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# Professional Development

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Allyn & Bacon/Merrill 2007 Catalog



## DEAR EDUCATOR,



**L**ike most teachers I know, I often feel the desire to apologize to some of the students who were in my classes early in my career. In one of my early classes, I was teaching grade one, there were no native English speakers and I was not ELL trained.

That year I was teaching on Christmas Island, an island south of Java where the children spoke Malay, Cantonese, Hokkien, or Mandarin in their communities. I had no idea how to bridge the gap between my language and theirs. One day in class, I was about to read *Hattie and the Fox* by Mem Fox. In keeping with my teacher training, I started by talking about the cover, which has a large picture of a chicken on it.

I asked the children, “What kind of a bird is Hattie?” “Chicken!” they called out, happy to know the answer. We were on a roll. Next, I pointed to the word, “fox.” “Who can tell me what a fox is?” One little boy’s arm shot up in the air. “I know fox,” he said. With a bright smile he announced, “You eat with it. Like knife and fox!” My class all nodded, so happy to show me how well they understood. Where to go from here?

As I read the works of researchers such as Stephen Krashen, Deborah Short, Jim Cummins, and Lori Helman, or listen to them speak about teaching English language learners, I think about how differently I could have approached that lesson – and many others. If only those resources had been available to me back then. Fortunately, they are now.

Allyn & Bacon/Merrill currently has 11 new, exciting ELL titles offering the best research-based resources on the market today. We are also proud to bring you our extensive selection of books by world-renowned authors in areas such as literacy, assessment, adolescent literacy, coaching, math, and science.

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A handwritten signature in cursive script that reads "Alison".

Alison Maloney  
Director of Professional Development

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<b>ENGLISH LANGUAGE LEARNERS</b>											
Making Content Comprehensible for English Learners: The SIOP Model, 3/e	8	✓				✓	✓		✓	✓	✓
99 Ideas and Activities for Teaching English Learners with The SIOP Model	9	✓							✓	✓	✓
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<b>LITERACY</b>											
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<b>LITERACY</b>											
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<b>LITERACY</b>											
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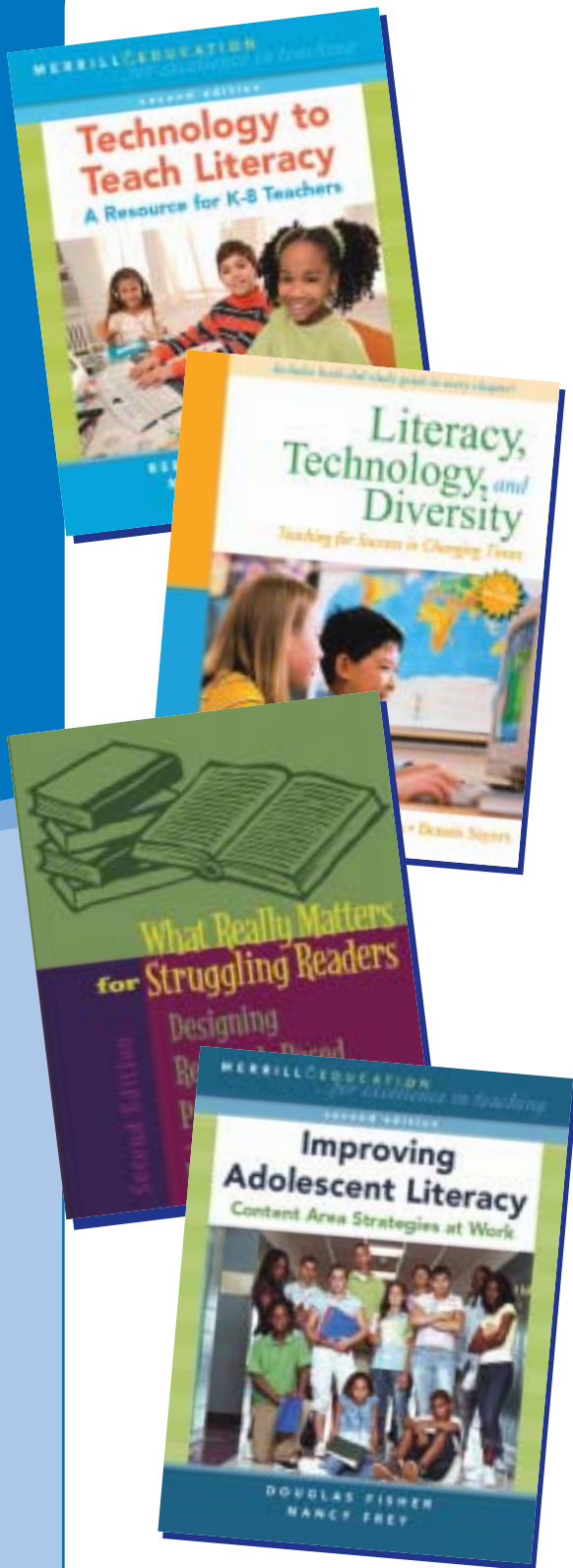
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*Finalists will be notified on January 19, 2007. Winners will be announced on January 30, 2007.*

*\*Patty McGee is currently a Library Media Specialist at Harrington Park School in Harrington Park, New Jersey.*

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The **NEW** edition of *Making Content Comprehensible for English Learners: The SIOP Model* is now packed with new research findings and studies on The SIOP® Model.

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**Making Content Comprehensible for English Learners: The SIOP® Model, 3/e**

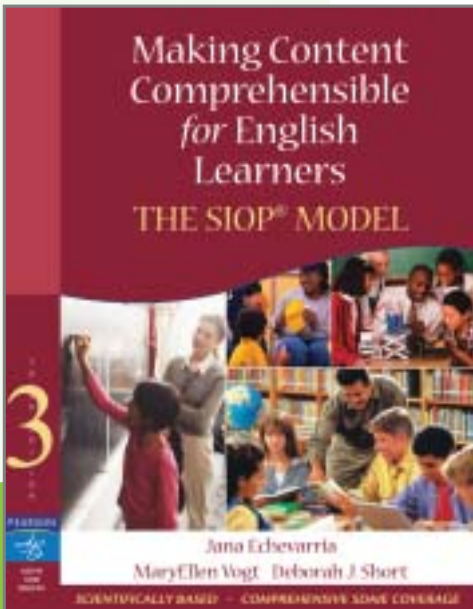
Jana Echevarria, MaryEllen Vogt, and Deborah J. Short

Grades K-12

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We believe that students matter. We believe that teachers matter. We believe that administrators matter. We believe that parents matter. We believe that instruction matters. What matters for English learners is academic achievement, but to reach high levels of English proficiency and academic standards teachers must implement effective research-based practices. For more than 12 years, Jana Echevarria, MaryEllen Vogt, and Deborah Short, pioneers of the ground-breaking Sheltered Instruction Observation Protocol (SIOP) Model, have brought teachers an easy-to-use, powerful, field-tested protocol for high-quality sheltered lesson planning, delivery, and assessment of their ELLs. Trusted by more than 350,000 teachers, this resource is a must-have for anyone working with English learners!

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— Dr. Socorro Herrera,  
Kansas State University

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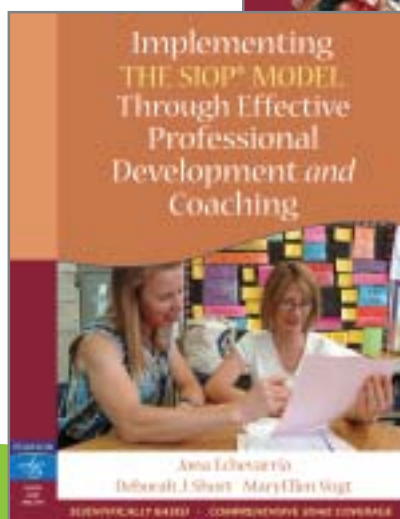
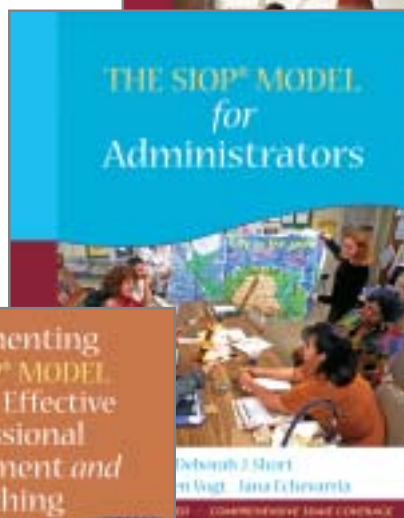
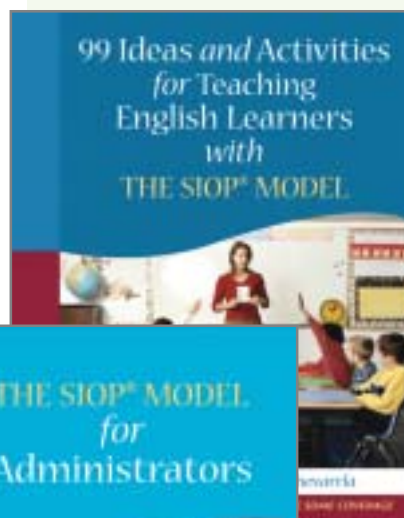
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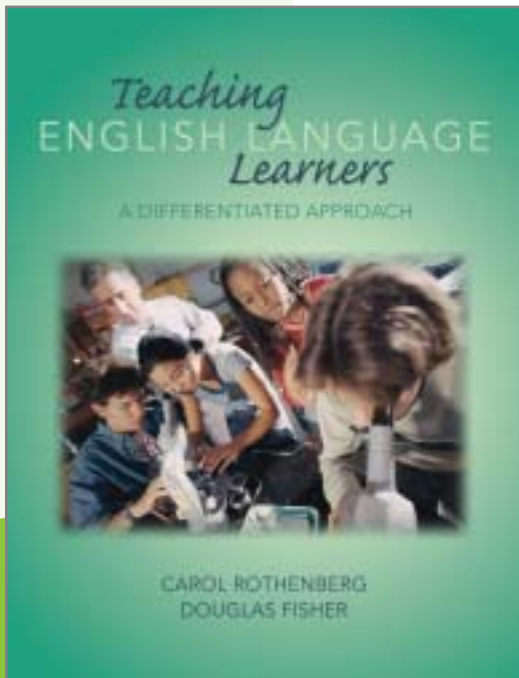
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## 50 Strategies for Teaching English Language Learners, 3/e

Adrienne L. Herrell and Michael Jordan

To help meet the daunting challenges of today's culturally diverse classroom, Adrienne Herrell and Michael Jordan present you with 50 strategies! In their new edition, Adrienne and Michael offer a wealth of field-tested, practical ideas aligned with the TESOL standards to help you teach your ELLs.

They present each strategy with a brief explanation, step-by-step instructions in how to plan and use the strategy, and two classroom scenarios demonstrating how the strategy can be adapted for different grade levels and content areas.

The strategies include planning approaches, strategies for improving student involvement, vocabulary knowledge, and comprehension. A new DVD illustrates select strategies being used in a classroom dominated by English learners and features interviews with the authors and various teachers providing insight into how the lesson was planned and the teacher's reasons for choosing the strategy.

### Author recommended:

Kathy Froelich, author of *The Literacy Coach*, recommends *50 Strategies for Teaching English Language Learners* to teachers!

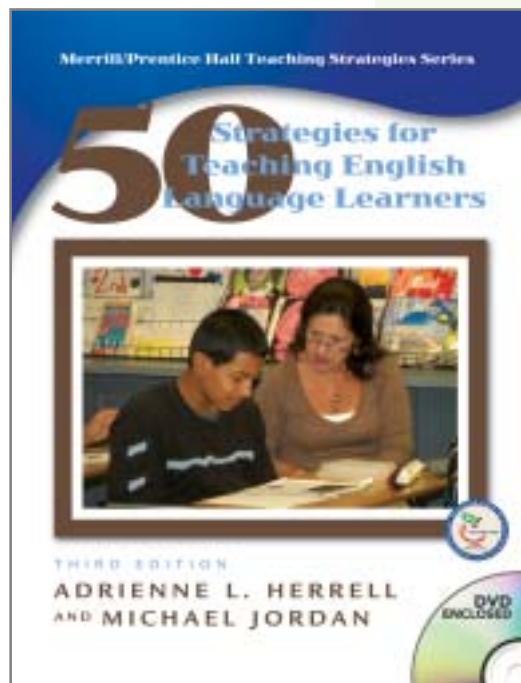
### Explore more:

- Alphabetical listing of strategies.
- Integrated technology suggestions.
- Developmental Profile of English Language Development provides a powerful assessment tool.

Grades K-12

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**Explore what's inside:**

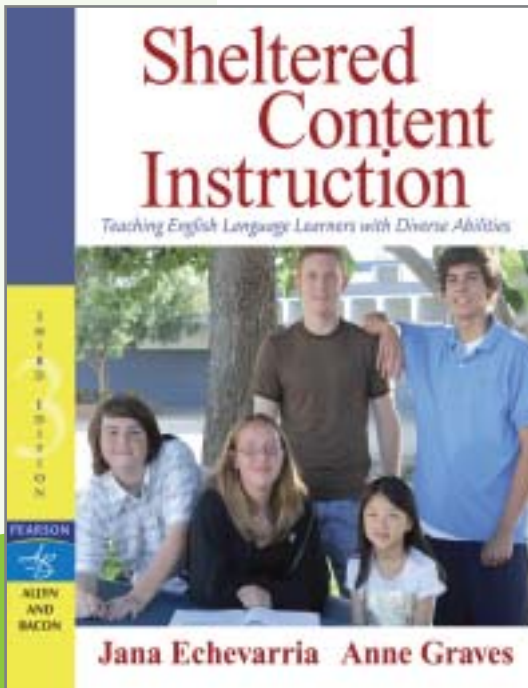
- Due to the overwhelming over-representation of English learners in special education, this new edition has been completely updated to provide a more targeted focus on both ELLs and students with special needs.
- Includes research on second language acquisition.
- Emphasizes standards and provides teachers with a better understanding on the role of standards in instruction for ELLs.
- Responds to intervention coverage.

### **Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities, 3/e**

**Jana Echevarría and Anne Graves**

We asked Jana Echevarría and Anne Graves to explain the key to helping ELLs learn core content information through sheltered content instruction. Drawing from their work with classroom teachers and special educators, Jana and Anne provide the research-based support and direction needed to undertake the sheltered approach with students of varying abilities.

They capture the vitality of today's classrooms by speaking specifically to instruction in the content areas and confronting the fact that students learning English might struggle in these subjects. Presenting practical methods that demonstrate how to implement this type of instruction with a full range of learners — from ELLs to students with special needs — and examples of sheltered content instruction and scenarios depicting classroom interaction, this is the perfect resource for teachers who are looking to connect all their students to content knowledge and promote the development of academic language!



**Grades K-12**

©2007 | 208 pp. | \$36.99

ISBN: K-205-49325-4

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## The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide, 3/e

Lynne T. Diaz-Rico and Kathryn Z. Weed

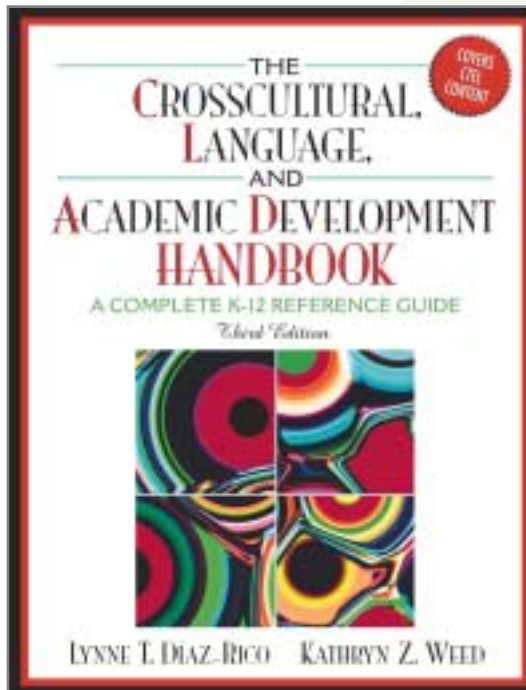
At a time when more than 4.8 million students with limited English proficiency fill our nation's classrooms, teachers desperately need practical, effective resources to help these students succeed in our schools. Bringing together theories, ideas, and resources for promoting crosscultural awareness, language development, and academic progress for English learners, the authors tie together culture and language in a comprehensive format and address the educational challenges faced by all teachers. They offer a clear guide to the cultural differences in learning and present the perfect balance of how to incorporate cultural diversity and address varying learning styles to help all teachers better serve the needs of English language learners.

Grades K-12

©2006 | 408 pp. | \$67.50

ISBN: K-205-44325-7

Look for Lynne's newest book, *A Course for Teaching English Learners!* To learn more, go to page 49.



### Explore what's inside:

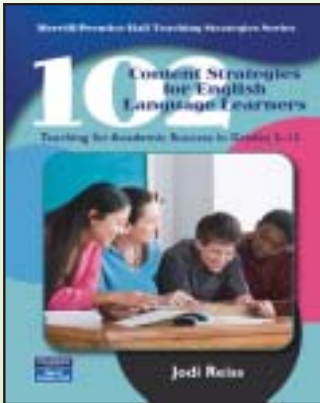
- Illustrates key concepts through real classroom examples.
- Includes a questionnaire that includes data needed to adapt instruction for English learners.
- Explains two-way immersion bilingual programs.
- Presents techniques for teachers to become intercultural educators.
- Emphasizes culturally compatible instruction with friendly explanations.

### Author recommended:

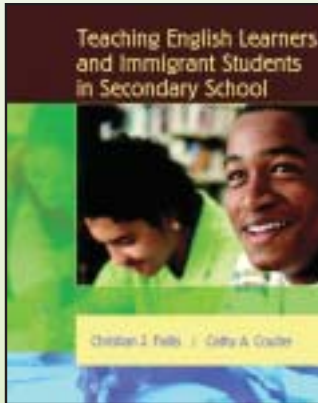
Ellen Kronowitz, author of *The Teacher's Guide to Success*, recommends *The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide* to teachers!

# When teaching matters, turn to these resources to help your ELLs succeed!

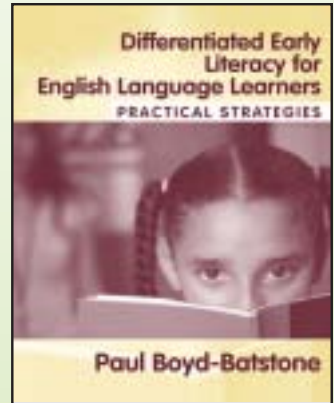
Visit [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com) to learn more.



