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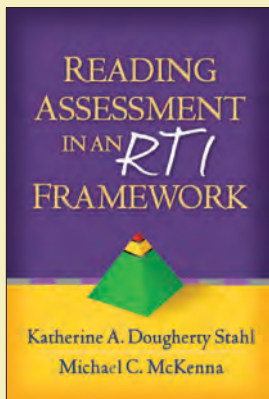
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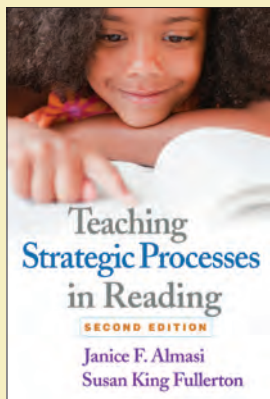
Ideal Books for the Striving Readers Program

11 NEW TITLES

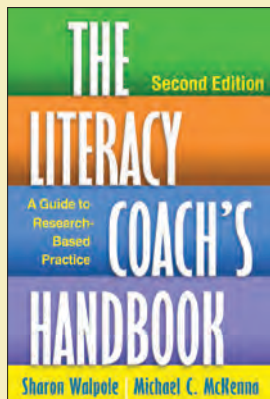
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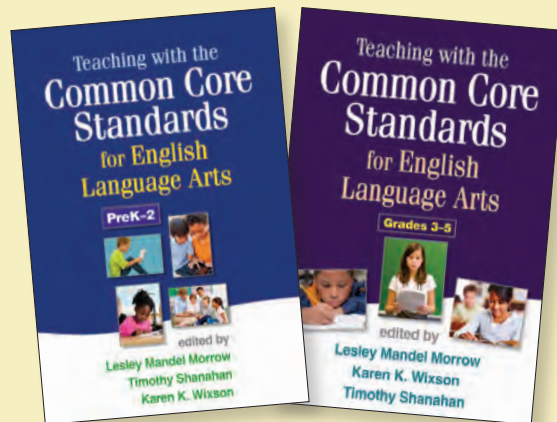
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NEW EDITION



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The **Striving Readers Comprehensive Literacy** (SRCL) grant program endeavors to advance the literacy skills of children from birth through grade 12. Guilford's literacy titles address many of the main goals of the SRCL program, including professional development, screening and assessment, targeted interventions for struggling readers, and other research-based practices, such as RTI and differentiated reading instruction. This brochure highlights Guilford's new and bestselling titles recommended for use with the Striving Readers program. Visit www.guilford.com/edu to see many other titles on literacy, classroom teaching, special education, and more. Free review copies are available for professional development; see below for more information.

★ **NEW EDITION OF A BESTSELLER—Revised & Updated!**

Teaching Strategic Processes in Reading SECOND EDITION

Janice F. Almasi, PhD
Susan King Fullerton, PhD

This accessible teacher resource shows how to incorporate strategy instruction into the K–8 classroom every day. Cutting-edge theory and research are integrated with practical guidance and reflections from experienced teachers of novice and struggling readers. The book describes the nuts and bolts of creating classroom contexts that foster strategy use, combining explicit comprehension instruction with scaffolded support, and providing opportunities for students to verbalize their thinking. **It features reproducible learning activities and planning and assessment tools.**

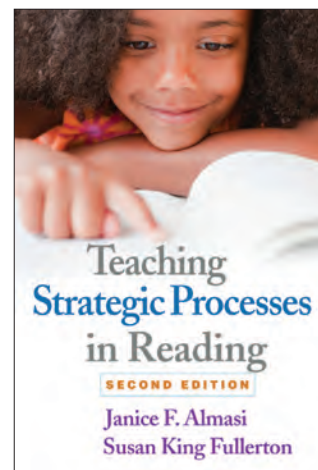
NEW TO THIS EDITION

- The latest knowledge and classroom-tested methods. ■ Chapter on response to intervention.
- Chapter on organizing instruction across the school day and week. ■ Expanded practical content, including sample lessons and more early literacy and upper-elementary examples.

