivia Hodgetts

WHAT MAKES A PROFESSIONAL LEARNING ACTIVITY VALUABLE?



SILVANA NUSPAN

**MATHEMATICS TEACHER,
CATHOLIC REGIONAL COLLEGE,
MELTON**

When considering the validity of professional learning activities, I consider its effectiveness on a few levels. Firstly, its direct impact on the professional learning of the teacher (both in experience and overall morale of staff) and ultimately, its impact on students' learning and outcomes (its operational effect over time).

Professional learning activities are valuable if they consider the professional and student learning ethos; enable teachers to effectively address their pedagogy; invite a level of inquiry based student learning and inspire the teacher to facilitate this style of learning. If a particular professional learning activity can value-add to the students' overall performance, then it can be considered to value-add to the school. Professional learning activities would also have a higher level of effectiveness if there was a higher rate of staff involvement. School support is paramount for this to happen.



LOUISE BOURKE

**HEAD OF ENGLISH,
THE GEELONG COLLEGE**

While we belong to a large body of professionals in our schools, the reality is that teaching can be isolating unless we make an effort to change. We spend a lot of time with students, but our time together is limited. It can be difficult to switch off from the day-to-day routine when professional development is limited to 'in school'. Stepping outside your own environment allows you to see things from a distance, explore ideas outside the norm and expand your professional network. The learning that occurs here, however, if of no value if it is not shared with colleagues. I would argue that internal and external professional learning must come hand in hand to have a lasting impact. Sharing our learning is the most effective way we can provide better outcomes for our students and that is what matters most.



JONATHAN NALDER

**MANAGING FACILITATOR,
JNXYZTRAINING.NET**

To be honest, as good as the learning experience itself can be, for me it's often the connections I can make to other educators, be it the other attendees or the presenter, that mark out a session as truly valuable. I believe this is because it helps extend the conversation past just that moment in time and out into my ongoing practice.

LEADING SUSTAINABLE CHANGE

Developing strategic, purposeful and targeted professional learning



What makes professional learning successful? How does a school choose professional learning that helps the school succeed their goals, but also is specific enough to meet the needs of individuals? Elizabeth Lonergan, our resident Pearson Professional Learning Development Manager, talks to us about how to make a successful professional learning plan.

This is an extract from a webinar available at www.pearson.com.au/pl/events

Recent research into effective practices in professional learning¹ has focussed on the characteristics that make it sustained and successful; that which shows a positive correlation between teachers' professional learning and improvements in outcomes for students. In order for professional learning to be transferred, embedded and successful, there must be significant changes in teachers' attitudes and beliefs and leaders must be acutely aware that teachers

will take interest in professional learning only after it improves student learning². After? Don't we want teachers to commit to the learning before? The expectation of after means that teachers must see evidence that the professional learning will impact positively on teacher practice and subsequently the learning outcomes of students.

So let's go back a step to the question of how leaders can provide sustained, strategic, purposeful and targeted professional learning. It may be easier to view professional learning as you would any change management process - a process for bringing about or enacting change in teacher practice.

For any change process to be successful, the community must have a commitment to a shared vision with common goals, that is, all stakeholders must be on the same page. It is the responsibility of leaders to

provide the resources to support change, while also providing ongoing professional learning through effective and continuous monitoring of the progress and needs of teachers. This encourages a vibrant and dynamic community of practice which is driven by a culture of professional learning where all teachers:

- have professional learning plans
- set goals and targets
- collect evidence to measure the impact it has on student learning.

Evidence is a key feature in ensuring any professional learning is successful and sustained. Collecting evidence may include a variety of modes, a plethora of learning snapshots which provide valuable data to show growth and impact. Evidence such as learning walkthroughs, lesson studies, self reflection, videos, conferencing, diagnostic data, critical friends, peer observations and attitudinal surveys are all worthy



sources, but the list is not limited to these. Any evidence which demonstrates that teacher learning (or the professional learning goals) has transferred (or not transferred) to teacher practice and has impacted on student learning are suitable forms of evidence.

Highly effective professional learning is focused on student learning and embedded into practice. It has a strong research and evidence base which is data driven. It is collaborative in design and is ongoing and supported by all in the community. There is individual and collective responsibility for the learning and the transference to teacher practice. Transferring learning to teacher practice can be undertaken through a variety of contexts, and it is the strategic goal which dictates the context for success.

All educational providers have varying constraints, including time, money, resources or leadership, for example. Minimising the impact of professional learning is about being strategic in identifying these constraints to ensure the professional learning meets the exact needs of the school and its individuals in a personalised, convenient and timely fashion. Professional learning should not be in addition to what already appears to be a demanding workload. Learning should be ubiquitous and embedded into practice: accessible, purposeful, meaningful and targeted; driven by a shared understanding of purpose and goal with a focus on improving outcomes for students. If these objectives are evident and the purpose and expected outcome is clear and shared, then successful implementation of professional learning will occur.

References

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- http://www.aitsl.edu.au/verve/_resources/Linking_effective_professional_learning_with_effective_teaching_practice_-_Cole.pdf
- <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/teacher/ProfLearningInEffectiveSchools.pdf>
- <https://www.eduweb.vic.gov.au/edulibrary/public/staffdev/sso/The-Seven-Principles-of-Highly-Effective-Learning-Guide.pdf>
- ² Gunksy 2002 Career Entry Development Profiles and the statutory induction arrangements in England: a model of effective practice for the professional development of newly qualified teachers?

#WELOVELEARNING

How your classroom can benefit from using social media as a teaching tool



Many schools have discovered the possibilities of a Facebook page or Twitter account for facilitating communications between parents, teachers and students. However, we know that there are often limitations that schools face when they consider social media.

Many Australian schools have blocked the use of popular social sites, and harbour concerns about issues such as cyberbullying, age restriction and teacher competence compared to their 'digitally native' students.

Here we present some ideas that can be modelled offline as well as online, to start you thinking about classroom applications for social media. Social media engages kids outside of the classroom all the time, so if we can harness some of this engagement for learning it can only help.

CONSIDER THE FLIPPED CLASSROOM MODEL

The Flipped Classroom inverts the traditional classroom by learning at home, and using the classroom time for activities that would usually be done at home. The approach can be very complex or very simple – depending how you implement it. If you consider social media usage under the Flipped Classroom model you uncover some engaging opportunities for students; chances are they are already on Facebook, Twitter, Instagram, Reddit, Pinterest, MySpace or Tumblr at home anyway. Use this to your advantage by setting opportunities for students to learn and research projects or collaborate and seek understanding with peers via social channels.

YOU DON'T HAVE TO HAVE DIGITAL ACCESS AT SCHOOL

Stephen Heppell recently told us about his work to 'harness the learners' voice' around the globe, handing students the power to make decisions about how their classroom should be set up to help them best learn. He cited a school in Spain that couldn't afford TVs, iPads or computers, so the students actually crafted cardboard screens and iPads, and saw massive improvement in outcomes. This is because the class were able to form learning sessions about how they would use the online space, and built a construct on how to learn, what to research, and share ideas with peers, that was as powerful as finding the actual information itself. This construct also set clear expectations of what to do when they were using the cardboard technology, as opposed to when they weren't, which kept the class focused.

"SOCIAL MEDIA ENGAGES KIDS OUTSIDE OF THE CLASSROOM ALL THE TIME . . . WE CAN HARNESS SOME OF THIS ENGAGEMENT FOR LEARNING"

GET THE POINT ACROSS AND CHECK FOR UNDERSTANDING WITH TWITTER



Twitter and its famously short 140 character limit is perfect for a variety of activities online and even offline. If you're unable to use Twitter online in the classroom you can still use the concept to distil a communication down to its

essentials, meaning that it's a great way for students to demonstrate that they've grasped the most important part of a lesson.

In Brazil, the Red Balloon English Language School saw concern over the influence that high profile celebrities had on their students through social media, seeing that many of these individuals exhibited poor spelling and grammar in their tweets. So they launched a program called 'Celeb Grammar Cops' where 8 to 13 year olds examined their role models' tweets, identified errors, and used the school's @redballoonBR Twitter account to politely inform their idols of their mistakes!

CREATE A MODERATED PEER-TO-PEER PLATFORM AND KEEP STUDENTS ON TRACK AT HOME WITH FACEBOOK



Earlier this year, Pearson held a panel with a group of upper secondary and recently graduated students. One of the valuable insights we gained was into the role of social media in facilitating collaboration outside of the

classroom. Students had created Facebook groups based around their classes where they could quickly ask for advice and provide guidance to classmates outside of school hours; often these groups were formed without their teacher.

Lead this process (if you haven't already) by setting up Facebook groups at the start of the year as a venue for students to share their knowledge or ask for help from their peers. This is a safe place for the class to continue their learning outside of the classroom, which you can discreetly monitor and step in with advice as you see fit. Hopefully students will be able to move past an 'I'm stuck' moment with the help of their classmates, without needing to wait for next lesson.

If you would like to keep your personal life separate from your school life, you could consider creating dedicated Gmail accounts and using Google+ to set up separate and distinct circles for your different purposes.