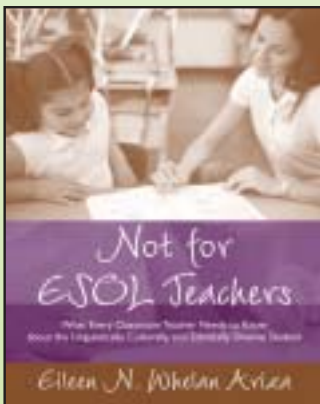
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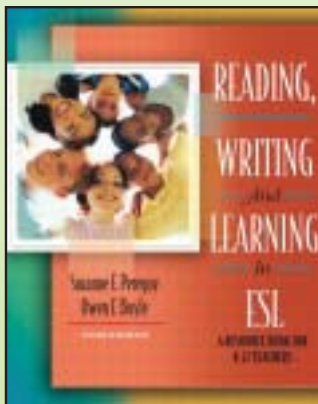
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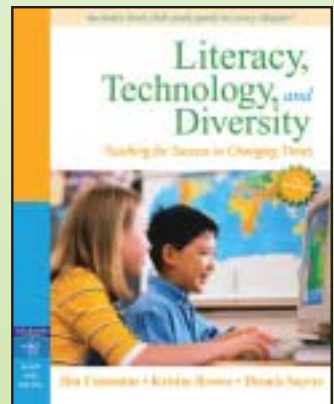
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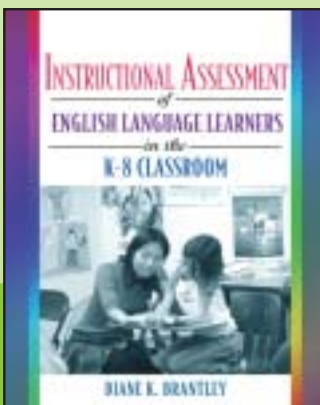
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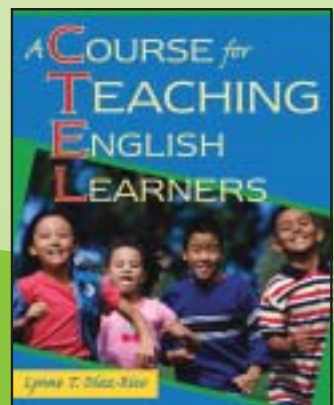
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Page 49



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Page 49



## Words Their Way™ with English Learners: Word Study for Phonics, Vocabulary, and Spelling Instruction

Donald R. Bear, Lori Helman, Shane Templeton,  
Marcia Invernizzi, and Francine Johnston

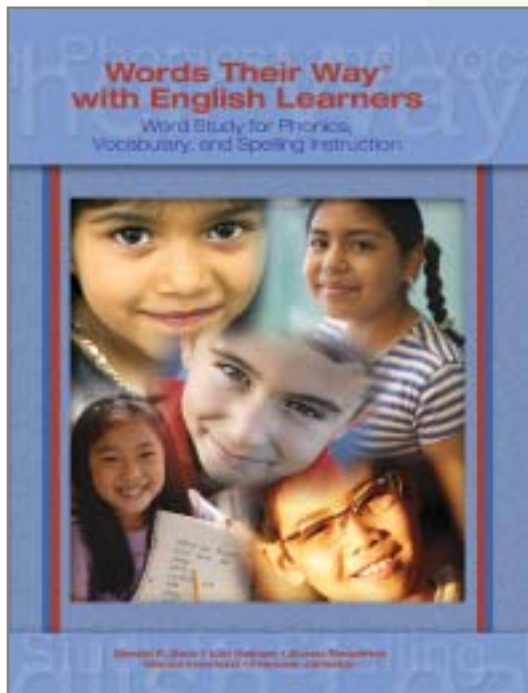
Drawing on six years of word study and language acquisition research, new co-author Lori Helman joins the phenomenal *Words Their Way* author team in this new book and explains to teachers the learning and language acquisition differences between native English speakers and English learners. From that understanding, Lori and the other phenomenal authors of the *Words Their Way* author team describe how to target appropriate word study instruction to access what ELLs bring with them from their home languages and how to build on those language skills to teach English.

Critical to understanding how to work with English learners, *Words Their Way with English Learners* identifies for teachers the orthographic patterns common to many languages including English, Spanish, Chinese (Mandarin), Korean, Vietnamese, and Arabic. The authors then share their wealth of experience and practice to provide teachers the hands-on activities that will build English learners' phonics knowledge, vocabulary and recognition of English spelling patterns.

Grades K-8

©2007 | 384 pp. | \$37.95

ISBN: K-13-191567-3



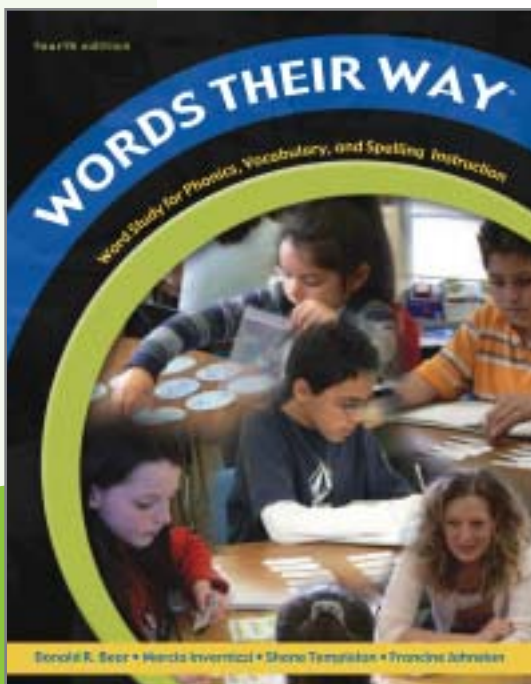
### Explore what's inside:

- Presents tools to help ELLs understand English patterns and the organization of the English writing system that generalizes to their reading and writing in English.
- Focuses on five predictable stages of spelling, outlining appropriate developmental instruction for word study.
- Features common orthographic patterns of six languages including English, and provides student writing examples in Spanish, Chinese, Korean, Vietnamese, and Arabic.
- Offers spelling inventories and various pictures and word sorts for concept word sorting with translations in English, Spanish, Chinese, and Korean to assess students' current literacy development.

**Explore more:**

This year, we are excited to present the **NEW** edition of *Words Their Way* featuring:

- Word Study Resources CD has a dual platform: **Platform 1** contains assessment tools that help you collect assessment data and inform you of students' literacy development identifying how to group your children based on their literacy needs; **Platform 2** allows you drag and drop word sort words that fit word study templates and game boards allowing you to create your own classroom materials.
- DVD Tutorial: Designed to walk you through every aspect of the *Words Their Way* word study approach, this DVD also provides four word study classrooms — K, 2nd, 4th, and 6th grade — so you can see developmental word study in action. This classroom footage highlights *Words Their Way* success with English language learners!



## The word study approach more than half a million teachers trust!

Throughout the past year, we've heard a lot of you tell us how fantastic and useful *Words Their Way*™ has been for your students. Based on years of research into invented and developmental spelling, the classroom-proven framework of this successful series is keyed to the five stages of spelling or orthographic development. It provides a no-nonsense method to studying words that teachers everywhere have grown to love. It's no surprise the *Words Their Way*™ series is a phenomenon and we believe you'll find the hands-on, word sorting approach to word study an invaluable tool for your students.

But what makes this word study program effective? Just ask the renowned author team of Donald Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston:

“Word study is a way to integrate phonics, vocabulary and spelling instruction. Word study activities are chosen because they are at students' instructional levels. The relationship between reading and spelling is what makes word study effective and efficient.

When teaching phonics, students learn about spelling, and when teaching spelling, students learn about reading. The easiest way to describe the key components of word study is: Word study = phonics + vocabulary + spelling. It's evident when spelling and phonics instruction is working — students are motivated to learn!”

Schools and districts save 25%! Call 888-248-0847

## Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4/e

Donald R. Bear, Marcia Invernizzi,  
Shane Templeton, and Francine Johnston

Grades K-8

©2008 | 432 pp. | \$37.95 | ISBN: K-13-223968-X

## Words Their Way: Letter and Picture Sorts for Emergent Spellers

Donald R. Bear, Francine Johnston, and Marcia Invernizzi

Grades K-3

©2006 | 160 pp. | \$17.95 | ISBN: K-13-113591-0

## Words Their Way: Word Sorts for Letter Name-Alphabet Spellers

Francine Johnston, Marcia Invernizzi,  
Donald R. Bear, and Shane Templeton

Grades 1-3

©2004 | 120 pp. | \$17.95 | ISBN: K-13-183813-X

## Words Their Way: Word Sorts for Syllables and Affixes Spellers

Francine Johnston, Marcia Invernizzi, and Donald R. Bear

Grades 3-8

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## Words Their Way: Word Sorts for Within Word Pattern Spellers

Marcia Invernizzi, Francine Johnston,  
Donald R. Bear, and Shane Templeton

Grades 1-4

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## Words Their Way: Word Sorts for Derivational Relations Spellers

Francine Johnston, Donald R. Bear, and Marcia Invernizzi

Grades 5-8

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## Explore the Words Their Way Series:

- Investigates the five developmental phases of spelling: Emergent, Letter Name-Alphabetic, Within-Word Pattern, Syllables and Affixes, and Derivational Relations.
- Helps teachers teach phonics.
- Offers tips and strategies for helping teachers with English language learners.
- Includes word lists, word sorts, picture sorts, games, assessments, and much more!



## What teachers are saying about the new Evidence-Based Instruction on Reading Series...

*"[These books are] a godsend! The professional development section of each chapter encourages teacher[s] to reflect upon their current practices and actually make an action for improving their practices... The examples in [these books] are similar to what actually occurs in real classrooms. I love that Dr. Rasinski uses examples from his own classroom in many of the examples. He is truly in touch with the issues and struggles that teachers face when teaching... [The Evidence-Based Instruction on Reading Series] will make a great book study for literacy coaches to do with their teachers."*

— Tracy Hendrix, Literacy Coach,  
Carnesville Elementary School,  
Carnesville, Georgia

## From the authors you know and trust!

Literacy experts Tim Rasinski, Nancy Padak, Maryann Mraz, Belinda Zimmerman, and Evangeline Newton have strived to help teachers meet the challenging educational demands of today's classroom. Their research on the five key pillars of Reading First and their numerous teacher resources have become standard in the excellence of teaching reading instruction in elementary school.

This year we are delighted to bring you two new resources from the authors you know and trust: the Evidence-Based Instruction on Reading Professional Development Series and a new edition of one our best-sellers, *From Phonics to Fluency*. We are sure you'll love them both, but don't take our word for it, read them for yourself!



Schools and districts save 25%! Call 888-248-0847

### Evidence-Based Instruction in Reading: A Professional Development Guide to *Phonemic Awareness*

Maryann Mraz, Nancy D. Padak, and Timothy V. Rasinski

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### Evidence-Based Instruction in Reading: A Professional Development Guide to *Phonics*

Belinda S. Zimmerman, Timothy V. Rasinski,  
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### Evidence-Based Instruction in Reading: A Professional Development Guide to *Vocabulary*

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### From Phonics to Fluency, 2/e

Timothy V. Rasinski and Nancy D. Padak

Grades K-6

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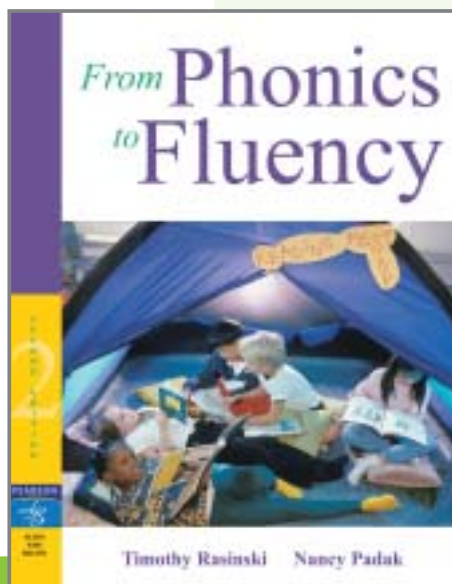
### What teachers are saying about *From Phonics to Fluency...*

"...Timothy Rasinski and Nancy Padak collaborate to provide the reader with successful teaching strategies, elucidated in detail, to help young people understand phonics and become better readers... Filled with sample charts, diagrams, games, and instructional materials, *From Phonics To Fluency* is an excellent supplementary resource for school teachers, tutors, and home schoolers alike."

— Midwest Book Review,  
Internet Bookwatch, September 2005

### Explore more:

To learn more about the new edition of *From Phonics to Fluency*, turn to page 55.



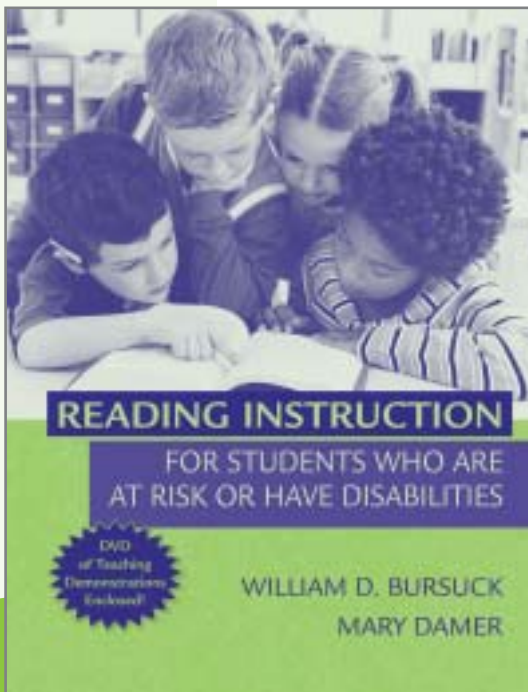
**Explore what's inside:**

- Specifies curriculum-based assessments and how to identify children at-risk.
- Includes behavior management tips and stresses an integrated approach to literacy.
- Provides examples of how to adapt existing curricular materials to meet the needs of children at-risk.
- Specific strategies are detailed for implementing Response To Intervention (RTI) multi-tier instruction during the reading block.

## Reading Instruction for Students Who Are at Risk or Have Disabilities

William D. Bursuck and Mary Damer

William Bursuck and Mary Damer challenge teachers to help the children that have been left behind. In their book, William and Mary present scientifically-validated teaching strategies for children at-risk, including children of poverty, English learners, and children with learning and behavioral disabilities. Their practices are integrated into a systematic teaching process that stresses the use of student outcome data within authentic classroom contexts to guide practice and is the perfect compliment to any program using DIBELS. The authors' work is grounded in research from both rural and urban teaching settings. Most of the strategies have resulted from work the authors did in their recent four-year federally-funded model-demonstration grant in which they implemented an extensive reading problem prevention model in grades K-3 in three inner-city schools. The results are strategies that will motivate any student.



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**Link DIBELS assessment to your teaching!**



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**A Declaration of Readers' Rights:  
Renewing our Commitment to Students**

Jo Ann F. Bass, Sheryl Dasinger, Laurie Elish-Piper,  
Mona W. Matthews, and Victoria J. Risko

Students have rights too! In *A Declaration of Readers' Rights*, this dynamic author team presents a research-based “rights” framework that addresses 10 key rights for improving literacy development among adolescents. This user-friendly book outlines a step-by-step plan and offers very specific recommendations and implementation strategies for secondary teachers that go far beyond where other books stop. The authors explore real-life classroom examples including the voices of students, as well as the stories, experiences, and challenges of their teachers and parents, and walk teachers through identifying problems, suggestions for preventing problems, and offer advice for helping students get back on track.

Declaring your readers' rights has never been easier!  
To learn how to renew your commitment,  
visit [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com).

**What teachers  
are saying...**

*"I think the topics in this book are timely and provide a wake up call for all reading teachers. We must remember that not all students arrive in school ready to pick up and run with the reading instruction we provide. Good reading instruction coupled with quality reading experiences must be seen as a right and not just a privilege."*

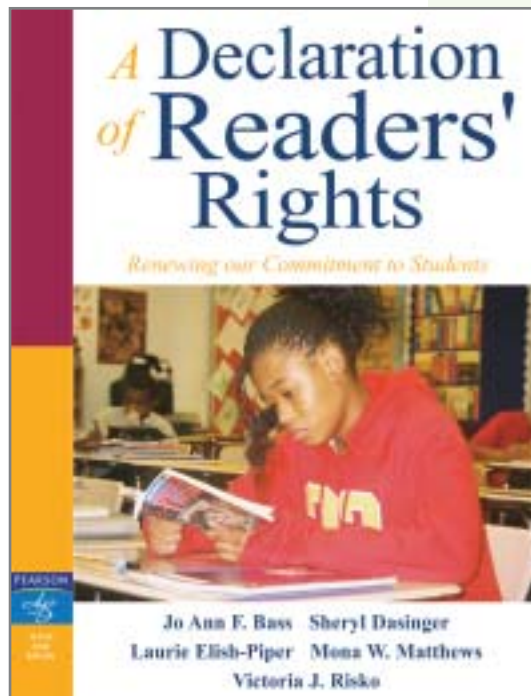
— Molly Williams,  
Still Middle School, Illinois

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## What teachers are saying about Dick Allington...

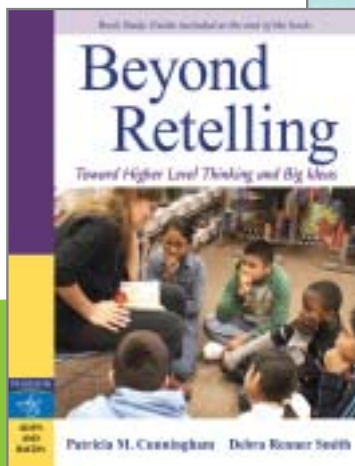
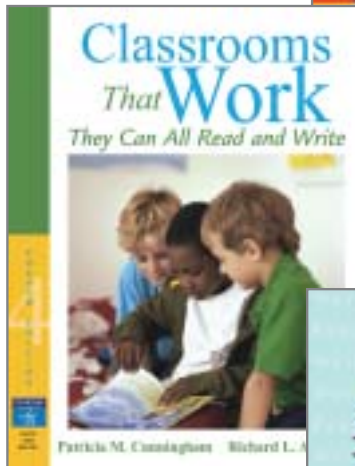
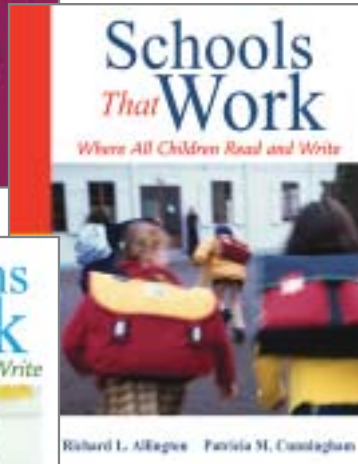
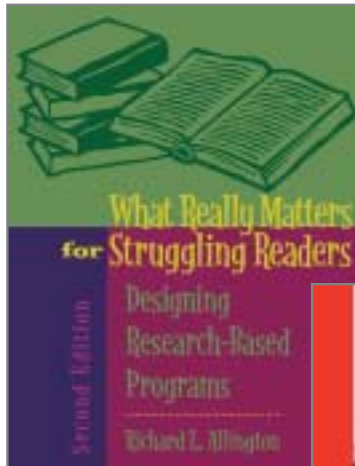
*"This past year, our school was awarded the NCLB Blue Ribbon Award... I give you much credit for our success! [Your] books made us reflect upon how we used our time and how we engaged both our low- and high-achieving children. With the activity that we did after the reading, I realized that we had developed a 'Sunrise Reading Improvement Plan.' When I say all of the achievements that our school has accomplished, I include you in our group — you help us do great things for kids!*

— Rosemary Schultz,  
Principal, Sunrise Elementary School,  
Amarillo, Texas

## Explore more:

Today almost every state requires students to be evaluated on higher-level thinking processes. To help teacher's meet these demands, we are delighted to introduce **Beyond Retelling: Toward Higher-Level Thinking and BIG Ideas**, the newest book by celebrated author Patricia Cunningham and literacy consultant Debra Renner Smith!

To learn more about *Beyond Retelling*, visit [www.allynbaconmerrill.com!](http://www.allynbaconmerrill.com!)



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**Find out for yourself why more than 450,000 teachers have turned to Dick and Pat for effective instructional literacy strategies!**

We know kids can't learn to read or learn science or social studies from texts they can't read. Texts that are too difficult limit reading growth, vocabulary development, and acquisition of content knowledge. Far too often we fill students' desks full of books that are too difficult. If we want to help our children close the reading gap and meet our standards, we must work to ensure that they have texts they can read all day long and ensure they understand them. We have to ensure we are implementing a balanced reading program in the classroom and in our schools so that every child can succeed.

For 14 years, Richard Allington and Patricia Cunningham have had the bold and optimistic ambition of helping teachers engage ALL readers in meaning-centered learning. Dick and Pat have provided guidance to elementary and middle school educators on how to teach reading, teach struggling readers, and develop successful school organizational plans. Each of their books is filled with the perfect balance of research to meet today's challenging educational demands under No Child Left Behind and presents workable, practical strategies and activities that teachers can immediately use.

### **What Really Matters for Struggling Readers: Designing Research-Based Programs, 2/e**

**Richard L. Allington**

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### **Schools That Work: Where All Children Read and Write, 3/e**

**Richard L. Allington and Patricia M. Cunningham**

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**Patricia M. Cunningham and Debra Renner Smith**

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### What teachers are saying...

"Write for Insight can transform teachers' pedagogy and enhance their students' learning. But it has something else, too. It's a teacher education book with attitude..."