“Want to become a more effective teacher of comprehension and strategic reading processes? Get this book! It is filled with rich descriptions of effective instruction that can be tailored to fit specific classroom circumstances and student populations. Without a doubt, this is the best book on the market for teachers who strive to provide reading instruction that makes a difference.” —**Linda B. Gambrell, PhD, Clemson University**

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- | | |
|--|---|
| 1. What Does It Mean to Be Strategic? | 6. Strategy Instruction That Enhances Comprehension |
| 2. Critical Elements of Strategies Instruction: Designing Effective Environments | 7. Strategy Instruction That Enhances Word Recognition |
| 3. Responsive Teaching Frameworks within Response to Intervention | 8. The Path to Becoming a Successful Strategies Teacher |
| 4. Assessing Strategic Processing | 9. Conclusions: Putting It All Together |
| 5. Why Students Struggle with Comprehension | Children's Literature |



Includes Reproducible Materials
GRADE RANGE: K–8

2012, 7" x 10" Paperback, 364 Pages
ISBN 978-1-4625-0629-3, \$35.00

Hardcover: ISBN 978-1-4625-0642-2, \$60.00

E-book Available (see p. 7)



ABOUT THE AUTHORS

Janice F. Almasi, PhD, is the Carol Lee Robertson Endowed Professor of Literacy Education at the University of Kentucky, where she teaches courses in literacy research and theory.



Susan King Fullerton, PhD, is Associate Professor in Literacy and Teacher Education at Clemson University, where she teaches courses in literacy methods, literacy research and theory, and the roles of the literacy specialist and coach.



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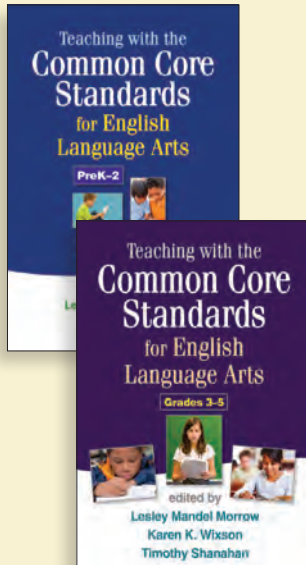
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Nearly every state has independently adopted the Common Core State Standards (CCSS), making these two practical books indispensable for classroom teachers and teachers-in-training. In each volume (PreK–2 and 3–5), leading authorities provide grade-specific explanations of the English language arts (ELA) standards and vividly show how to implement them. Chapters cover the major ELA strands: reading (literature, informational texts, and foundational skills); writing; speaking and listening; and language. Issues of assessment and technology integration are also explored. **Both books are filled with classroom vignettes, instructional strategies and activities, sample lesson plans, and discussion questions.** Appendices include thematic units for each grade level demonstrating ways to embed CCSS/ELA standards into content-area instruction.



TWO OUTSTANDING CCSS TITLES

Lesley Mandel Morrow and her coeditors address *Teaching with the Common Core Standards for English Language Arts* for two different grade ranges. Each volume follows a consistent structure and contains a wealth of user-friendly features; together, they inform effective instruction across the elementary grades.

NEW

Teaching with the Common Core Standards for English Language Arts, PreK–2

Edited by **Lesley Mandel Morrow, PhD**, Rutgers, The State University of New Jersey
Timothy Shanahan, PhD, University of Illinois at Chicago
Karen K. Wixson, PhD, University of North Carolina Greensboro
 Foreword by **Susan B. Neuman, EdD**

“A great resource for anyone in PreK–2 education who is trying to navigate the CCSS. It breaks the ELA standards down into easy-to-understand terms, explains the purpose behind each one, and provides interesting, meaningful teaching strategies.”
 —Stephany Dillon, MEd, first-grade teacher

GRADE RANGE: PreK–2

November 2012, 7" x 10" Paperback, 268 Pages, ISBN 978-1-4625-0760-3, \$28.00

E-book Coming Soon (see p. 7) | www.guilford.com/p/morrow6

NEW

Teaching with the Common Core Standards for English Language Arts, Grades 3–5

Edited by **Lesley Mandel Morrow, PhD**, **Karen K. Wixson, PhD**,
 and **Timothy Shanahan, PhD**
 Foreword by **Susan B. Neuman, EdD**

“The explanations and commentary by respected researchers are deep, honest, and useful. The book has already helped me plan for next year with a more organized, systematic implementation of the CCSS.”
 —Kathy Harris, fifth-grade teacher

