

Publications related to Reading to Learn

(listed by date)

Teaching resources

Rose, D. (2015). *Reading to Learn: Accelerating learning and closing the gap*. Teacher training books and DVDs. Sydney: Reading to Learn, <http://www.readingtolearn.com.au>

Books

Rose, D. & Martin, J.R. (2013). *Skriva, läsa, lära (Writing, reading, learning)*. Stockholm: Hallgren & Fallgren.

Rose, D. & J.R. Martin (2012). *Learning to Write, Reading to Learn: Genre, knowledge and pedagogy in the Sydney School*. London: Equinox

Martin, J.R. & Rose, D. (2008). *Genre Relations: Mapping Culture*. London: Equinox

Martin, J.R. & Rose, D. (2007). *Working with Discourse: meaning beyond the clause*. London: Continuum (1st edition 2003)

Articles and book chapters

Rose, D. to appear. Building a pedagogic metalanguage I: curriculum genres and Building a pedagogic metalanguage II: knowledge genres II. J Martin [Ed.] *Applicable Linguistics and Academic Discourse*. Shanghai Jiao Tong University

Lövstedt, A-C & D Rose (to appear) Reading to Learn Maths: A teacher professional development project in Stockholm. *Australian Journal of Language and Literacy*, pp18

Rose, D in press Genre, knowledge and pedagogy in the 'Sydney School'. In N Artemeva (Ed.) *Trends and Tradition in Genre Studies* Ottawa: Inkwell

Rose, D. in press Evaluating the task of language learning. In B Miller, P McCardle & V Connelly [Eds.] *Development of writing skills in individuals with learning difficulties. (Studies In Writing Series)*. Leiden: Brill, 30pp

Rose, D. 2015. New developments in genre-based literacy pedagogy. In C A MacArthur, S Graham, J Fitzgerald (eds.) *Handbook of Writing Research, 2nd Edition*. New York: Guildford, 227-242

Rose, D. 2015. Myth making and meaning making: the school and Aboriginal children. M Hamilton, R Heydon, K Hibbert & R Stooke [eds.] *Multimodality and Governmentality: Negotiating Spaces in Literacy Education*. London: Continuum, 167-184

Rose, D 2014 Analysing pedagogic discourse: an approach from genre and register *Functional Linguistics*, 1:13, <http://www.functionallinguistics.com/content/1/1/11>, <http://www.springer.com/-/2/5acb361cd6f34acd9810403ab1890dc3>

Rose, D. 2014 Building successful identities with evidence-based practice: A commentary across the Pacific. In P McCardle & V Berninger [Eds.] *Narrowing the Achievement Gap for Native American Students: Paying the educational debt*. New York: Routledge, 132-150

Martin, J.R. & Rose, D. 2013 Pedagogic discourse: contexts of schooling. N Nørgaard [Ed.] *RASK International journal of language and communication (Special issue in honour of Carl Bache)*, 1-46

Rose, D. & J. R. Martin 2013. Intervening in contexts of schooling J Flowerdew [ed.] *Discourse In Context: Contemporary Applied Linguistics Volume 3*. London: Continuum, 447-475

Martin, J.R. & Rose, D. (2012). Genres and texts: living in the real world. *Indonesian Journal of SFL*, 1 (1), 1-21

Liu, Y. 2011 Bernsteinian perspectives on the Reading to Learn program, *Annual Review of Functional Linguistics in China*, 3: 109-123.

Rose, D. (2011). Teaching reading and writing with Aboriginal children In Harrison, N. 2015. *Teaching and Learning in Aboriginal Education*, Second Edition. Sydney: Oxford University Press http://www.oup.com.au/titles/higher_ed/education/9780195574593