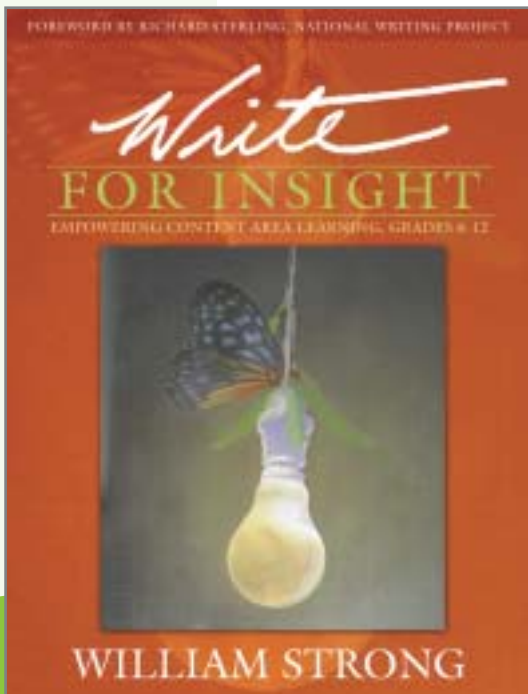
— Tom Romano,  
Miami University, Oxford, Ohio  
*Journal of Adolescent  
& Adult Literacy*  
(50:3, November 2006)

### Write for Insight: Empowering Content Area Learning, Grades 6-12

William Strong

Spark imagination and enhance your students' learning with Bill Strong. In his latest book *Write for Insight*, Bill will transform how you teach emerging writers in any subject area. Arguing that writing is a powerful learning tool in all content areas, Bill utilizes note taking, drawing, summarizing, brainstorming, and metaphor building to help students collect notes, plan future action, frame questions, monitor their own learning, and engage in a rich array of imaginative and cognitive tasks. Offering a wealth of ideas and strategies about using writing as a tool for learning, Bill gives ALL teachers — not just English teachers — a book that will motivate middle and high school teachers to make writing matter in their classrooms.

At a time when more emphasis is being placed on middle and secondary students and when writing tests have been added to the new ACT and SAT assessments, *Write for Insight* is ideal for teachers seeking a flexible and inspiring way to increase students' motivation and to enhance long-term learning.



Grades 6-12

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**Creating Writers Through 6-Trait Writing Assessment and Instruction, 4/e**

Vicki Spandel

Grades 5-12

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**Creating Young Writers, 2/e**

Vicki Spandel

Grades K-3

©2008 | 272 pp. | \$34.99 | ISBN: K-205-53702-2

**To the untrained eye, writing is writing, but 6-Traits is Vicki Spandel!**

Drawing on her experiences as former language arts teacher, journalist, technical writer, consultant, and scoring director for dozens of state, county, and district writing assessments, Vicki has filled her books with clear guidelines and a goldmine of activities and lesson ideas for helping students draft, assess, and revise their writing, as well as explicit criteria to show students precisely what they must do to succeed as writers in virtually any situation. Widely used at the state level, school districts are incorporating the 6-Traits into their state standards or state assessments, making Vicki’s model the perfect choice for teachers of writing who are looking to prepare their students for success on state tests.

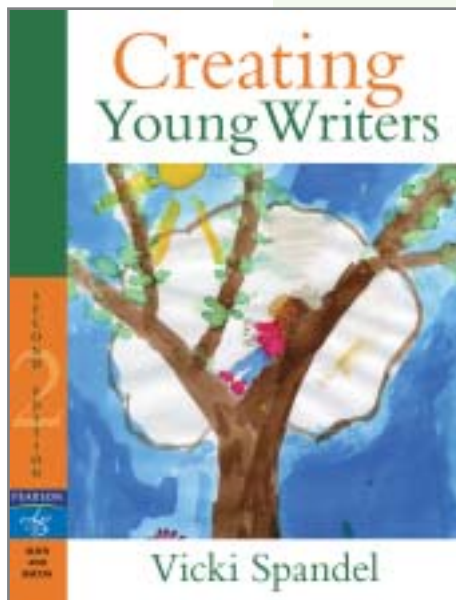
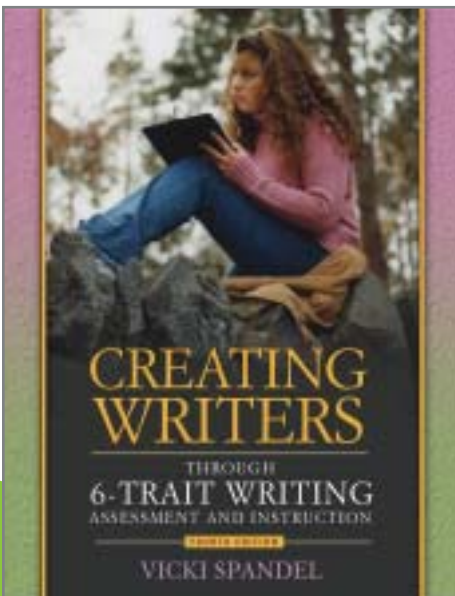
**Explore more:**

**Introducing the NEW edition of *Creating Young Writers*!** Now it includes more examples of students’ writing, revised continuums, new lessons, new CD-ROM on how to implement the 6-Traits, and book club study guide questions making this the perfect professional development resource for primary teachers.

**What teachers are saying...**

*“Provides the best framework I’ve seen for thinking about — and teaching — the qualities of good writing.”*

— 8th Grade Teacher, Chicago, Illinois



### What teachers are saying...

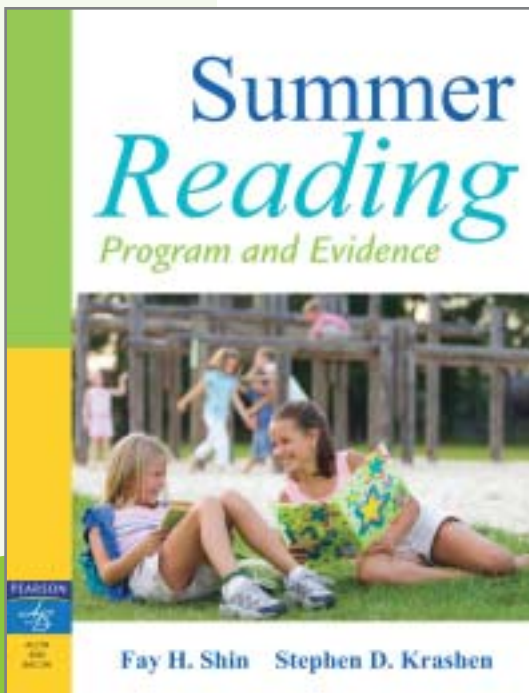
*"I loved your approach... Our school systems are in a state of panic as to how to get kids hooked on books... I am setting up an after school reading program at my school and I have decided to use your model."*

— Mary Klinic,  
Reading Specialist, Thomas Jefferson  
Elementary School, Virginia

### Summer Reading: Program and Evidence

Fay H. Shin and Stephen D. Krashen

Inspired by the increased number of summer reading camps set up by schools to help struggling readers, Fay and Stephen present a research-based summer reading program that will guide your school in replicating their successful strategy. Written in a clear and friendly style by two of the country's top scholars in literacy and ESL, *Summer Reading* provides teachers with a solid framework rooted in scientific data supporting how summer reading programs succeed, including standardized test scores as well as personal reflections from teachers and students on how to implement a summer reading camp. Fay and Stephen will inspire teachers to drive students of diverse backgrounds to excel outside the academic classroom, promoting success from one year to the next.



Grades 4-12

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## Vocabulary Across the Curriculum

Max Brand

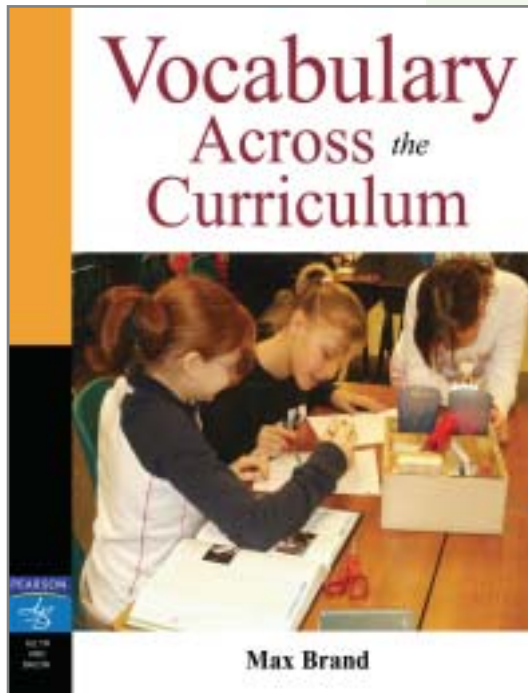
As students we learned what it meant to know a word, select words, and study strategies so our vocabulary advanced and expanded. But as teachers, how can we transfer our knowledge to help students in our classrooms? We asked Max Brand to explain. Drawing from his 20 years experience as a literary leader, he offers teachers one-on-one advice about the importance of understanding and teaching vocabulary development in his new book. Starting from the beginning, he discusses research-based strategies and activities that will help you think differently about words and how vocabulary knowledge and instruction can be developed successfully in any classroom setting. Focusing on the theory behind vocabulary development, Max guides teachers through various real-life examples and highlights key learning concepts as they happen. He creates an engaging story that will have you questioning if you're talking to Max himself.

Max Brand will inspire you to rethink the way you teach vocabulary, one word at a time!

Grades K-8

©2008 | 176 pp. | \$25.99

ISBN: K-205-49945-7



## What teachers are saying about *Improving Adolescent Literacy...*

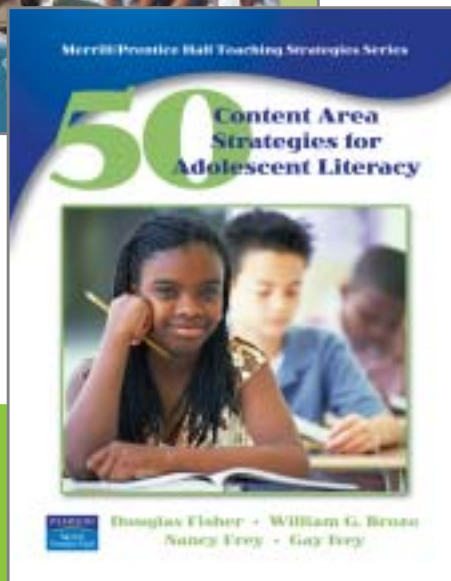
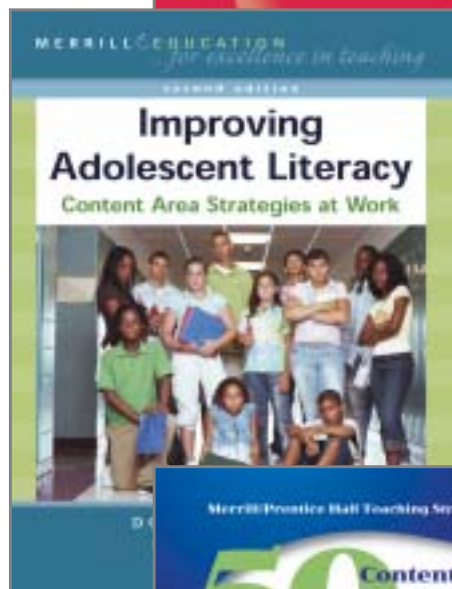
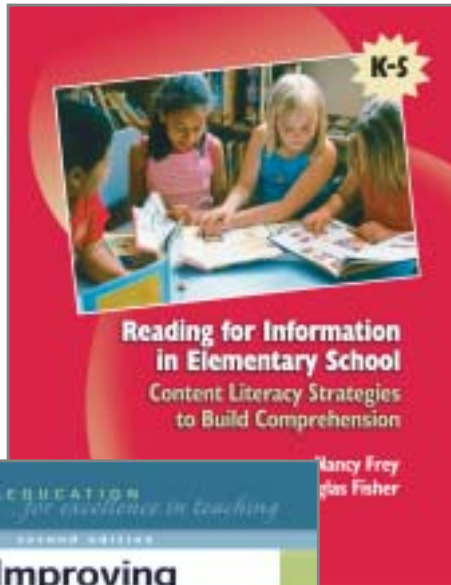
*“Every teacher on campus can see and understand the value of literacy strategies in each content area and how to improve comprehension by incorporating [Fisher and Frey’s] methods directly into their own lessons. This book has allowed us to forward our opportunities to increase student achievement while developing our own professional practice and conversations. It is excellent!”*

— Julie Rich, Principal,  
Bear Valley Middle School

## Explore more:

According to the U.S. D.O.E., more than half of all high school students read below grade level. How are you helping your adolescents?

The **NEW** edition of *Improving Adolescent Literacy: Strategies That Work* is just what you need. Packed with strategies for every content area, you’ll walk away with a model to improve literacy development for all your students.



Schools and districts save 25%! Call 888-248-0847

## Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension

Nancy Frey and Douglas Fisher

Grades K-5

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## Improving Adolescent Literacy: Content Area Strategies at Work, 2/e

Douglas Fisher and Nancy Frey

Grades K-12

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## 50 Content Area Strategies for Adolescent Literacy

Douglas Fisher, William G. Brozo, Nancy Frey, and Gay Ivey

Grades K-12

©2007 | 156 pp. | \$18.00 | ISBN: K-13-174544-1

Our actions reflect our beliefs. Doug, Nancy, Bill, and Gay believe that students can learn when taught well and that interesting curriculum and quality instruction are critical ingredients for student success. They believe that literacy instruction is the foundation for learning and can be infused into all content areas.

But what happens when students never develop the necessary literacy skills to read effectively and become successful? We know teachers can help develop the skills these students need to be successful, but it takes the necessary school and classroom structures that support high-quality instruction, professional development, and school-wide initiatives to get the job done. Doug Fisher and Nancy Frey have witnessed struggles that elementary, middle, and high school students face, and offer strategies that move teachers beyond understanding to implement exemplary classroom teaching.

Doug and Nancy's books are filled with research-based and classroom-proven strategies that focus on the processes required to develop content literacy to enhance students' comprehension, and draw from their years of experience as teachers, professional development coordinators, consultants, and professors. For the past four years, teachers have turned to Doug and Nancy for advice, support, and guidance to help their students succeed and meet today's challenging educational standards set by the NCLB Act. We believe that you'll agree their perspectives on teaching and learning are valid and invite you to learn from one another.



### Explore more about the new edition of *Teaching Writing:*

- Offers mini-lessons with five basic steps for teaching essential strategies and skills to young writers.
- Scaffolds instruction and includes specific ways to support ELLs.
- Helps you prepare students for writing proficiency tests, provides prompts to generate a writing sample, and outlines possible pitfalls writers face in each genre.
- Addresses struggling writers' and offers step-by-step analysis to diagnose the problem and clear steps to get writers on track.

### Teaching Writing: Balancing Process and Product, 5/e

Gail E. Tompkins

Grades K-8

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### 50 Literacy Strategies: Step by Step, 2/e

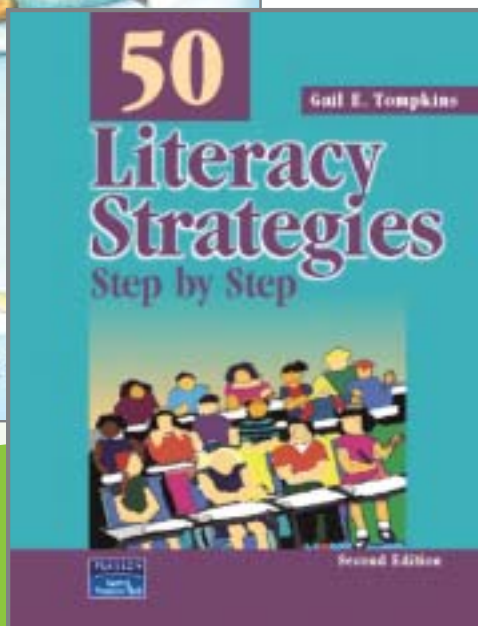
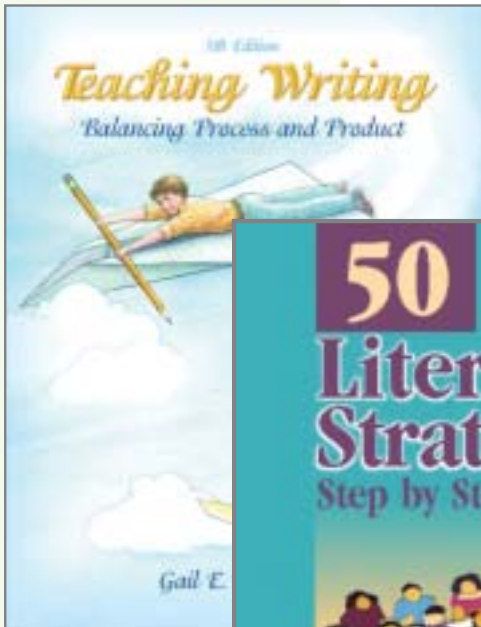
Gail E. Tompkins

Grades K-4

©2004 | 128 pp. | \$30.00 | ISBN: K-13-112188-X

How do you take the guesswork out of addressing literacy skill development with elementary students? One of today's leading literacy and language arts experts provides teachers with a formula for balancing their focus in the classroom to develop strategic readers and writers. Drawing on her experience as consulting director of the San Joaquin Valley Writing Project, Gail Tompkins presents practical strategies for teaching and assessing individual student needs and teacher accountability.

In *50 Literacy Strategies*, Gail takes the guesswork out of developing and applying literacy strategies in the classroom! She presents teachers with clear, step-by-step descriptions of 50 effective, proven strategies for helping students become strategic writers.



Schools and districts save 25%! Call 888-248-0847



## Literacy, Technology, and Diversity: Teaching for Success in Changing Times

Jim Cummins, Kristin Brown, and Dennis Sayers

We hear more and more about how technology and multiliteracies are changing the classroom, how they promote learning and interaction among all students and give culturally diverse students the chance to succeed. However, it is not the technology alone that is engaging students — it is the teachers and educators who embrace these advancements who are making changes in our classrooms.

In *Literacy, Technology, and Diversity* the inspirational author team of Jim Cummins, Kristin Brown, and Dennis Sayers place teachers at the center of educational change and offer a research-based guide for incorporating technology into instruction to close the achievement gap. They discuss real classroom projects and challenge teachers to reflect on ways to actively engage literacy development through technology. Filled with research-based strategies, this book will leave educators and teachers alike determined to ignite curiosity, imagination, and social commitment to advance academic achievement and meet curricular standards for all.

### Explore what's inside:

- Book Club Study Guide questions at the end of every chapter make this the perfect professional development resource for learning communities.
- Complimentary CD-ROM of additional resources for teachers as well as updated portraits on exemplary projects can be easily viewed and downloaded for quick use in the classroom.

### What teachers are saying...

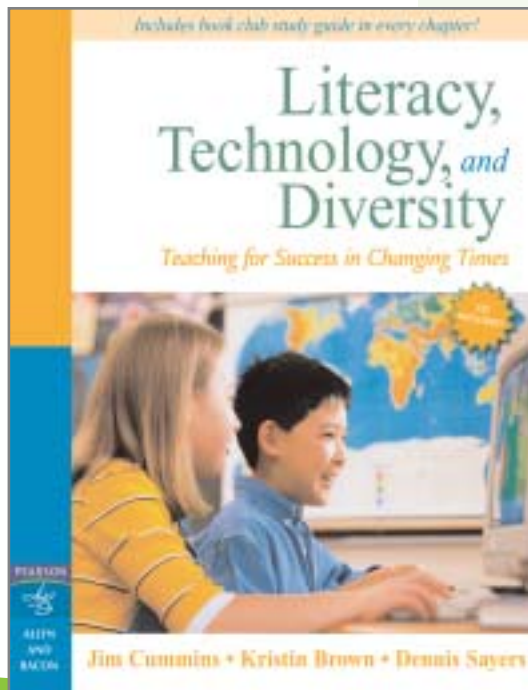
*"This [book] is a powerful argument for a major change in thinking about learning in schools. Therefore, it provides a valuable vision that stands in contrast to the dominant framework of today's educational establishment."*

— Donna Ogle,  
National-Louis University

Grades K-8

©2007 | 288 pp. | \$36.99

ISBN: K-205-38935-X



**Explore more:**

- DVD tutorial walks teachers through the assessment process modeling how to use each assessment tool.
- CD-ROM provides tools including readers' passages for Levels 10-12, an Español Reading Inventory with readers' passages and assessment protocols for all levels, and word documents for completing student data sheets.
- Reliability and validity study located on pages 5-14, presents data on the technical development of the CRI.

