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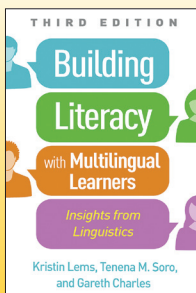
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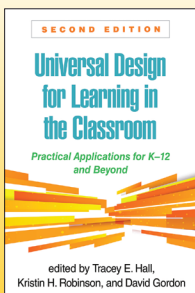
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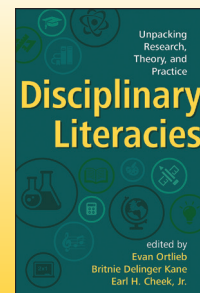
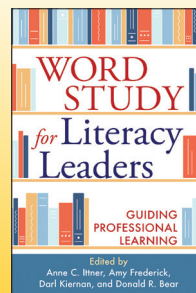
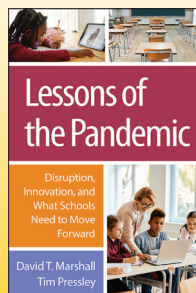
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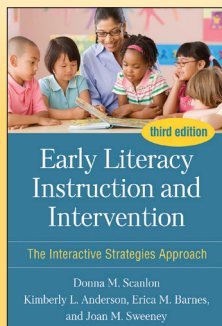
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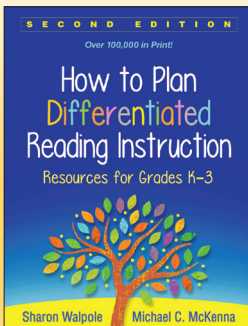
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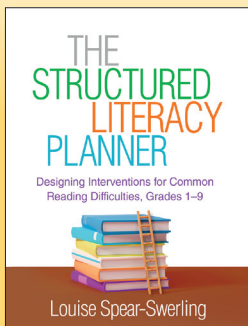
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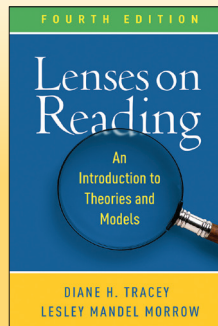
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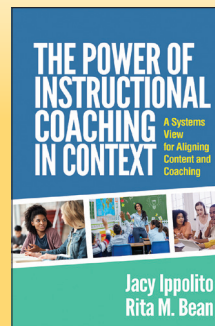
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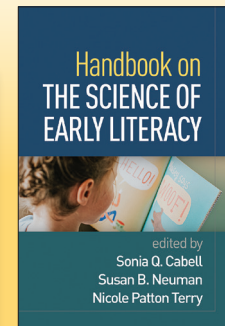
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## Lenses on Reading, FOURTH EDITION

### *An Introduction to Theories and Models*

**Diane H. Tracey, EdD** and **Lesley Mandel Morrow, PhD**

**N**ow in a revised and updated fourth edition incorporating current advances in research and instructional practices, this well-established text accessibly introduces prominent theories and models related to reading. The book is organized chronologically, from classical approaches to contemporary cognitive, social learning, physiological, and affective perspectives. It emphasizes that the more lenses educators possess for examining reading processes, the better equipped they will be to understand and facilitate children's literacy development. Pedagogical features include framing and discussion questions, learning activities, teacher anecdotes, and examples of how each model is applied in classroom practice and research.

**NEW TO THIS EDITION:** Chapter on digital literacy. ✓ Expanded discussions of direct/explicit instruction, social and emotional learning, critical literacy theory, critical race theory, culturally responsive teaching, social equity and justice, the science of reading, and neuroscientific lenses. ✓ All chapters updated with the latest research; many new classroom anecdotes added. ✓ Links to recommended YouTube videos illustrating the theories and models.

#### CRITICAL ACCLAIM

"If you are a beginning educator wondering about the various theories and models that underpin the instructional moves you make when teaching students to read—or an experienced teacher or researcher reexamining your instructional beliefs—the fourth edition of this book is your ideal mirror for reflection. This terrific text is straightforward, powerful, engaging, and easy to read."

—Diane Lapp, EdD, San Diego State University;  
instructional coach, Health Science High and Middle College, San Diego, CA

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| 1. Introduction to Theories and Models | 8. Social Learning Lenses  |
| 2. Early Lenses                        | 9. Cognitive-Processing Lenses   |
| 3. Behavioral Lenses                   | 10. Digital Literacy Lenses  |
| 4. Constructivist Lenses               | 11. Putting It All Together  |
| 5. Developmental Lenses                | <b>Appendices. Summary Chart:</b> Onset of Presented<br>Theoretical Perspectives Affecting Literacy<br>Education • Video Links Illustrating Theories<br>and Models |
| 6. Physiological Lenses                |  |
| 7. Affective Lenses                    |  |

#### *Ideal for Parent/Teacher Recommendation*

## Helping Your Child Overcome Reading Challenges

**Diane H. Tracey, EdD**

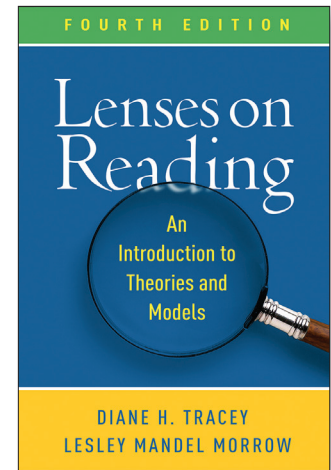
"Offers stories of real kids and families alongside practical tools, resources, and easy-to-implement activities. Educators will want to read this book and recommend it to all parents who want to support the developing readers in their lives!"

—Heather Kenyon Casey, PhD, Rider University

This accessible book explains the causes of literacy challenges and presents research-based guidance for helping kids overcome them. Diane Tracey provides handy checklists for determining a child's strengths and difficulties, and shares engaging activities and practical suggestions for targeting each area.

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#### ABOUT THE AUTHORS

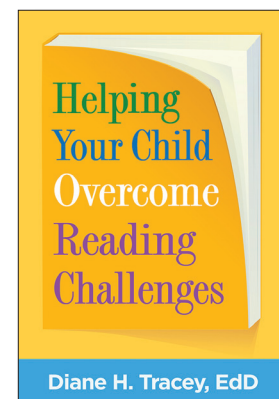


**Diane H. Tracey, EdD, LP**, is Professor Emerita in the College of Education at Kean University and a faculty member at the Center for Modern Psychoanalytic Studies in New York City.