GRADE RANGE: 3–5

December 2012, 7" x 10" Paperback, 268 Pages, ISBN 978-1-4625-0791-7, \$28.00

E-book Coming Soon (see p. 7) | www.guilford.com/p/morrow7

NEW

Close Reading of Informational Texts

Assessment-Driven Instruction in Grades 3–8

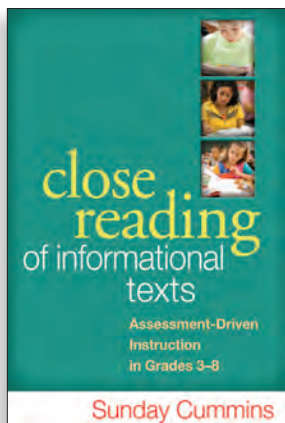
Sunday Cummins, PhD, National Louis University

This essential book provides a roadmap for instruction and assessment of close reading skills in grades 3–8. To engage deeply with informational texts—a key requirement of the Common Core standards—students need to determine what details are important, how they fit together to convey a central idea, and how to synthesize information from multiple sources. Presenting effective instructional strategies that teachers can tailor to their own classrooms, **the book includes lesson plans, vignettes, and examples of student work, plus a Study Guide with professional learning activities and discussion questions.**

GRADE RANGE: 3–8

December 2012, 7" x 10" Paperback, 182 Pages, ISBN 978-1-4625-0781-8, \$26.00

E-book Coming Soon (see p. 7)



NEW

Maximizing Motivation for Literacy Learning Grades K-6

Barbara A. Marinak, PhD, Mount St. Mary's University

Linda B. Gambrell, PhD, Clemson University

Susan A. Mazzoni, MEd, independent literacy consultant, Elkridge, MD

This indispensable book presents a wealth of concrete ways to promote children's intrinsic motivation to read. It provides 30 practical strategies and activities—such as “Citizen of the Month,” “High Five,” and “Your Life in Books”—that are ready to implement in the K–6 classroom. Teachers get step-by-step instructions for creating a motivating classroom environment, nurturing children's self-concepts as literacy learners, and fostering appreciation of the value of reading and writing. **More than a dozen reproducibles include two helpful assessment tools; the large-size format facilitates photocopying.**

“This informative, easy-to-use resource is full of practical ideas that fit into the constraints of the busy elementary classroom. . . . The book addresses a very common pitfall to student achievement—lack of motivation. I will definitely use the read-aloud text selection suggestions and the concept of ‘honoring all print’ in my classroom.”

—Denise Ashe Devine, MS, fourth-grade teacher

★ **NEW EDITION OF A BESTSELLER—Revised & Expanded!**

The Literacy Coach's Handbook, SECOND EDITION A Guide to Research-Based Practice

Sharon Walpole, PhD, University of Delaware

Michael C. McKenna, PhD, University of Virginia

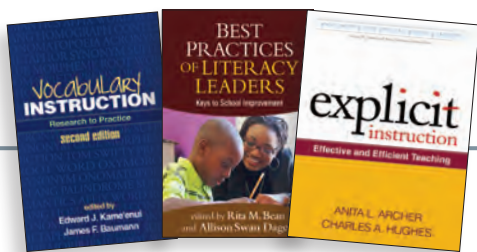
A bestseller, this book gives preservice and practicing literacy coaches the tools they need to build a successful schoolwide reading program. The authors, well-known experts in the field, describe the literacy coach's crucial, evolving role in today's schools. They offer step-by-step guidelines for implementing curricula and assessments, selecting instructional materials, and planning for differentiation and intervention. Specific ways to support teachers by providing high-quality professional development are discussed. The book is grounded in state-of-the-art research on PreK–5 instruction and the characteristics of effective coaches.

NEW TO THIS EDITION

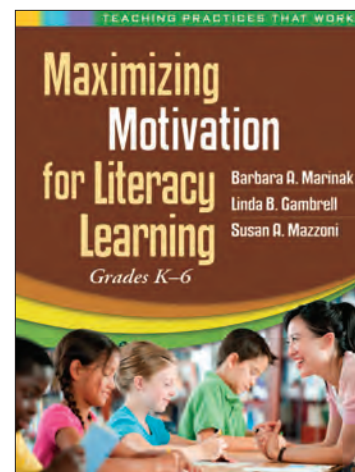
- Incorporates the latest research and instructional materials.
- Expanded grade range now includes PreK and grades 4–5
- Content on RTI and the Common Core standards is woven throughout.
- Strategies for making professional development more responsive to teachers' needs.

