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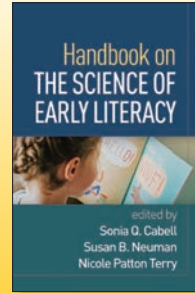
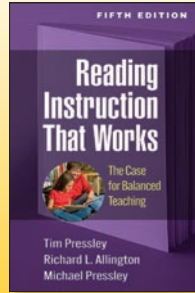
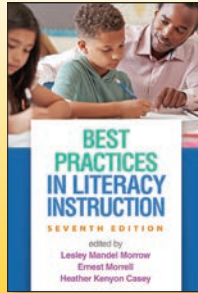
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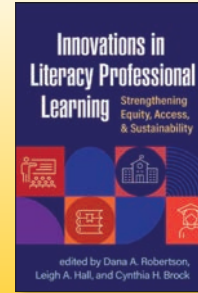
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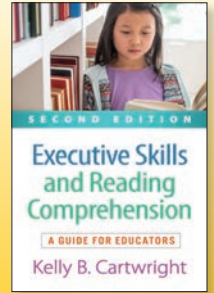
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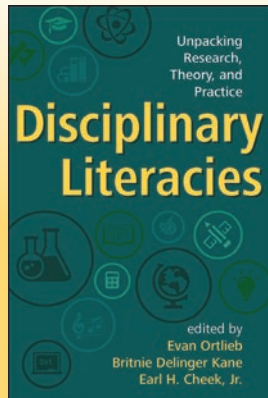
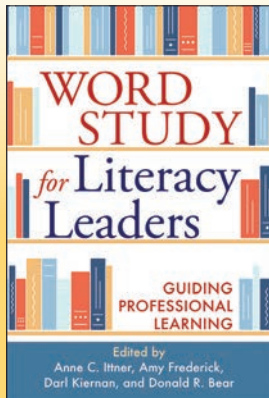
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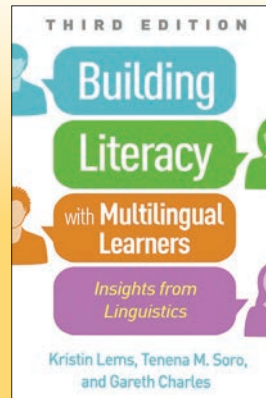
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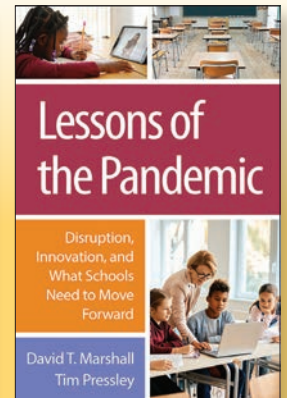
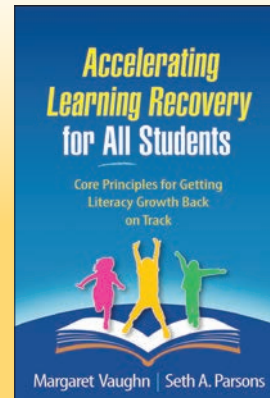
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NEW EDITION



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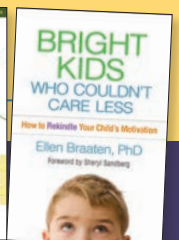
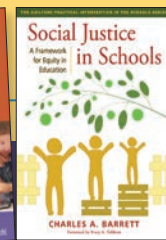
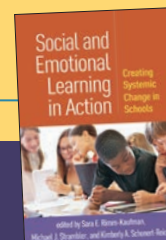


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## New

# Lessons of the Pandemic

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

David T. Marshall, PhD

Tim Pressley, PhD

Foreword by Harry A. 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....Not only does it validate teachers' experiences with pandemic teaching, but it also identifies crucial lessons for governmental and educational decision makers."

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

"Marshall and Pressley concisely show how the COVID-19 pandemic and the lockdown affected students' learning and the well-being of students and teachers, while exacerbating inequities in our educational system. 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

"An invaluable treatment of COVID-19 and schools....Marshall and Pressley detail the errors of feckless policymakers while giving voice to the teachers who struggled through the pandemic with much fear and little leadership....We must read this history so that we may never repeat it."

—Robert Maranto, PhD, University of Arkansas

"This book is informed by a well-rounded body of research, including robust data on teacher experiences during the pandemic. It provides important insight into the impacts of COVID-19 on K–12 education as well as a path forward to helping teachers better meet the needs of students and families."

—Jeffrey Keese, PhD, Mercer University

"The authors recognize that we have very few pandemic-based intervention studies on which to base the way forward, and so they have based their plan on best practices established pre-pandemic in combination with the new insights gained from teachers. I highly recommend this compelling, comprehensive look at the pandemic and the next steps forward in educational recovery."

—Laura Sokal, PhD, University of Winnipeg

### CONTENTS

Foreword, Patrinos

Preface

1. The Great Disruption

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

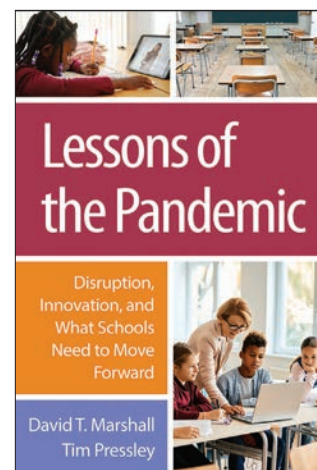
6. The Impact on Teacher Labor Markets

7. What Changes Remain?

8. What Do Teachers Need to Be Successful?

9. Where Do We Go from Here? Lessons Learned  
from the Pandemic**Appendix.** Overview of Methodology

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### ABOUT THE AUTHORS

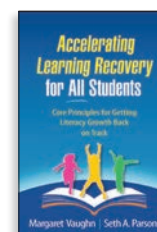


David T. Marshall, PhD, is Associate Professor of Educational Research in the College of Education at Auburn University. Since 2020, much of his research has focused on the COVID-19 pandemic and its impact on K-12 education. Prior to his doctoral studies, Dr. Marshall taught middle and high school social studies in both traditional public schools and public charter schools in Philadelphia.