### **Cooter/Flynt/Cooter Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms**

**Robert B. Cooter, Jr., E. Sutton Flynt,  
and Kathleen Spencer Cooter**

Now teachers have access to the only reading inventory on the market to assess the “Big Five” components of reading instruction as identified by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension as well as the tools for assessing students whose first language is Spanish. The dynamic author team presents teachers with a simple, straightforward miscue analysis method for assessing their students' level of competency in reading comprehension and fluency. In addition, this tool is packed with materials for recording the assessment of students with special needs including students with disabilities and Title I students.

This inventory provides regular classroom teachers, special educators, and Title I teachers with the assessment tools they need to assess every aspect of students' literacy development, while recording students' literacy strengths, and documenting instructional planning and intervention.



**Grades PK-12**

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ISBN: K-13-113560-0

*\*Mention code K0004 when ordering*



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## Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now?

JoAnne Schudt Caldwell and Lauren Leslie

Grades K-8

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## Qualitative Reading Inventory-4, 4/e

JoAnne Caldwell and Lauren Leslie

Grades K-8

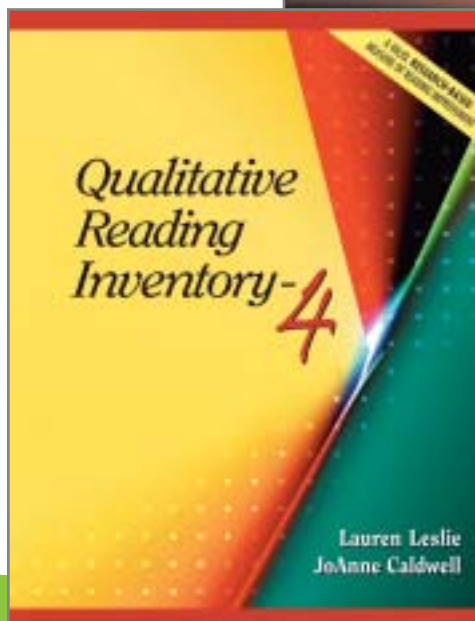
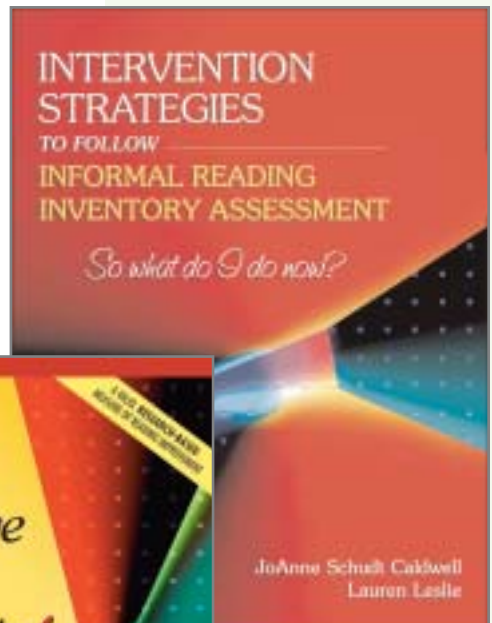
©2006 | 496 pp. | \$53.99 | ISBN: K-205-44327-3

Today teachers need valid research-based measures for reading improvement, real assessments to determine students' reading abilities, and intervention strategies to guide students back on track.

Best-selling authors Lauren Leslie and JoAnne Caldwell offer procedures for assessment of students' reading abilities from the most emergent readers to advanced readers, suggestions for intervention instruction, and inclusion of results with classroom portfolios in the *Quality Reading Inventory-4*. Their comprehensive inventory is also widely used by middle and high school teachers to focus on the assessment of specific questions regarding word identification, fluency, and comprehension in content classes that are critical areas of assessment.

### Explore more:

To help teachers connect students' performance and evaluation to instruction, ***Intervention Strategies to Follow Informal Reading Inventory Assessment*** outlines practical intervention strategies that works perfectly with any informal reading inventory!



**What teachers  
are saying...**

*"I found this book to be helpful to not only literacy coaches, but to classroom teachers who may want to become coaches or merely better understand their roles. I also believe building principals would find the book extremely useful... I only wish I had been given such access to all of this information five years ago!"*

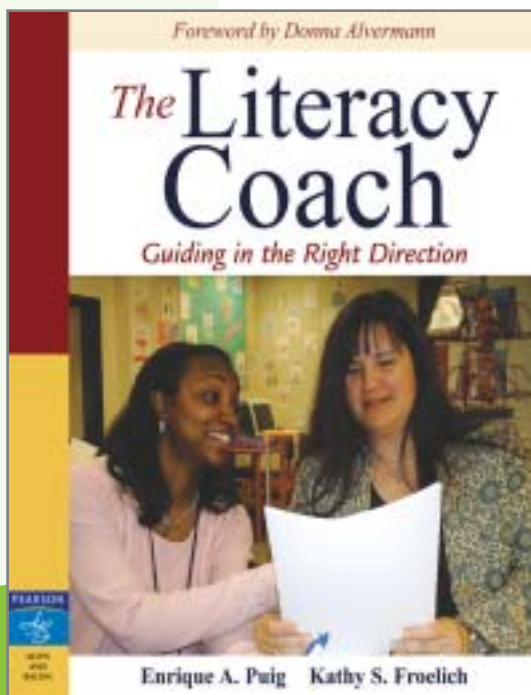
— Amy Ely,  
Literacy Coach, Brush Middle School

**The Literacy Coach:  
Guiding in the Right Direction**

Enrique A. Puig and Kathy S. Froelich

Literacy coaches are becoming a fundamental part of every successful literacy program. From Florida and New York to Missouri and California the word is out and educators are looking for solid research-based models that support literacy coaching in their schools and they are turning to Enrique Puig and Kathy Froelich for assistance. For the past 33 years, Enrique and Kathy have dedicated their careers to literacy and reading excellence and have provided a guiding light for the professional development of teachers and literacy coaches across the country. They present a unique school-reform model backed by research, theory, and practices to help teachers implement the four cornerstones of literacy coaching.

Grounded in the philosophy that literacy coaches are to provide professional development across a broad landscape of opportunities, ranging from facilitating a workshop to supporting school literacy leadership teams in conducting collaborative action research, this long-awaited book provides a comprehensive and broad view of job-embedded literacy coaching for educators in elementary through high school.



Grades K-12

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ISBN: K-205-49167-7



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## Learning American Sign Language: Levels I & II—Beginning & Intermediate, 2/e

Tom Humphries and Carol Padden with Illustrators Rob Hills, Peggy Lott, and Daniel W. Renner

American Sign Language is a rich and complex language. Recently declared as an official language and recognized by 48 states as a foreign language, more and more high school teachers across the country are teaching American Sign Language as an elective.

*Learning American Sign Language: Levels I & II — Beginning & Intermediate* is designed to prepare teachers to successfully interact with American Sign Language (ASL) users. Lessons are structured around language needed for common-life situations, and examples are presented in the form of dialogues coupled with grammar and vocabulary instruction. Information is also included about the culture of deaf people in the United States.

### Explore more:

Looking to expand learning in your ASL classroom? Incorporate a video, available on DVD or VHS format, and an Instructor's Manual when you order *Learning American Sign Language*! The video presents all 72 dialogues and each key structure from the text. To view sample clips and purchase, visit [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com).

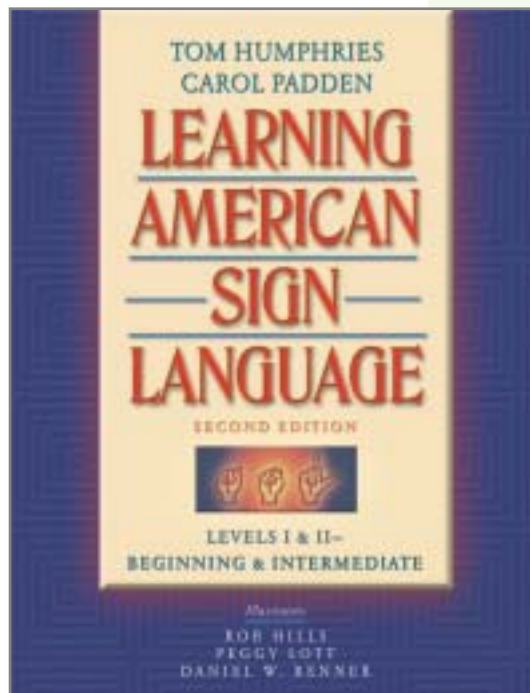
To learn more about special packaging options and how to obtain a copy of the Instructor's Manual, contact your local representative at 1-888-248-0847.

Grades K-12

©2004 | 384 pp. | \$54.99

ISBN: K-205-27553-2

\*Mention code K0004 when ordering

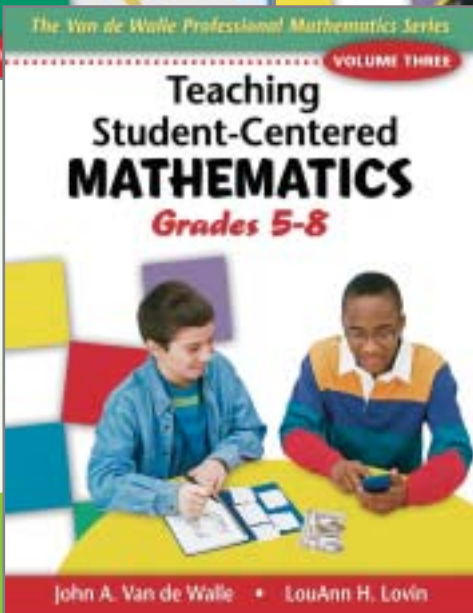
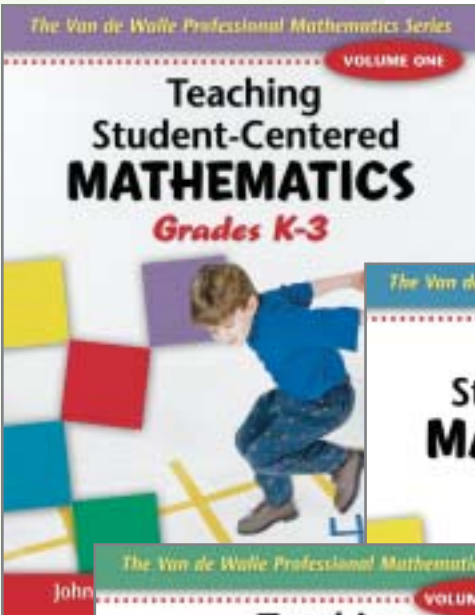


*“Math makes sense! This is the most fundamental idea that an elementary teacher of mathematics needs to believe and act on.”*

— John Van de Walle

The Van de Walle Professional Mathematics Series provides practical guidance along with proven strategies for practicing teachers in three grade bands, K–3, 3–5, and 5–8. In addition to many of the popular topics and features from John Van de Walle’s market-leading textbook, *Elementary and Middle School Mathematics*, this series offers brand-new material specifically written for the different grade levels. The expanded grade-specific coverage and unique page design allow readers to quickly and easily locate information to implement in the classroom.

Nearly 200 grade-appropriate activities are included in each volume. The student-centered, problem-based approach will help students develop real understanding and confidence in mathematics, making this an indispensable series for classroom teachers!



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(See page 37.)



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John A. Van de Walle and LouAnn H. Lovin

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John A. Van de Walle and LouAnn H. Lovin

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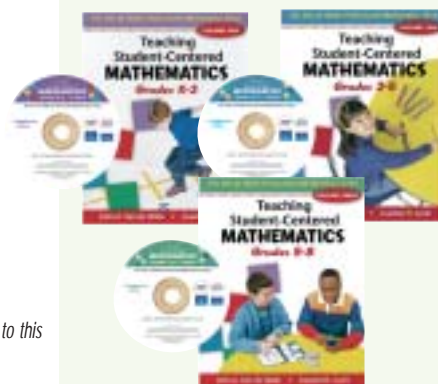
*\*School Network License Packages are available. This version gives all teachers within a single school access to this rich professional development tool. Once installed, the school network version allows for multiple access and progressive downloading across a Local Area Network (LAN). Please contact your local representative at 888-248-0847 for pricing and to inquire about district licensing options.*

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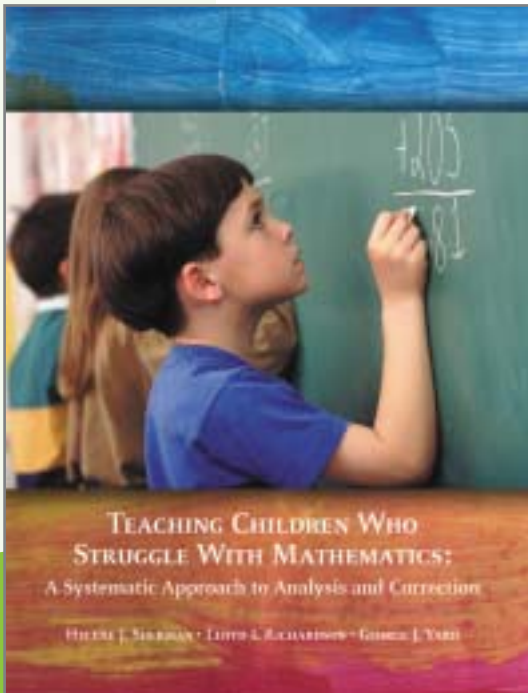
- Observe lessons in action through video.
- See excerpts from John Van de Walle's professional development sessions without leaving the comfort of your school.
- Hear John Van de Walle speak about the Big Ideas in every chapter through a series of personal interviews.
- Access tips and activities you can use in your classroom.
- Each e-Book Package includes a Facilitator's Guide for group study.



**Teaching Children Who Struggle with Mathematics: A Systematic Approach to Analysis and Correction**

**Helene J. Sherman, Lloyd I. Richardson,  
and George J. Yard**

With the increasing focus of strengthening early and middle school math under such initiatives as Math Now, teachers need professional development resources that not only address these challenges but offer practical and easy-to-use strategies for implementation. In their book, Helene Sherman, Lloyd Richardson, and George Yard offer teachers a brief guide to address the cognitive needs of children who struggle with mathematics. Focusing on grades 1-6, they present a systematic, three-step approach to assess students' math strengths and weaknesses and plan instruction that will improve specific mathematical skills. Teachers learn how to use a Data Analysis Sheet (DAS), complete a Mathematics Improvement Plan (MIP), and set up activities and intervention strategies that will improve student performance. This book provides teachers with the knowledge and tools essential to giving all students the opportunity to be successful in math!



**Grades 1-6**

©2005 | 256 pp. | \$29.95

ISBN: K-13-098463-9

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## Using Technology and Problem Solving in Middle and High School Mathematics: Investigations Using Scientific and Graphing Calculators, Spreadsheets, and The Geometer's Sketchpad®

**Kenneth P. Goldberg**

Do your middle and high school students struggle to grasp key math concepts and find problem solving an even bigger challenge? Technology can help. *Using Technology and Problem Solving in Middle and High School Mathematics* examines why technology is essential in today's classroom, and how using technology can encourage and enhance students' understanding of mathematics.

Drawing on his work with New York City public school districts, Ken Goldberg provides teachers with an easy-to-follow, five-step model and 23 sample investigations that demonstrate how to help students become better problem solvers through the use of four types of instructional technology: the scientific calculator, the graphing calculator, spreadsheet software, and The Geometer's Sketchpad® software.

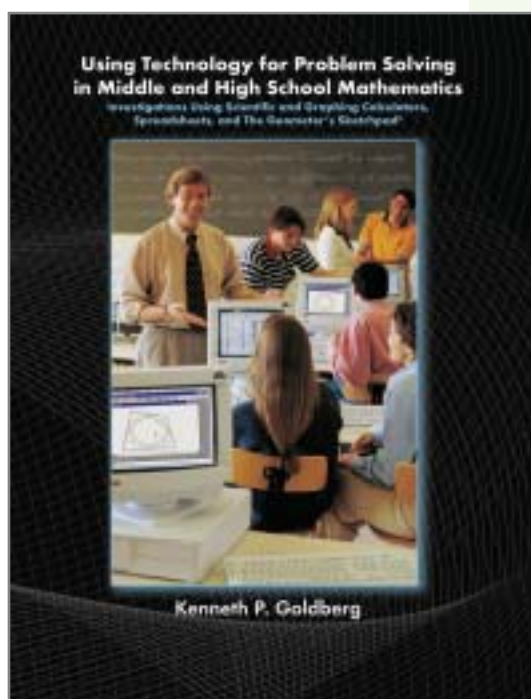
### Explore more:

The book presents four types of instructional technology: the scientific calculator, the graphing calculator, spreadsheet software, and The Geometer's Sketchpad® software.

**Grades 6-12**

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## What teachers are saying...

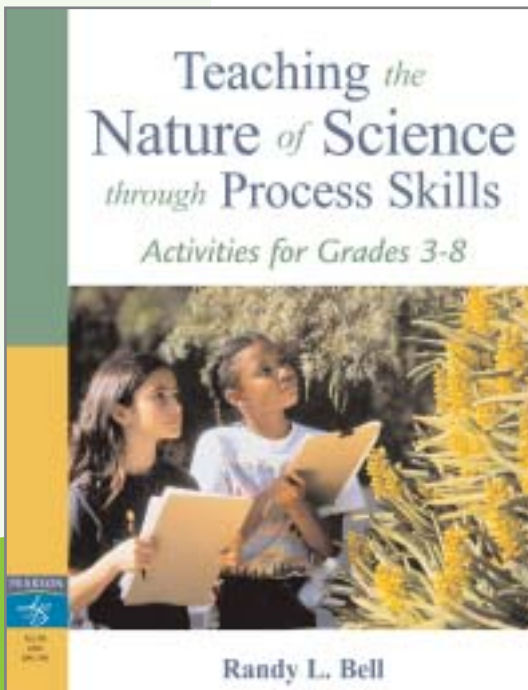
*"Your book...has made such a difference in my teaching of science this school year. I have had some of the most amazing science lessons and activities with my students and I attribute this to what I learned from...your book... I have watched my 5th grade students go from being casual observers in science to making some amazing observations that I even missed. We enjoy our class investigations and the students ask for more!"*

— Alyce F. Surmann,  
Sembach Elementary School

## Teaching the Nature of Science through Process Skills: Activities for Grades 3-8

**Randy L. Bell**

Current science education standards promote science instruction that goes beyond teaching science as a body of knowledge; teachers must encourage their students to think like scientists by incorporating the study of science processes and the characteristics of scientific knowledge (the nature of science) into the curriculum. In his new book, Randy Bell retells personal stories to help teachers link familiar process skills (like observation and inference) to key tenets of the nature of science. Randy shows teachers how to use student-centered activities to help children in grades 3-8 understand these important, yet abstract, concepts. He provides an introductory example in every chapter and/or topic overview with detailed descriptions of activities, illustrations of concepts and practical aspects of the lesson, useful teaching tips, and reproducible science notebook assignments that will make any teacher confident in teaching the nature of science.



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## Teaching Science as Investigations: Modeling Inquiry Through Learning Cycle Lessons

Richard H. Moyer, Jay K. Hackett, and Susan A. Everett

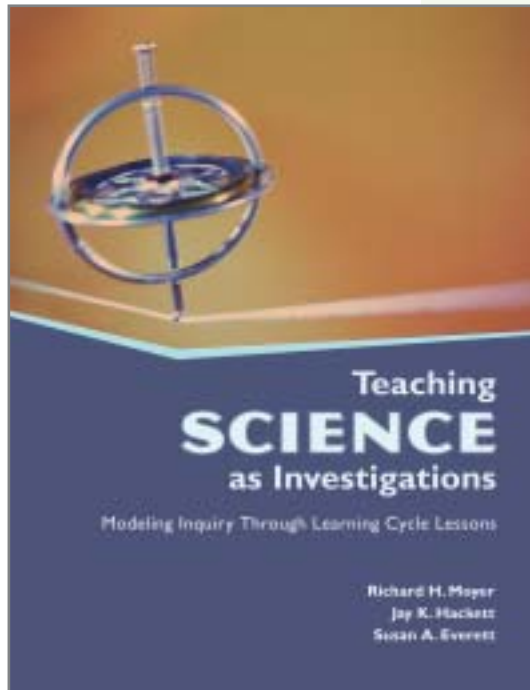
Teaching science effectively requires engaging students in inquiry. To the scientific community, inquiry requires active learning, observing, and exploring concepts before trying to explain phenomena. *Teaching Science as Investigations* provides active learning experiences through a 5-E learning cycle so students can Engage, Explore, Explain, Extend, and Evaluate their understanding of science concepts.