“Walpole and McKenna have done a fantastic job of revising a book that was a lifesaver for me when I was training literacy coaches. Like the first edition, the second edition is packed with information; the expanded grade range and the rich research updates make it even more useful. This is an essential book for coaches as well as other educators seeking to implement lasting literacy changes to benefit students.”

—Lisa Albert, EdS, third-grade teacher



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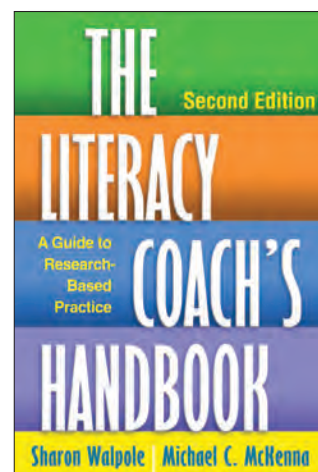
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MORE INFO www.guilford.com/p/marinak



GRADE RANGE: PreK-5

November 2012

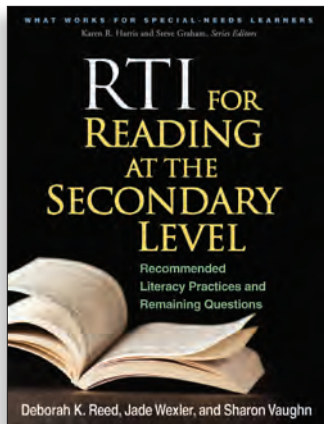
7" x 10" Paperback, 242 Pages

ISBN 978-1-4625-0770-2, \$35.00

Hardcover: ISBN 978-1-4625-0771-9, \$55.00

E-book Coming Soon (see p. 7)

MORE INFO www.guilford.com/p/walpole



NEW

RTI for Reading at the Secondary Level

Recommended Literacy Practices and Remaining Questions

Deborah K. Reed, PhD, University of Texas at El Paso

Jade Wexler, PhD, University of Maryland, College Park

Sharon Vaughn, PhD, University of Texas at Austin

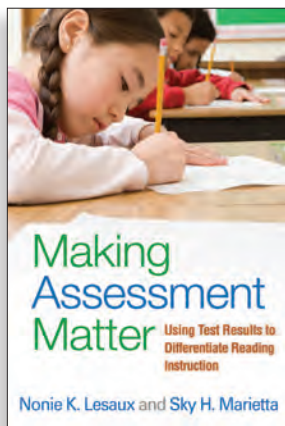
Grounded in the best current knowledge, this book shows how to implement response to intervention (RTI) in middle and high school contexts. Detailed guidelines are presented for teaching reading comprehension, vocabulary, and other aspects of literacy across the content areas, and for providing effective interventions for students who require additional support. The authors describe RTI procedures that are specifically tailored to the needs of struggling adolescent learners. **The volume features 26 reproducible tools for planning, assessment, progress monitoring, and multi-tiered instruction.**

GRADE RANGE: 6-12

2012, 8" x 10½" Paperback, 262 Pages, ISBN 978-1-4625-0356-8, \$35.00

E-book Available (see p. 7)

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NEW

Making Assessment Matter

Using Test Results to Differentiate Reading Instruction

Nonie K. Lesaux, PhD and **Sky H. Marietta, EdM, MAT**

—both at Harvard Graduate School of Education

All too often, literacy assessments are given only for accountability purposes and fail to be seen as valuable resources for planning and differentiating instruction. This clear, concise book shows K-5 educators how to implement a comprehensive, balanced assessment battery that integrates accountability concerns with data-driven instruction. The book features an in-depth case example of a diverse elementary school that serves many struggling readers and English language learners. **Reproducible planning and progress monitoring forms can be downloaded and printed in a convenient 8½" x 11" size.**

Includes Reproducible Materials • GRADE RANGE: K-5

2012, 7" x 10" Paperback, 143 Pages, ISBN 978-1-4625-0246-2, \$26.00

E-book Available (see p. 7)