Dr. Tracey has written and presented widely on topics related to literacy achievement.



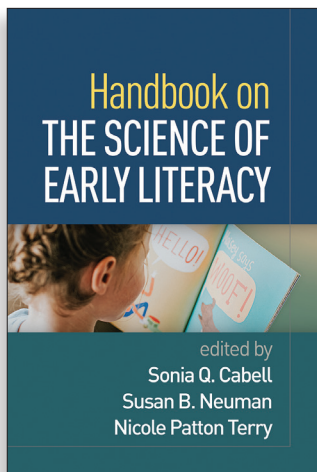
**Lesley Mandel Morrow, PhD**, is Distinguished Professor and Director of the Center for Literacy Development in the Graduate School of Education at Rutgers, The State University of New Jersey.



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#### ABOUT THE EDITORS



**Sonia Q. Cabell, PhD**, is Associate Professor in the School of Teacher Education and the Florida Center for Reading Research at Florida State University.



**Susan B. Neuman, EdD**, is Professor of Teaching and Learning at New York University. Previously, she was Professor at the University of Michigan and served as the U.S. Assistant

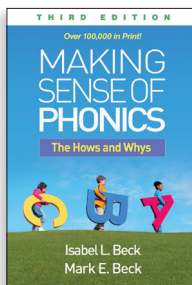
Secretary for Elementary and Secondary Education.



**Nicole Patton Terry, PhD**, is the Olive and Manuel Bordas Professor of Education in the School of Teacher Education, Director of the Florida Center for Reading Research, and

Director of the Regional Education Lab-Southeast at Florida State University.

See also—A New Edition from Isabel L. Beck and Mark E. Beck Coming in September



p. 15

#### New in Paperback

## Handbook on the Science of Early Literacy

Edited by **Sonia Q. Cabell, PhD**, **Susan B. Neuman, EdD**,  
and **Nicole Patton Terry, PhD**  
Foreword by **David K. Dickinson, EdD**

Synthesizing the best current knowledge about early literacy, this comprehensive handbook brings together leading researchers from multiple disciplines. The volume identifies the instructional methods and areas of focus shown to be most effective for promoting young children's (PreK–2) growth in reading, writing, oral language, and the connections among them. In 33 chapters, the *Handbook* covers conceptual foundations; development and instruction of both code- and meaning-related literacy skills; professional development and family engagement; supporting equity across populations; and learning beyond traditional boundaries, including digital and out-of-school contexts.

#### CRITICAL ACCLAIM

“This volume should explode, once and for all, the unhelpful myth that the large body of research known as the science of reading is a narrow, one-size-fits-all enterprise. The editors have wisely updated ‘science of reading’ to ‘science of literacy,’ a very welcome course correction.”

—Claude Goldenberg, PhD, Stanford University (Emeritus)

“This impressive handbook is layered with multiple scholarly perspectives that are needed to advance the science of reading.... This gift of a book should be studied and interrogated by those concerned about early literacy the world over.”

—Alfred W. Tatum, PhD, Metropolitan State University of Denver

#### CONTENTS

Foreword, *Dickinson*

Introduction

#### I. Conceptualizing the Science of Early Literacy

1. Simplicity Meets Complexity
2. Early Environmental Influences on Language
3. Prioritizing Dual Language Learners' Language Comprehension Development to Support Later Reading Achievement
4. Early Literacy, Response to Intervention, and Multi-Tiered Systems of Support
5. The Neuroscience of Early Literacy Development

#### II. Development and Instruction of Code-Related Literacy Skills

6. Learning the Code
7. The Science of Early Alphabet Instruction
8. Invented Spelling
9. Early Spelling Development
10. Supporting Students' Early Writing Development through Data-Based Instruction

#### III. Development and Instruction of Meaning-Related Literacy Skills

11. Language Is the Basis of Skilled Reading Comprehension
12. Language Interventions in Early Childhood
13. Content Literacy
14. Supporting Integrated Instruction in Science and Literacy in K–2 Classrooms
15. Leveraging Content-Rich English Language Arts Instruction in the Early Grades to Improve Children's Language Comprehension
16. Feeding Two Birds with One Hand
17. Comprehension

#### IV. Using the Science of Early Literacy in Professional Development and Family Engagement

18. Measuring and Improving Teachers' Knowledge in Early Literacy
19. Professional Development in Early Language and Literacy
20. Using the Science of Early Literacy to Design Professional Development for Writing
21. Structuring Adaptations for Scaling Up Evidence-Based Literacy Interventions
22. Together We Can Do So Much
23. Family Engagement for Early Literacy

#### V. Using the Science of Early Literacy to Support Equity

24. Literacy Architectures
25. The Development of Early Orthographic Representations in Children
26. Developmental Language Disorder
27. Autism and Early Literacy
28. Multi-Tiered Systems of Support
29. Factors Associated with Black Children's Early Development and Learning

#### VI. Using the Science of Early Literacy to Learn Across Boundaries

30. Early Literacy in Everyday Spaces
31. Digital Picture Books
32. e-Books with a Digital Dictionary as a Support for Word Learning
33. Leveraging Research–Practice Partnerships to Support Evidence Use in Early Childhood

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# Early Literacy Instruction and Intervention

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*The Interactive Strategies Approach*

**Donna M. Scanlon, PhD, Kimberly L. Anderson, PhD, Erica M. Barnes, PhD, and Joan M. Sweeney, MEd**

This established text and teacher resource is now in a revised and updated third edition, with a broader focus on whole-class instruction as well as small-group and individualized intervention. The evidence-based Interactive Strategies Approach (ISA) provides a clear framework for supporting literacy development in grades K–3, particularly for students who experience reading difficulties. The book gives teachers the knowledge needed to more effectively use existing curricular materials to meet core instructional goals in the areas of phonemic awareness, phonics, word solving/word learning, vocabulary and language skills, and comprehension. **Twenty-six reproducible forms can be copied from the book or downloaded and printed from the companion website.** Of special value, the website also features approximately 200 pages of additional printable assessment tools and instructional resources. Prior edition title: *Early Intervention for Reading Difficulties*.

**NEW TO THIS EDITION:** Increased attention to whole-class instruction, teaching linguistically diverse students, writing development, and language–literacy connections. ✓ More examples of explicit instructional language, including sample scripts. ✓ Incorporates the latest research about early literacy development and difficulties. ✓ End-of-chapter “key points” and an end-of-book glossary. ✓ Additional online-only reproducible tools, including ISA lesson sheets.