A PICTURE TELLS A THOUSAND WORDS – INSTAGRAM AND PINTEREST



A picture is worth a thousand words, as the expression goes. A way to use Instagram with older students who are more likely to have their own

devices and an Instagram account is to set a hashtag for your class and set assignments with a visual component. For example, a literature class could be tasked to take a photograph inspired by Tennyson's *Summer Night*; budding scientists could document the outcomes of simple home experiments; and geography students could find examples of different land features or cultures.

Pinterest allows you to arrange photographic content from around the web into pins, on separate boards, created around themes. Imagine the creative and imaginative ways a student could demonstrate research in a project through Pinterest! There is no copyright on Pinterest images – you are actively encouraged to share images from other sites (they are always linked and credited back).

At the moment, the main users of Pinterest in education are teachers – it's a great way to visually store, share and find educational resources to refer to later when building lessons.

GO TO OUR PINTEREST BOARD FOR SOCIAL MEDIA TIPS:

www.pinterest.com/pearsonau/social-media

We've collated a huge list of the best tips, infographics and sites from around the web to help.

PEARSON PROFESSIONAL LEARNING DIGITAL WORKSHOPS:

1. Redefine your e-learning plan with the SAMR model
2. Your School, Your Brand, Your Cyber-Image
3. Digital Footprints
4. Technology Obsession
6. iPad Series - iPads everywhere
7. iPad Series - The iPad is not a PC!
8. ICT Integration - The four key phases for success
9. Let's get Flipping: teaching with the flipped classroom model

Browse online at www.pearson.com.au/pl

LIFESTYLE



FOLLOW THE LEADER

EDUCATORS WHOSE UNIQUE THINKING IS SHAPING THE FUTURE OF EDUCATION.

Want to keep your finger on the pulse of what's happening in the world of education? Here are the details of five educators from around the world who inspire us with their informative and insightful tweets, blog posts and articles.

01

SIR KEN ROBINSON

This remarkable man has had a long career in education and arts, and has been involved in many related projects around the world. A great speaker, you can find some of his presentations by searching TED talks and YouTube.

sirkenrobinson.com

[@SirKenRobinson](https://twitter.com/SirKenRobinson)

www.facebook.com/SirKenRobinson

02

ALAN NOVEMBER

American author, educator and consultant Alan November hosts the annual Building Learning Communities conference in Boston, which attracts attendees and presenters from around the world. His TED talk on students having purpose in learning is provided in the YouTube link below.

novemberlearning.com

[@globalearner](https://twitter.com/globalearner)

<http://youtu.be/ebJHzpEy4bE>

03

STEPHEN HEPPELL

Stephen is a UK-based educator who spends many weeks every year roaming the globe to speak to educators about learning, new media and technology. With a portfolio of international education projects on the go, there is always something of interest to be found on Stephen's Twitter feed, and new things to discover on his website

www.heppell.net

[@stephenheppell](https://twitter.com/stephenheppell)

www.pinterest.com/stephenheppell

04

JUDY O'CONNELL

After many years of practical experience working in the Australian school system, Judy is now Course Director for the Teacher Librarianship degree at Charles Sturt University and lectures on a range of subjects in Information Studies and Teacher Librarianship. She has generously shared a number of her presentations on SlideShare.

judyoconnell.com

[@heyjudeonline](https://twitter.com/heyjudeonline)

www.slideshare.net/heyjudeonline

05

GREG WHITBY

Greg is a passionate advocate of the need to rethink teaching and learning to align with the rapidly changing technology developments of the digital era. He is the Executive Director of Schools in the Catholic Diocese of Parramatta, but still finds time to blog, tweet and occasionally contribute opinion pieces in the media. His first book *Educating Gen Wi-Fi* was released last year.

bluyonder.wordpress.com

[@gregwhitby](https://twitter.com/gregwhitby)

www.youtube.com/user/gbwhitby



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PEARSON ENGLISH 3-6 **NEW**

Any topic, your way, your choice!

Age level: **8-12 year olds**

Pearson English is a flexible series of resources, designed to successfully support the implementation of the Australian Curriculum English, for Years 3-6.

It provides educators with choice—choice in mode of delivery, content and learning pathway.

YOU CAN:

- select the mode of delivery from digital, print or blended (digital and print) solutions
- choose content from a variety of topic-based resources
- personalise students' learning pathways by selecting appropriate differentiated texts, learning activities and tools

THE SERIES AIMS TO:

- provide flexible topic-based resources that primarily address the Australian Curriculum strands of Language, Literature and Literacy, and link to different curriculum areas, including the general capabilities and cross-curricular priorities
- cater for differentiation and allow all students to fully participate in an English learning program by incorporating a variety of learning strategies (including Blooms Taxonomy), supplying digital texts at different levels (aligned with Fountas & Pinnell) and providing EAL/D support
- support the study of English in context using quality literature, including contemporary multimodal texts and a variety of clearly structured text types
- enhance student learning through rich and engaging learning activities that address critical and creative thinking
- offer a comprehensive range of assessment strategies and tools that inform teaching and learning
- deliver digital resources that support student learning in a fun, creative and interactive way for a variety of devices

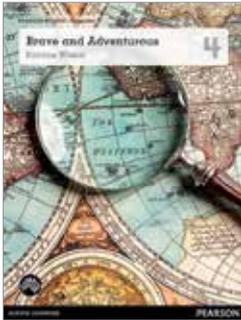


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AND DIGITAL!
TOPICS 5-8 RELEASED LATE 2014.



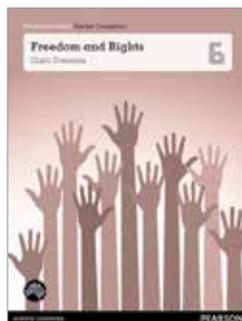
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WITH AUSTRALIAN
ENGLISH EDUCATORS
AND SCHOOL LEADERS.





STUDENT MAGAZINES

- One Student Magazine per topic (eight per year level)
- Above, Below and At level eStudent Magazines on the digital platform to help cater for different literacy levels within a class
- 'Lets Find Out' topic questions & 'Did You Know' sections
- Four clearly structured texts, covering a range of genres
- One text in each magazine is a relevant authentic text
- Breakaway tasks for each text, based on Bloom's Taxonomy, encouraging students to think creatively and critically
- Includes 'Strands in Action' section with 'Core Tasks' and 'Extra Tasks' where students can apply their thinking and learning
- Caters for EAL/D students
- Provides extension activities

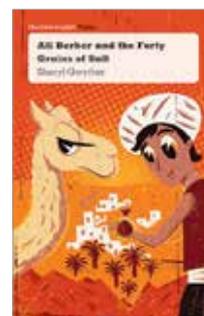


TEACHER COMPANION

- One Teacher Companion per topic (eight topics per year level)
- Embedded links to interactive resources and activities on the digital platform
- Provides a suggested teaching sequence and required student support for the topic
- Provides background information on how to use Pearson English 3–6
- Introduces topic by highlighting the learning focus and key questions
- Scope and Sequence documentation for the Australian Curriculum
- Provides EAL/D support strategies and activities
- Highlights assessment options for the topic and provides rubrics to assess student learning
- Links to a topic related video

FICTION AND NON-FICTION TOPIC BOOKS

- One Fiction and one Non-fiction Topic Book per topic (eight per year level)
- Embedded quizzes in eBook versions
- Closely related to the topic theme
- Aligned to Fountas & Pinnell text levels



DIGITAL

- Includes digital, eBook versions of the Student Magazines, Fiction and Non-fiction Topic Books and Teacher Companions
- Allocation of student digital resources
- Compatible with PC, Mac, Interactive Whiteboards and iPads
- A relevant video per topic
- Interactive activities
- Scope and sequence documentation (Australian Curriculum and NSW Board of Studies)
- Running record assessment for each topic
- Audio media files
- Recommended reading and weblinks for further study
- Student evaluations for each topic



Find it on **pages 2-5** of the price list

BUG CLUB

Discover how literacy has evolved

Age level: **6–12 year olds**

For resources to support the teaching of reading, look no further than **Bug Club**—the evolution of F–6 literacy learning. This award-winning, blended literacy program caters to the many different reading levels within a class, a year level and across a whole school.