Early Intervention for Reading Difficulties

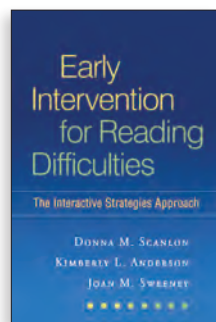
The Interactive Strategies Approach

Donna M. Scanlon, PhD

Kimberly L. Anderson, PhD

Joan M. Sweeney, MSED

This book presents a research-supported framework for early literacy instruction that aligns with RTI models. The book focuses on giving teachers a better understanding of literacy development and how to effectively support children as they begin to read and write. **Numerous reproducible forms for documenting student learning are included.**



Includes Reproducible Forms
GRADE RANGE: K-2

2010
7" x 10" Paperback, 370 Pages
ISBN 978-1-60623-853-0, \$40.00

E-book Available (see p. 7)

Bestseller

RTI in the Classroom

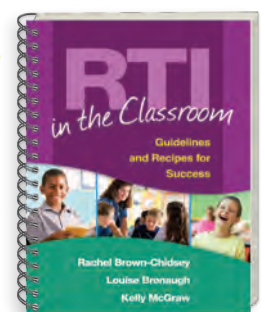
Guidelines and Recipes for Success

Rachel Brown-Chidsey, PhD

Louise Bronaugh, PhD

Kelly McGraw, PhD

Written expressly for teachers, this book is jam-packed with tools and strategies for integrating RTI into everyday instruction. Numerous real-world examples connect RTI concepts to what teachers already know to help them provide effective instruction for all students. **Special features include color-coded intervention recipes for all three tiers of RTI implementation.**



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GRADE RANGE: K-5

2009
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224 Pages
ISBN 978-1-60623-297-2, \$35.00



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NEW

Reading Assessment in an RTI Framework

Katherine A. Dougherty Stahl, EdD

Michael C. McKenna, PhD

From leading experts, this indispensable resource presents a practical model for conducting reading assessments for screening, diagnosis, and progress monitoring in each of the three tiers of RTI. K–8 teachers and school personnel are guided to use norm-referenced, informal, and curriculum-based measures to assess key components of reading development and make informed choices about instruction. The book describes how to survey existing assessment practices in a school and craft a systematic plan for improvement; **reproducible tools include a 10-page RTI Assessment Audit that can be downloaded and printed in a convenient 8½" x 11" size.**

"This book is important, useful, and timely. It focuses on how to plan the amount and types of assessment that will be 'just right' in each tier of RTI, in a style that is 'just right' for teachers and other practitioners. Readers will especially appreciate the information about the most appropriate use of curriculum-based measures, as well as the very helpful RTI Assessment Audit."

—Karen K. Wixson, PhD, University of North Carolina Greensboro

"Ideal for teachers at all levels of experience, this book describes strategies for assessing reading development that support the RTI process. The book gave me a greater understanding of RTI. It explains easy-to-implement, practical ways to assess student progress and make literacy instruction more efficient, including concrete examples.... This is a perfect resource for a school book study."

—Laura K. Kelley, classroom teacher and RTI coordinator

CONTENTS

1. Assessments in an RTI System
 2. Assessing Reading Development
 3. Conducting a School Assessment Audit
 4. Assessments in Tier 1: The Essentials
 5. Assessments in Tier 2: Providing and Evaluating Secondary Support
 6. Assessments in Tier 3 and Beyond: Diagnostic Decision Making
 7. Communicating Assessment Outcomes
 8. Creating an Effective RTI System
- Internet Resources That Support RTI Implementation



Bestseller

Assessment for Reading Instruction

SECOND EDITION

Michael C. McKenna, PhD

Katherine A. Dougherty Stahl, EdD

This trusted teacher guide combines crucial background knowledge with hands-on tools. It covers all the essentials of planning, administering, scoring, and interpreting a wide range of formal and informal assessments. Helpful examples illustrate effective ways to evaluate K–8 students' strengths and weaknesses.