### CRITICAL ACCLAIM

“The third edition of this text is a valuable resource for preservice and inservice teacher preparation courses....The authors’ emphases on reflective teaching and responsive instruction set this text apart.”

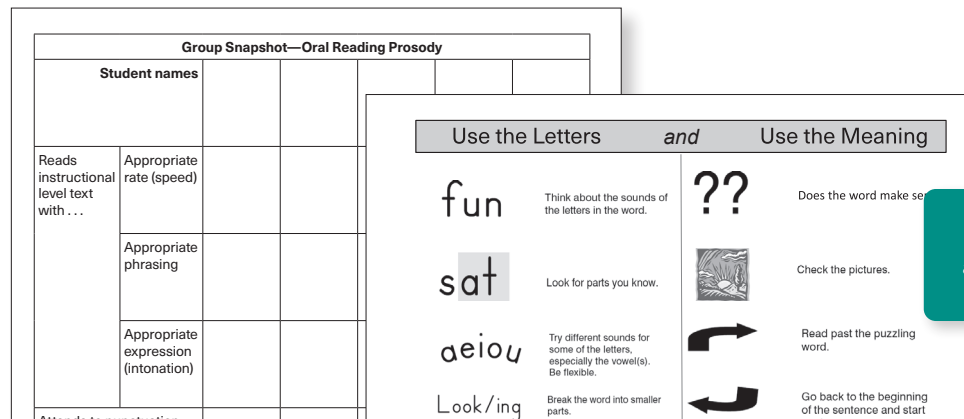
—Barbara R. Foorman, PhD, Florida State University

“A powerful resource for classroom and intervention teachers looking for ways to adjust or refine their practice to better meet the needs of each of their learners.”

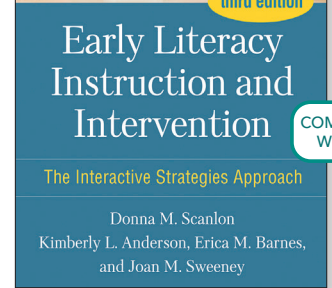
—Laura Hallgren-Flynn, MEd, Language Arts Coordinator and Reading Specialist, Guilderland Central School District, NY

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### ABOUT THE AUTHORS



Donna M. Scanlon, PhD, is Professor Emeritus in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York (SUNY).



Kimberly L. Anderson, PhD, is Associate Professor in the Department of Literacy Studies, English Education, and History Education at East Carolina University.



Erica M. Barnes, PhD, is Associate Professor in the Department of Literacy Teaching and Learning at the University at Albany, SUNY.

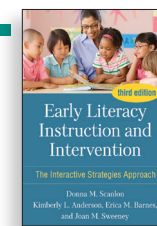


Joan M. Sweeney, MEd, is a reading specialist in a Capital District public school in New York State.

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Sharon Walpole, PhD and Michael C. McKenna, PhD

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Tens of thousands of K–3 teachers have relied on this book to plan and deliver effective literacy instruction tailored to each student’s needs. The authors provide a detailed framework for implementing differentiated small-group instruction over multiweek cycles. Each component of the beginning reading program is addressed—phonological awareness, word recognition, fluency, vocabulary, and comprehension. In a large-size format for easy photocopying, the book includes dozens of reproducible lesson plans, instructional activities, assessment forms, and other tools. Purchasers get access to a webpage where they can download and print the reproducible materials.

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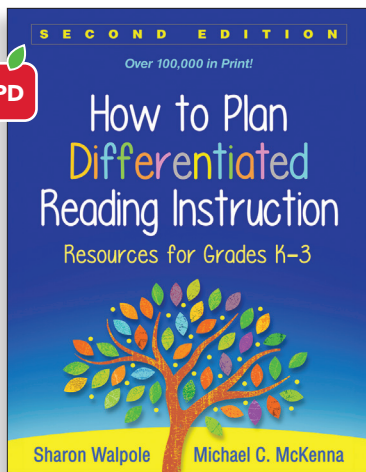
“A smart, ‘must-have’ book for teachers, interventionists, and literacy coaches. Walpole and McKenna present a roadmap for a coordinated approach to assessment and instruction, while keeping the focus on the needs of individual students.”

—Jennifer Allen, MEd, literacy specialist/coach, Waterville Public Schools, ME

“This practical book provides the specific guidance needed for precision teaching that differentiates reading instruction in daily practice.”

—Kathleen A. Roskos, PhD, John Carroll University

A free online-only *Study Guide* by Sharon Walpole presents commentary and discussion questions for each chapter from a science-of-reading perspective—available for download at [www.guilford.com/walpole-studyguide](http://www.guilford.com/walpole-studyguide)



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### ABOUT THE AUTHORS

Sharon Walpole, PhD, is Director of the Professional Development Center for Educators and Professor in the School of Education at the University of Delaware.

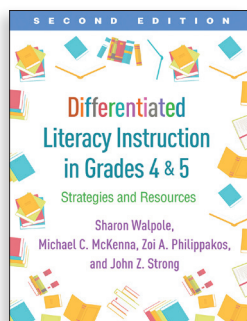
Michael C. McKenna, PhD, was Thomas G. Jewell Professor of Reading in the School of Education and Human Development at the University of Virginia until his death in 2016.

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## Differentiated Literacy Instruction in Grades 4 and 5, SECOND EDITION Strategies and Resources

Sharon Walpole, PhD  
Michael C. McKenna, PhD  
Zoi A. Philippakos, PhD  
John Z. Strong, PhD

This trusted book guides upper elementary teachers to design and implement a research-based literacy program. The expert authors show how to teach and assess students in differentiated small groups, and explain how instruction works in a tiered response-to-intervention model.



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## Assessment for Reading Instruction FOURTH EDITION

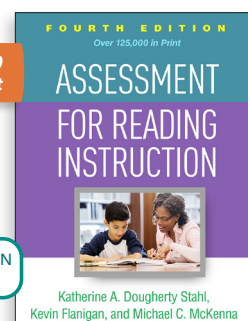
Katherine A. Dougherty Stahl, EdD  
Kevin Flanigan, PhD  
Michael C. McKenna, PhD


This accessible text gives preservice and inservice teachers vital tools for systematic reading assessment in grades K–8. The book explains how to use both formal and informal assessments to evaluate students’ strengths and needs in all components of reading.