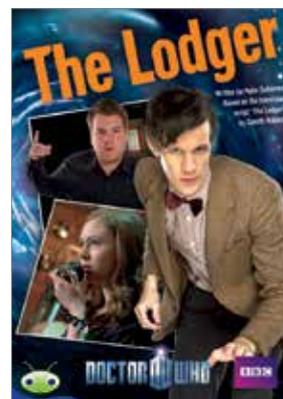
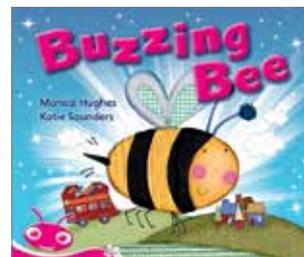
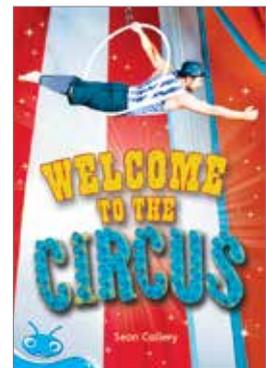
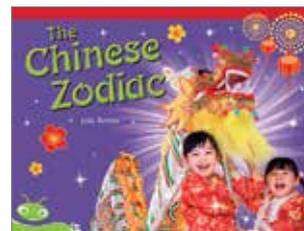
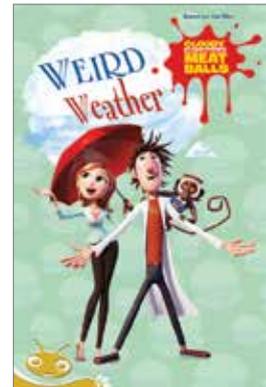
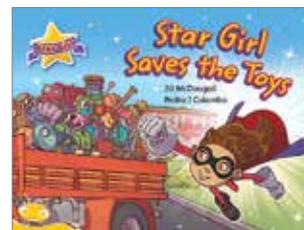
KEY FEATURES AND BENEFITS:

- Direct links to the Australian Curriculum
- Delivers clearly defined learning outcomes
- Includes over 335 expertly levelled readers
- Offers more than 1500 online activities
- Level 1 to Level 30 texts for whole-school literacy learning
- Uses engaging e-books and online rewards to motivate children to read
- Bug Club Digital can be accessed from home

COMPONENTS:

Fiction/non-fiction Readers • Comics & Graphic Novels •
Phonic Readers • Teacher Resources

104 NEW BUG CLUB TITLES FOR READING LEVELS 1–26 ARE NOW AVAILABLE IN PRINT AND ON BUG CLUB DIGITAL.





"I HIGHLY RECOMMEND BUG CLUB TO ANY TEACHER AS IT IS A RESOURCE THAT AS A TEACHER YOU CAN'T TEACH WITHOUT!"

Belinda West, Teacher,
Redland Bay State School, Queensland

A COMPLETE SOLUTION

The range of components in the **Bug Club** program meets all the literacy needs of your school, regardless of whether you employ traditional or technology-driven teaching methods. Our expertly levelled fiction and non-fiction guided readers, comics and graphic novels are available as printed books or as e-books accessible through the online platform. Phonic readers (fiction and non-fiction) allow students to learn and apply phonemes and graphemes, and segmenting and blending, using real books. Phonic fiction readers are enjoyable stories ideal for boosting students' confidence when practising and consolidating phonics skills.

SUPPORTING TEACHERS

Emergent, Early, Fluent and Fluent Plus teacher resources include detailed and easy-to-implement guided reading notes and worksheets. Teachers are also supported online with a strong assessment and reporting system.

FINELY LEVELLED

All **Bug Club** titles have been expertly levelled to ensure they support readers as they move through the reading developmental stages. Look out for both the reading level and the colour level on the **Bug Club** covers.

ENGAGING AND RELEVANT CONTENT

Students will recognise popular characters like Wallace and Gromit™, Angelina Ballerina™, Doctor Who™ and many more. There are also new recurring fictional characters developed specifically for **Bug Club** as well as including Australian-specific content to help students relate to the texts.



WWW.PEARSON.COM.AU/PRIMARY/BUGCLUB

proudly published by

Fountas & Pinnell

Heinemann

Find it on **page 6** of the price list

FOUNTAS & PINNELL BENCHMARK ASSESSMENT SYSTEM (BAS)

Literacy assessment linked to instruction

Age level: **5–14 year olds**

This system is the most reliable and precise resource for placing students on the Fountas & Pinnell A-Z Text Gradient, assessing and understanding student's reading performance and connecting assessment to instruction. This comprehensive system from Irene Fountas and Gay Su Pinnell is perfect for determining your students' independent and instructional reading levels, whether you are reviewing a new student to your school, assessing students for intervention, or simply developing, monitoring and reporting on student progress.

KEY FEATURES & BENEFITS

- A total of 58 high-quality unique books written especially for BAS
- Finely levelled books from A-Z Fountas & Pinnell Levels (converts to Reading Levels 1-30)
- Detailed assessment data such as reader's accuracy and self corrections, comprehension and fluency is collected through recording forms
- An innovative comprehension conversation is part of the assessment at every level and provides details about a reader's thinking within, beyond and about the text
- Further optional assessments available to help pinpoint reader's needs
- The Continuum of Literacy Learning: A Guide to Teaching is included, to link assessment to learning through seven continua
- Comprehensive teacher support and guidance to introduce, implement and develop
- Online Data Management System (complimentary one year subscription)

This product is complemented with Pearson Professional Learning

Linked Learning  Turn to page 35 to learn more.

	Benchmark Assessment System 1 Levels A - N	Benchmark Assessment System 2 Levels L - Z
Student Books (one fiction and nonfiction per level)	✓ 28 books	✓ 30 books
Assessment Guide	✓	✓
Assessment Forms Book and CD	✓	✓
Optional Assessments Item Book	✓	✓
The Continuum of Literacy Learning: A Guide to Teaching	✓	✓
Data Management CD*	✓	✓
Professional Development DVD	✓	✓
Student Folders (x30)	✓	✓
F&P Calculator/Stopwatch	✓	✓

* Please note some operating systems do not support this CD. The Online Data Management System is an alternative option also available with a complimentary one year subscription.

READING LEVEL EQUIVALENCY TABLE

Colour Band	Reading Level	Fountas and Pinnell Levels
	Level 1	A
	Level 2	B
	Level 3	C
	Level 4	C
	Level 5	D
	Level 6	D
	Level 7	E
	Level 8	E
	Level 9	F
	Level 10	F
	Level 11	G
	Level 12	G
	Level 13	H
	Level 14	H
	Level 15	I
	Level 16	I
	Level 17	J
	Level 18	J
	Level 19	K
	Level 20	K
	Level 21	L
	Level 22	M
	Level 23	N
	Level 24	O
	Level 25	P
	Level 26	Q
	Level 27	R
	Level 28	S
	Level 29	T
	Level 30	U
The Fountas & Pinnell Benchmark Assessment System assesses Reading Levels up to Year 8, making it ideal for use through to middle school.		V
		W
		X
		Y
		Z

“FOUNTAS AND PINNELL OFFERS A WELL ORGANISED, WELL PRESENTED AND USER-FRIENDLY BENCHMARK ASSESSMENT SYSTEM. IT AFFORDS TEACHERS THE OPPORTUNITY OF ASSESSING THEIR STUDENTS READING ABILITY AT HIGHER LEVELS THAN PREVIOUSLY AVAILABLE.”

Corinne Kaplan, Primary Literacy Coordinator,
Bialik College, Victoria



Find it on **page 6** of the price list

FOUNTAS & PINNELL LEVELED LITERACY INTERVENTION (LLI) SYSTEM

Addressing the intervention needs of early learners

Age level: **5–14 year olds**

Prevent literacy difficulties before they turn into long-term challenges. Unleash the power of Irene Fountas and Gay Su Pinnell's small group, supplementary intervention program, proven to bring low-achieving students to year-level expectations in reading, writing and comprehension in 14-24 weeks. Five LLI Systems are currently available, Orange, Green, Blue, Red and Gold. Each system specifically targets their respective year level (Foundation – Year 4), although students below year-level expectations in higher year levels will also benefit from LLI.

This product is complemented with Pearson Professional Learning **Linked Learning**  Turn to **page 35** to learn more.

KEY FEATURES & BENEFITS

- Proven to bring students to year-level expectations in 14-24 weeks. Additional support to guide EAL/D students
- Engaging books written for the system's specific year level
- A combined total of 600 unique finely levelled books from A – T Fountas & Pinnell Levels (converts to Reading Levels 1-29)
- Unique book for each LLI lesson
- Comprehensive teacher support and guidance to introduce, implement and develop the LLI program in your school
- Program and Lesson Guides and other resources navigate educator through each step of LLI
- Multiple copies of each book for each student
- Additional black and white take-home books in Kindergarten, Year 1 and Year 2 Systems
- Novel studies in LLI Red and Gold Systems to support students in sustained reading of longer works of literature
- Complimentary Online Resources Equivalency including worksheets, games, running records and parent letters
- Online Data Management System (complimentary one year subscription)



	LLI Orange System Levels A–D	LLI Green System Levels A–J	LLI Blue System Levels C–N	LLI Red System Levels L–Q	LLI Gold System Levels O–T
Getting Started Lap Books	10	10			
Small (student sized) Getting Started Lap Books	40 (4 copies of 10 titles)	40 (4 copies of 10 titles)			
System Guide (Please note, also referred to as the Program Guide)	1	1	1	1	1
Lesson Guides	2 volumes	2 volumes	2 volumes	3 volumes	3 volumes
Levelled Student Readers	280 (4 copies of 70 titles)	440 (4 copies of 110 titles)	480 (4 copies of 120 titles)	900 (6 copies of 150 titles)	900 (6 copies of 150 titles)
Take-Home Books	420 (6 copies of 70 titles)	660 (6 copies of 110 titles)	720 (6 copies of 120 titles)		
Prompting Guide Part 1 (For oral reading and early writing)	1	1	1	1	1
Prompting Guide Part 2 (Comprehension: thinking, talking and writing)				1	1
When Readers Struggle: Teaching That Works	1	1	1		
Technology Package: Online Data Management System, Online Lesson Resources, Professional Development DVD, Tutorial DVD	1	1	1	1	1
Magnetic Tiles				900 tiles	900 tiles
Magnetic Whiteboards				6	6
F&P Calculator/Stopwatch	1	1	1	1	1
My Writing Book	36	108	126		
Literacy Notebooks				96	96
Student Test Preparation Booklets				72 (12 copies per level)	72 (12 copies per level)
Take-Home Bags	18 bags	18 bags	18 bags		
Student Portfolios (Tri-Fold Fabric Bags)				16	16
Lesson Book Folders	70	110	120	192	192
Student Folders	18	18	18	16	16