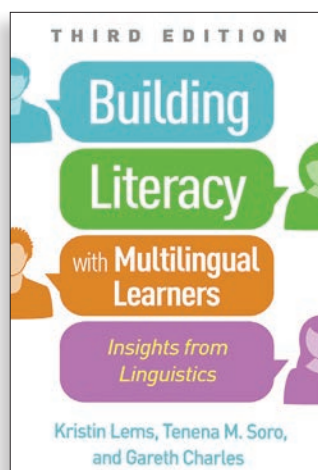
Tim Pressley, PhD, is Associate Professor of Psychology at Christopher Newport University, where he is also a faculty member in the Master of Arts in Teaching program and the Center for Education Research and Policy. Before receiving his doctorate, Dr. Pressley was an elementary school teacher, an experience that has been a driving force behind his research.

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p. 4

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## ABOUT THE AUTHORS



Kristin Lems, EdD, is Professor in the ESL/Bilingual Education Program at National Louis University. A two-time Fulbright Scholar, to Algeria and Mongolia, she directed two

5-year grants from the Office of English Language Acquisition of the U.S. Department of Education.



Tenena M. Soro, PhD, has taught courses in linguistics, cross-cultural education, foundations, and reading at National Louis University, where he received the Outstanding Adjunct

Faculty Award. Dr. Soro has also taught courses in ethics and philosophy, linguistics, and social science at Columbia College Chicago, Northeastern Illinois University, and Northwestern University.



Gareth Charles, MEd, teaches academic English for international students at KMUTT University in Bangkok, Thailand, and has also taught high school English courses as part of

the Thai government's outreach program for disadvantaged youth. In addition, Mr. Charles has developed and taught online lessons and training for Chinese education companies across Asia.

## New Edition—Revised &amp; Expanded!

## Building Literacy with Multilingual Learners

THIRD EDITION

*Insights from Linguistics*

Kristin Lems, EdD

Tenena M. Soro, PhD

Gareth Charles, MEd

Now 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*.

## NEW TO THIS EDITION

- ✓ Chapter on visual literacy.
- ✓ Extensive updated coverage of literacy in the digital age, including gamification and video games, digital reading, and uses of ChatGPT in the classroom.
- ✓ Increased attention to multimodal projects and activities.
- ✓ New or expanded discussions of trans-languaging, dual-language instruction, English as a lingua franca as well as an academic language, and other timely topics.

## CRITICAL ACCLAIM

"The third edition is 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

"In its third edition, this book has gotten even better. It continues to do a superb job of combining theory with application....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

## CONTENTS

- |                                                                          |                                                                            |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Preface                                                                  | 6. Using Morphemes to Learn Vocabulary                                     |
| Guide to Pronunciation in This Book                                      | 7. Word Formation Processes, Cognates, and Collocations                    |
| 1. Big Ideas and Research That Guide the Profession                      | 8. "The Same, but Different": Reading Fluency in English as a New Language |
| 2. First-Language Influence in Second-Language Acquisition               | 9. Achieving Comprehension in L2 English Reading                           |
| 3. ELL Oracy: Listening Comprehension and Oral Language Development      | 10. Writing to Learn in English across the Curriculum                      |
| 4. Learning to Read, Write, and Spell Words in English as a New Language | 11. Multilingual Learners in the Multimodal Classroom                      |
| 5. Visual Literacy and Language Growth                                   | Glossary                                                                   |

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New

# Word Study for Literacy Leaders

## Guiding Professional Learning

Edited by **Anne C. Ittner, PhD**, **Amy Frederick, PhD**,  
**Darl Kiernan, PhD**, and **Donald R. Bear, PhD**

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.

### CRITICAL ACCLAIM

“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. Presented are professional development models that promote continuity and lasting learning for all students.”

—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. Further, I am excited to implement the techniques in this book in my consultation practice. I think inservice teachers will gravitate toward the practical approach. This book is full of ideas that are classroom ready and sure to improve teacher morale.”

—Sandra Martin-Chang, PhD, Concordia University

### CONTENTS

Foreword, Templeton, Invernizzi, & Johnston

#### I. Foundations of Word Study and Professional Learning

1. Foundations of Word Study Instruction, Bear, Frederick, Kiernan, & Ittner
2. Professional Learning and Word Study, Ittner, Frederick, Kiernan, & Bear

#### II. Coaching Word Study Instruction

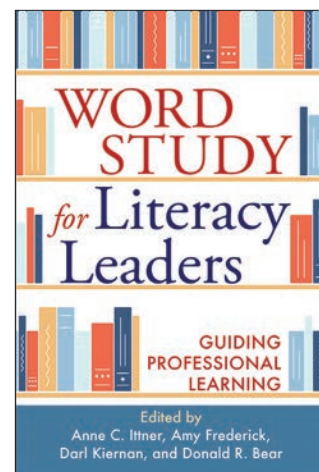
3. Using the Word Study Classroom Observation Guide to Stimulate Professional Reflection and Growth, Gehsmann
4. Learning Huddles, Kiernan & Austin
5. Literacy Coaching Approaches in Word Study, Negrete, Parker, & Dunn
6. The Promise of Virtual Coaching for Professional Learning in Word Study and Beyond, Burger & Jennerjohn

#### III. Professional Learning in Different Word Study Settings

7. How Do You Help Teachers Strategically Support Emergent Bilinguals?, Helman & Ittner
8. Support and Insight for Teachers of Young Children, Tortorelli & Petrozzelli Spear
9. Expanding Possibilities for Multimodal Word Study Instruction Using a Design Thinking Approach, Struck & Weise
10. Preparing Preservice Teachers to Teach Developmental Word Study in Diverse Classrooms, Smith & Frederick
11. Developing Professional Knowledge to Implement Word Study Interventions, Hayes
12. Engaging Teachers of Adolescent Readers in Vocabulary-Focused Professional Learning, Weary & Flanigan
13. Metalinguistic Journeys, Townsend & Knecht
14. Getting Administrators on Board, Simeral

#### Appendix. Word Study Classroom Observation Guide

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### ABOUT THE EDITORS



Anne C. Ittner, PhD, is Assistant Professor of Literacy Education at St. Cloud State University. Dr. Ittner taught for many years in elementary school settings as a classroom teacher and English language teacher.