Each series of 5-E lessons is standards-based and organized to provide a sequential development of *physical, earth, and life* science concepts appropriate for students in K-8 classrooms. Each science investigation develops one major science concept and focuses on one element of science and teaching such as guided and open inquiry, assessment, or misconceptions. Learning how to teach science is embedded in the context of well-developed lessons and an active learning environment for students.

Grades K-8

©2007 | 360 pp. | \$37.95

ISBN: K-13-218627-6

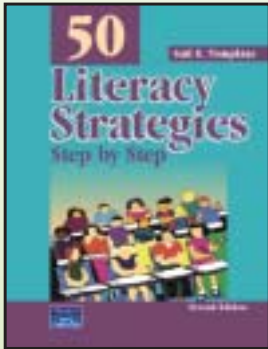


### Explore what's inside:

- Features Teaching Tips with each investigation to provide practical teaching suggestions.
- Includes a wealth of resources and strategies.

# 50 TEACHING STRATEGIES SERIES

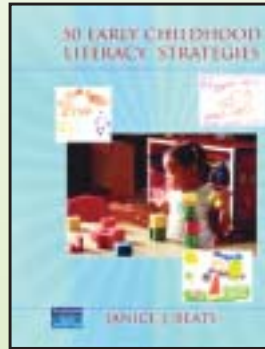
Each book in this series offers a practical approach with step-by-step instructional procedures for teaching learning strategies in a specific discipline for young children or elementary, middle, and secondary students.



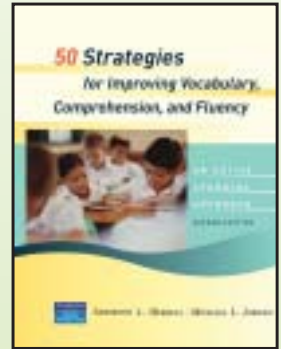
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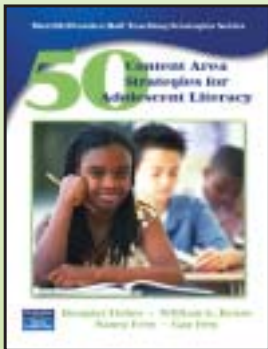
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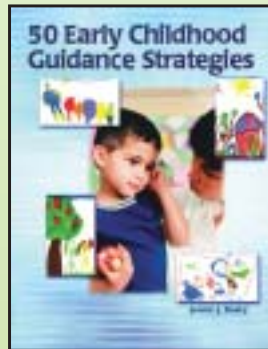
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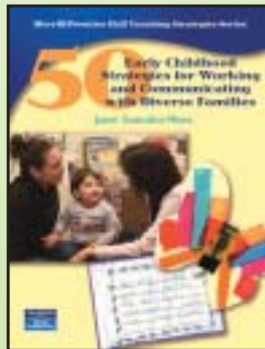
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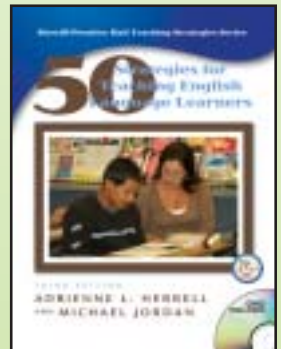
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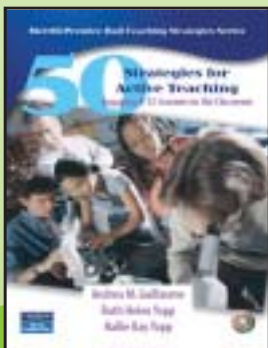
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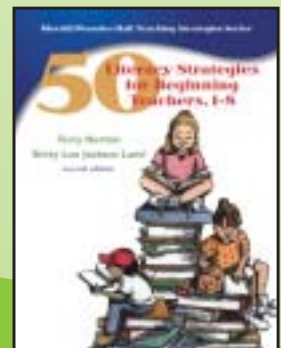
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## The Teacher's Guide to Success (with DVD)

Ellen L. Kronowitz

What's the secret to being the "World's Greatest Teacher"? Ellen Kronowitz has the answer! In her new book, *The Teacher's Guide to Success*, Ellen reveals the ins and outs of teaching effectively in today's classrooms and offers tried and true experienced-based suggestions, research-based strategies, and effective solutions. Whether you are preparing for your career or have been teaching for 25 years, you'll love Ellen's thoughtful advice and real classroom stories and insight from teachers across the country. Perfect for practitioners, supervisors, administrators, curriculum coordinators, mentor teachers, in-service support providers, and current and future teachers!

### Discover your greatest tool to success:

- Includes eight topical units that address common, overriding concerns.
- Presents realistic views of today's classrooms.
- Features include Checklists, Myth Busters, Teacher Talks, Student Says, and sample lessons.
- Support at every step of the way! An indispensable DVD is packed with tips from leading authorities in education, examples from live classrooms, and printable resources ready for immediate use.

## What teachers are saying...

*"Ellen's seminar for new teachers was outstanding. She covered all of the major topics of concern to our new and novice teachers and did so in an energetic and entertaining presentation. The first year teachers as well as those who had been teaching from one to four years found the information useful and practical. She has an up-to-date understanding of the realities of today's classrooms."*

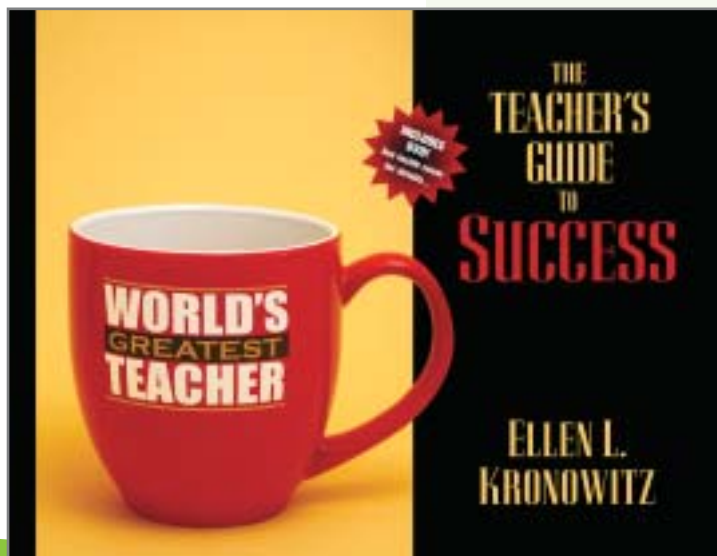
— Peggy Chute,  
Coordinator of Beginning Teacher  
Support and Assessment

— Joan Prehoda,  
Coordinator Early Education  
from Fonta, California

Grades K-12

©2008 | 368 pp. | \$32.99

ISBN: K-205-45619-7



# THE TEACHING PROFESSION

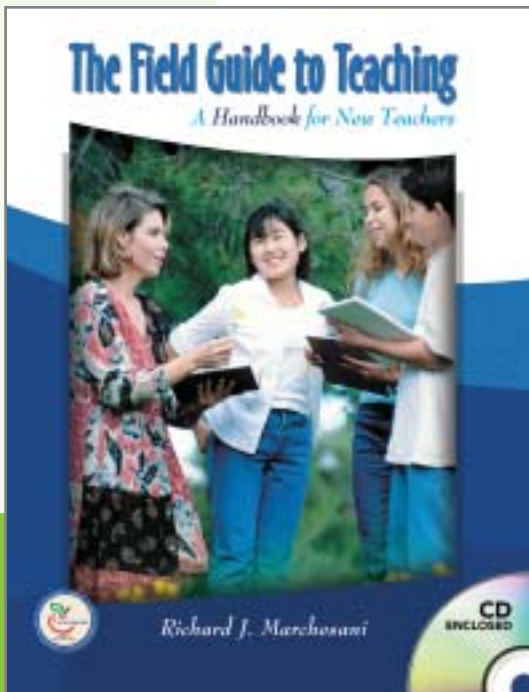
## Prepare your teachers to teach with:

- Guidelines, key tips, examples, and resources to avoid common mistakes.
- Insight into the hiring process, navigating the education system, and getting started.
- Hints for planning, organizing, and managing the classroom, examples of teaching models and methods, instructional activities, assessment and grading.
- Suggestions to connect with all students, and involving the family and community.
- Ideas for working with colleagues, and growing professionally and personally.

## The Field Guide to Teaching: A Handbook for New Teachers

Richard J. Marchesani

Prepare your new teachers to teach their own class! *The Field Guide to Teaching* is a practical guidebook designed to help them navigate the first steps in their teaching career. Whether they teach elementary, middle, or high school, this is a great resource to give any new teacher on their first day. In this book, Richard Marchesani offers new teachers practical advice and the most useful information to use in their day-to-day workings of being a modern teacher. Richard offers guidance on becoming a teacher, the teaching process, and becoming an effective teacher. His unique yet realistic coverage of the complexities of teaching also address accountability and NCLB, diversity, school home relations, parental and community involvement, and school law.



Grades K-12

©2007 | 320 pp. | \$36.95

ISBN: K-13-114990-3

Schools and districts save 25%! Call 888-248-0847

## Classroom Management for Elementary Teachers, 7/e

Carolyn M. Evertson, Edmund T. Emmer, and Murray E. Worsham

Grades K-4

©2006 | 264 pp. | \$56.50 | ISBN: K-205-45533-6

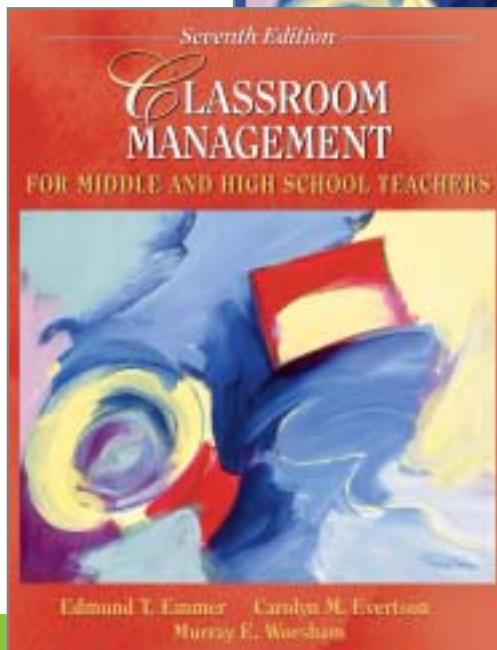
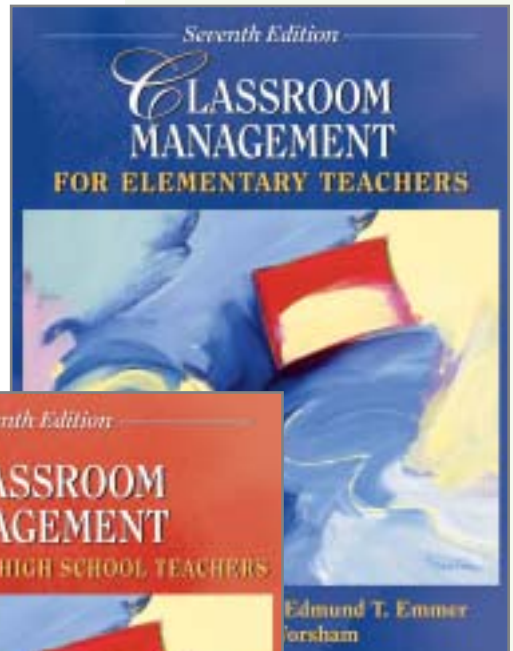
## Classroom Management for Middle and High School Teachers, 7/e

Edmund T. Emmer, Carolyn M. Evertson, and Murray E. Worsham

Grades 6-12

©2006 | 264 pp. | \$56.50 | ISBN: K-205-45534-4

Edmund Emmer, Carolyn Evertson, and Murray Worsham understand that managing a classroom can be challenging. After all, they have taught in more than 500 classrooms. Drawing on their 30 years of research and experience, Edmund, Carolyn, and Murray present teachers with the very best classroom management strategies. Their combined insight and knowledge will give your teachers the information and skills they need to plan, implement and develop the most basic classroom management tasks to develop a smoothly running classroom that encourages learning in today's rich, multicultural schools. Their books address the planning decisions teachers must make, including arranging the physical space, creating a positive climate, establishing expectations, developing rules and procedures, planning and conducting instruction, encouraging appropriate behavior, addressing problem behavior, and using good communication skills, with particular attention paid to the growth of diverse and inclusive classrooms.



# CLASSROOM MANAGEMENT

## Explore what's inside:

Empower your schools to train their own classroom management mentors with school-based professional development resources from Ennio Cipani!

When you purchase 10 copies of **Classroom Management for All Teachers** you will receive complimentary online access to:

- 24-minute audio-visual presentation with Ennio himself, perfect to kick-off any workshop!
- Ten presentations on content you can easily customize for your school's needs.
- Knowledge competency tests with answer key.
- Certificates of Competency.

To learn more, contact your local representative at 1-888-248-0847.

## Classroom Management for All Teachers: Plans for Evidence-Based Practice, 3/e

Ennio Cipani

We have often heard teachers say, “Oh, his behavior isn't bad enough to warrant a behavioral plan.” This equating of behavior plans as only appropriate for severe levels of problem behaviors has been perpetuated by misguided people, and nothing could be further from the truth!

Instead we should look at these plans as good prevention. Ennio Cipani offers teachers an effective class-wide management system to solving student's behavioral problems. Drawing on his 15 years of research, Ennio focuses on the idea that classroom management plans can be as successful in preventing problem behavior as they are in correcting it. He presents an easy-to-apply guide for addressing problematic classroom behavior in two key areas: on-task time/assignment completion and disruption/rule violation. Filled with 10 classroom-tested classroom management plans — all proven to be effective in changing student behavior as mandated by NCLB and IDEA 2004 — this book focuses on using an evidence-based approach to solving problems. Even new teachers will be able to translate theory quickly, and effectively implement strategies that work!



Grades K-12

©2008 | 183 pp. | \$27.00

ISBN: K-13-199164-7

\*Mention code K0004 when ordering



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## Action Research: A Guide for the Teacher Researcher, 3/e

Geoffrey E. Mills

Grades K-12

©2007 | 272 pp. | \$37.95 | ISBN: K-13-172276-X

## A Short Guide to Action Research, 3/e

Andrew P. Johnson

Grades K-12

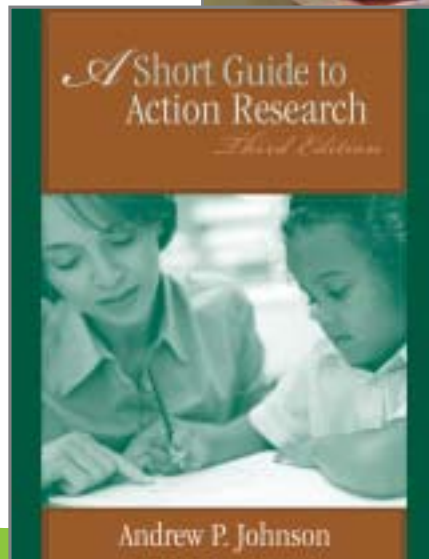
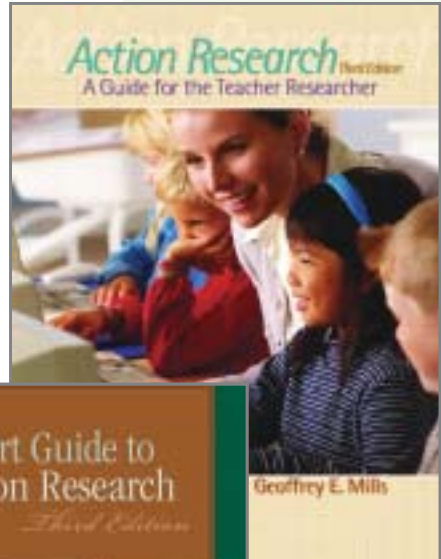
©2008 | 224 pp. | \$42.50 | ISBN: K-205-50931-2

Drawing from his experience working with teachers and principals, Geoffrey Mills presents a step-by-step outline of how to “do” action research — backed by extensive theory and research. Guiding educators through the action research process using numerous illustrations and a wealth of online resources, Geoffrey takes the guesswork out of research and presents teachers with experience-based suggestions for effective implementation.

Known for his work with public schools on gifted education, holistic education, literacy instruction, spiritual intelligence, and his academic and professional writing, Andrew Johnson leads teachers on an exclusive tour of all they need to know to conduct an action research project. Incorporating both qualitative and quantitative techniques, he describes key research methods and describes all phases of the process. He presents authentic assessments and real-life examples that teachers will appreciate at every step of the way whether selecting a topic; collecting, analyzing, and reporting data; reviewing literature; or, presenting their report.

### Explore more:

For numerous teachers and administrators, action research is a fundamental component of teaching, alongside curriculum development, assessment, and classroom management. This year we are delighted to introduce two authors who have dedicated their careers to supporting teachers in implementing action research.



## Explore what's inside:

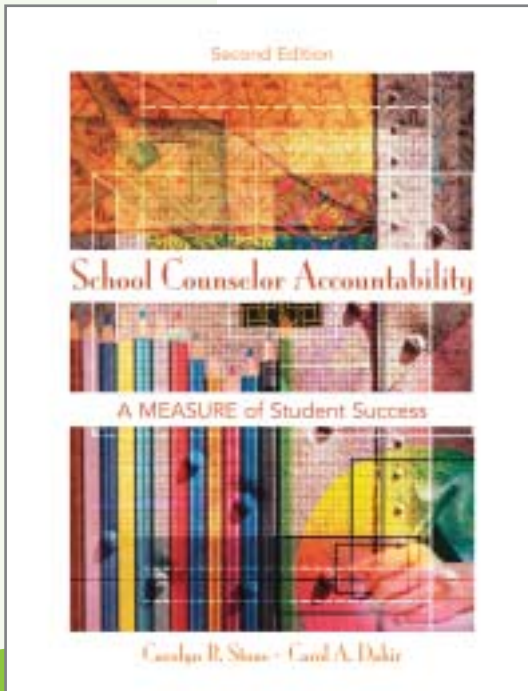
- Offers a clear, step-by-step introduction to connecting the work of school counselors to school improvement and the expectations of NCLB.
- Includes 15 Measure Action plans that provide concrete examples of implementing MEASURE by school counselors for school counselors.
- Addresses urban and suburban systems and how-to approach implementing MEASURE.

## School Counselor Accountability: A MEASURE of Student Success, 2/e

Carolyn B. Stone and Carol A. Dahir

Drawing from their collective experience of 66 years in the field as teachers, counselors, supervisors, and counselor educators, Carolyn Stone and Carol Dahir present school counselors and administrators with practical strategies for designing and implementing accountability as a cornerstone of the school counseling program. Based on an action research model, Carolyn and Carol offer school counselors proven methods to connect to the mission of their school and MEASURE their own contributions to student success.

School counselors will walk away from this guide confident in their abilities of leading, advocating, and collaborating with their colleagues!



Grades K-12

©2007 | 144 pp. | \$27.95

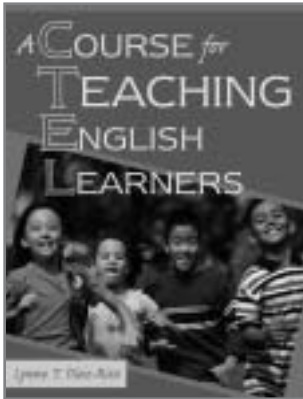
ISBN: K-13-223263-4

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## Teaching ELLs



### A Course for Teaching English Learners

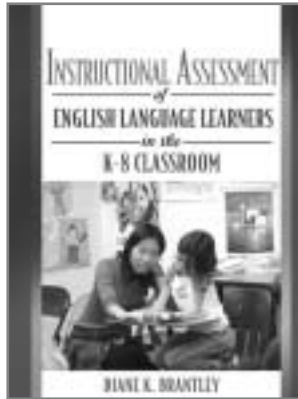
Lynne T. Díaz-Rico

Grades K-12

©2008 | 400 pp. | \$65.60 | ISBN: K-205-51050-7

As provisions in the federal No Child Left Behind Act call for yearly accountability in English language growth for language-minority students, how do you plan to make the grade? Lynne Díaz-Rico offers top-notch strategies to address this new focus on testing procedures, as well as adaptation for English language learners during the test-taking process. In her new book, she equips teachers to work with ELLs while balancing fundamental principles with practical classroom techniques. Lynne ensures teachers are adequately prepared to work with ELLs and presents a wealth of background principles underlying the cultural, linguistic, and socio-cultural contexts and foundations of learning. She includes a variety of classroom methods for English language development in listening, speaking, reading, writing, and computer-assisted instruction, making this an effective reference tool for teachers. This book provides a comprehensive framework that outlines both psychological and socio-cultural contexts for English language acquisition to stress structured content delivery across the elementary, middle, and high school grades.