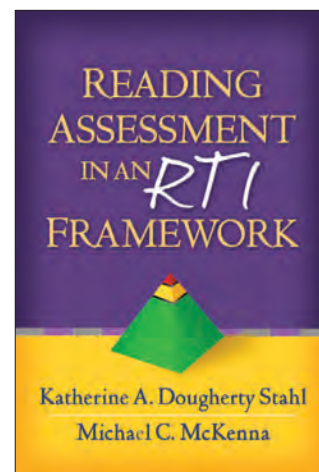
GRADE RANGE: K–8

2009, 8" x 10½" Paperback, 290 Pages, ISBN 978-1-60623-035-0, \$40.00

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TWO COMPLEMENTARY TITLES

Reading Assessment in an RTI Framework shows how to make sound choices about what assessment tools to use for which purposes in all three tiers of RTI. *Assessment for Reading Instruction, Second Edition*, covers the fundamentals of reading assessment and provides a wealth of hands-on tools.



Includes Reproducible Tools
GRADE RANGE: K–8

October 2012

7" x 10" Paperback, 164 Pages

ISBN 978-1-4625-0694-1, \$26.00

Hardcover: ISBN 978-1-4625-0696-5, \$50.00

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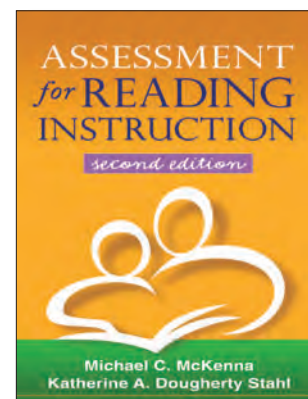
ABOUT THE AUTHORS

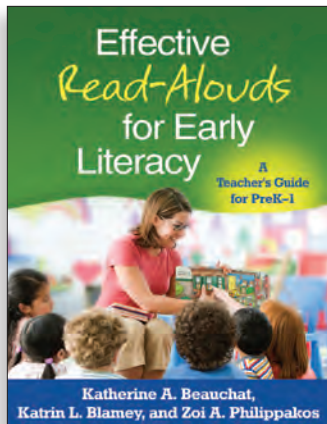
Katherine A. Dougherty Stahl, EdD, is Assistant Professor of Reading at New York University,

where she serves as Literacy Education Program Director and teaches graduate courses.



Michael C. McKenna, PhD, is Thomas G. Jewell Professor of Reading at the University of Virginia. He has authored, coauthored, or edited 21 books and more than 100 articles, chapters, and technical reports on a range of literacy topics.





NEW

Effective Read-Alouds for Early Literacy

A Teacher's Guide for PreK-1

Katherine A. Beauchat, EdD, York College of Pennsylvania

Katrin L. Blamey, PhD, DeSales University

Zoi A. Philippakos, MEd, University of Delaware

Foreword by **Sharon Walpole, PhD**

This engaging guide provides effective strategies for selecting books and using read-alouds to develop children's oral language, vocabulary, concepts of print, alphabet knowledge, phonological awareness, and comprehension. Illustrated with rich examples from diverse classrooms, the book takes teachers step by step through planning and setting goals for read-alouds, as well as reflecting on each lesson to inform future instruction. **Helpful planning templates can be reproduced for repeated use.**

GRADE RANGE: PreK-1

2012, 8" x 10½" Paperback, 140 Pages, ISBN 978-1-4625-0396-4, \$25.00

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★ **NEW EDITION OF A BESTSELLER—**
Revised & Expanded!

Fluency Instruction

SECOND EDITION

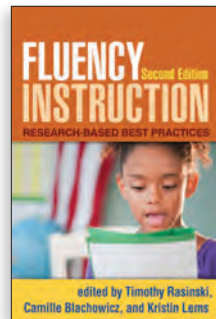
Research-Based Best Practices

Edited by **Timothy Rasinski, PhD**

Camille Blachowicz, PhD

Kristin Lems, EdD

This accessible guide brings together well-known authorities to examine what reading fluency is and how it can best be taught. Teachers get a clear, practical roadmap for navigating the often confusing terrain of this crucial aspect of balanced literacy instruction. Innovative approaches to instruction and assessment are described and illustrated with vivid examples from K-12 classrooms.