Amy Frederick, PhD, is Associate Professor of Literacy Education at the University of Wisconsin-River Falls, where she teaches undergraduate reading courses and is

Director of the Graduate Reading Program.



Darl Kiernan, PhD, is a Professional Learning Leader with the Northeastern Nevada Regional Professional Development Program. A former special educator and classroom teacher, Dr. Kiernan has taught students across the elementary grades.



Donald R. Bear, PhD, is Professor Emeritus in Literacy Studies at Iowa State University and the University of Nevada, Reno, where he directed literacy centers and taught at all levels.



Books ideal for professional development and school- and districtwide training initiatives. See p. 15 for details.



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Books include a companion website, where purchasers can access additional resources that supplement the book.

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## New

# Accelerating Learning Recovery for All Students

## Core Principles for Getting Literacy Growth Back on Track

Margaret Vaughn, PhD and 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. Fundamental areas of learning recovery are addressed—developing schoolwide action plans, partnering with families and communities, building collaborative literacy leadership, assessing for differentiated instruction, planning targeted interventions, and implementing supplemental learning programs. Every chapter includes relevant research findings, clear examples of principles in action, and reflection questions that help educators apply the concepts they have learned.

### CRITICAL ACCLAIM

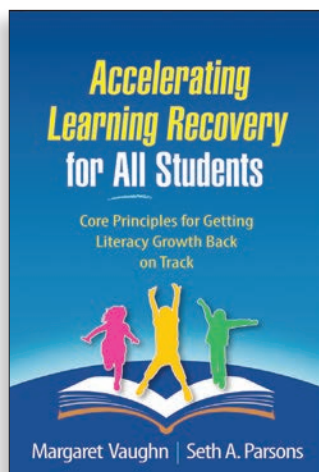
"Vaughn and Parsons present a systemic and comprehensive approach to literacy that embeds equitable practices and focuses on strengths....I love how it emphasizes the importance of relationship building. The more we know our students, the better we can provide instruction that is culturally relevant and interesting to individual learners."

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

"What a timely volume for thinking through how to address the needs of students and teachers as we recover from years of pandemic teaching and learning! This book would be suitable for a school- or district-wide professional book study." —Jacquelynn A. Malloy, PhD, Clemson University College of Education

### CONTENTS

1. Introduction: What Do We Need Now to Support Literacy Learning in Our Schools?
2. Schools and Communities Partnering for Literacy
3. Developing a Schoolwide Action Plan
4. Collaborative and Distributed Literacy Leadership
5. Assessment for Differentiated Literacy Instruction
6. Interventions That Emphasize Literacy Skills, Motivation, and Cultural Relevance
7. Supplemental Learning Programs in and out of School
8. Planning Ahead



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### ABOUT THE AUTHORS



Margaret Vaughn, PhD, is Professor in the Department of Teaching and Learning at Washington State University.



Seth A. Parsons, PhD, is Professor in the Sturtevant Center for Literacy in the School of Education at George Mason University.

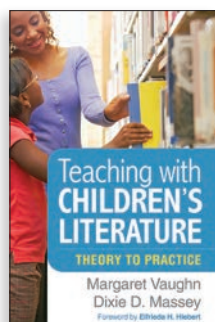
## Teaching with Children's Literature

### Theory to Practice

Margaret Vaughn, PhD  
Dixie D. Massey, PhD

Foreword by Elfrieda H. Hiebert, PhD

Perhaps no factor has a greater influence on children's literacy learning than exposure to engaging, authentic, culturally relevant texts. This concise practitioner resource and course text helps K–8 teachers make informed choices about using children's literature in their classrooms, from selecting high-quality texts to planning instruction and promoting independent reading.



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## Principles of Effective Literacy Instruction, Grades K–5

Edited by Seth A. Parsons, PhD  
Margaret Vaughn, PhD

Foreword by Nell K. Duke, EdD

This concise course text and practitioner resource brings together leading experts to explain the guiding ideas that underlie effective instructional practice. Each chapter reviews one or more key principles and highlights ways to apply them flexibly in diverse classrooms and across grade levels and content areas.

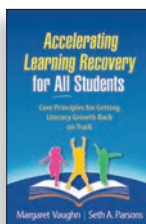


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## New

# Disciplinary Literacies

## Unpacking Research, Theory, and Practice

Edited by **Evan Ortlieb, PhD**, **Britnie Delinger Kane, PhD**,  
and **Earl H. Cheek, Jr., PhD**

Educators 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 multimodal and digital texts, culturally responsive sustaining pedagogy, and new directions for teacher professional development. The book features vivid classroom examples and samples of student work.