## Teaching ELLs



### Instructional Assessment of English Language Learners in the K-8 Classroom

Diane K. Brantley

Grades K-8

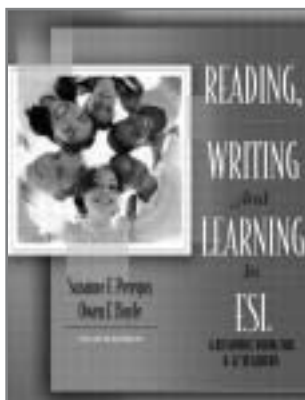
©2007 | 256 pp. | \$46.67 | ISBN: K-205-45599-9

With limited resources available to guide teachers in English language acquisition and reproduction assessment, Diane Brantley shows teachers what to do and how to do it with her book *Instructional Assessment of English Language Learners in the K-8 Classroom*. Based on a three-year study of working with ELLs in mainstream classrooms, Diane presents teachers with easy-to-follow guidelines for assessment and implementation. Addressing the importance of assessing students' literacy skills in their native language and presenting strategies for evaluating the results, this book prepares teachers to provide immediate, appropriate, and meaningful instruction for their English language learners.

#### Explore what's inside:

- Features cases studies based on real-life teaching situations.
- Presents effective research-based teaching practices on specific learning strategies beneficial to ELLs.
- Details an assessment toolkit needed to assess ELLs and develop a sound assessment and evaluation system for the classroom.

## Teaching ELLs



### Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers, 4/e

Suzanne F. Perego and Owen F. Boyle  
Grades K-12

©2005 | 464 pp. | \$69.60 | ISBN: K-205-41034-0

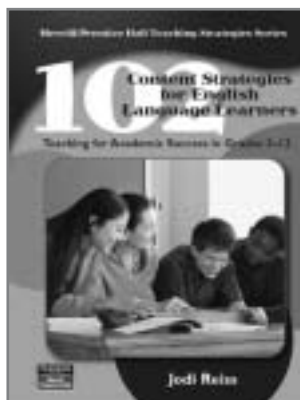
Praised for their strong research base, engaging style, and inclusion of specific teaching ideas, Suzanne Perego and Owen Boyle examine oral language, reading, and writing development in English for K-12 students in their book *Reading, Writing and Learning in ESL*. They provide a wealth of practical strategies for promoting literacy and language development with ELLs. Unlike many books, this one takes a unique approach by exploring contemporary language acquisition theory as it relates to instruction and providing suggestions and methods for motivating and involving ELL students.

#### Explore what's inside:

- Shows how to incorporate standards into instruction and classroom activities.
- Discusses the education policy affecting ELLs and analyzes how policy affects classroom teaching and high-stakes testing.

\*Mention catalog code K0004 when ordering

## Teaching ELLs



### 102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12

Jodi Reiss  
Grades 3-12

©2008 | 256 pp. | \$27.00 | ISBN: K-13-221819-4

This easy-to-use resource offers 102 practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles that can easily be incorporated into daily classroom instruction.

All 102 strategies in this book are concise and easy to follow with helpful guides to help maximize students' performance potential at every level of English language development. These strategies address cultural considerations, instructional processes, the difficulties of traditional testing, creation of alternative testing formats, grading, and accountability for high-stakes tests.

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## Teaching ELLs



### Differentiated Early Literacy for English Language Learners: Practical Strategies

Paul Boyd-Batstone

Grades PK-3

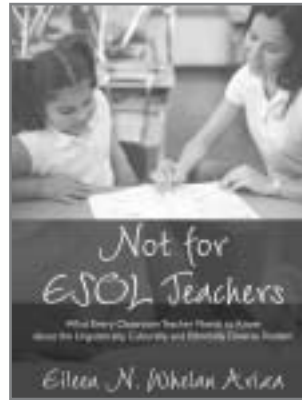
©2006 | 144 pp. | \$36.99 | ISBN: K-205-41806-6

Paul Boyd-Batstone draws on a wealth of classroom experience working with teachers and students to create a book that gives teachers the critical information they need to teach preschool and elementary English language learners in an accessible format. This book is packed with strategies and activities that are directly applicable to the classroom and focuses on meeting the early literacy demands of the No Child Left Behind Act. Early literacy strategies for ELLs are differentiated according to five levels of language proficiency.

#### Explore what's inside:

- Includes a wealth of tips for parent involvement offering ways parents, who may not be literate in English, can help their child develop literacy skills.
- Features assessment tools for differentiating levels of English proficiency.
- Offers differentiated listening/speaking strategies across levels of English proficiency.
- Helps teachers apply rubric assessment to the appropriate level of English proficiency using process writing strategies with assessment rubrics.

## Teaching ELLs



### Not for ESOL Teachers: What Every Classroom Teacher Needs to Know about the Linguistically, Culturally, and Ethnically Diverse Student

Eileen N. Whelan Ariza

Grades K-12

©2006 | 224 pp. | \$28.99 | ISBN: K-205-38690-3

Distilling strategies and insights gathered over years of success, Eileen Whelan Ariza equips mainstream teachers with the background, understanding, and methods needed to teach effectively in culturally diverse classrooms. She explores several cultural groups in-depth, giving mainstream teachers an understanding of how students' cultural values are expressed in beliefs and behaviors. Understanding why students behave the way they do — and how our American cultural lens may cause misperceptions — helps teachers to respond appropriately and promotes congruity between teacher and student interaction. Building on this foundation of understanding, Eileen describes effective instructional practices that mainstream teachers may use to address a range of classroom scenarios, including detailed examples of how to modify curriculum for English learners with various levels of language proficiency.

## Bilingual



### Dual Language: Teaching and Learning in Two Languages

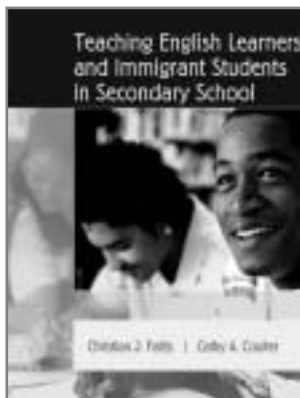
Sonia White Soltero

Grades K-12

©2004 | 192 pp. | \$31.99 | ISBN: K-205-34381-3

How do you teach dual language? Sonia White Soltero has the answer. In her book *Dual Language*, Sonia provides concrete and practical guidelines for the planning, organization, implementation, and maintenance of effective dual language education programs in a clear, explicit, and accessible manner. This guide leaves no stone unturned by directly addressing questions posed by practitioners, administrators, and parents regarding dual language fundamentals. The issues discussed involve total immersion versus partial immersion, how the two languages should be distributed and organized, the parents' and family roles in the program, and which instructional strategies best support students' academic, linguistic, and socio-cultural development.

## Bilingual



### Teaching English Learners and Immigrant Students in Secondary School

Christian J. Faltis and Cathy A. Coulter

Grades 6-12

©2008 | 192 pp. | \$24.00 | ISBN: K-13-119241-8

Are you looking for new ways to help your English language learners and newcomer immigrant students succeed in school? With the help of Christian Faltis and Cathy Coulter you will be equipped with the practical, research-based approaches and strategies to ensure the inclusion, contribution, and academic success of all students. Focusing on five principles of effective teaching and learning known as "Commitments in Practice," Christian and Cathy help teachers address the needs of students with non-parallel schooling, and ELLs who are two or more years below grade level when they enter secondary school. They address the importance of standards and high-stakes testing and believe that teachers need specialized knowledge to assess English language learners in literacy and academic content. This specialized knowledge is a commitment to practice and teaching students in all content areas.

\*Mention catalog code K0004 when ordering

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## Elementary



### Technology to Teach Literacy: A Resource for K-8 Teachers, 2/e

Rebecca S. Anderson, Michael M. Grant,  
and Bruce W. Speck

Grades K-8

©2008 | 312 pp. | \$22.00 | ISBN: K-13-198975-8

Are you looking for technology resources that can be easily integrated into your classroom? Rebecca Anderson, Michael Grant, and Bruce Speck know these tools are just a click away. In their new book *Technology to Teach Literacy*, Rebecca, Michael, and Bruce address the major concerns K-8 teachers face as they integrate computer technology into their classrooms to promote reading, writing, and critical thinking and provide numerous suggestions for applying ideas that work. The discussion of literacy topics and pedagogy is grounded in research literature, best practice for teaching, and current successful technology integration strategies.

#### Explore what's inside:

- Includes real-life examples of how teachers are integrating technology into the K-8 literacy curriculum.
- Provides teachers with easy access to Web addresses that can give them more materials for their classes.

## Elementary



### Reading First in the Classroom

Diane Barone, Darrin Hardman,  
and Joan Taylor

Grades K-4

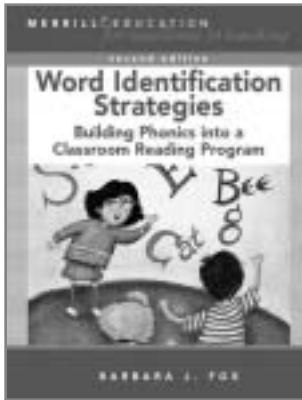
©2006 | 120 pp. | \$24.99 | ISBN: K-205-45454-2

Written by teachers for teachers, Diane, Darrin, and Joan provide a comprehensive exploration of Reading First legislation. Documenting all of the critical aspects of the legislation, they include a rich description of the act and its implications and delve into the true meaning of scientifically-based research, how to find it, and how to evaluate it.

#### Explore what's inside:

- Includes a detailed overview of each literacy component, along with its scientifically-based research support and connections to practice.
- Helps teachers assess their use of each element in their own classroom.
- Provides key information about the expectations of grants for scientifically based reading programs, assessments, professional development, and partnerships.
- Offers practical suggestions for teachers in working with state Reading First efforts.

Elementary



**Word Identification Strategies: Building Phonics into a Classroom Reading Program, 4/e**

Barbara J. Fox

Grades K-5

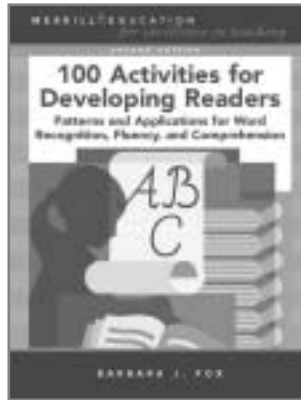
©2008 | 304 pp. | \$25.00 | ISBN: K-13-156130-8

How do you create a good reading program? Barbara Fox offers teachers a series of activities to promote the five components of a good reading program: phonemic awareness, phonics, vocabulary, fluency, and comprehension. New and practicing teachers will love the overview of what each component looks like from a classroom perspective. Based on years of research and working with classroom teachers, Barbara presents best practices for teaching each of the five components, best practices for teaching English language learners, and best practices for working with struggling readers.

**Explore what's inside:**

- Suggests ideas for informal assessment.
- Offers practical, step-by-step ideas for direct instruction to improve students' phonics background knowledge, decoding skills, fluent reading — all to improve reading comprehension.

Elementary



**100 Activities for Developing Readers: Patterns and Applications for Word Recognition, Fluency, and Comprehension, 2/e**

Barbara J. Fox

Grades K-6

©2008 | 244 pp. | \$27.00 | ISBN: K-13-156132-4

In response to the increased demands on classroom teachers, Barbara Fox presents 100 hands-on teaching activities to develop fluency. Each activity is solidly based in research; presented in the order in which children achieve fluency; and, tailored to the literacy abilities of the children at whom they are targeted. Barbara's developmental view of fluency combines theory, research, and practice; and her thoughtful teaching guides pull it all together.

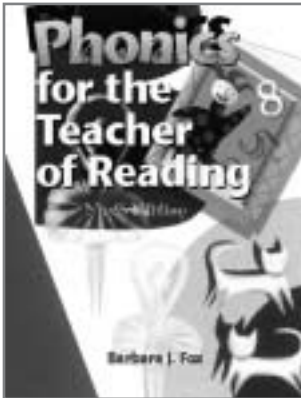
**Explore what's inside:**

- Includes seven best practices for teaching reading and sharing literacy with English language learners.
- Includes “spare minute” teaching ideas that can be used when children are lining up for lunch, preparing for recess, or getting ready to catch the school bus.
- Develops teachers' insight of how phonemic awareness impacts learning to read.

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## Elementary



### Phonics for the Teacher of Reading, 9/e

Barbara J. Fox

Grades K-6

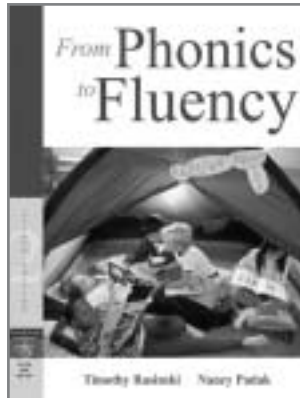
©2006 | 256 pp. | \$19.95 | ISBN: K-13-117799-0

*Phonics for the Teacher of Reading* is a self-paced program of phonics tutorial instruction that is a proven, useful technique for learning about how phonics “works.” This book guides teachers through a series of small steps to learn the terminology associated with phonics, and clinch an understanding of letter and sound relationships, onsets and rhymes, and how syllables affect pronunciation.

#### Explore what’s inside:

- Provides an explanation of the distinction between phonological awareness and phonemic awareness.
- Gives greater attention to syllable accent and division.
- Presents fun facts on the historical background and influences of English orthography.

## Elementary



### From Phonics to Fluency, 2/e

Timothy Rasinski and Nancy Padak

Grades K-6

©2008 | 256 pp. | \$29.99 | ISBN: K-205-50308-X

Methods, strategies, and activities for teaching decoding and reading fluency that fit easily and effectively within any classroom!

This book does not stop with word study but goes beyond words and explores effective fluency instruction. The authors offer aspiring or veteran teachers workable approaches to authentic word study that students will find engaging and enjoyable. The approaches shared are based on solid literacy theory, current reading research, actual classroom application, and incorporate the National Reading Panel Report (2000) and the requirements of No Child Left Behind. In addition, the proven and effective instructional strategies and practices from real teachers provide a window into effective teaching for developing reading fluency.

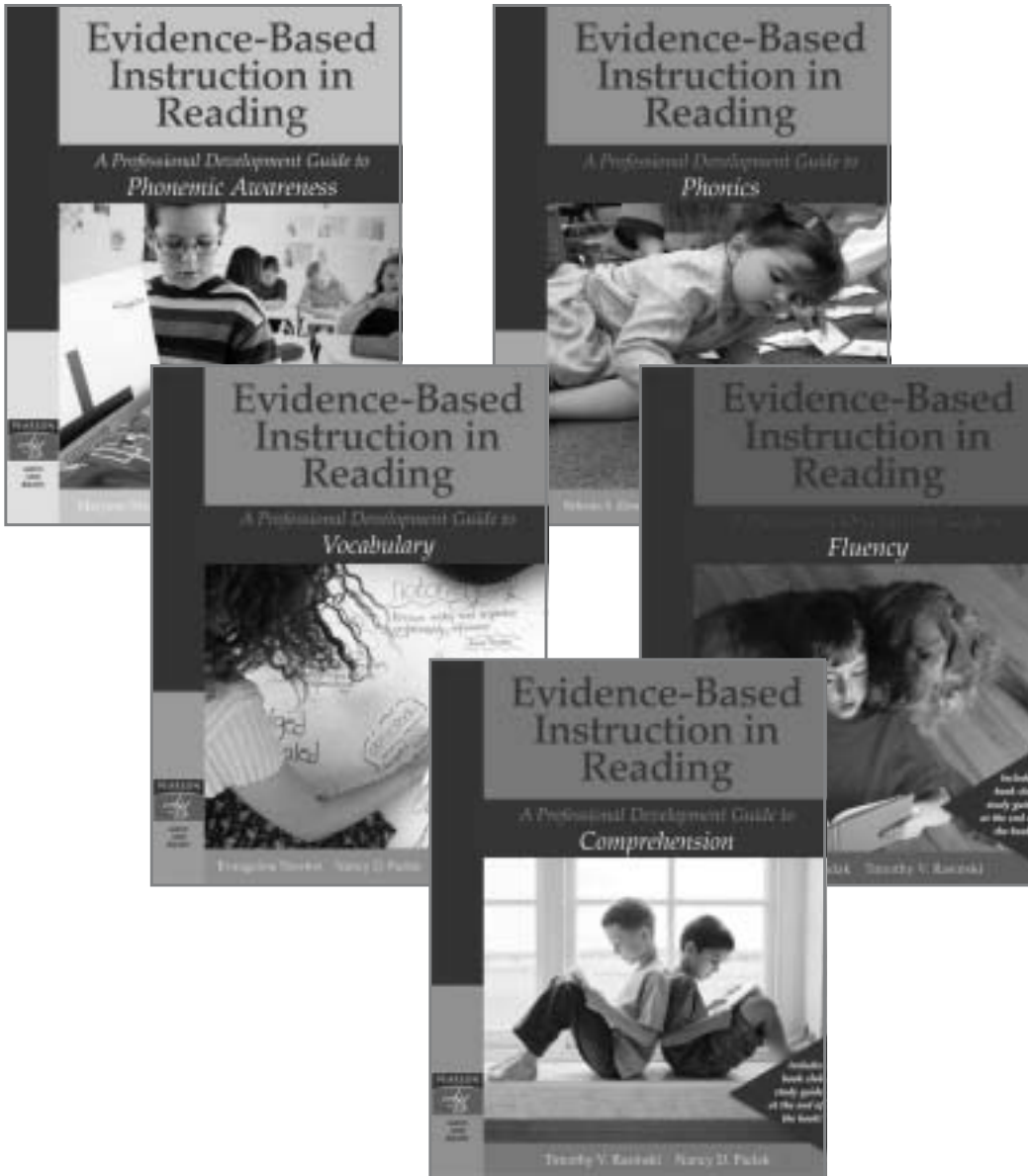
Teachers will walk away with a solid understanding and a wealth of strategies to promote fluency in their classrooms, and their students will learn to read more efficiently, expressively, and meaningfully and at the same time develop a greater comprehension of all words.

\*Mention catalog code K0004 when ordering

# The Evidence-Based Instruction in Reading Series

by Tim Rasinski, Nancy Padak, Belinda Zimmerman, Evangeline Newton, and Maryann Mraz

Phonemic Awareness • Phonics • Vocabulary • Fluency • Comprehension



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## Collaborate with teachers in your school to assess and enhance your understanding and instruction skills of the five key pillars of Reading First!

Literacy experts Timothy Rasinski, Nancy Padak, Maryann Mraz, Belinda Zimmerman, and Evangeline Newton explore five of the major components essential to creating an effective evidence-based literacy program. They present teachers with friendly tips and strategies to implement at their own school and strengthen their literacy program. This new series is designed as a five part professional development program to help teachers meet the literacy instruction guidelines as identified by the National Reading Panel (2000). Each book focuses on one key component — phonemic awareness, phonics, vocabulary, fluency, and comprehension — and offers recommendations for incorporating appropriate reading materials, fostering productive home-school connections, and promoting a desire for students to learn to read and write. In addition, each book includes a book study guide. This is the perfect professional development series for every elementary school teacher!

### Explore more about the series:

- Presents current key research studies and findings and offers ideas about their implications for classroom practice.
- Incorporates activities to aid teachers in evaluating their current practices and creating concrete plans for change.
- Promotes learning and sharing with a wealth of discussion activities throughout.
- Includes additional resources and links for teachers to extend and enrich their own learning beyond the classroom.