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## The Structured Literacy Planner

*Designing Interventions for Common Reading Difficulties, Grades 1–9*

Louise Spear-Swerling, PhD

Structured Literacy (SL) approaches are increasingly recognized as the gold standard for teaching struggling readers. This highly practical book walks educators through designing SL interventions for students with common types of reading difficulties—word reading, comprehension, or a combination of both. Louise Spear-Swerling offers tools for assessing students' reading profiles and tailoring SL to their needs. In a convenient large-size format, the volume is packed with case studies, sample lesson plans addressing both early and advanced stages of reading, instructional activities, and application exercises for teachers. A chapter on English language structure presents essential foundations for implementing SL effectively. The companion website features a knowledge survey about language structure (with answer key), as well as downloadable copies of the book's 14 reproducible forms.

### CRITICAL ACCLAIM

"Outstanding...The author's unequaled knowledge of research-based practices, the content of instruction, and the realities of student variation makes this book a 'must' for anyone who teaches reading, spelling, writing, and language comprehension." —Louisa C. Moats, EdD, codeveloper, LETRS professional development program; former officer, International Dyslexia Association

"The applied exercises at the end of each chapter provide the type of practice needed to develop skilled SL practitioners. As a text, the book can be used by teacher educators or professional development providers interested in providing practical, case-based training in SL."

—Kristin L. Sayeski, PhD, University of Georgia

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| 2. The Structure of Language   | 7. SL Interventions for SRCD: Advanced Stages  |
| 3. Assessment for Planning SL Interventions  | 8. SL Interventions for Mixed Reading Difficulties (MRD): Early Stages                   |
| 4. SL Interventions for Specific Word Recognition Difficulties (SWRD): Early Stages  | 9. SL Interventions for MRD: Advanced Stages   |
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## Structured Literacy Interventions

*Teaching Students with Reading Difficulties, Grades K–6*

Edited by Louise Spear-Swerling, PhD

This book brings together leading experts to present a wealth of SL interventions for different components of literacy. Chapters describe instructional strategies for supporting phonological awareness, basic and multisyllabic word decoding, spelling, reading fluency, vocabulary, oral and reading comprehension, and written expression.

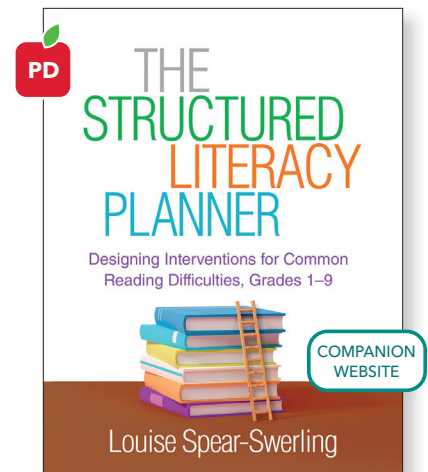
"Each chapter's summary of research cuts to the chase, and, most important, is brought to life by compelling case studies and sample lessons...Educators will reach for this book time and again to expand their knowledge of best practices for helping struggling readers become successful."

—Kathleen J. Brown, PhD, Director, University of Utah Reading Clinic

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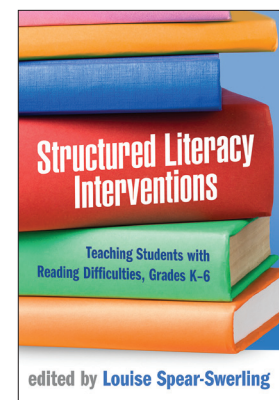
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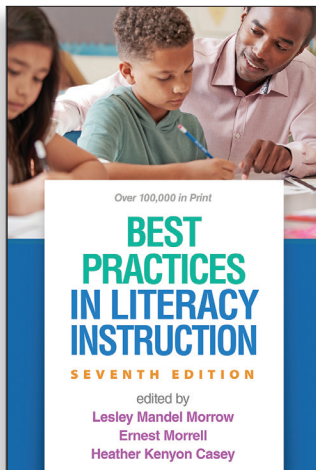
Louise Spear-Swerling, PhD, is Professor Emerita in the Department of Special Education at Southern Connecticut State University. She helped prepare both general and special educators to teach reading using SL approaches for many years.



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Lesley Mandel Morrow, PhD, is Distinguished Professor of Literacy and Director of the Center for Literacy Development at the Graduate School of Education at Rutgers, The State University of New Jersey.

Ernest Morrell, PhD, is Associate Dean of Humanities and Equity in the College of Arts and Letters, Coyle Professor of Literacy Education, Faculty in English and Africana Studies, and Director of the Center for Literacy Education at the University of Notre Dame.

Heather Kenyon Casey, PhD, is Professor of Literacy Education at Rider University, where she teaches undergraduate and graduate courses in literacy, coordinates the graduate-level literacy concentration, and is Site Director of the National Writing Project.

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A Major Revision!*

## Best Practices in Literacy Instruction

### SEVENTH EDITION

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**Ernest Morrell, PhD**  
**Heather Kenyon Casey, PhD**

Foreword by **Gholnecsar (Gholdy) E. Muhammad, PhD**  
Afterword by **Cornelius Minor, MS**

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This authoritative text and PreK–12 teacher resource is now in a substantially revised seventh edition with 80% new material, foregrounding advances in inclusive, equitable instruction. Teachers are guided through every major component of reading, as well as assessment, motivation, teaching bilingual learners, strengthening connections with families and communities, and more. The book presents principles and strategies for teaching literature and nonfiction texts, organizing and differentiating instruction, supporting struggling readers, and promoting digital literacy. Pedagogical features include chapter-opening bulleted previews of key points; reviews of the research evidence; recommendations for best practices in action, with examples from exemplary classrooms; and end-of-chapter engagement activities.

**NEW TO THIS EDITION**

- ✓ Chapter on culturally responsive teaching, plus more attention to social justice and equity throughout.
- ✓ Chapter on supporting students in the “invisible middle.”
- ✓ Important new focus on social and emotional learning.
- ✓ All chapters thoroughly revised or rewritten to reflect current research, theory, and instructional practices.

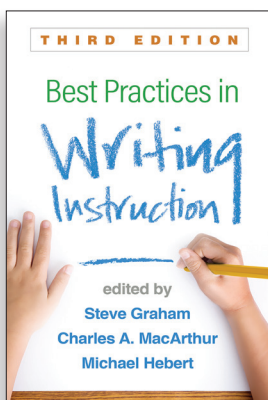
**CRITICAL ACCLAIM**

“The seventh edition highlights the complexity of literacy and the need to reconsider traditional views and approaches to teaching literacy at all grade levels. I recommend the text as a whole for graduate-level courses on literacy, while individual chapters can augment undergraduate courses.”