### CRITICAL ACCLAIM

“This excellent resource shows that all teachers—not just teachers of reading—can contribute to students’ literate lives. There are significant differences in the ways in which literacy works across disciplines. If educators implemented the ideas contained in this volume, students’ learning would improve dramatically. 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. The book extends the field by adopting an intersectional framework to unpack issues concerning multiliteracies, digital literacies, and culturally responsive and sustaining pedagogies. 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

### CONTENTS

#### Preface

1. Tracing the History of Disciplinary Literacies, Kane, Ortlieb, & Cheek, Jr.

#### I. Disciplinary Literacies in Core Content-Area Classrooms

2. Teaching and Learning Literary Literacy, Rainey, Humphrey, & Morales
3. Disciplinary Literacy in Mathematics, Croce
4. Promoting Science Literacy through Reading, Fang & Colosimo
5. Integrative, Culturally Responsive Disciplinary Literacy Instruction in Social Studies, Shreiner

#### II. Disciplinary Literacies in Other Areas

6. Disciplinary Literacy and Physical Education, Ming
7. Disciplinary Literacy in the Visual Arts, Morrison
8. Disciplinary Literacy in the Performing Arts, Savitz & Leonard
9. Disciplinary Literacy in Computer Science, Hutchison & Colwell

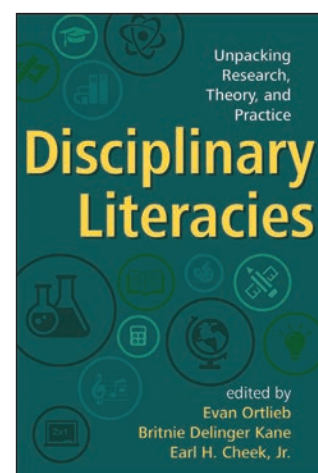
#### III. Opportunities and Challenges in Disciplinary Literacies

10. Centering Minoritized Voices in Disciplinary Literacy Instruction, Williams & Martinez
11. Who Defines Disciplinary Literacy, and at What Grade Levels Should It Be Taught?, Gabriel & Kelley
12. Cultivating Disciplinary Literacy Spaces for Youth Connection and Agency, Wilder & Manderino
13. Transcending Disciplinary Literacy in a Digital World, O’Byrne

#### IV. Research and Teaching Teachers in Disciplinary Literacies

14. Methodologies in Research on Disciplinary Literacy in English Language Arts, Lampi, Holschuh, Rush, & Reynolds
15. Collaborative Inquiry to Drive Development of Disciplinary Literacy Pedagogy, Dobbs, Ippolito, & Charner-Laird

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### ABOUT THE EDITORS



Evan Ortlieb, PhD, is Dean and Zucker Endowed Chair in Entrepreneurial Education Leadership in the Zucker Family School of Education at The Citadel. His expertise centers on literacy teacher preparation, leveraging diversity as an asset in classrooms, and educational leadership.



Britnie Delinger Kane, PhD, is Associate Professor of Literacy Education and the department head for the Zucker Family School of Education at The Citadel. Her primary area of expertise is how teachers learn to teach in ways that are both conceptually rich and equitable.



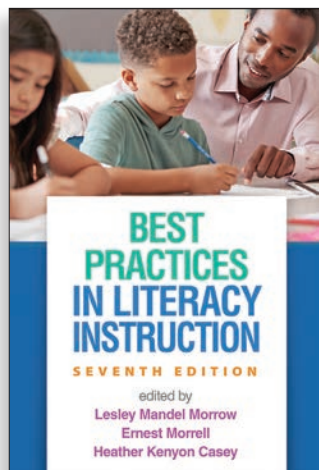
Earl H. Cheek, Jr., PhD, is the Patrick and Edwidge Olinde Endowed Professor Emeritus in the School of Education at Louisiana State University. Dr. Cheek is a former middle and high school teacher and elementary reading specialist.



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**ABOUT THE EDITORS**

**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 and coordinates the graduate-level literacy concentration.

★ **New Edition of a Bestselling Practitioner Guide and Text—**  
*A Major Revision!*

## Best Practices in Literacy Instruction

### SEVENTH EDITION

95,000  
In Print

Edited by **Lesley Mandel Morrow, PhD**, **Ernest Morrell, PhD**,  
and **Heather Kenyon Casey, PhD**

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

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 (SEL).
- ✓ 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**

★ **Bestselling Practitioner**  
**Guide and Text**

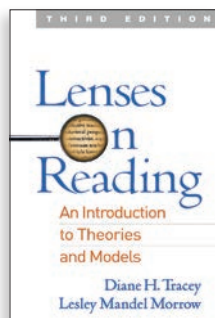
**Lenses on Reading**

THIRD EDITION

**An Introduction to  
Theories and Models**

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

Widely adopted as an ideal introduction to the major models of reading, this text guides students to understand and facilitate children’s literacy development.

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GRADE RANGE: K-12

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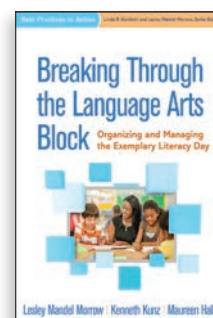
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## Breaking Through the Language Arts Block

**Organizing and Managing  
the Exemplary Literacy Day**

**Lesley Mandel Morrow, PhD**  
**Kenneth Kunz, EdD**  
**Maureen Hall, EdS**

Classroom-tested strategies are presented for planning and implementing each component of the “exemplary literacy day”—vocabulary and word study sessions, literacy work stations, differentiated guided reading groups, reading and writing workshops, and interdisciplinary projects.

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## Reading Instruction That Works, FIFTH EDITION

### *The Case for Balanced Teaching*

**Tim Pressley, PhD**, Christopher Newport University  
**Richard L. Allington, PhD**, University of Tennessee  
**Michael Pressley, PhD**

40,000  
In Print

**N**ow in a revised and updated fifth edition, this gold-standard text and K–8 practitioner resource provides a roadmap for comprehensive literacy instruction informed by the science of reading. Rather than advocating one best approach, the book shows how to balance skills- and meaning-focused instruction to support all students' success. Chapters describe specific ways to build word recognition, fluency, vocabulary, and comprehension, especially for learners who are struggling.