Find it on **pages 10-12** of the price list

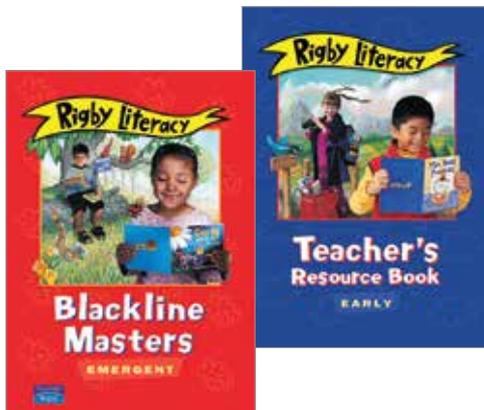
RIGBY LITERACY

Guided reading for developing independent readers
Age level **4-7 year olds**

Rigby Literacy is a comprehensive series that features a combination of levelled fiction, non-fiction and chapter books to engage your students as they move from picture books to chapter books and develop confidence in reading. The series is broken down into three groups within lower primary; emergent, early and fluent, with each group comprising three levels and supported by the **Rigby Literacy Take-Home Library** (see below).

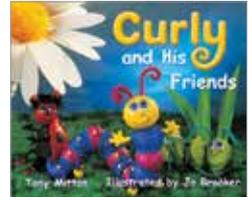
COMPONENTS:

Guided readers • Big Books • IWB support • Teacher Resources
• Blackline Masters



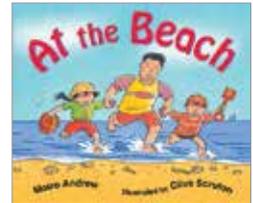
GUIDED READING BOOKS

These fiction and non-fiction titles are Reading Recovery levelled and cover a range of different genres. They are sequentially organised to build on high-frequency words, sight vocabulary and phonics. This provides the busy teacher with a central consistent resource that is easy to use and easy to manage.



BENCHMARK BOOKS

Benchmark Books are fiction and non-fiction titles that make it easy for teachers to assess students' reading development.



TEACHER SUPPORT AND INTERACTIVE ACTIVITIES

The series provides support for teachers with Blackline Masters providing a wide range of activities. Rigby Literacy Big Books for Interactive Whiteboard can be used any time to develop listening and oral skills and provide rich language experiences. Listening Post CDs for Emergent, Early and Fluent levels contain recordings of fourteen selected texts from the series. They provide independent student activities that focus on a range of text types, designed to develop students' literacy skills. Listening Post Blackline Masters support the three CDs.

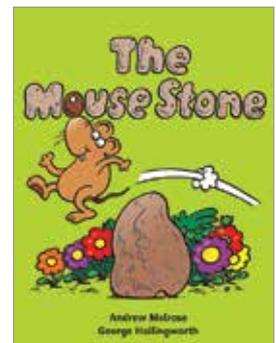
Find it on **page 12** of the price list

RIGBY LITERACY TAKE-HOME

Building a strong link between school and home
Age level: **5-8 year olds**

The **Rigby Literacy Take-Home Library** is a full colour levelled take-home reader set with 72 Emergent, Early and Fluent books to support classroom literacy programs. There are 24 titles at each of the three stages, with at least three at each reading level, in a range of genres so teachers can match texts to individual students. Every title includes handy notes to help parents support their child's reading.

Components: 24 Emergent readers RRL 1-8 • 24 Early readers RRL 6-15 • 24 Fluent readers RRL 14-26



Search for these titles at WWW.PEARSON.COM.AU/PRIMARY



Find it on **pages 23-24** of the price list

RIGBY LITERACY COLLECTIONS

Comprehensive support for guided reading and guided writing

Age level: **8–12 year olds**

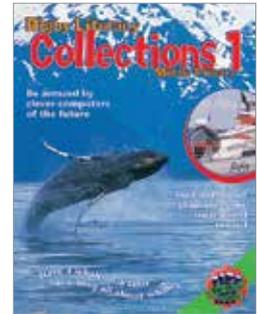
This award-winning series is the perfect resource for developing reading and writing skills beyond lower primary. There are twelve phases; six for middle primary and six for upper primary. Each phase comprises an Anthology and five Guided Reading Books. Levelled texts and graduated word counts let teachers match phases to student groups at different reading levels. Additional resources include Teacher's Resource Books, Blackline Masters, Listening Post CDs and a Poster Pack. The series also is supported by the **Rigby Literacy Collections Take-Home Library** (see below).

COMPONENTS:

Collections Anthologies • Guided reading books • Teacher's resource books • Blackline masters • Listening Post CDs • Poster Pack

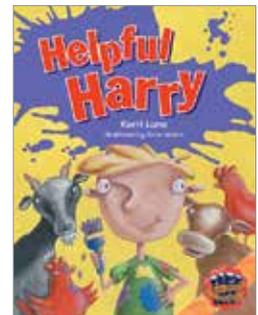
COLLECTIONS ANTHOLOGIES

The heart of this series is the Anthologies, consisting of fiction and non-fiction titles organised according to level. The Anthologies feature fun magazine-style articles, short stories and fictional extracts that cover a variety of genres.



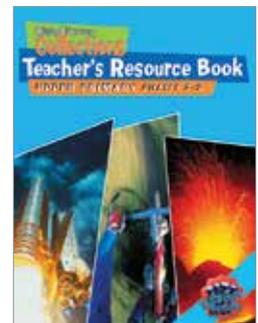
GUIDED READING BOOKS

These titles include short stories, chapter books, non-fiction books and picture books that are linked to the anthologies by genre, subject or character.



TEACHER'S RESOURCE BOOKS

Providing brilliant support for planning and implementing a comprehensive literacy strategy for your classroom, the Teacher's resource Books cater for a diverse range of student reading abilities.



Find it on **pages 24-25** of the price list

RIGBY LITERACY COLLECTIONS TAKE-HOME LIBRARY



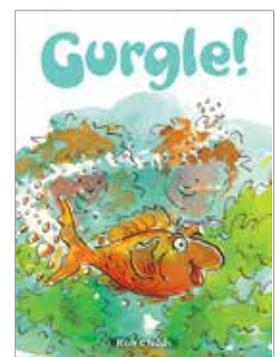
Take-home packs that students can read for fun

Age level: **8–12 year olds**

This exciting collection of highly illustrated fiction texts supports take-home reading programs and encourages students to read at home for fun. Each title has an engaging plot, with comprehension questions at the end.

Readers can be purchased separately or in packs, presented in attractive display cases featuring discreet levelling charts. Each pack covers four reading levels, with a range of text types and genres, so teachers can match texts to the needs of individual readers.

Components: 28 middle primary readers • 28 upper primary readers



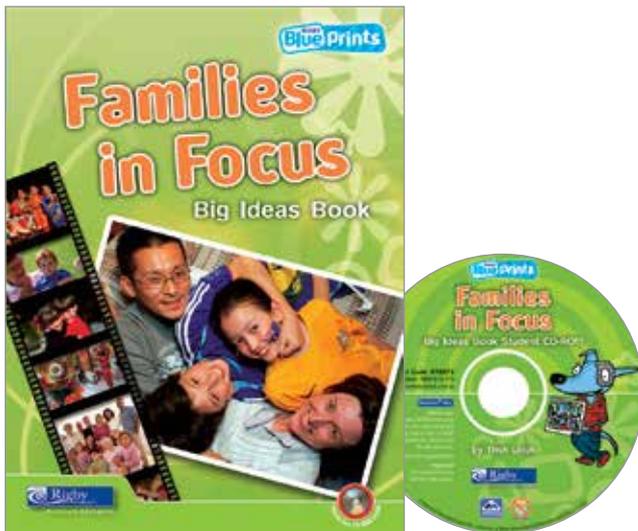
Find it on **pages 25-26** of the price list

RIGBY BLUEPRINTS

Literacy through integrated enquiry units

Age level: **6–12 year olds**

This topic-based integrated literacy series supports and challenges students to formulate big ideas and contemplate issues facing them in their daily lives. The streamlined approach teaches literacy along with other learning areas, one unit per term. A variety of graded guided reading texts meet the different learning levels within your classroom and interactive activities on the CD extend the learning beyond the texts.

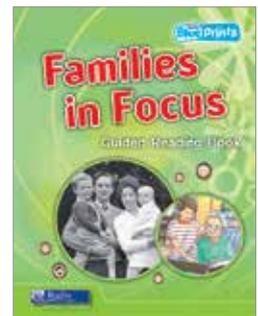


“WE HAVE FOUND THE BLUEPRINTS SERIES AN EXCELLENT RESOURCE FOR OUR SCHOOL.”