—Danielle V. Dennis, PhD, University of Rhode Island

“This foundational text takes readers on a much-needed journey into the literacy lives of children from diverse backgrounds. It shares evidence-based, innovative ideas from multiple experts in the field.”

—Gwendolyn Thompson McMillon, PhD, Oakland University



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**Kristin H. Robinson, MPhil, MA**  
**David Gordon, MFA**

Foreword by **David H. Rose, EdD**

The Universal Design for Learning (UDL) framework has grown from its origins in special education to being widely used to support all students, making the fully rewritten second edition of this indispensable guide more relevant than ever. Filled with practical, vivid examples and tips, the book demonstrates the power of UDL when applied to particular content areas. Specific teaching ideas are presented for literacy, STEM, project-based learning, career and technical education, and the arts. The editors and contributors describe practical ways to create thriving learning environments that use UDL to meet diverse learners' needs.

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- ✓ Entirely new content.
- ✓ Coverage expanded from elementary and middle grades to secondary and beyond.
- ✓ Innovative approaches embracing the growth of UDL and the ubiquity of digital technologies in today's classrooms.
- ✓ Spotlight on issues of equity and inclusion.
- ✓ Chapters on antiracism, social-emotional learning, career and technical education, journey mapping, and curriculum design.
- ✓ Compelling discussions of advances in UDL principles and research directions.

#### CRITICAL ACCLAIM

"This book holds a special place in my heart—the first edition introduced me to the transformative power of UDL, and I find myself freshly inspired by the second edition....With its comprehensive approach, this book serves as an invaluable guide for educators navigating the complex landscape of today's classrooms. —Katie Novak, EdD, founder and executive director, Novak Educational Consulting

"Empowers educators to create dynamic, accessible, and equitable learning environments for all.... The second edition has a sharp focus on confronting equity and bias, including racial, cultural, and socioeconomic dimensions. An exciting and encouraging leap forward in education!"

—Kimberly Coy, PhD, California State University, Fresno

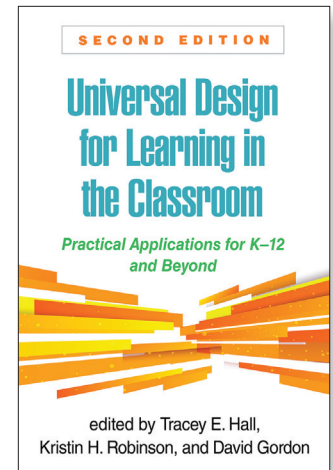
"Offers a plethora of new insights on ways to use UDL in a variety of traditional and nontraditional education settings....This text is a 'must read' for any educator in these changing times—I look forward to incorporating it into my graduate course on UDL."

—Frances G. Smith, EdD, George Washington University

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#### ABOUT THE EDITORS



Tracey E. Hall, PhD, is Senior Research Scientist and Instructional Designer at CAST, the nonprofit education research and development organization that created the UDL framework.



Kristin H. Robinson, MPhil, MA, is Senior Instructional Designer and Research Associate at CAST.

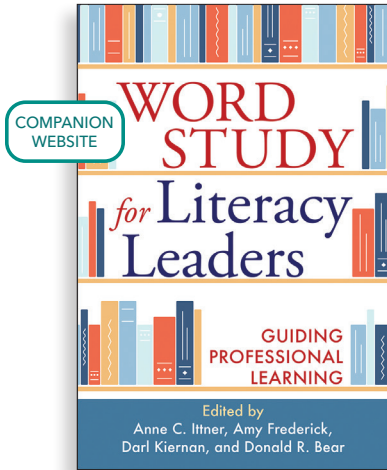


David Gordon, MFA, is Chief Content Officer at CAST and founder of CAST Professional Publishing.



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## Word Study for Literacy Leaders

### Guiding Professional Learning

Edited by **Anne C. Ittner, PhD**, St. Cloud State University**Amy Frederick, PhD**, University of Wisconsin–River Falls**Darl Kiernan, PhD**, Northeastern Nevada Regional Professional Development Program**Donald R. Bear, PhD**, Iowa State University and the University of Nevada, Reno (Emeritus)Foreword by **Shane Templeton, PhD**, **Marcia Invernizzi, PhD**, and **Francine R. Johnston, EdD**

Written and edited by experts in the field, this book provides a blueprint for weaving effective word study into the fabric of classrooms and schools. Provided are principles, ideas, materials, and activities for use with teachers in a range of professional learning contexts. Key topics include word study foundations and orthographic knowledge; implementing collaborative coaching models, “learning huddles,” and workshops; and word study strategies for young children, emergent bilingual students, and adolescents. **Helpful reproducible tools include the empirically validated Word Study Classroom Observation Guide.** Purchasers get access to a companion website where they can download and print the reproducible materials in a convenient 8½" x 11" size.

“Finally, a research-based, developmentally sound guide for literacy instruction and learning!...

The book impressively brings to life the experiences of teachers across all levels—their struggles and triumphs with implementing word study.”

—Nurit W. Stites, MEd, learning facilitator and implementation specialist, Washoe County School District, Reno, NV

“I can’t wait to share *Word Study for Literacy Leaders* with my graduate students and advanced preservice teachers; I am already looking forward to the discussions it will generate.... This book is full of ideas that are classroom ready and sure to improve teacher morale.”

—Sandra Martin-Chang, PhD, Concordia University

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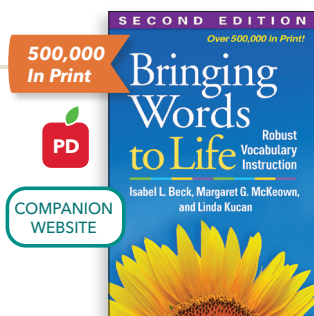
SECOND EDITION

**Robust Vocabulary Instruction****Isabel L. Beck, PhD****Margaret G. McKeown, PhD****Linda Kucan, PhD**

Grounded in research, the book explains how to select words for instruction, introduce their meanings, and create engaging learning activities that promote both word knowledge and reading comprehension. Sample lessons and vignettes, children’s literature suggestions, “Your Turn” learning activities, and a Study Guide for teachers enhance the book’s utility.