**NEW TO THIS EDITION:** ✓ Updated throughout with new coauthor Tim Pressley; incorporates the latest research about reading development and difficulties. ✓ Chapter on instruction for emergent bilingual learners (EBs), plus an appendix on selecting texts for EBs. ✓ Expanded discussions of dyslexia and the role of executive function in reading. ✓ Application tables that translate key concepts into recommended classroom strategies.

#### CRITICAL ACCLAIM

"My students have been astounded by the new insights they gain from this text, and have been inspired to make immediate revisions to their literacy instruction."

—Amy Frederick, PhD, University of Wisconsin-River Falls

"This is a reading methods course text rich enough to prepare today's teachers for the varied challenges they will face."

—James W. Cunningham, PhD, University of North Carolina at Chapel Hill (Emeritus)

#### New

## 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

**T**his 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. **The companion website features 11 brief videos in which chapter authors provide engaging commentary on their respective topics.**

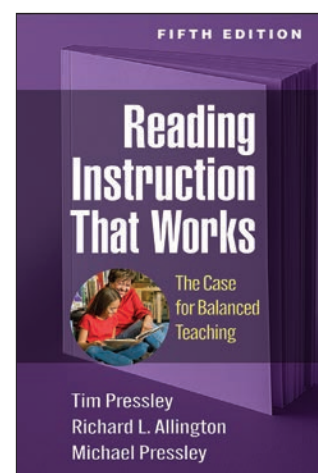
#### CRITICAL ACCLAIM

"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

"This book shows the power of educators working together. When teachers and school leaders collaborate to find solutions for student literacy, students win!"

—Wayne Tuttle, MEd, Assistant Principal, Kelly Walsh High School, Casper, WY



GRADE RANGE: K-8

2023, 6" x 9" Paperback, 472 Pages  
ISBN 978-1-4625-5184-2, \$55.00

Hardcover:  
ISBN 978-1-4625-5185-9, \$83.00

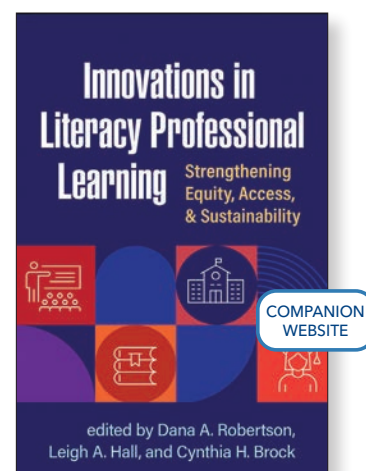


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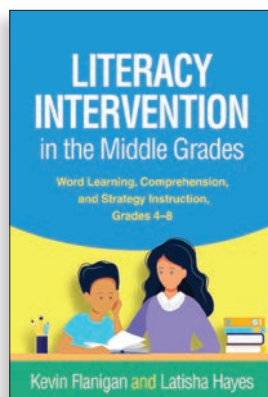
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New



## Literacy Intervention in the Middle Grades

*Word Learning, Comprehension, and Strategy Instruction, Grades 4-8*

**Kevin Flanigan, PhD,**

West Chester University

**Latisha Hayes, PhD,** University of Virginia

Foreword by **Katherine A. Dougherty Stahl, EdD**

Using a teacher-friendly, hands-on approach, this eminently practical book walks educators through the nuts and bolts of literacy intervention in the middle grades. Highlights include “North Star” principles to orient instruction, an assessment flowchart, and extended case studies of three middle-grades learners.

### CRITICAL ACCLAIM

“This book will help preservice and inservice teachers to develop a comprehensive understanding of their students as active readers and to target areas of unfinished literacy learning. The book will be useful to anyone designing multi-tiered systems of support in literacy.”  
—**Stephanie Tatel, MAT, MEd,**  
Coordinator of Literacy,  
Charlottesville City Schools, VA

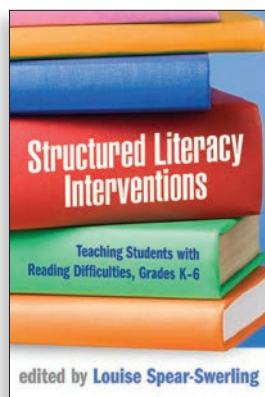
GRADE RANGE: 4-8

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Hardcover: ISBN 978-1-4625-5102-6, \$53.00



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★ Bestseller



## Structured Literacy Interventions

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

Edited by **Louise Spear-Swerling, PhD,**

Southern Connecticut State University

(Emerita)

This book brings together leading experts on key components of literacy to help K-6 teachers design and target Structured Literacy interventions for particular student profiles. Chapters identify effective features of instruction for supporting phonological awareness, basic and multisyllabic word decoding, spelling, reading fluency, vocabulary, oral and reading comprehension, and written expression, especially for at-risk readers and those with disabilities.

### CRITICAL ACCLAIM

“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.”

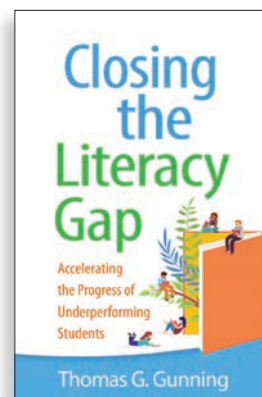
—**Kathleen J. Brown, PhD, Director,**  
University of Utah Reading Clinic

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Hardcover: ISBN 978-1-4625-4879-8, \$59.00

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WEBSITE

## Closing the Literacy Gap

*Accelerating the Progress of Underperforming Students*

**Thomas G. Gunning, EdD,** Southern  
Connecticut State University (Emeritus)

Foreword by **Raven Jones Stanbrough, PhD**

Packed with practical tools, this book provides K-6 educators with a research-based framework for accelerating the reading and writing growth of underperforming students. Strategies and resources are included for building foundational skills, comprehension, and vocabulary; engaging students with independent reading and periodicals; developing writing; and implementing tutoring and other extra supports.