Anne Wiedman, Head of Curriculum,
MacGregor State School, Queensland

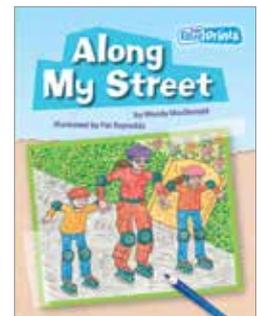
GUIDED READING BOOK

The series is supported with a range of components which allow you to structure the teaching and stimulate students, including a Guided Reading Book for each Unit Topic.



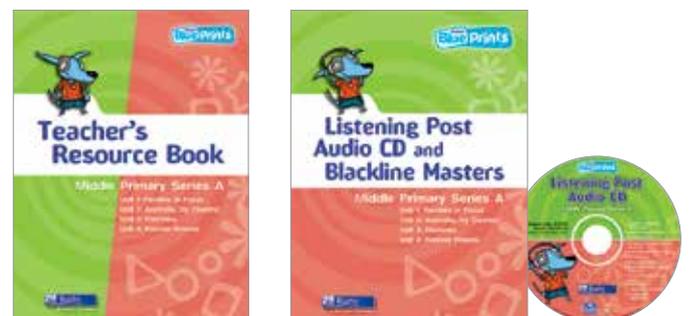
TOPICS BOOKS

Each Unit Topic has three fiction and two non-fiction topic books linked with the big idea. The fiction and non-fiction topic books explore concepts introduced in the Big Ideas Book in greater depth.



TEACHER'S SUPPORT

Each series of four Unit Topics has a corresponding Teacher's Resource Book, Listening Post Audio CD and Blackline Masters. The audio CDs contain 12 audio texts relating specifically to the content of each unit.



COMPONENTS:

Big Ideas books • CD-ROMs • Guided Reading books • Fiction/non-fiction books • Teacher's Resource Books • Audio CDs • Blackline Masters

WWW.PEARSON.COM.AU/PRIMARY/BLUEPRINTS



Find it on **pages 9-10** of the price list

FIRST WAVE

Guided reading for pre-emergent readers

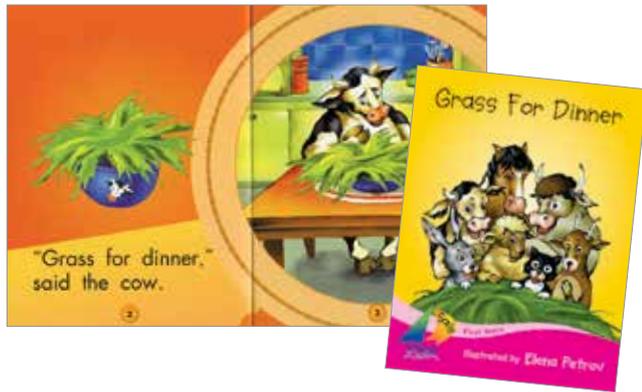
Age level: **4-7 year olds**

Introduce young readers to high frequency words and phrases with **First Wave**. The 96 titles across three sets feature consistent structure to support your students as they move from simple captions to more complex sentences. There are up to four titles for each high-frequency word or phrase.

First Wave's guided readers are available individually, in value packs (one copy of each book within the set) or multi packs (six copies of each book within the set), making **First Wave** ideal for class use and take-home reading programs. Each of the 3 sets contains 32 titles for a total of 96 available texts.

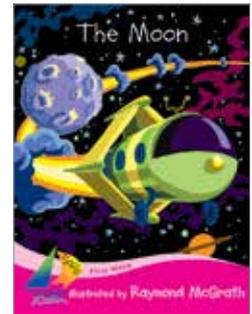
COMPONENTS:

3 sets of 32 fiction readers • Teacher's Resource CD



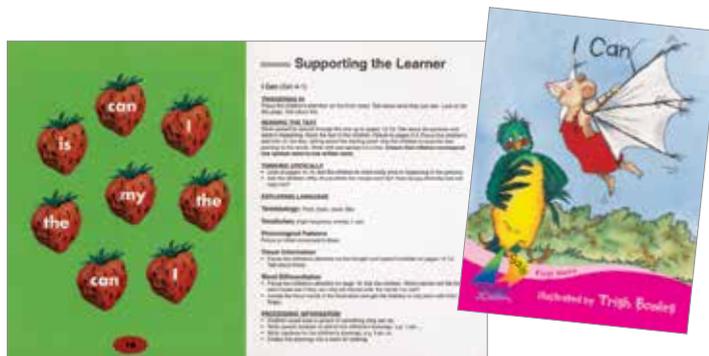
GUIDED READING BOOKS

Every **First Wave** guided reading book is finely levelled and features guide notes on visual literacy, critical thinking, phonological patterns and language features. Spelling skills are also developed with clear connections to the text through use of sample questions.



TEACHER'S RESOURCES

The teacher's resource CD provides guide notes for all the titles in the **First Wave** series. Checklists are also provided to help educators assess and evaluate students' literacy progress in oral, written and visual language as well as high frequency words and phonological patterns. Focus words of the series also have independent reinforcing activities.



Search for these titles at WWW.PEARSON.COM.AU/PRIMARY/SAILS



Find it on **pages 13-17** of the price list

SAILS LITERACY

A comprehensive reading series for F-4 students

Age level: **4-7 year olds**

Sails Literacy is the perfect resource for guided reading and writing, reciprocal reading and independent reading. Every **Sails Literacy** guided reading book features guide notes on visual literacy, critical thinking, phonological patterns and language features. Spelling skills are developed with clear connections to the text through the use of sample questions. **Sails Literacy** includes guided reading books, teacher's resources, big books and audio CDs.

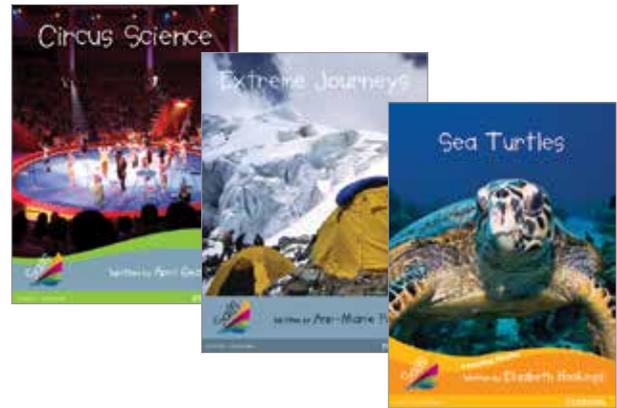
In 2012, Sails Literacy was updated with 85 new titles, extending the fluent levels up to reading level 26.

KEY FEATURES & BENEFITS

- Analytical thinking skills are promoted
- Engaging visuals and subjects motivate students
- Decoding and comprehension skills are developed
- Understanding of fiction and nonfiction is stimulated
- Understanding of purpose, structure and text types is promoted
- Fluent levels will challenge competent readers
- Extends and enriches students' vocabulary
- Provides extensive teacher support at every level

COMPONENTS:

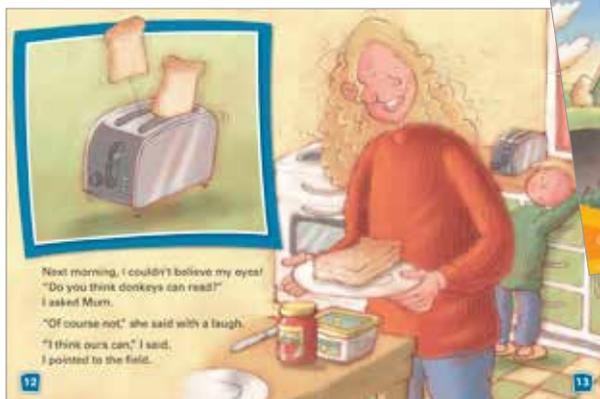
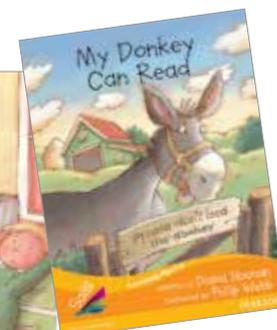
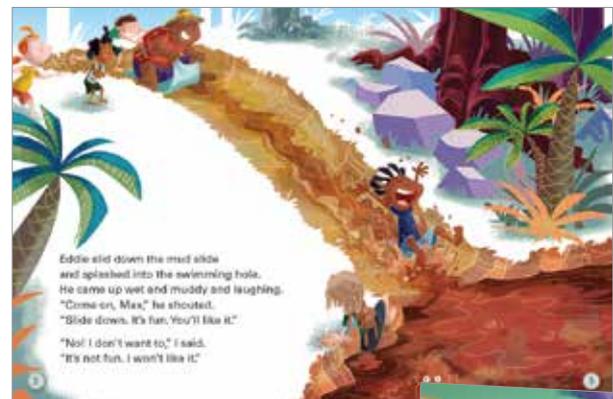
- Fiction/non-fiction guided readers • Big books • Small books
- Audio CDs • Teacher Resources • Blackline Masters



FICTION AND NON-FICTION GUIDED READERS

Every **Sails Literacy** guided reading book is finely levelled and features guide notes on visual literacy, critical thinking, phonological patterns and language features. Spelling skills are developed with clear connections to the text through the use of sample questions.

Sails Literacy's guided readers are available individually, in value packs (one copy of each book within the set) or multi packs (six copies of each book within the set). Each set varies in size between 5-30 titles.