“Without doubt, one of the best and most influential books ever published on the topic.... Should be required reading for anyone seeking teacher or reading specialist certification.”

—John Pikulski, PhD, University of Delaware (Emeritus)



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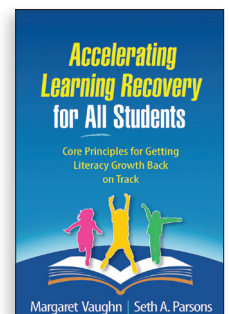
**New**

## Accelerating Learning Recovery for All Students

**Core Principles for Getting Literacy Growth Back on Track****Margaret Vaughn, PhD****Seth A. Parsons, PhD**

Meeting a tremendous need for K–8 schools and educators, this timely book outlines core principles for counteracting the disruptions of the pandemic and recovering from learning loss. The authors present a holistic approach to responsive literacy instruction to support all students’ academic and social–emotional growth, now and in the years to come.

“A systemic and comprehensive approach to literacy that embeds equitable practices and focuses on strengths.... I love how it emphasizes the importance of relationship building.”

—Susan J. Davis, MA, SEL Coordinator,  
St. Vrain Valley School District, Longmont, CO

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New

## The Power of Instructional Coaching in Context

### *A Systems View for Aligning Content and Coaching*

Jacy Ippolito, EdD  
Rita M. Bean, PhD

From nationally known experts, this book provides guidance for leveraging the power of instructional coaching and helping coaching programs succeed. It addresses the crucial importance of developing practices that align instructional goals (content) with school, district, and community factors that influence the work of K–12 teachers and coaches (context). The authors present a framework and practical tools for embedding coaching into the fabric of school life, in service of creating equitable opportunities and outcomes for all students. Instructive features throughout the chapters include Framing Questions, Voices from the Field vignettes, Stop and Reflect opportunities, and Reflection Activities and Questions. **Reproducible planning forms can be copied from the book or downloaded and printed in a convenient 8½" x 11" size.**

#### CRITICAL ACCLAIM

“The authors’ authentic experience and wisdom led them to develop a unique coaching framework that focuses on defining and aligning the instructional core, coaching programs and processes, and contexts of effective coaching. As a former literacy coach who has supported thousands of coaches across multiple states, I heartily endorse this work for new or seasoned coaches or those charged with developing or supporting a coaching effort.”  
—Kevin Smith, EdD, Florida State University

“This user-friendly book is written in an engaging style and is organized to guide the reader through the chapters....The book provides the full picture of what coaching looks like in a school system. I look forward to using this text in our new literacy coaching certificate program.”

—Bethanie Pletcher, EdD, Texas A&M University-Corpus Christi

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1. Content and Context Matter
2. Seeing the Systems at Work in Schools

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## Teaching Readers (Not Reading)

### *Moving Beyond Skills and Strategies to Reader-Focused Instruction*

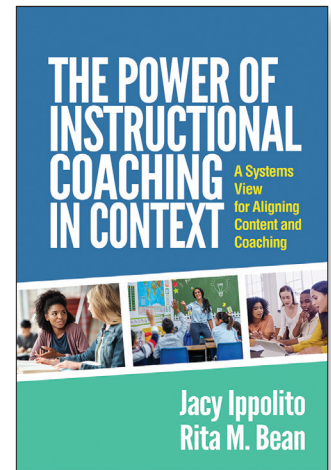
Peter Afflerbach, PhD

This book guides K–8 educators to understand and address other scientifically supported factors that influence each student’s literacy learning, including metacognition, motivation and engagement, social–emotional learning, self-efficacy, and more. Peter Afflerbach uses classroom vignettes to illustrate the broad-based nature of student readers’ growth, and provides concrete suggestions for instruction and assessment.

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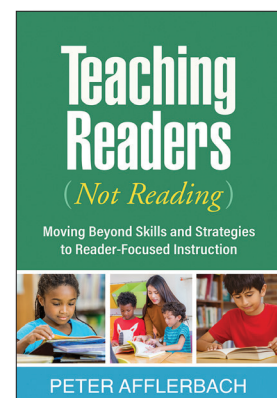


Jacy Ippolito, EdD, is Professor in the McKeown School of Education at Salem State University in Massachusetts, where he teaches courses in literacy and leadership, codirects

graduate programs in Educational Leadership, and is the cofounder and coleader of the Center for Educational Leadership.



Rita M. Bean, PhD, is Professor Emerita in the School of Education at the University of Pittsburgh. Prior to joining the university, she taught at the elementary school level and served as a reading supervisor for grades K-12.

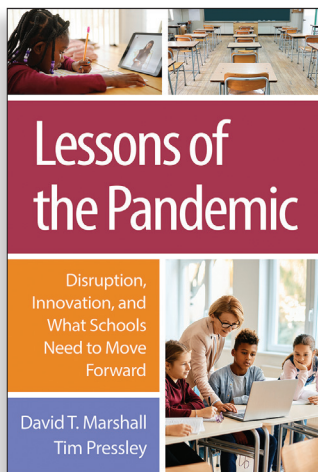


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## ABOUT THE AUTHORS



David T. Marshall, PhD, is Associate Professor of Educational Research in the College of Education at Auburn University.



Tim Pressley, PhD, is Associate Professor of Psychology at Christopher Newport University, where he is also a faculty member in the Master of Arts in Teaching program and the Center for Education Research and Policy.

## Reading Assessment to Promote Equitable Learning

### An Empowering Approach for Grades K-5

Laurie Elish-Piper, PhD  
Mona W. Matthews, PhD  
Victoria J. Risko, EdD

Expert authors guide educators in planning and conducting meaningful, equitable assessments that empower K-5 teachers and students, inform responsive instruction, and help to guard against bias. The book's holistic view of reading encompasses areas from text comprehension and constrained skills to building trusting relationships and promoting students' agency.

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## New

## Lessons of the Pandemic

*Disruption, Innovation, and What Schools Need to Move Forward*

David T. Marshall, PhD and Tim Pressley, PhD

Foreword by Harry Anthony Patrinos, PhD

The impacts of the COVID-19 pandemic on K-12 education have been pervasive and profound. This engaging book concisely outlines the current crisis in schools in the core areas of student learning, student and teacher mental health, and teacher burnout. Synthesizing original research, David T. Marshall and Tim Pressley offer in-depth descriptions of the disruptions caused by prolonged school closures and remote instruction. They also identify some positive changes, such as increased use of online resources and technology, flexible work models, and greater attention to social and emotional learning. Sharing key findings, concrete examples, and teachers' own voices about what they need to succeed, the book provides clear recommendations for moving schools forward effectively and sustainably.