### CRITICAL ACCLAIM

“Gunning provides a roadmap for creating an equitable reading program that meets students where they are and gives them the best opportunity to grow in their reading. I definitely will be returning to, highlighting, and sticky-noting this book!”  
—**Kari Richards, MEd,**  
fifth-grade teacher, Carmel Elementary  
School, Clarksville, TN

**Includes Reproducible Forms and Handouts**

GRADE RANGE: K-6

2022, 7" x 10" Paperback, 284 Pages  
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## New

## 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

"I recommend this handbook as a resource for preservice and inservice teacher preparation, as well as for ongoing professional learning and doctoral-level coursework."

—Rebecca D. Silverman, EdD, Stanford Graduate School of Education

"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

### TOPICS

Conceptualizing the Science of Early Literacy •  
Development and Instruction of Code-Related  
Literacy Skills • Development and Instruction  
of Meaning-Related Literacy Skills • Using the  
Science of Early Literacy in Professional  
Development and Family Engagement •

Using the Science of Early Literacy to Support  
Equity • Using the Science of Early Literacy to  
Learn Across Boundaries

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## New

## Social and Emotional Learning in Action

### *Creating Systemic Change in Schools*

Edited by **Sara E. Rimm-Kaufman, PhD**, University of Virginia  
**Michael J. Strambler, PhD**, Yale University  
**Kimberly A. Schonert-Reichl, PhD**, University of Illinois Chicago

Foreword by **Aaliyah A. Samuel, PhD**

This book explores the conditions needed to implement, strengthen, and sustain effective social and emotional learning (SEL), and identifies paths that schools, districts, and states have taken to create those conditions. Major themes include equity of access to high-quality SEL, promoting interracial understanding in all school interactions, and enhancing the well-being and SEL skills of teachers and school leaders as well as students.

### CRITICAL ACCLAIM

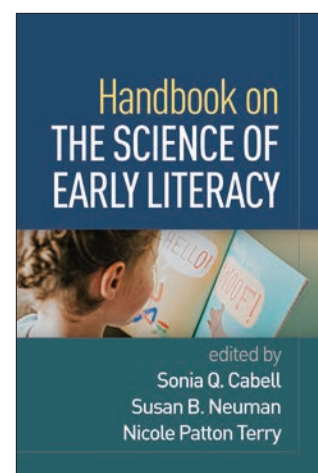
"Teachers, principals, and district leaders will find the research, resources, and practical strategies in this book both useful and energizing."

—Rebecca Katsh-Singer, PhD, Principal, Hildreth Elementary School, Harvard, MA

GRADE RANGE: K-12

2023, 7" x 10" Paperback, 308 Pages, ISBN 978-1-4625-5204-7, \$45.00

Hardcover: ISBN 978-1-4625-5205-4, \$68.00



GRADE RANGE: PreK-2

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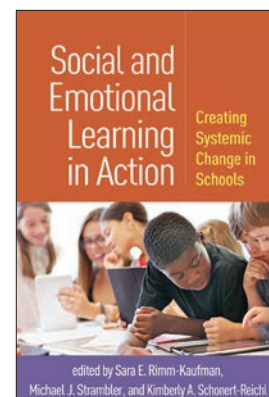
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### ABOUT THE EDITORS

**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.

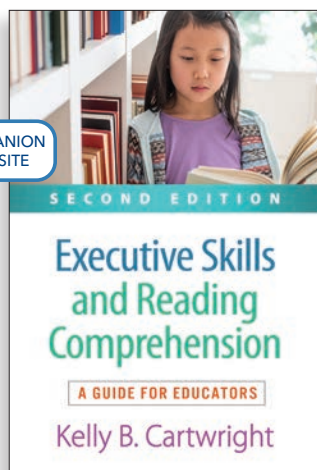


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**New Edition—Revised & Expanded!****Executive Skills and Reading Comprehension**

SECOND EDITION

**A Guide for Educators****Kelly B. Cartwright, PhD**, Christopher Newport UniversityForeword by **Nell K. Duke, EdD**

This pioneering book is now in a revised and expanded second edition featuring the latest neuroscientific knowledge and instructional strategies. Kelly B. Cartwright provides a teacher-friendly explanation of executive skills—such as planning, organization, cognitive flexibility, and impulse control—and their role in reading comprehension. Detailed examples illustrate how each skill is deployed by strong comprehenders and ways to tailor instruction for students who are struggling. The companion website features reproducible planning and assessment forms from the book as well as supplemental card sorts to teach and assess cognitive flexibility, all ready to download and print in a convenient 8½" x 11" size.

**NEW TO THIS EDITION:** ✓ Updated throughout with advances in theory, research, and instruction. ✓ Chapter on word recognition, with particular attention to dyslexia. ✓ Information on the development of the brain's reading network. ✓ Expanded emphasis on oral language comprehension. ✓ Appendix of intervention studies; online-only supplement with card sorts to teach and assess cognitive flexibility.

**CRITICAL ACCLAIM**

"Cartwright deftly and thoroughly builds our understanding of research so we can better understand how executive skills are related to word reading and reading comprehension difficulties."

—Katherine Hilden, PhD, Radford University

**★ New Edition of a Bestseller—A Major Revision!****Coaching Students with Executive Skills Challenges, SECOND EDITION****Peg Dawson, EdD**, executive skills trainer and educator, Brentwood, NH**Richard Guare, PhD, BCBA-D**, Executive Skills, Rye, NH

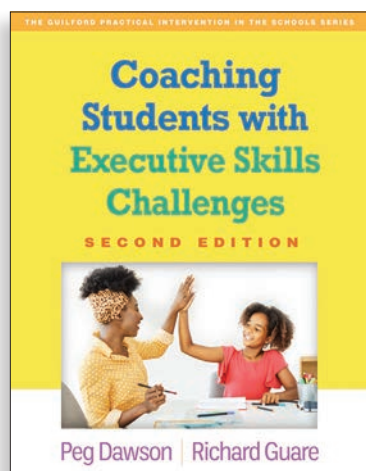
With 55% new material, the significantly revised second edition of this influential resource presents a refined coaching model and an expanded set of tools for helping K–12 students live up to their potential in school and beyond. The book describes how to provide evidence-based, individualized instruction and support for kids and teens with executive skills challenges.