- Rose, D. (2011). Learning in Linguistic Contexts: Integrating SFL theory with literacy teaching. In G.W. Huang (ed.) *Studies in Functional Linguistics and Discourse Analysis III*. Beijing: Higher Education Press, 222-240
- Rose, D. (2011). Genre in the Sydney School. In J Gee & M Handford (eds) *The Routledge Handbook of Discourse Analysis*. London: Routledge, 209-225
- Rose, D. (2011). Beating educational inequality with an integrated reading pedagogy. In F. Christie and A. Simpson (eds.) *Literacy and Social Responsibility: Multiple Perspectives*. London: Equinox, 101-115
- Rose, D. (2011). Beyond literacy: building an integrated pedagogic genre. *Australian Journal of Language and Literacy*, 34 (1), 81-97 (also in Proceedings of ASFLA Conference, Brisbane, Oct 2009 www.asfla.org.au)
- Acevedo, C. (2010) *Will the implementation of Reading to Learn in Stockholm schools accelerate literacy learning for disadvantaged students and close the achievement gap? A Report on School-based Action Research*, Multilingual Research Institute, Stockholm Education Administration, <http://www.pedagogstockholm.se/-/Kunskapsbanken/>
- Rose, D. (2010). Meaning beyond the margins: learning to interact with books. S. Dreyfus, S. Hood and M. Stenglin (eds.) *Semiotic Margins: Reclaiming Meaning*. London: Continuum, 177-208
- Rose, D. (2010). Beyond literacy: building an integrated pedagogic genre. Featured paper in *Proceedings of Australian Systemic Functional Linguistics Association Conference*, Brisbane, Oct 2009 <http://www.asfla.org.au>
- Rose, D. (2010) Learning in linguistic contexts: integrating SFL theory with literacy teaching. In Y Fang & C Wu (eds.) *Challenges to Systemic Functional Linguistics: Theory and Practice. Proceedings of the 36th International Systemic Functional Congress, Beijing July 2009*. Beijing: Tsinghua University & Sydney: Macquarie University, 258-263
- Rose, D., Rose, M., Farrington, S and Page, S. (2008) Scaffolding Literacy for Indigenous Health Sciences Students. *Journal of English for Academic Purposes* 7 (3), 166-180
- Rose, D. (2008). Redesigning Foundations: integrating academic skills with academic learning. Keynote for *Conversations about Foundations Conference*, Cape Peninsula University of Technology, Cape Town, October 2007
- Rose, D. (2008). Writing as linguistic mastery: the development of genre-based literacy pedagogy. R. Beard, D. Myhill, J. Riley & M. Nystrand (eds.) *Handbook of Writing Development*. London: Sage, 151-166
- Martin, J. R. & Rose, D. (2007). Interacting with Text: the Role of Dialogue in Learning to Read and Write, *Foreign Languages in China*. 4 (5): 66-80
- Rose, D. (2007). Towards a reading based theory of teaching. Plenary paper in L. Barbara & T. Berber Sardinha (eds.). *Proceedings of the 33rd International Systemic Functional Congress*, São Paulo: PUCSP, 36-77. ISBN 85-283-0342-X <http://www.pucsp.br/isfc/proceedings/>
- Rose, D. (2007). A reading based model of schooling. *Pesquisas em Discurso Pedagógico*, 4: 2 <http://www.maxwell.lambda.ele.puc-rio.br>
<http://associated.sun.ac.za/heltasa/foundationprogram.html>
- Martin, J.R. (2006). Metadiscourse: Designing Interaction in Genre-based Literacy Programs, in R. Whittaker, M. O'Donnell and A. McCabe (eds) *Language and Literacy: Functional Approaches*. London: Continuum, 95-122.
- Rose, D. (2006). Reading genre: a new wave of analysis. *Linguistics and the Human Sciences* 2(2), 185-204
- Rose, D. (2006) Literacy and equality. A. Simpson (ed.) *Proceedings of Future Directions in Literacy Conference*. University of Sydney 2006, 188-203
http://www.proflern.edsw.usyd.edu.au/resources/2006_papers.shtml

- Rose, D. and Acevedo, C. (2006) 'Closing the Gap and Accelerating Learning in the Middle Years of Schooling', *Australian Journal of Language and Literacy*. 14(2): 32-45
www.alea.edu.au/llmy0606.htm
- Martin, J.R. & Rose, D. (2005). Designing literacy pedagogy: scaffolding asymmetries. In R. Hasan, C.M.I.M. Matthiessen and J. Webster (eds.) *Continuing Discourse on Language*. London: Equinox, 251-280
- Rose, D. (2005). Democratising the Classroom: a Literacy Pedagogy for the New Generation. *Journal of Education*, 37:127-164, http://dbnweb2.ukzn.ac.za/joe/joe_issues.htm
- Rose, D. (2004). Sequencing and Pacing of the Hidden Curriculum: how Indigenous children are left out of the chain. In J. Muller, A. Morais & B. Davies (eds.) *Reading Bernstein, Researching Bernstein*. London: RoutledgeFalmer, 91-107
- Rose, D., Lui-Chivizhe, L., McKnight, A. and Smith, A. (2003) 'Scaffolding Academic Reading and Writing at the Koori Centre' *Australian Journal of Indigenous Education*, Volume 33, 30th Anniversary Edition, 41-9, <http://www.atsis.uq.edu.au/ajie/index.html?page=33821>
- Rose, D., Gray, B. & Cowey, W. (1999). Scaffolding Reading and Writing for Indigenous Children in School. In P. Wignell (ed.) *Double Power: English literacy and Indigenous education*. Melbourne: National Language & Literacy Institute of Australia (NLLIA), 23-60
- Rose, D. (1999) Culture, Competence and Schooling: Approaches to Literacy Teaching in Indigenous School Education, In F. Christie (ed.) *Pedagogy and the Shaping of Consciousness: Linguistic and Social Processes* London: Cassell, 1999, 217-245
- Rose, D (1998) Science discourse and industrial hierarchy. in JR Martin & R Veel, *Reading Science: critical and functional perspectives on discourses of science*. London: Routledge, 236-265
- Rose, D (1997) Science, technology and technical literacies. in F Christie & JR Martin (eds.) *Genre and Institutions: social processes in the workplace and school*. London: Pinter (Open Linguistics Series), 40-72