## CRITICAL ACCLAIM

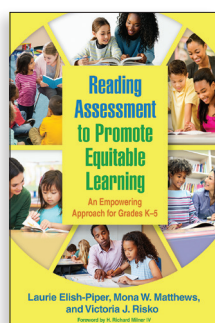
"Marshall and Pressley present a thorough, data-based evaluation of how schools' responses to the pandemic affected all stakeholders in our educational system. This book provides eye-opening information."

—Laura Cvitanovich, MS, Secondary English Instructor, Virtual Virginia, Virginia Department of Education

"This book goes beyond analyzing facts—it synthesizes recommendations for positive change and responsive leadership. A 'must read' for educators!" —Heather L. Walter, EdD, George Mason University

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- Preface
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- 2. The Case against Prolonged School Closures
- 3. The Impact on Student Learning
- 4. The Impact on Student Mental and Social Well-Being
- 5. The Impact on Teacher Well-Being
- 6. The Impact on Teacher Labor Markets
- 7. What Changes Remain?
- 8. What Do Teachers Need to Be Successful?
- 9. Where Do We Go from Here?
- Appendix.** Overview of Methodology



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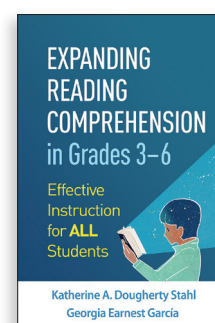
## Expanding Reading Comprehension in Grades 3-6

*Effective Instruction for All Students*

Katherine A. Dougherty Stahl, EdD  
Georgia Earnest García, PhD

Grounded in research, this book presents effective practices for integrating literacy instruction with literature, science, and social studies. Chapters address text selection, vocabulary development, strategy instruction, discussion formats, writing to express and expand comprehension, assessment, and more.

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**New Edition—Revised & Expanded!**

## Building Literacy with Multilingual Learners

THIRD EDITION

*Insights from Linguistics*

**Kristin Lems, EdD**, National Louis University

**Tenena M. Soro, PhD**, National Louis University

**Gareth Charles, MEd**, English educator, Bangkok, Thailand

**N**ow in a revised and expanded third edition, this established course text and teacher guide explores the processes involved in second-language acquisition and translates the research into practical instructional strategies for PreK–12. Engaging classroom vignettes and personal reflections from the authors and other seasoned educators bring the teaching methods and linguistic concepts to life. Highlighting ways to draw on emergent bilingual and multilingual students' strengths, the book presents innovative learning activities, lesson-planning ideas, technology applications, **downloadable reproducible forms**, and other resources. Pedagogical features include key vocabulary and study questions in every chapter, plus an end-of-book glossary. Second edition title: *Building Literacy with English Language Learners*.

“In its third edition, this book has gotten even better....The authors have added more practical activities that teachers can start using right away to help multilingual learners master a new language. I really appreciated the discussions of topics like the pros and cons of using artificial intelligence in the classroom.”

—Margaret Gigous, MA, EL Resource Teacher, Villa Park School District 45, IL

“Well organized and accessible, and masterfully connects linguistic concepts to strategies that educators can immediately implement in their classrooms. This is an excellent text for teacher preparation courses related to second-language acquisition and bilingual education.”

—Sonia W. Soltero, PhD, DePaul University

**New**

## Disciplinary Literacies

*Unpacking Research, Theory, and Practice*

Edited by **Evan Ortlieb, PhD**, The Citadel

**Britnie Delinger Kane, PhD**, The Citadel

**Earl H. Cheek, Jr., PhD**, Louisiana State University (Emeritus)

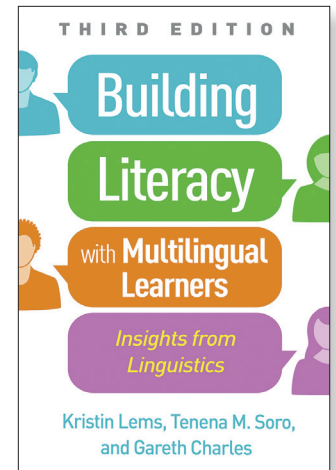
**E**ducators increasingly recognize the importance of disciplinary literacy for student success, beginning as early as the primary grades. This cutting-edge volume examines ways to help K–12 students develop the literacy skills and inquiry practices needed for high-level work in different academic domains. Chapters interweave research, theory, and practical applications for teaching literature, mathematics, science, and social studies, as well as subjects outside the standard core—physical education, visual and performing arts, and computer science. Essential topics include use of multi-modal and digital texts, culturally responsive and sustaining pedagogy, and new directions for teacher professional development. The book features vivid classroom examples and samples of student work.

“This excellent resource shows that all teachers—not just teachers of reading—can contribute to students' literate lives....This practical book is a call to action to ensure that literacy is infused into every class across the learner's day.”

—Douglas Fisher, PhD, San Diego State University

“This is one of the most comprehensive and state-of-the-art references on disciplinary literacies for teacher educators, researchers, and K–12 teachers....It can serve as a useful text to prepare the next generation of teachers and researchers to better support students' literacy learning in diverse subject areas.”

—Guofang Li, PhD, University of British Columbia



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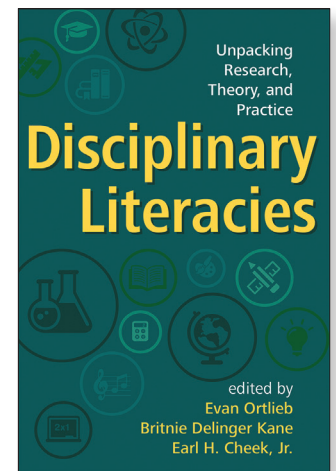
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## Functional Assessment-Based Intervention

*Effective Individualized Support for Students*

**John Umbreit, PhD,**  
University of Arizona (Emeritus)

**Jolene B. Ferro, PhD, BCBA-D,**  
University of South Florida

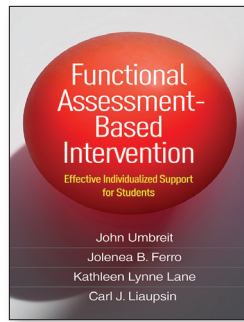
**Kathleen Lynne Lane, PhD, BCBA-D,**  
University of Kansas

**Carl J. Liaupsin, EdD,**  
University of Arizona

From noted authorities, this book presents a comprehensive approach to designing and implementing evidence-based Tier 3 behavior interventions for K–12 students. The authors’ functional assessment-based intervention process has been supported by multiple peer-reviewed studies conducted in authentic educational environments.