**NEW TO THIS EDITION:** ✓ Two new chapters on coaching 5- to 8-year-olds (K–3), and more material on younger students throughout. ✓ Shows how to enhance coaching by incorporating motivational interviewing and cognitive rehearsal strategies. ✓ Chapter of case examples, plus chapters on self-assessment for coaches and the building blocks of executive skills coaching. ✓ Expanded content on goal setting, action planning, and progress monitoring. ✓ Updated research and revised reproducible tools.

**CRITICAL ACCLAIM**

"This is a practical, easy-to-follow guide that equips professionals with all the tools they need to get started doing executive skills coaching with children and teens."

—Victoria A. Bagnall, MA, Co-Founder and Managing Director, Connections in Mind

Large, Easy-to-  
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## Reading Assessment to Promote Equitable Learning

*An Empowering Approach for Grades K-5*

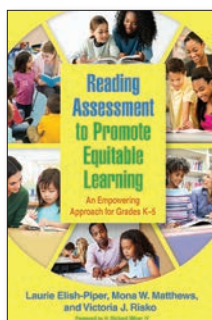
Laurie Elish-Piper, PhD  
Mona W. Matthews, PhD  
Victoria J. Risko, EdD

Foreword by H. Richard Milner IV, PhD

From expert authors, this book guides 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.

"This book issues a resounding call to remove the cloak of invisibility in literacy assessment and foster more informed and equitable instructional practices....The book features authentic vignettes with roadmaps to guide literacy professionals in implementing assessments in a diversity of school settings across different geographic locations."

—Doris Walker-Dalhouse, PhD, Marquette University



Includes  
Reproducible Forms

GRADE RANGE: K-5

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New

## Social Justice in Schools

*A Framework for Equity in Education*

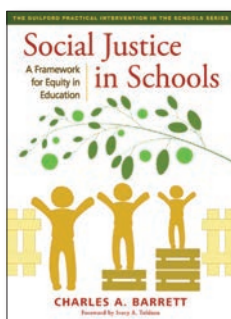
Charles A. Barrett, PhD, NCSP

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. It pinpoints ways educators can better understand their racially and ethnically minoritized students, reflect on and challenge implicit bias in assessment and decision making, and build meaningful home-school relationships.

"Inspires and equips educators in contexts where equity is a collective goal. 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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New

## Behavior Analysis

*Translational Perspectives and Clinical Practice*

Edited by Henry S. Roane, PhD

Andrew R. Craig, PhD

Valdeep Saini, PhD

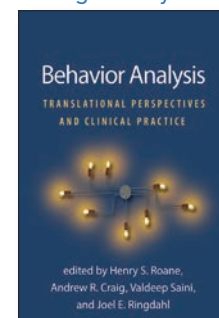
Joel E. Ringdahl, PhD

This is the first comprehensive volume to bridge the gap between the science of behavior and applied behavior analysis. The book demonstrates how laboratory research informs real-world interventions to facilitate behavior change, and vice versa. Most of the chapters are written by researcher/clinician collaborators, who highlight commonalities and differences in the ways they conceptualize behavior and collect, analyze, and use data.

"A comprehensive, accessible work. This volume will serve not only as a foundational reference for students of the science of behavior, but also as a launchpad for innovative scholarship."

—John C. Borrero, PhD, University of Maryland, Baltimore County

Coming January 2024



January 26, 2024

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New

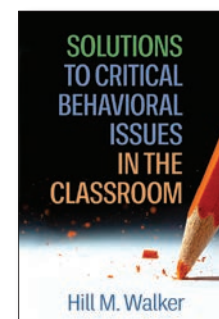
## Solutions to Critical Behavioral Issues in the Classroom

Hill M. Walker, PhD

This highly practical reference is organized around the problem behaviors that K-6 teachers see as the greatest barriers to student success—and the positive behaviors they value the most. Of particular value to educators, the book matches proven intervention techniques to specific target behaviors. Hill M. Walker presents exemplary strategies for managing such classroom challenges as defiance, low motivation, and aggression.

"In a time of teacher burnout and school staffing shortages, Walker provides a comprehensive approach for proactively responding to critical behavior issues in the classroom. The book illustrates common behavior issues with case studies, checklists, and concrete strategies that are easily implemented into a busy school day."

—Ashleigh Glickley, MEd, NBCT,  
academic instructional coach,  
Hawthorne Elementary School, Louisville, KY



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Handouts & Forms

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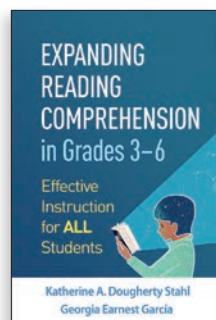


## Expanding Reading Comprehension in Grades 3–6

*Effective Instruction for All Students*

Katherine A. Dougherty Stahl, EdD  
Georgia Earnest Garcia, 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.



Includes  
Reproducible Forms

GRADE RANGE: 3–6

2022 • 210 Pages

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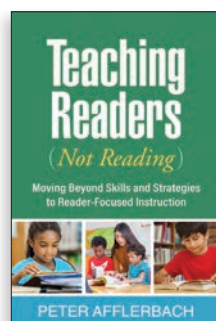
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## Teaching Readers (Not Reading)

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

Peter Afflerbach, PhD

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



Includes  
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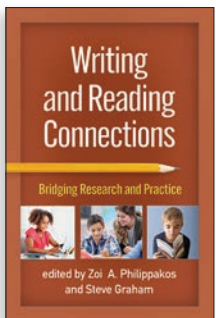
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## Writing and Reading Connections

*Bridging Research and Practice*

Edited by Zoi A. Philippakos, PhD  
Steve Graham, EdD

In this insightful professional development resource and text, leading researchers explore how to harness writing–reading connections to support learning in such areas as phonics and spelling, vocabulary, understanding genre and text structure, and self-regulated strategy development, as well as across content areas and disciplines.