Doctoral theses

- Makathini, B. 2015 *Trampoline trajectories: A dialectical analysis of the correlation between the teaching of reading and the learner-academic performance in a South African rural primary school*. Ph.D. Thesis. University of KwaZulu-Natal, South Africa
- Liu, Y 2010. *Commitment resources as scaffolding strategies in the Reading to Learn program*. PhD Thesis, University of Sydney, Sun Yat Sen University.
- Chen, J 2010 *Sydney School Genre-based Literacy Approach to EAP Writing in China*. PhD Thesis, Department of Linguistics, University of Sydney & School of Foreign languages, Sun Yat Sen University.
- Childs, M. (2008). *A reading based theory of teaching appropriate for the South African context*. PhD Thesis, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa
- Culican, S. (2007) *Scaffolding pedagogic change in middle years literacy*. Ph.D. Thesis. Deakin University, Melbourne

Reports

- Acevedo, C. & Löfstedt, A-C. 2014. *Teacher Learning for European Literacy Education: Project Outputs from Sweden*. Stockholm Education Administration, The Hague: European Union, <http://tel4ele.eu/>
- Coffin, C, C Acevedo and A-C Löfstedt 2013. *Teacher Learning for European Literacy Education (Tel4ELE) Final Report*. The Hague: European Union, <http://tel4ele.eu/>
- Gouveia, C. 2014. *Teacher Learning for European Literacy Education: Project Outputs from Portugal*. Lisbon: Instituto de Linguística Teórica e Computacional (ILTEC), The Hague: European Union, <http://tel4ele.eu/>
- Rose, D. (2014). A program for training teachers in Reading to Learn. *Teacher Learning for European Literacy Education Tel4ELE*. The Hague: European Union, <http://tel4ele.eu/>

- Whittaker, R. 2014. *Teacher Learning for European Literacy Education: Project Outputs from Spain*. Madrid: Universidad Autónoma de Madrid, The Hague: European Union, <http://tel4ele.eu/>
- Rose, D. (2011). *Report for Western NSW Region NSW Department of Education and Training Implementation and outcomes of the professional learning program, 2010*. Sydney: Reading to Learn
- Millin, T (2011). *Scaffolding Academic Literacy with Undergraduate Social Science Students at the University of KwaZulu-Natal using the Reading to Learn Intervention Strategy: an Evaluative Study*. MSc Dissertation, The University of Edinburgh Moray House School of Education
- African Population and Health Research Center (2011). *Education Research*, <http://www.aphrc.org/insidepage/page.php>
- Dell, S 2011. Reading revolution. *Mail & Guardian Online*, <http://mg.co.za/article/2011-04-03-reading-revolution>
- Koop, C. and Rose, D. (2008) Reading to Learn in Murdi Paaki: changing outcomes for Indigenous students. *Literacy Learning: the Middle Years* 16:1. 41-6, <http://www.alea.edu.au/>
- de Silva, H., S. Hood & D. Rose. 2007 *Investigating the impact of intensive reading pedagogy in adult literacy*. An Adult Literacy National Project Report. Adelaide: NCVER
- Culican, S. (2006) *Learning to Read: Reading to Learn*, A Middle Years Literacy Intervention Research Project, Final Report 2003-4. Catholic Education Office: Melbourne. <http://www.readingtolearn.com.au>
- Rose, D. (2006). *Scaffolding the English curriculum for Indigenous secondary students: Final Report for NSW 7-10 English Syllabus, Aboriginal Support Pilot Project*. Sydney: Office of the Board of Studies NSW <http://ab-ed.boardofstudies.nsw.edu.au/go/english-literacy-7-10/evaluation-of-the-project>
- Carbines, R., Wyatt, T. & Robb, L. (2005). *Evaluation of the Years 7-10 English Aboriginal Support Pilot Project, Final Report*. Sydney: Office of the NSW Board of Studies <http://ab-ed.boardofstudies.nsw.edu.au/go/english-literacy-7-10/evaluation-of-the-project> www.ncver.edu.au/research/proj/nl06002p.pdf
- Rose, D. (2005). Submission to the *National Inquiry into the Teaching of Literacy*. Canberra. Department of Education, Science and Training http://www.dest.gov.au/NR/rdonlyres/F18ADA77-6C72-467E-8BC6-BE58EC8B8FF8/7394/Sub_315_WEB.pdf
- Rose, D. (2003). Submission to the *Aboriginal Education Review*. New South Wales Department of Education and Training
- McRae, D., Ainsworth, G., Cumming, J., Hughes, P., Mackay, T. Price, K., Rowland, M., Warhurst, J., Woods, D. and Zbar, V. (2000). *What has Worked, and Will Again: the IESIP Strategic Results Projects*. Canberra: Australian Curriculum Studies Association, 24-26 http://www.acsa.edu.au/pages/images/What%20works_.pdf
- Rose, D., D. McInnes & H. Korner. 1992. *Scientific Literacy (Write it Right Literacy in Industry Research Project - Stage 1)*. Sydney: Metropolitan East Disadvantaged Schools Program. 308 pp. [reprinted Sydney: NSW AMES 2007]