GRADE RANGE: K-12

2012, Paperback, 334 Pages
ISBN 978-1-4625-0430-5, \$35.00

E-book Available*

★ **Bestseller**

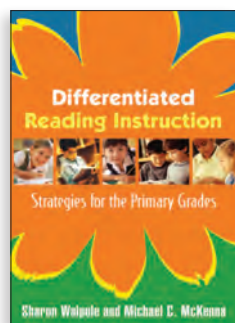
Differentiated Reading Instruction

Strategies for the Primary Grades

Sharon Walpole, PhD

Michael C. McKenna, PhD

This bestselling book provides a research-based framework for making differentiated instruction work in the primary grades. The authors describe how to use assessment to form differentiated small groups and monitor student progress; plan which skills to target and when; and implement carefully selected instructional strategies.



Includes Reproducible Materials

GRADE RANGE: K-3

2007

7" x 10" Paperback, 180 Pages
ISBN 978-1-59385-412-6, \$28.00

E-book Available*

Differentiated Reading Instruction in Grades 4 and 5

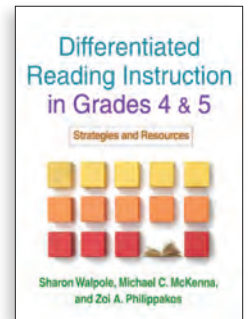
Strategies and Resources

Sharon Walpole, PhD

Michael C. McKenna, PhD

Zoi A. Philippakos, MEd

With a unique focus on grades 4 and 5, this book explains how to design and implement a research-based reading program that helps all students build major literacy skills (word recognition, fluency, vocabulary, and comprehension). Teachers get a clear understanding of how differentiation works in a tiered response-to-intervention model and how it aligns with the Common Core standards.



Large, Easy-to-
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GRADE RANGE: 4-5

2011

8" x 10½" Paperback, 290 Pages
ISBN 978-1-60918-216-8, \$30.00

E-book Available*

★ **Bestseller**

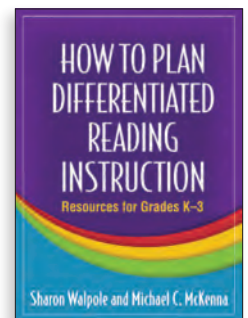
How to Plan Differentiated Reading Instruction

Resources for Grades K-3

Sharon Walpole, PhD

Michael C. McKenna, PhD

Offering step-by-step guidance to simplify planning and decision making, this book reviews the basics of differentiated reading instruction and provides detailed, ready-to-use lesson plans and materials to help teachers hit the ground running. Teachers get everything they need to implement four types of instructional groups over multiple three-week cycles.



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GRADE RANGE: K-3

2009

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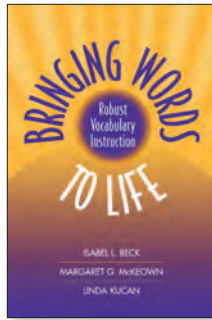
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Bringing Words to Life
Robust Vocabulary Instruction

Isabel L. Beck, PhD
Margaret G. McKeown, PhD
Linda Kucan, PhD

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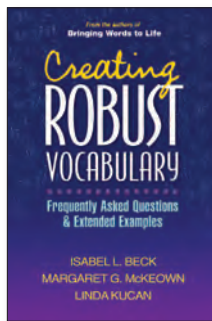


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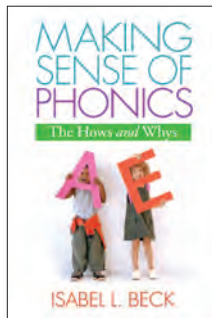


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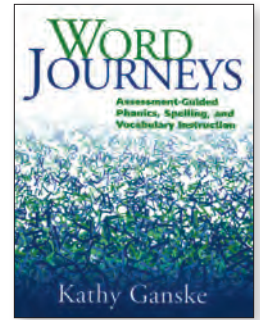
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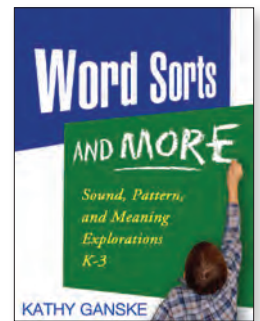
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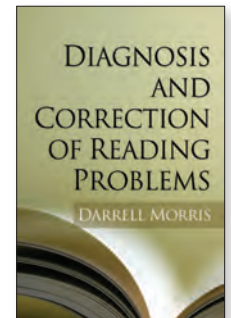
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