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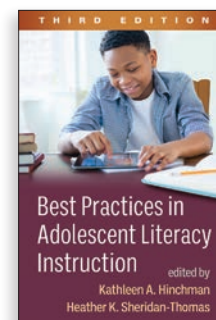
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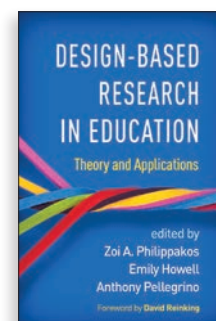
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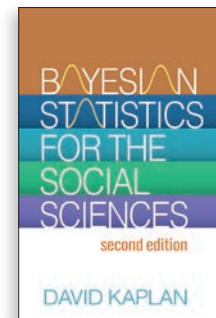
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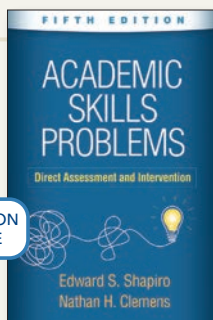
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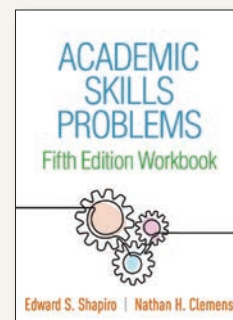
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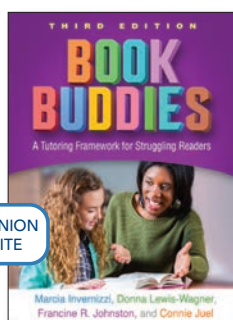
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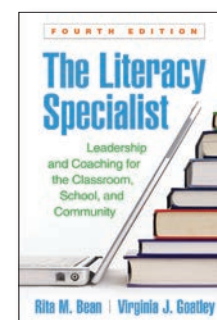
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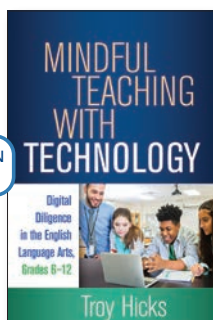
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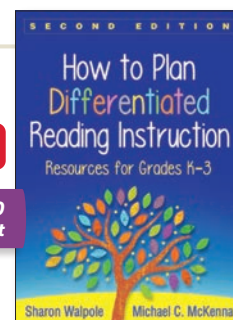
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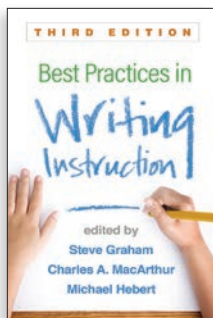
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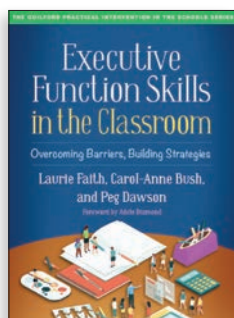
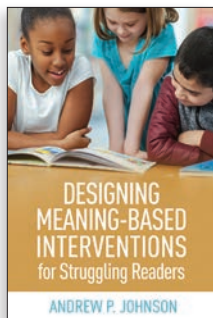
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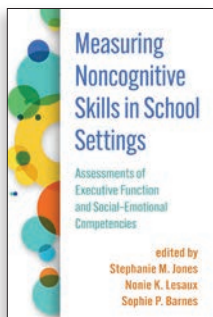
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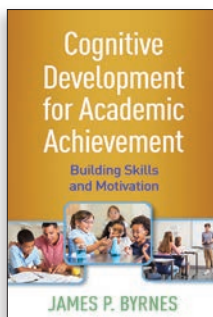
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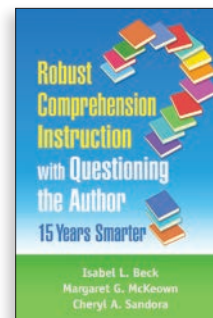
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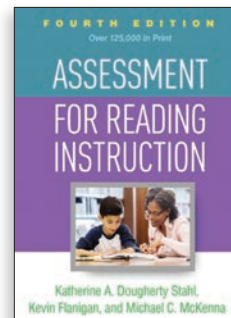
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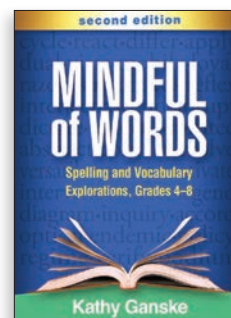
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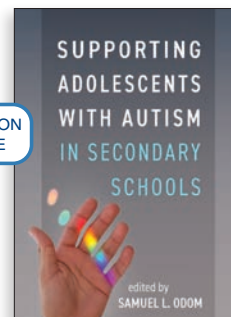
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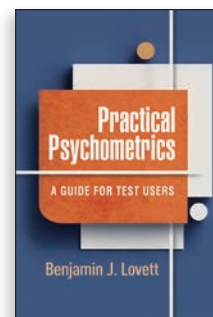
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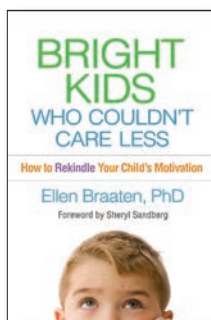
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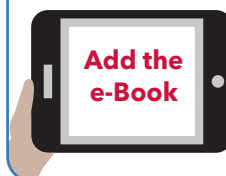
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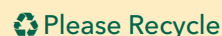
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