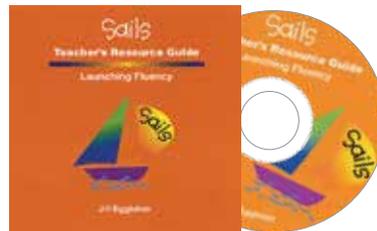
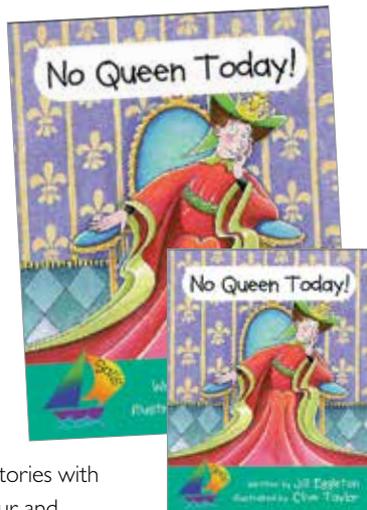
SHARED READERS: BIG BOOKS AND SMALL BOOKS

Shared readers feature rich stories with rhythm, rhyme, magic, humour and repetition, and are available in both big book and small book versions. The big books are designed for large-group and whole-class teaching situations. Small books are also available to give children the opportunity to enjoy the storyline many times over.

There are 12 for each emergent, early and fluent levels.

AUDIO CDS

Audio recording of all 12 of the shared reading books for emergent, early and fluent levels are included on a shared reading audio CD.

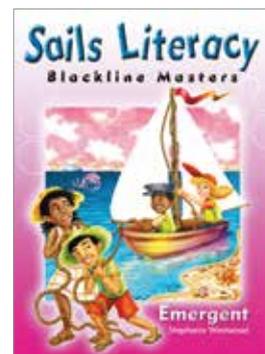


TEACHER RESOURCES

A mix of teacher's resource CDs and books are provided for each **Sails Literacy** guided reading level. These teacher resources outline targets specific to the literacy stage of development in oral, written and visual language. They provide a complete evaluation and assessment package with observation sheets, records of reading behaviour, checks on oral, written and visual language and phonological patterns. Blackline masters are also supplied for assessment of reading skills, genres, phonological patterns and visual language.

BLACKLINE MASTERS

There are two blackline masters for each book in **Sails Literacy's** guided reading program, excluding the new titles published in 2012. The blackline masters contain activities for developing comprehension skills and knowledge of writing conventions and genre structures. The activities have been designed for use in small guided reading and writing groups and for independent learning centre activities.



Find it on **page 18** of the price list

SAILS TAKE-HOME LIBRARY

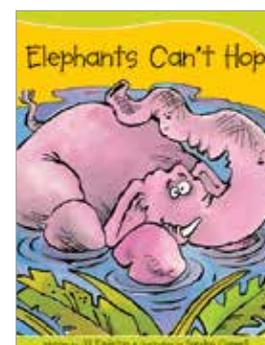
Encourage your students to read for pleasure with this take-home series

Age level: **4–7 year olds**

The **Sails Take-Home Library** features a total of 60 stimulating texts to support take-home reading programs in Years 1 and 2, covering reading levels 3 to 12.

Titles include a vibrant mix of genres and styles, with a cast of fun characters. Each book includes valuable parent notes to support parents while developing their child's reading skills at home. These take-home readers are available only in their packs, Set A (reading levels 3-7) and Set B (reading levels 8-12) which include 30 titles each.

Components: 30 RL 3-7 readers • 30 RL 8-12 readers



WWW.PEARSON.COM.AU/PRIMARY/SAILS



Find it on **page 17** of the price list

SAILS LITERACY CHARTING PROGRESS KIT

A complete literacy assessment package for oral, written and visual communication

Age level: **4–7 year olds**

Emergent and early levels support the identification of instructional reading levels, phonemic awareness, knowledge of print conventions, word power skills, use of meaning, structural and visual cues, phonic knowledge and fluency skills. Fluency levels allow teachers to identify the ability of the reader to understand and analyse text. The components of the series include benchmark books, benchmark cards, and a teacher resource book.

KEY FEATURES & BENEFITS

- Fully supports teachers in the profiling of students' strengths
- Structures the next steps in their literacy learning
- Enables teachers to gather information in the three strands of literacy learning—oral, written and visual language
- Assists teachers in building a profile of the students' development in comprehension, visual literacy, writing stage, phonic knowledge, vocabulary, attitudes, oral language, phonic awareness and fluency



Find it on **page 18** of the price list

SAILING SOLO

Take-home reading to support lower primary students

Age level: **4–7 year olds**

Sailing Solo consolidates your students' comprehension and analytical thinking skills with a collection of fun fiction titles. Designed to transition students from guided to independent reading, these titles are ideal for take-home reading, but can also be used within the classroom.

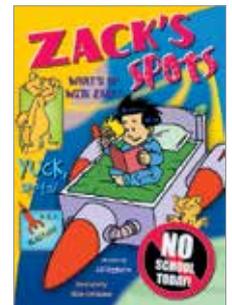
Sailing Solo's titles are available individually or in fiction packs (one copy of each book within the set). Both blue and green reading level sets contain 20 titles each.

COMPONENTS:

- 20 blue level fiction readers
- 20 green level fiction readers
- Teacher's Resource CDs

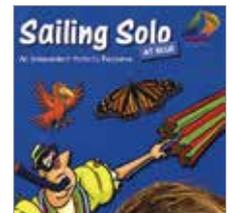
FICTION READERS

Each book features contemporary, high-interest topics and fun cartoon images. Every reader is full colour throughout!



THE INDEPENDENT ACTIVITY RESOURCE CD

A teacher's resource CD is provided for each level (blue and green). These CDs outline targets specific to the literacy stage of development in oral, written and visual language. They provide a complete evaluation and assessment package with observation sheets, records of reading behaviour, checks on oral, written and visual language and phonological patterns. Blackline masters are also supplied for assessment of reading skills, genres, phonological patterns and visual language.



Search for these titles at WWW.PEARSON.COM.AU/PRIMARY/SAILS



Find it on **pages 19-20** of the price list

MAINSAILS

Critical literacy, writing and comprehension for middle and upper primary students

Age level: **8–12 year olds**

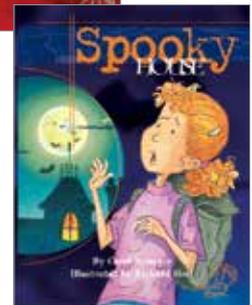
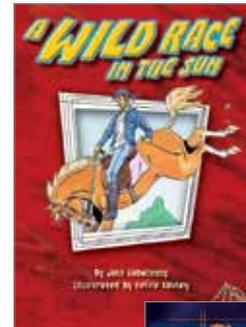
Give students inside knowledge on how language works, how to analyse it and how to apply it to a variety of situations with **MainSails**.

MainSails offers 24 titles for each year level between Years 3–6. All **MainSails** components are available individually, but the readers are also available in value packs which include 8 copies of each of the 24 titles available at a particular year level.

The magazine-style format provides specific modelling of text types, including fantasy, mystery, reports, explanations and narratives. Investigations of literary devices are essential for developing students' as effective writers with their own writing style. Oral reading and comprehension skills are also nurtured.

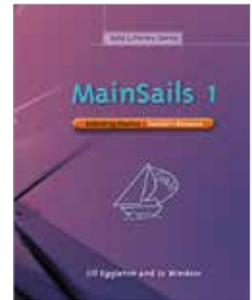
READERS

'Thinking About The Text' elements are built into each book and encourage students to clarify their understanding of the text by relating it to their own experience (text to self), similar or different books they've read (text to text) and situations that occur in the world (text to world).



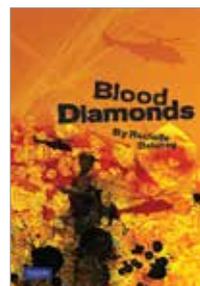
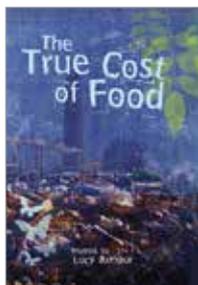
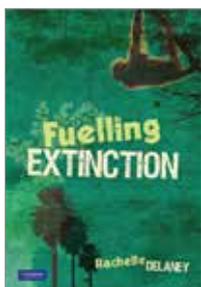
TEACHER RESOURCE CD

A teacher resource CD is available to support **MainSails** at each year level, containing guide notes and blackline masters.



COMPONENTS:

4 levels of 24 readers • Teacher's Resource CDs



Search for these titles at WWW.PEARSON.COM.AU/PRIMARY/SAILS

Word Up!

Find it on **page 27** of the price list

WORD UP!

Grammar and spelling for the Australian Curriculum
Age level **6–12 year olds**



Created to align specifically to the Australian Curriculum: English, **Word Up!** is a flexible and energetic student activity series that promotes listening, speaking, reading and writing through a diverse range of open and closed activities that gradually become more open, requiring less support.

Improving grammar and spelling results within the context of the Australian Curriculum is now achievable, through integrating one unit of both Grammar and Spelling per week into your current literacy program. At the end of each unit students are asked to create their own texts, so **Word Up!** acts as a writing log. Text structure prompts are provided to help students develop their writing.