## Elementary

### Evidence-Based Instruction in Reading: A Professional Development Guide to *Phonemic Awareness*

Maryann Mraz, Nancy D. Padak, and Timothy V. Rasinski

Grades K-4

©2008 | 128 pp. | \$23.99 | ISBN: K-205-45628-6

### Evidence-Based Instruction in Reading: A Professional Development Guide to *Phonics*

Belinda S. Zimmerman, Timothy V. Rasinski, and Nancy D. Padak

Grades K-4

©2008 | 128 pp. | \$23.99 | ISBN: K-205-45630-8

### Evidence-Based Instruction in Reading: A Professional Development Guide to *Vocabulary*

Evangeline Newton, Nancy D. Padak, and Timothy V. Rasinski

Grades K-4

©2008 | 128 pp. | \$23.99 | ISBN: K-205-45631-6

### Evidence-Based Instruction in Reading: A Professional Development Guide to *Fluency*

Nancy D. Padak and Timothy V. Rasinski

Grades K-4

©2008 | 128 pp. | \$23.99 | ISBN: K-205-45629-4

### Evidence-Based Instruction in Reading: A Professional Development Guide to *Comprehension*

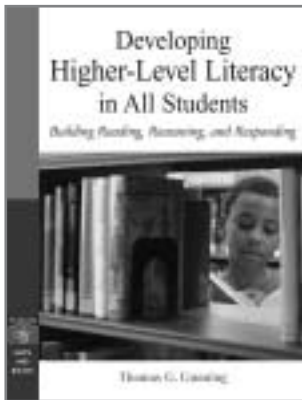
Timothy V. Rasinski and Nancy D. Padak

Grades K-4

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## Elementary



### Developing Higher-Level Literacy in All Students: Building Reading, Reasoning, and Responding

Thomas G. Gunning

Grades 1-4

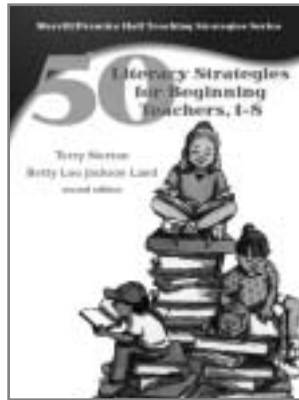
©2008 | 256 pp. | \$32.99 | ISBN: K-205-52220-3

Help students develop higher-level literacy skills required by today's demanding curriculum and high-stakes tests with Thomas Gunning. Known for his research on reading, Dr. Gunning now offers classroom teachers the tools to promote higher-level literacy in all students. In his new book, he presents assessment procedures in a step-by-step format to guide teachers in reading assessment and includes model lessons for all strategies and techniques.

#### Explore what's inside:

- Provides step-by-step lessons, examples, and practice materials for each teaching strategy.
- Addresses the needs of struggling learners with examples of maximum scaffolding that is gradually reduced to help teachers instruct all students.
- Presents systematic specific instruction from easiest to complex and provides ideas for teaching students how to respond to higher-level questions.
- Aligns instruction with assessment of higher-level skills.

## Elementary



### 50 Literacy Strategies for Beginning Teachers, 1-8, 2/e

Terry Norton and Betty Lou Jackson Land

Grades 1-8

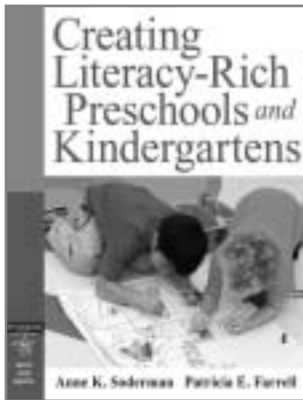
©2008 | 192 pp. | \$23.00 | ISBN: K-13-224302-4

Take the guesswork out of planning your literacy lessons with the help of Terry Norton and Betty Lou Jackson Land. In their book, they provide beginning teachers with an instructional framework, based on research and best practice, for designing effective literacy lessons that include suggestions for before reading, during reading, and after reading. Teachers will find ideas to create direct instruction and scaffolding for learners through building or activating background as preparation for learning, through providing assistance during learning, and through elaboration and application as extensions of learning.

Throughout this instructional framework, students are viewed as active participants in the construction of meaning. Fifty strategies are explained and illustrated with authentic text for major literacy competencies of word recognition (context clues, phonic analysis, and morphemic/structural analysis), vocabulary development, comprehension, and writing. Every strategy has been used with children by Winthrop University teacher education candidates in clinical and/or classroom settings.

Schools and districts save 25%! Call 888-248-0847

## Elementary



### Creating Literacy-Rich Preschools and Kindergartens

Anne K. Soderman and Patricia E. Farrell

Grades PreK-K

©2008 | 192 pp. | \$28.99 | ISBN: K-205-455735

With the increasing focus of creating literacy-rich PK-3 classrooms under Reading First and high-quality literacy instruction and assessment with No Child Left Behind, teachers need professional resources that not only address these challenges but offer practical and easy-to-use strategies for implementation. In their new book, Anne Soderman and Patricia Farrell offer teachers a guide to high-quality literacy instruction and effective assessment practices for their early childhood classroom.

Filled with research-based ideas for creating a supportive climate for young children while engaging them in meaningful and useful instruction, this well illustrated and user-friendly book is just what teachers need to build strong foundations in early literacy. Anne and Patricia's love for the classroom is evident through each picture, idea, and concept they so richly describe and their devotion to teaching all students will ignite teachers' enthusiasm for using these best practices.

## Reading/Writing



### Teaching Vocabulary in All Classrooms, 3/e

Camille Blachowicz and Peter J. Fisher

Grades K-8

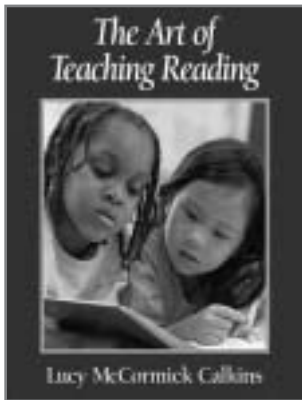
©2006 | 264 pp. | \$30.00 | ISBN: K-13-119803-3

Teachers have to be masters of flexibility when it comes to vocabulary instruction. After all, we make order of our world by using words, as words are the primary currency of education. We use words to explain, explore, engage, enlighten, and much more.

Increasingly, however, teachers are faced with a diverse group of learners in terms of their current word knowledge, linguistic background, learning styles, and literacy abilities. Camille Blachowicz believes it is up to teachers to make word learning enjoyable, meaningful, and effective. To help our students learn, they need “word aware” classrooms where time is taken to stop and discuss new words — where words, dictionaries, and word games, form the environment for enthusiastic word learning. In her book, Camille helps teachers intentionally focus on vocabulary, using instructional strategies that call for engagement and activity on the part of students.

Making word learning a part of every day, not just during “vocabulary instruction,” will help every student learn.

## Reading/Writing



### The Art of Teaching Reading

Lucy McCormick Calkins

Grades K-6

©2001 | 592 pp. | \$40.99 | ISBN: K-321-08059-9

Written in Lucy's graceful and passionate style, *The Art of Teaching Reading* serves as an eloquent and desperately needed reminder of what matters most in teaching. This book offers a compelling overview of the methods, insights, and day-to-day classroom practices which have helped hundreds of teachers do more in the teaching of reading than most dreamt possible. Lucy tells the story of brilliant teachers whose children learn to read with eagerness and to write in stunning ways.

#### Explore what's inside:

- Watch as students learn to decipher an unfamiliar word, choose a book at their own level, use Post-its to mark passages they love, and wonder aloud.
- Learn about essential ongoing structures necessary for balanced literacy classrooms and adapt them into your curriculum.
- Discover the journey of primary and upper grade reading classrooms and how-to help students become flexible and strategic word-solvers.
- Focus on assessment as an ongoing part of reading instruction.

## Reading/Writing



Invite Leah to your district!

### Reading/Writing Connection in the K-2 Classroom: Find the Clarity and Then Blur the Lines

Leah Mermelstein

Grades K-2

©2006 | 240 pp. | \$26.99 | ISBN: K-205-41277-7

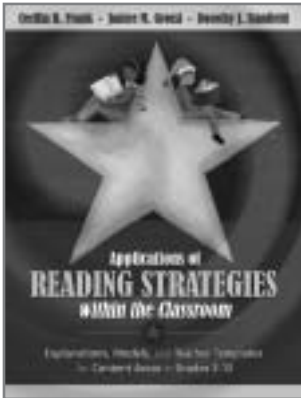
An indispensable tool for the reading and writing classroom! Leah Mermelstein presents teachers with practical classroom strategies to help your students become skillful readers and writers. In her book, Leah invites you into her schools, her workshops, her summer institutes, and most importantly, she invites you into her mind. She demonstrates throughout the book that she cares that you and your students not only use the reading/writing connection but that you also understand it. Every word, every sentence is carefully crafted towards this understanding. You will walk away from Leah with a better understanding of what it means to connect reading and writing in your classroom.

#### Explore more:

Leah is a nationally recognized literacy consultant who specializes in primary reading and writing. She works with students, teachers, principals, and other district leaders helping them to design thoughtful plans for the teaching of reading and writing.

Schools and districts save 25%! Call 888-248-0847

## Reading/Writing



### Applications of Reading Strategies within the Classroom: Explanations, Models, and Teacher Templates

Cecilia B. Frank, Janice M. Grossi,  
and Dorothy J. Stanfield

Grades 3-12

©2006 | 256 pp. | \$29.99 | ISBN: K-205-45603-0

This easy-to-use and practical book offers teachers 50 content area learning strategies, each with directions, models, and templates to design effective lessons that scaffold learning strategies with literacy enrichment for every child in the classroom. Written in a “teacher-friendly” voice, Cecilia Frank, Dorothy Stanfield, and Janice Grossi provide the models and templates for teachers to use in planning lessons on effective learning strategies for students to understand content level materials. They offer a concise yet complete review of the research supporting each of the strategies so that they can be used by teachers and administrators working with federal programs such as No Child Left Behind, Reading First, Title I, ESL programs, as well as IEP, and challenged learners.

## Reading/Writing



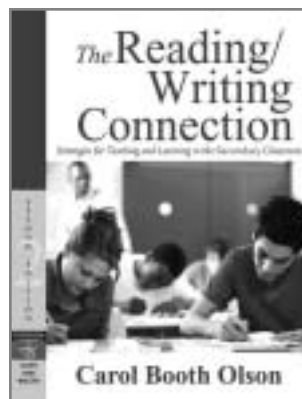
### Every Child Reading

Darrell Morris and Robert E. Slavin

Grades K-4

©2003 | 104 pp. | \$29.99 | ISBN: K-321-08763-1

To get every child reading, teachers need these effective strategies to reading instruction, one-on-one tutorial, and implementing a school-wide reading approach.



### The Reading/Writing Connection, 2/e

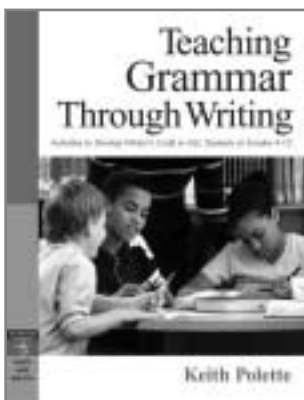
Carol Booth Olson

Grades 6-12

©2007 | 432 pp. | \$33.99 | ISBN: K-205-49473-0

This book provides integrated reading/writing activities and mini-lessons and scaffolds strategies in extended demonstrations.

## Reading/Writing



### Teaching Grammar Through Writing: Activities to Develop Writer's Craft in ALL Students in Grades 4-12

Keith Polette

Grades 4-12

©2008 | 208 pp. | \$34.99 | ISBN: K-205-49166-9

Written as a springboard to teaching grammar, this book is designed to help teachers of grades 4-12 teach students to use the 16 essential grammatical elements (seven parts of speech, six phrases, and three clauses) in their writing. Exercises, strategies, and examples provide a guide for the teacher about how students can learn, expand, and transfer the grammar skills acquired to their own writing. The book's organization lends to any classroom allowing teachers to tailor a lesson based on their students' needs or sequentially teaching the material presented in the book.

#### What teachers are saying...

*"I would recommend the book to other teachers because it has universal appeal for any teacher trying to improve their own understanding of grammar and writing or who is looking for another good resource for their students."*

— Lona Garrison,  
Gwinnett County Public Schools, GA

## Reading/Writing



Invite Keith to  
your district!

### Read & Write It Out Loud! Guided Oral Literacy Strategies

Keith Polette

Grades 1-12

©2005 | 144 pp. | \$26.99 | ISBN: K-205-40565-7

How do you get your students to develop stronger literacy skills? Keith Polette suggests your students read and write out loud. In his book, he offers teachers the tools to help students proactively expand their literacy skills. Keith demonstrates how to teach children to become effective oral readers by covering all aspects of literacy — listening, reciting, reading, and writing. His lively narrative, clear presentation, and incorporation of key strategies bring reading aloud to life. To help teachers assist their students in making important gains in reading, reciting, and writing, this book presents a mix of theory and practice, backed by research ensuring teachers will walk away with effective ways to implement best literacy practices for their students.

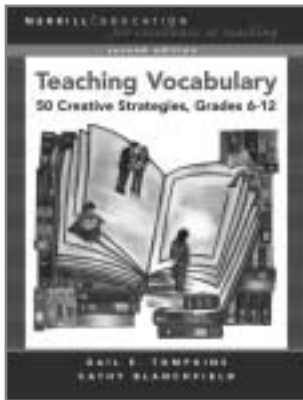
#### Explore more:

Keith Polette, Ph.D., has taught English Language Arts in the secondary classroom and conducts professional workshops for teachers throughout the United States. He is the author of several renowned books, including *The Winter Duckling*, which won the IRA Children's Choice Award.

Schools and districts save 25%! Call 888-248-0847



## Adolescent (Middle/Secondary)



### Teaching Vocabulary: 50 Creative Strategies, Grades 6-12, 2/e

Gail E. Tompkins and Cathy Blanchfield

Grades 6-12

©2008 | 192 pp. | \$27.00 | ISBN: K-13-240503-2

When vocabulary instruction is done well, it can help close the gap in reading and writing. In *Teaching Vocabulary*, Gail Tompkins and Cathy Blanchfield, along with master teachers, have taken special care to discuss the steps in preparing and teaching a contributing strategy to improve students' vocabulary development. They explain where the strategy fits into the overall literacy curriculum and describe how students have responded. Every strategy is appropriate for grades 6-12 and fits English learners, as teachers in the San Joaquin Valley school districts have shown in their classroom populations that include 92% English language learners.

#### Explore what's inside:

Illustrates how strategies foster vocabulary development over time — by promoting a first or second experience with a word, then enabling students to use words in multiple contexts, and finally expanding students' vocabulary by adding affixes and finding new ways to use the words through word origins and word play.

## Adolescent (Middle/Secondary)



### 50 Ways to Develop Strategic Writers

Gail E. Tompkins and Cathy Blanchfield

Grades 4-12

©2005 | 176 pp. | \$22.00 | ISBN: K-13-119790-8

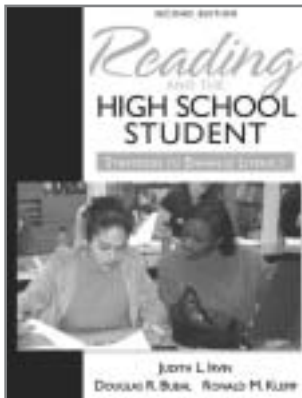
With contributions from master teachers under the guidance of Gail Tompkins, director of the San Joaquin Valley Writing Project, this book provides clear, step-by-step descriptions of 50 effective, proven strategies for helping students become competent strategic writers. Instructions for each strategy are carefully constructed to assist teachers in easily and quickly recreating the lessons and adapting them for any grade and ability levels.

#### Explore more:

Strategies are organized by type of classroom targeted by the strategy, the step in the writing process where the lessons best fit, and the type of assessment where applicable.

\*Mention catalog code K0004 when ordering

## Adolescent (Middle/Secondary)



Invite Judith, Douglas or Ronald to your district!

### Reading and the High School Student: Strategies to Enhance Literacy, 2/e

Judith L. Irvin, Douglas R. Buehl, and Ronald M. Klemm

Grades 9-12

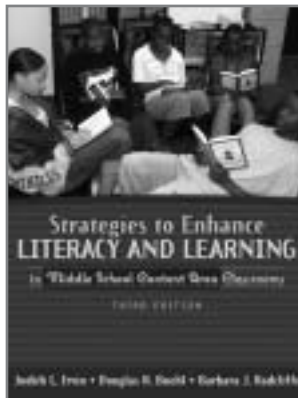
©2007 | 256 pp. | \$48.99 | ISBN: K-205-48939-7

Offering solutions for the development of literacy programs at the school and district levels, this dynamic author team of Judith Irvin, Douglas Buehl, and Ronald Klemm deliver a straight forward, hands-on introduction to literacy topics, lending special attention to the needs of the struggling reader and the ELL student. The book includes a wealth of strategies with real classroom examples that teachers can implement in their own classrooms, to help students build connections and form a deep understanding of higher-level skills.

#### Explore what's inside:

- Focuses on adolescent literacy as addressed by No Child Left Behind and its consequences for high school students.
- Offers a myriad suggestions on how to close the achievement gap and ideas for tutoring.
- Includes extensive coverage of multiple literacies and media literacy.

## Adolescent (Middle/Secondary)



### Strategies to Enhance Literacy and Learning in Middle School Content Area Classrooms, 3/e

Judith L. Irvin, Douglas R. Buehl, and Barbara J. Radcliffe

Grades 5-8

©2007 | 272 pp. | \$49.99 | ISBN: K-205-36061-0

Address the issues that matter most to your middle school students! Focusing specifically on content area reading instruction in the middle grades, Judith, Douglas, and Barbara present teachers with the most current research and teaching strategies in the field of middle school literacy. Readable and teacher friendly, their book provides not only a strong research base, but also valuable suggestions and tips that middle school teachers will turn to time and again!

#### Explore what's inside:

- Includes a wealth of current examples and strategies for middle grade students for ease of use in the classroom.
- Discusses new issues and trends in adolescent literacy.
- Presents specific strategies that can be used by middle school teachers with their English learners.
- Focuses on classroom implementation of literacy integrated with content area instruction.

Schools and districts save 25%! Call 888-248-0847

## Reading Assessment & Struggling Readers



### Teaching Struggling and At-Risk Readers: A Direct Instruction Approach

Douglas W. Carnine, Jerry Silbert,  
Edward J. Kame'enui, Sara G. Tarver,  
and Kathleen Jongjohann

**Grades K-3**

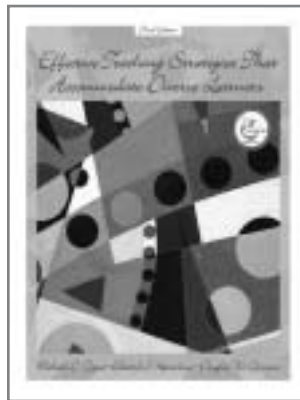
©2006 | 256 pp. | \$24.95 | ISBN: K-13-170732-9

Ideal for teachers who want to provide effective and direct reading instruction to all their children, this esteemed author team empowers teachers with explicit tips and suggestions on how to overcome problems they likely will encounter in today's classrooms. Centered around the standards set by the National Reading Panel, this book ensures a successful learning experience for all students, particularly the struggling reader and at-risk learner.

#### Explore more:

- Structures initial teaching procedures so teaching is clear and fosters a high degree of interaction.
- Uses language and demonstration techniques that can be understood by all students.
- Ensures essential skills and knowledge are taught in an aligned and coherent manner.
- Provides techniques for practice and review to help students develop high levels of fluency and accuracy.

## Reading Assessment & Struggling Readers



### Effective Teaching Strategies that Accommodate Diverse Learners, 3/e

Michael D. Coyne, Edward J. Kame'enui,  
and Douglas W. Carnine

**Grades K-12**

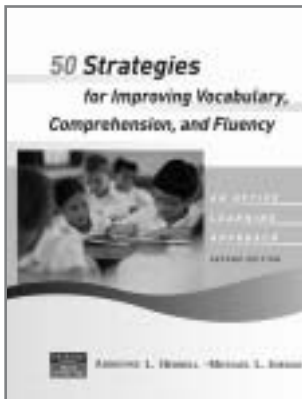
©2007 | 288 pp. | \$31.95 | ISBN: K-13-172022-8

Examining the teaching, instruction, and curricula required to meet the needs of diverse learners, Michael, Edward, and Douglas provide powerful recommendations for teaching reading, comprehension, writing, mathematics, science, social studies, and teaching ELLs. Focusing on the translation of research to practice, the authors encourage teachers to apply the six principles of effective instruction in their classroom to ensure that ALL K-12 diverse learners succeed.

#### Explore what's inside:

- Discusses the complexities of teaching reading, teaching code-based elements of reading such as alphabetic understanding, as well as teaching meaning-based elements of reading such as comprehension strategies.
- Features examples of how key concepts in core content areas can be taught, integrated, and supported.