“Look no further! This book provides valuable resources, insights, and practical steps forward. Jump in and check out the research-validated tools and step-by-step process to support children with intensive intervention needs.”

—Lisa J. Powers, PhD, University of Missouri-Columbia



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## Social Justice in Schools

*A Framework for Equity in Education*

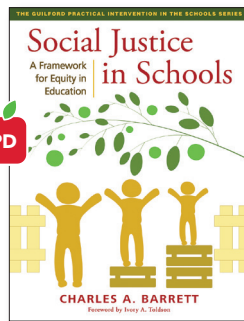
**Charles A. Barrett, PhD, NCSP,**  
nationally certified school psychologist  
and district-level administrator, VA

Foreword by **Ivory A. Toldson, PhD**

This book guides PreK–12 educators and school-based clinicians on how to embed socially just practices into their day-to-day roles to achieve more equitable outcomes. *Social Justice in Schools* uses vivid vignettes and personal reflections to demystify complex concepts. Chapters begin with clearly framed learning outcomes and close with discussion questions and resources for professional learning.

“What resonates with me most as a superintendent is how the book helps us learn more about not just what we think social justice is in schools, but, more important, what we can do with it.”

—Nyah D. Hamlett, EdD, Superintendent,  
Chapel Hill-Carrboro City Schools, NC



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## Innovations in Literacy Professional Learning

*Strengthening Equity, Access, and Sustainability*

Edited by

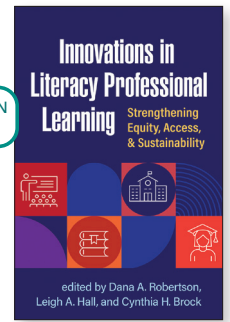
**Dana A. Robertson, EdD,** Virginia Tech

**Leigh A. Hall, PhD,** University of Wyoming

**Cynthia H. Brock, PhD,**

University of Wyoming

COMPANION  
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This forward-looking book describes keys to providing effective, sustainable literacy professional learning (PL) that values teachers over test scores and capitalizes on social networks and communities. The volume presents case studies of transformational initiatives tailored to culturally and linguistically diverse populations of teachers and students, varying school resources, urban or rural settings, and other factors. Issues of access and equity are emphasized throughout the book’s discussions of innovative in-person, hybrid, and remote PL models.

“True to its title, this book conveys leading-edge ideas.... This powerful work is a major contribution to the development of teacher learning.”

—Diane Lapp, EdD, San Diego State University

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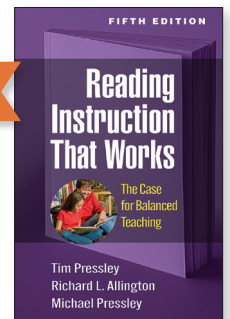
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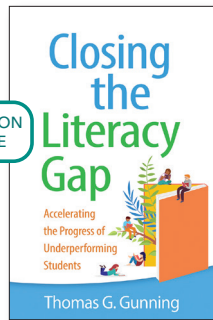
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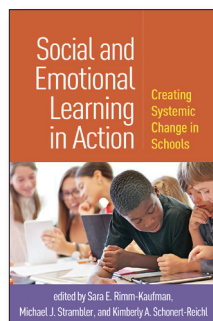
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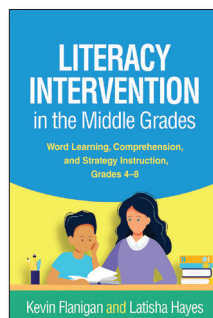
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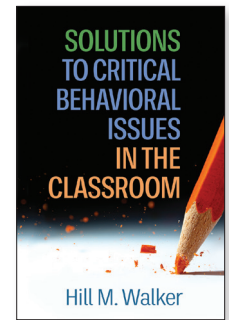
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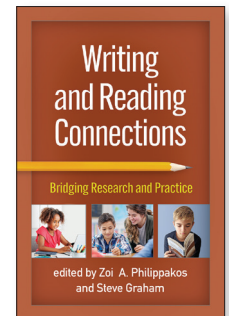
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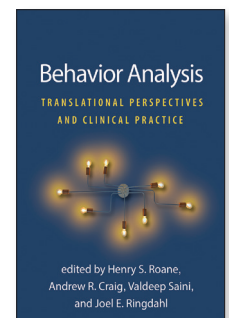
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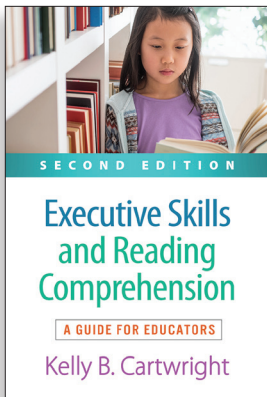


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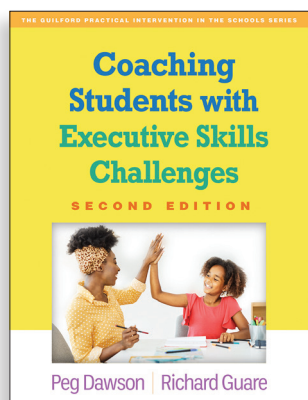
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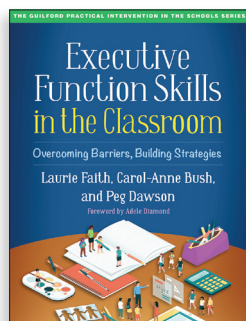
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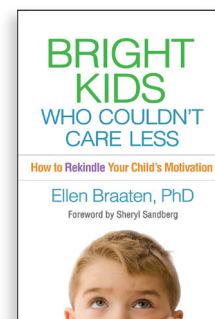
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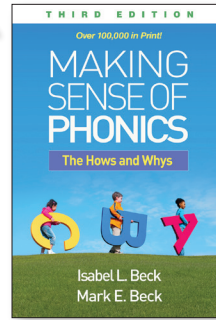
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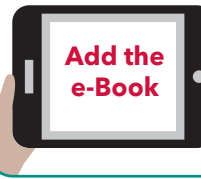
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