KEY FEATURES AND BENEFITS

- 25 four-page units in each book
- Engaging, level-appropriate topics
- Icon system to identify differentiated learning levels.
- Unique focus on writing
- Each unit includes sample text with pointers to text type structure and features
- Sample text types, including blogs, wikis and websites as well as traditional text like narratives, persuasive texts and poetry

COMPONENTS:

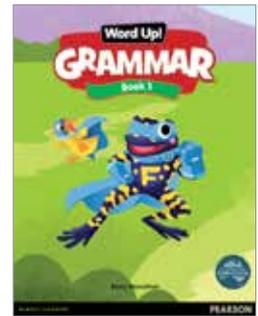
6 Grammar books • 6 Spelling books



WORD UP! GRAMMAR

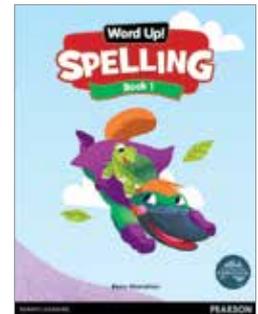
Word Up! Grammar is a student activity book series that teaches grammar skills sequentially through engaging text types that stimulate critical and imaginative thinking.

Word Up! Grammar demonstrates how grammar features and structures work at a word, sentence and text level and each book includes a glossary.



WORD UP! SPELLING

Word Up! Spelling is a structured and sequential spelling program that supports learning about sounds and how words are spelled. Each book is anchored to a clear teaching and learning scope and sequence and includes a sound chart.



WORD UP! CUSTOM

Primary educators are now able to create their own tailored **Word Up!** resource. Customising **Word Up!** Allows schools to hand pick from a selection of 300 Australian Curriculum grammar and spelling units, either to focus on a particular area of the curriculum, or to create a composite year group resource.



WWW.PEARSON.COM.AU/PRIMARY/WORDUP

Find it on **page 29** of the price list

AUSTRALIAN SIGNPOST MATHS

Australia's trusted, leading primary Mathematics series, reworked for the Australian Curriculum

Age level: **5–12 year olds**

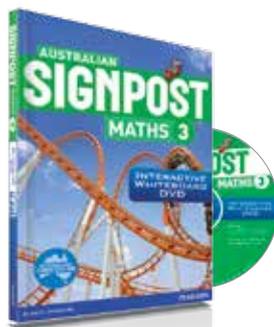
Written by Alan McSeveny and his experienced author team, **Australian Signpost Maths** addresses all aspects of the Australian Curriculum: Mathematics. While retaining the features Signpost customers and appreciate such as full curriculum coverage, flexible structure and quirky, engaging cartoons, this series has been updated and redesigned to reflect current best practice in the teaching and learning of maths concepts.

AUSTRALIAN SIGNPOST MATHS NEW SOUTH WALES

To help support teachers in New South Wales, **Australian Signpost Maths New South Wales** has been developed specifically for the NSW Syllabus for the Australian Curriculum: Mathematics. All four main Signpost components (Student Activity Books, Teacher Books, Mentals Books and Interactive Whiteboard DVDs) have been tailored to the NSW Syllabus for the Australian Curriculum: Mathematics.

COMPONENTS:

- Student Books
- Teacher's Books
- Mentals Books
- Interactive Whiteboard DVDs



UPDATED AND WRITTEN SPECIFICALLY FOR THE AUSTRALIAN CURRICULUM

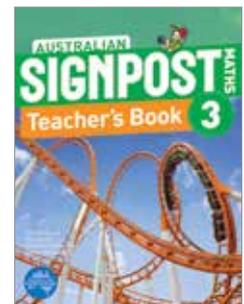
STUDENT ACTIVITY BOOKS

The Activity Books provide a complete year's work, with full coverage of Australian Curriculum: Mathematics and Australian Curriculum references on every lesson page. Proficiency strands are embedded throughout to develop conceptual understanding, reason logically and solve problems. There are open-ended problem solving, inquiry-based investigations and activities designed to meet differentiated needs and learning styles.



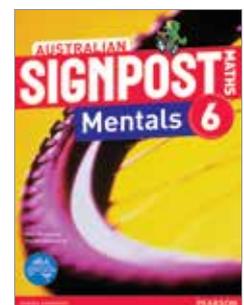
TEACHER BOOKS

Get full support with teaching suggestions, extension work, maths language, resources and evaluation ideas to allow for differentiation to meet individual learning needs of students. It includes ID cards, blackline masters and worksheets to support your teaching.



MENTALS BOOKS

Cater for various mental computation levels with differentiated questions. The Mentals Books use real life examples to connect maths to students' lives. Regular revision opportunities will consolidate conceptual understandings.



INTERACTIVE WHITEBOARD DVDS

These LiveText™ versions of the Student Activity Books for interactive whiteboards include linked worksheets and mathematical games and editable planning/programming documents. Exclusive to Signpost adopting schools.

Find it on **page 30** of the price list

enVisionMATHS

A whole new teaching equation specifically created for the Australian Curriculum

Age level: **4–12 year olds**

Give your primary students a deeper conceptual understanding and higher proficiency in Maths with this topic-driven teaching and learning program aligned with the Australian Curriculum: Mathematics.

enVisionMATHS combines powerful visual learning strategies that make meaningful connections between known and new Maths ideas for your students, with breakthrough digital teaching and learning tools that cater to each teacher's technological expertise.

Differentiated teaching and learning strategies allow you to tailor your methods to improve students' learning. Program components can be adapted to all Primary Maths classrooms around Australia and can be taught in any order.

enVisionMATHS was written by nationally and internationally recognised academics and leading classroom teachers from across the country.



Winner at the 2012 APA Australian Educational Publishing Awards

enVisionMATHS won the Primary School Student Resource - Mathematics (Numeracy) category at the 2012 APA Australian Educational Publishing Awards.

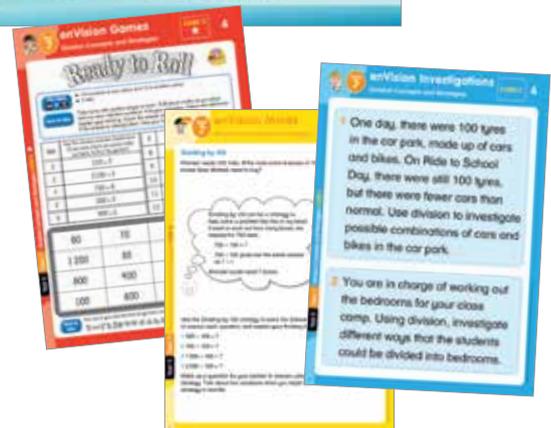
KEY FEATURES AND BENEFITS:

- Provides students with deeper conceptual understanding and higher proficiency in Maths
- Instructional design incorporates the proficiency strands
- Direct curriculum links align to Australian Curriculum: Mathematics
- Differentiated teaching and learning strategies allow tailoring for students' specific learning styles
- Sizeable portion of digital teaching and learning
- Powerful visual learning strategies help students to grasp new concepts



enVisionMATHS NEW SOUTH WALES

To help support teachers in New South Wales, an **enVisionMATHS Teacher Resource Box** specifically for New South Wales is now available, which includes a newly revised overview and implementation guide and teacher resource DVD.



COMPONENTS:

Student Activity Books • Thinking Skills Books • Activity Zone Boxes • Teacher Resource Boxes • Interactive Whiteboard DVD

“WE HAVE FOUND THE ENVISIONMATHS PROGRAM TO BE A VITAL RESOURCE IN THE DELIVERY OF OUR MATHS PROGRAM. WITH ITS MANY AND VARIED COMPONENTS, WE HAVE FOUND IT CATERS FOR THE MANY ABILITIES AND LEARNING STYLES EVIDENT IN OUR CLASSROOMS.”

Lisa Kraft, Deputy Head of the Preparatory School
– Curriculum, Anglican Church Grammar School,
Queensland

TEACHER RESOURCE BOX

Each of the seven Teacher Resource Boxes (Foundation to Year 7) includes twelve to thirteen topic booklets, an overview and implementation guide and a teacher resource DVD with editable planning documents, approximately 750 worksheets, assessment items and visual learning bridges.

INTERACTIVE WHITEBOARD DVD

Captivating visual learning animations, topic opener videos, visual learning bridges are all stored on the Interactive Whiteboard DVD making introducing new maths concepts easy and fun for you and your students. Tools4Maths is also hosted on this DVD, and provides eleven digital interactive whiteboard tools which support new maths concepts in an engaging, visually appealing and clear method.

STUDENT ACTIVITY BOOK

Students can build on their conceptual understanding, fluency building, reasoning, mental computation and open-ended problem solving in the Student Activity Book.

ACTIVITY ZONE

Laminated topic-based cards are found in the Activity Zone, all colour-coded and provided in multiple copies for group work. Cards are categorised into investigations, digital activities, games and (for Years 3-6) mental computation.

MATHS THINKING SKILLS BOOK

Maths Thinking Skills Books are available for F-2 and 3-6. Student use these books to record their maths thinking, reflections and goals, creating a valuable portfolio to visualise progress throughout the year. Activities in this text link directly to the activity cards from the Activity Zone.

WANT TO KNOW MORE?

Be sure to visit our **enVisionMATHS** website to see our program sampler, watch the introductory videos, and see a sneak peak of the visual learning animations and topic opener videos!





Find it on **pages 31 & 32** of the price list

DISCOVERING HISTORY, SCIENCE AND GEOGRAPHY

Implement the Primary Australian Curriculum with ease

Age level: **6–12 year olds**

The Discovering series includes **Discovering History**, **Discovering Science** and, coming in 2014, **Discovering Geography**. These are specifically developed to support primary teachers with the transition to the Australian Curriculum.

Resources are available for lower (F–2), middle (3–4) and upper primary (5–6) to assist with the planning, implementation and ongoing teaching of the Australian Curriculum.

Teacher Resource Books guide educators through the transition to the Australian Curriculum with clear teaching methodology, pedagogy and professional development. Each teacher resource comes with worksheets and laminated picture cards to prompt classroom discussion.

Student Topic Books support the teacher resources with a range of foci which align to Australian Curriculum content descriptions.



DISCOVERING HISTORY

Find out why this won the Australian Educational Publishing Award for best Primary Student Resource (Arts/Science/Humanities) and get to the core of what Australian Curriculum: History teaching is all about.

Developed and written by leading experts in the field, Jennifer Lawless and Kate Cameron, **Discovering History** provides you with clear teaching methodology and pedagogy that will inspire you to develop creative lessons to engage your students.

COMPONENTS:

Teacher Resource packs • Topic Books



BE INSPIRED TO DEVELOP CREATIVE HISTORY, SCIENCE AND GEOGRAPHY LESSONS TO ENGAGE YOUR STUDENTS.



COMING SOON

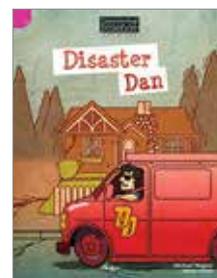
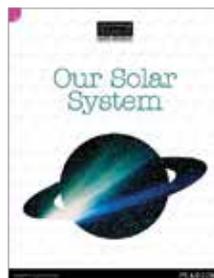
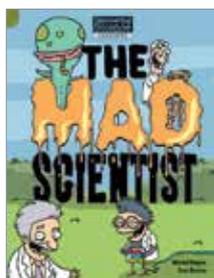
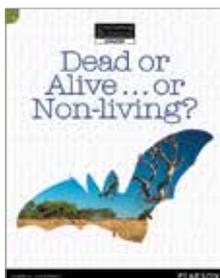
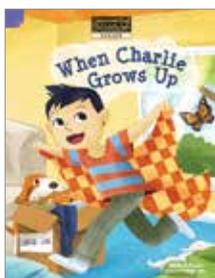
DISCOVERING SCIENCE

Discovering Science follows on in this award winning format, and like **Discovering History**, goes further than just meeting the requirements of the Australian Curriculum. Addressing the need for engagement, Student Topic Books provoke curiosity and make science accessible to the learner through a range of non-fiction and fiction books, as well as comic books for middle and upper primary levels.

While students will love the mode of learning (especially visual learners), the series also ensures coverage of the three strands of: Science and Understanding, Science Inquiry Skills and Science as a Human Endeavour. Plus each Student Topic Book provides a story and content driven by a key scientific learning area: Biology, Chemistry, Physics and Earth Science.

DISCOVERING GEOGRAPHY

Discovering Geography is an exciting addition to the Discovering series. Coming soon in 2014, this comprehensive program is designed to address all the requirements of the Australian Curriculum: Geography while maintaining strong student engagement and teacher support.



Search for these titles at WWW.PEARSON.COM.AU/PRIMARY/DISCOVERING

Find it on **page 36** of the price list

WORDS THEIR WAY

Highly regarded resource on word study for phonics, vocabulary and spelling instruction

Age level: **5–14 year olds**

Words Their Way and its stage-specific companion volumes enable you to assess, clearly identify and document each student's spelling stage, and tailor activities to improve your student's spelling knowledge.

KEY FEATURES & BENEFITS

- Diagnostic tools to assess, clearly identify and document each student's spelling stage
- Caters for differentiated learning in the classroom
- Companion volumes specialise in various learning stages, from emergent to derivational relations
- Specific companion volume available for EAL/D students
- Engaging activities to support and develop students at each stage
- Includes a six month subscription to the online PDToolkit
- New word sorts for Australian spelling and pronunciations
- Supports the Australian Curriculum with new word sorts
- Digital word sorts for interactive whiteboard, computers and iPads
- Best results seen in whole-school adoptions, Years F-8



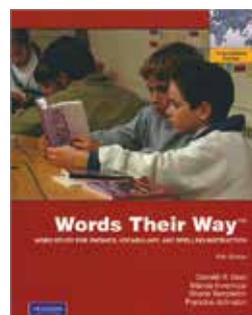
Linked Learning
available

“WHEN WE WERE INTRODUCED TO WORDS THEIR WAY WE FOUND THAT IT WAS GOING TO CATER FOR ALL OF [OUR] NEEDS.”

Helen Ottaway, Primary Curriculum Coordinator,
St Andrew's Anglican College, QLD

WORDS THEIR WAY: WORD STUDY FOR PHONICS, VOCABULARY AND SPELLING INSTRUCTION FIFTH EDITION

The fifth edition of the core teaching resource features updated design and content, including new word sorts and an assessments guide. It also comes with a complimentary six month subscription to the online PDToolkit, where you can access digital learning material including online diagnostic tools, interactive word sorts, games and videos.



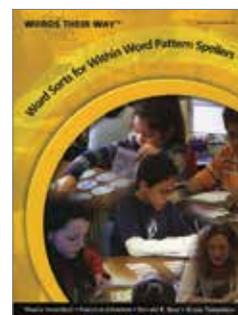
WORDS THEIR WAY AUSTRALIAN SUPPLEMENT DVD

The **Australian Supplement DVD** provides an Australian adjustments chart for each spelling stage, Australian Curriculum and **Words Their Way** correlation chart, teaching notes for each spelling stage, replacement word sorts for Australian spellings and pronunciations, extra word sorts to support the Australian Curriculum, digital word sort activities plus case study videos.



COMPANION VOLUMES

Five stage specific companion volumes are available which cover a complete curriculum of assessments, reproducible sorts and detailed directions for each stage of spelling development.



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Words Their Way™



WORDS THEIR WAY

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BOUNCE BACK!

www.pearson.com.au/pl/bounceback

Find it on **page 35** of the price list

BOUNCE BACK!

Equip your students with personal and social-emotional learning skills

Age level: **4–15 year olds**

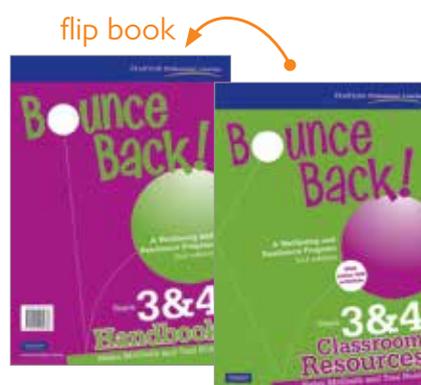
Written by well-known educators and best-selling authors Helen McGrath and Toni Noble, **Bounce Back!** promotes positive mental health and student wellbeing, providing students with practical strategies and life skills to handle challenges and adversity.

Each **Bounce Back!** flipbook is divided into a Handbook and Classroom Resources section. The handbooks outline the theory, rationale and extensive research that underpins the series, while the classroom resources explore topics connected to student wellbeing and resilience with a variety of engaging classroom activities.

Pearson Places hosts comprehensive online resources such as games, tools, activities, quizzes, scope and sequence charts, resource lists, blackline masters and parent information.

KEY FEATURES & BENEFITS

- Whole school program from Foundation to Year 8
- Practical strategies students can practice
- Flipbook contains both the handbook and classroom resource
- Topics use high quality children's literature and Circle Time discussions
- Comprehensive online games, tools, activities and quizzes for computers or interactive whiteboard



Linked Learning
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Making Connections
Pearson Baccalaureate PYP Readers
Pearson Chapters

Middle and Upper Primary (Ages 7-12)

First Australians
Sharing Our Stories
Nitty Gritty
Topics To Go!
Take home reading journals

Activity Books for Comprehension

Catching on to Comprehension
Communicate & Comprehend
Comprehension Once a Week

Activity Books for Grammar

Grammar Once A Week

Activity Books for Handwriting

All Write
Scribble to Script
WA Handwriting
Write for Queensland

Search for these series at

Write Well

Writing Links

Writing Matters

Activity Books for Spelling

Practise Your Spelling

Spelling Matters

Evely: My Very Own Dictionary VIC

Maths

www.pearson.com.au/primary/maths

Basic Maths Facts 3e

Enrich-e-matics

Illustrated Maths Dictionary

Maths Tracks

MyTeachingPlace: Maths

New Signpost Maths

Science

www.pearson.com.au/primary/science

Illustrated Science & Technology Dictionary

MyTeachingPlace: Science

Stretch

Topics To Go! Science

Indigenous Resources

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Pearson Primary Atlas

Teacher Resources

www.pearson.com.au/primary/teacherresources

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When Kids Can't Read



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