## Reading Assessment & Struggling Readers



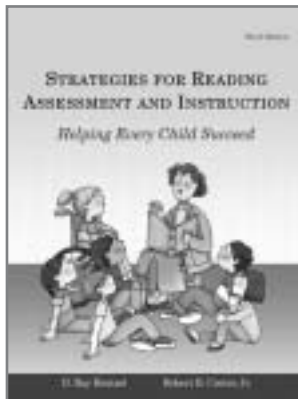
### 50 Strategies for Improving Vocabulary, Comprehension, and Fluency: An Active Learning Approach 2/e

Adrienne L. Herrell and Michael L. Jordan  
**Grades K-12**

©2006 | 264 pp. | \$29.95 | ISBN: K-13-171205-5

*50 Strategies for Improving Vocabulary, Comprehension, and Fluency* offers a practical approach of step-by-step instructional procedures for developing key literacy skills. Each strategy is supported by real-life classroom examples. An additional example of each strategy is provided on the complimentary CD. These teaching examples clearly identify how to implement the strategy and adapt its use to fit the needs of students in a primary/elementary and then a middle/secondary classroom. The teacher can then use the knowledge gained through assessment to help students: learn to process text, use the comprehension processes that strong readers use, and acquire vocabulary and fluency in a way that will support their comprehension and overall learning in the classroom and in life.

## Reading Assessment & Struggling Readers



### Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 3/e

D. Ray Reutzel and Robert B. Cooter, Jr.  
**Grades 1-8**

©2007 | 552 pp. | \$65.95 | ISBN: K-13-172145-3

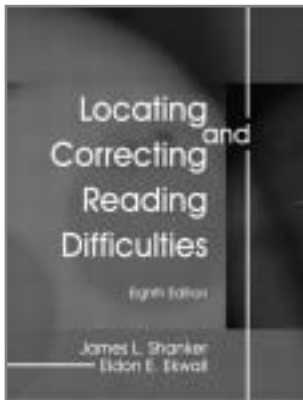
Ray Reutzel and Bob Cooter provide a wealth of complementary and practical ideas for teachers who need to assess and address students' reading achievement. They present a set of theory-informed assessment tools and intervention strategies that address all students' reading needs.

#### Explore what's inside:

- Notes whether the assessment tool or process can be used for the federal four purposes of assessment: screening, diagnosis, progress monitoring, or outcomes assessment.
- Features IF/THEN intervention guides — IF an assessment indicates that a student needs intervention THEN the chart will direct teachers to the appropriate teaching strategy to use.
- Aligns comprehension with the Rand Reading Study Group.
- Presents fluency norms in words correct per minute (2006) for grades 1-8.

Schools and districts save 25%! Call 888-248-0847

## Reading Assessment & Struggling Readers



### Locating and Correcting Reading Difficulties, 8/e

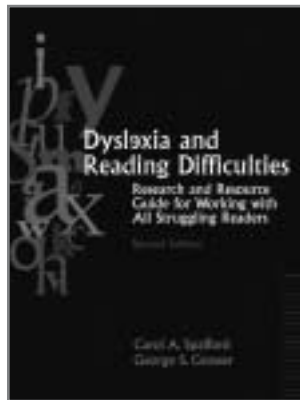
James L. Shanker and Eldon E. Ekwail

Grades 1-8

©2003 | 539 pp. | \$57.95 | ISBN: K-13-031395-5

Do you find the task of locating and correcting the reading difficulties of your elementary students challenging and time-consuming? You are not alone. Under NCLB reading teachers are responsible for more diagnostic and assessment than ever before. Many of the tools available for assessment today are often too difficult to access and use in the classroom especially for busy teachers. Resources should be effective and easy-to-read and offer a wealth of hands-on tools that can be used for individual student instruction or in small- and large-group instruction. James Shanker understands the educational challenges that busy teachers face and provides essential tools they need — specific, concrete methods — for helping struggling readers become successful readers. In the book, James breaks down the diagnostic/remedial process into terms teachers can easily understand and presents 24 exceptionally thorough appendices filled with hands-on tools for locating reading problems and providing 29 clear ideas for intervention.

## Reading Assessment & Struggling Readers



### Dyslexia and Reading Difficulties: Research and Resource Guide for Working with All Struggling Readers, 2/e

Carol A. Spafford and George S. Grosser

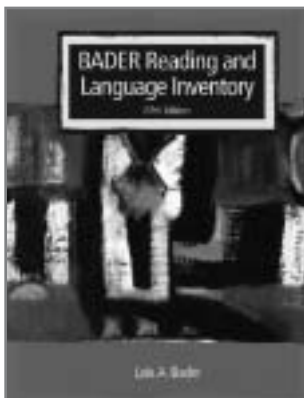
Grades K-12

©2005 | 384 pp. | \$39.99 | ISBN: K-205-42856-8

This essential handbook provides teachers and parents with a range of strategies and interventions to build rich, literacy environments. Drawing on several hundred scientifically-based research studies and informed teaching practices, Carol Spafford and George Grosser guide teachers in creating social networks of support while nurturing the development of individual resiliency so that students with dyslexia can lead successful and fulfilling lives. They offer both fluency and literacy strategies for students diagnosed with dyslexia and present various assessment tools for diagnosing and documenting. In addition, the book is filled with reproducible tools and essential word lists for working with students with dyslexia.

*\*Mention catalog code K0004 when ordering*

## Reading Inventory



### **BADER Reading and Language Inventory, 5/e**

Lois A. Bader

**Grades K-12**

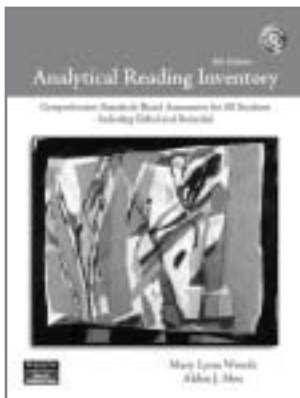
©2005 | 192 pp. | \$46.95 | ISBN: K-13-119617-0

At a time when many school districts are struggling to meet federal and state NCLB mandates, Lois Bader presents teachers with an easy-to-use diagnostic battery of tests to administer and to interpret. The inventory measures both literacy and pre-literacy development and is simple to conduct. Lois includes student interest inventories, graded word lists, tests for phonemic awareness and phonics, reader's passages for determining reading and listening levels, measures for oral language, visual and auditory discrimination, and writing and arithmetic subtests.

#### **Explore what's inside:**

- Provides teachers and staff developers with numerous instruments to assess students' proficiency of a core reading skill.
- Equips teachers to work with children learning English as a second language.
- Provides a resource for adult educators in vocational, business, Literacy First, and volunteer centers to assess adult learners.

## Reading Inventory



### **Analytical Reading Inventory: Comprehensive Standards-Based Assessment for All Students including Gifted and Remedial, 8/e**

Mary Lynn Woods and Alden J. Moe

**Grades K-12**

©2007 | 288 pp. | \$46.95 | ISBN: K-13-172343-X

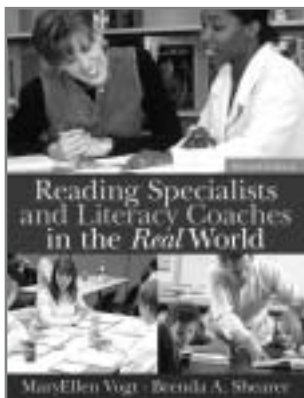
The *Analytical Reading Inventory* is a thorough diagnostic reading inventory with clear step-by-step instructions for test administration. This instrument can be used to measure the reading progress of typical, remedial, and gifted readers. The ARI is packaged with a Readers' Passages booklet and two CDs. One CD walks listeners through a case study, while the second CD supports students' use of a study guide packet. Each CD helps teachers understand how to complete each portion of the ARI to evaluate a student's reading level and performance, and why each assessment of the ARI is important.

#### **Explore what's inside:**

- Each assessment protocol is aligned to standards.
- 23 ready-to-copy study sheets that link to an audio CD track addressing: prior knowledge/prediction, oral reading miscues, fluency, retelling and comprehension question analysis, quantitative and qualitative factors, and summarizing data.

**Schools and districts save 25%! Call 888-248-0847**

## Reading Specialists & Literacy Coaches



### Reading Specialists and Literacy Coaches in the *Real World*, 2/e

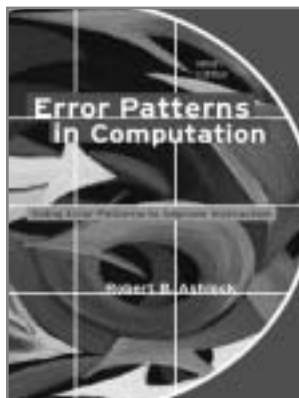
MaryEllen Vogt and Brenda A. Shearer

Grades K-12

©2007 | 352 pp. | \$48.99 | ISBN: K-205-49471-4

Currently, literacy coaches are being hired in increasing numbers. While many have advanced degrees and reading specialist certification, others have been selected because of their exemplary teaching, interpersonal relationships, and willingness to assume a position that may have little or no job description, security, or acceptance by other staff. In their book, MaryEllen Vogt and Brenda Shearer offer both theoretical and practical information about the varied roles of reading specialists and literacy coaches and prepare them to implement reading programs at the school and district level. The authors understand that reading specialists and literacy coaches deserve the most effective preparation possible as they enter into this area of specialization and offer the tools to make every reading specialist and literacy coach a success.

## Mathematics



### Error Patterns in Computation: Using Error Patterns to Improve Instruction, 9/e

Robert B. Ashlock

Grades K-8

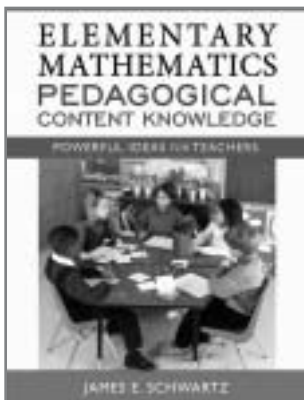
©2006 | 288 pp. | \$24.95 | ISBN: K-13-119886-6

Reflecting many of the concerns of NCTM's Principles and Standards for School Mathematics, Robert Ashlock assists teachers in identifying typical error patterns, receiving feedback on their diagnosis, and gaining insight regarding why a child may have adopted an incorrect procedure. Robert discusses two major causes of error patterns — over-generalizing and over-specializing and explains common errors students make in computation in every math operation and with whole numbers, rational numbers, geometry, and algebra.

#### Explore what's inside:

- Promotes the best computing choice (paper-and-pencil, mental computation, calculator methods) and distinguishes between an operation and different methods of computation.
- Encourages teachers to ask, “Is it reasonable?”
- Examines models and concrete materials, graphic organizers, self-assessment, portfolios, peer tutoring, and cooperative groups used when teaching computation.

## Mathematics



### Elementary Mathematics Pedagogical Content Knowledge: Powerful Ideas for Teachers

James E. Schwartz

Grades K-4

©2008 | 368 pp. | \$38.99 | ISBN: K-205-49375-0

Enhance your understanding of elementary math content and its application to everyday situations.

Designed specifically to enhance teachers' content comprehension of elementary mathematics, this user-friendly book captures readers' interest and engages them in an exploration of five "powerful ideas" central to math content knowledge. Written by elementary mathematics scholar James Schwartz, this book addresses the importance of five key powerful ideas: unitizing, partitioning, relationships, representation, and contexts as an organizing framework for looking closely at math content and connects these concepts to NCTM process strands.

Filled with real-life classroom examples that illustrate how to incorporate these key concepts and activities that encourage teachers to test their understanding, James eases teachers' challenge of content mastery and presents an approach to understanding the content that teachers can convey in their own classrooms!

## Science



### Teaching Science for Understanding: A Practical Guide for Middle and High School Teachers

James J. Gallagher

Grades 6-12

©2007 | 144 pp. | \$33.00 | ISBN: K-13-114425-1

Written by one of the most respected researchers in the field, James Gallagher offers a breakthrough in science education and professional development — a book that provides a carefully constructed approach to teaching science for understanding and application. Grounded in the instructional reform model proposed by Project 2061 and the National Science Education Standards, James presents real-life experiences of teachers who have been successful in transforming their classrooms from traditional instruction to an environment where students learn to understand science and apply it in their own lives.

#### Explore what's inside:

- Identifies four major elements to science reform: science for all, teaching and learning for understanding, a broader vision of science, and a reduction of the amount of science content offered in middle and secondary school teaching.
- Assists teachers in deciding when to withhold help, when to give help, and what help to give students.
- Shares a detailed model for planning objectives and ongoing assessment and learning activities.

Schools and districts save 25%! Call 888-248-0847



## Science



### Active Experiences for Active Children: Science, 2/e

Carol Seefeldt and Alice Galper

Grades PK-3

©2007 | 216 pp. | \$20.95 | ISBN: K-13-175256-1

Based upon the National Science Education Standards and the Benchmarks for Science Literacy, *Active Experiences for Active Children* guides teachers in planning meaningful learning experiences in science. From child care settings and preschool programs, to Head Start and other federally funded programs, PK-3 teachers will rejoice in the ease and practicality of teaching science.

#### Explore what's inside:

- Presents consistent and well-rounded content for children.
- Allows teachers and students to use techniques as defined in the book.
- Contains a complete list of informational and fictional books for children and adults.
- Addresses a variety of audiences: 1) offers a foundation for young children and science, and 2) offers thematic based units full of resources for teachers, teacher strategies, and inquiry-based experiences for children.
- Emphasizes documenting and assessing children's learning.

## Technology



### The Elementary Teacher's Guide to the Best Internet Resources

Barbara C. Cruz and James A. Duplass

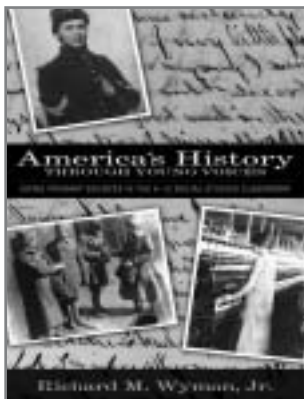
Grades K-4

©2007 | 160 pp. | \$19.95 | ISBN: K-13-219270-5

Would you like a more effective way to incorporate and organize Internet resources to enhance your lesson plans? This handy guide to the best Internet resources for the elementary classroom offers teachers an easy way to evaluate, catalog, and integrate websites into lesson plans. The authors have filled the pages with annotated listings of websites and resources for the content areas and present options for gathering and cataloging Internet resources for the most effective use in the classroom. Each of the websites is connected to standards and national and state professional organizations to help teachers align lessons with critical curriculum standards.

\*Mention catalog code K0004 when ordering

## Social Studies



### America's History Through Young Voices: Using Primary Sources in the K-12 Social Studies Classroom

Richard M. Wyman, Jr.

Grades K-12

©2005 | 192 pp. | \$21.99 | ISBN: K-205-39576-7

Children learning history best when it is presented in the form of a story. So how do you teach history? Richard Wyman can help you inspire your students. In his book, Richard presents diaries, letters, and essays, written by young people from selected periods of American history, to enhance and enrich your traditional social studies/history curriculum. General and specific teaching activities for each primary source assist teachers in the effective use of these materials.

#### Explore what's inside:

- Provides an overview of the historical time period from which the primary source was drawn, identifies the significant events contained in the primary source, and provides biographical information on the author(s) where available.
- Emphasizes the National Standards for History.
- Includes primary sources and shows various techniques and activities for use.

## Social Studies



### 50 Social Strategies for K-8 Classrooms, 2/e

Kathryn M. Obenchain and Ronald V. Morris

Grades K-8

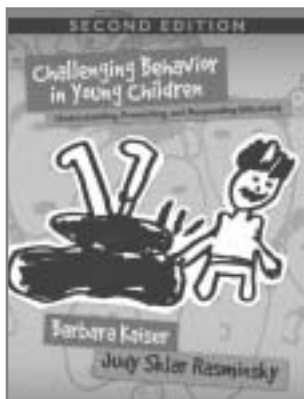
©2007 | 216 pp. | \$28.00 | ISBN: K-13-174249-3

Here are 50 strategies for creating meaningful social studies experiences for K-8 students — four overarching and forty-six specific strategies — organized alphabetically, accompanied by assessment tools, and each introduced by grade level and National Council for Social Studies (NCSS) standards indicators.

#### Explore the strategies:

- Guides teachers in teaching recognizing the difference between what they have *taught* and what their students have *learned*.
- Outlines how to prepare for, facilitate, and direct each strategy.
- Provides reliable information for further study and research.
- Illustrates ways to take advantage of the Internet, digital photography, software, and the like in *real* classrooms with *real* learners.

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## Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively, 2/e

Barbara Kaiser and Judy Sklar Rasminsky

Grades PK-3

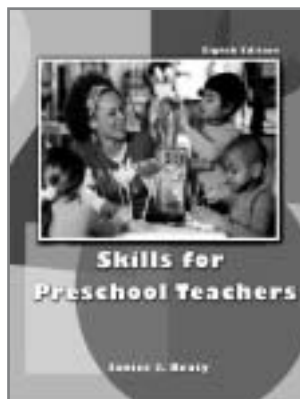
©2007 | 320 pp. | \$33.99 | ISBN: K-205-49333-5

Barbara Kaiser and Judy Rasminsky present in-depth background information and strategies to help early childhood educators understand, prevent, and address the behavior problems found so often in today's primary schools and child care centers. The evidence-based techniques — brought to life in vignettes drawn from Barbara's 30 years in the field — work with the most difficult behaviors and benefit every child in the classroom.

### Explore more:

**NEW!** Brought to you by the Devereux Early Childhood Initiative (DECI) and Video Active Productions in partnership with NAEYC comes **Facing the Challenge: Working with Children Who Use Challenging Behavior DVD Series**. Designed to provide educators with professional development to work more effectively with challenging behaviors, the two instructional DVDs (available separately or in a package) provide real early childhood classroom video, modeled positive guidance techniques, and much more!

Visit [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com) to learn more about these exciting products or contact your local representative at 888-248-0847



## Skills for Preschool Teachers, 8/e

Janice J. Beaty

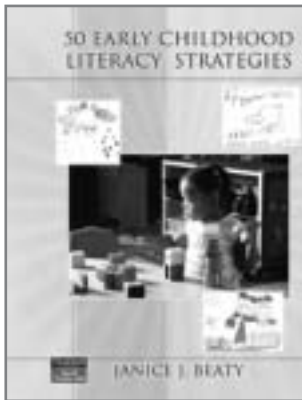
Grades PK

©2008 | 416 pp. | \$46.95 | ISBN: K-13-048609-4

For more than twenty years, Janice Beaty has provided early childhood educators with all the information they need, whether they work in a preschool, child care center, Head Start program, or pre-Kindergarten setting. Built around the 13 functional areas of the Child Development Associate (CDA) credential, *Skills for Preschool Teachers* is equally valuable for anyone seeking CDA certification and presents all of the basic classroom skills, reinforced by a theoretical background and accompanied by practical ideas for applying text concepts with young children and families.

### Explore what's inside:

- Provides many classic and current children's book titles to integrate into learning activities.
- Includes practical evaluation sheets for self-assessment.
- Highlights Checklists for assessing children's abilities.
- Features an Infant and Toddler Checklist.



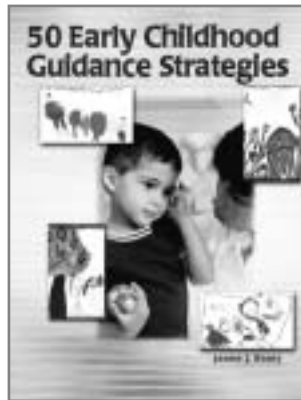
## 50 Early Childhood Literacy Strategies

Janice J. Beaty

Grades PK-4

©2005 | 176 pp. | \$28.95 | ISBN: K-13-118154-8

How do you teach literacy to young children? Janice Beaty can help. In this thoroughly child-oriented handbook, Janice presents teachers with 50 practical strategies that will engage young children in reading and writing and encourage their emerging literacy skills. Each of the strategies is firmly grounded in current research into the brain mechanisms that underlie the skill of reading. In addition, the focus on words — hearing, speaking, writing, and reading them — creates an easy-to-use, easy-to-understand approach that builds on young children's eagerness to communicate with others concerning their thoughts and ideas about the world they live in. She includes seven handy checklists that highlight a variety of practical observation vehicles for use with young children and covers the use of materials, content, and activities found in most early childhood classrooms.



## 50 Early Childhood Guidance Strategies

Janice J. Beaty

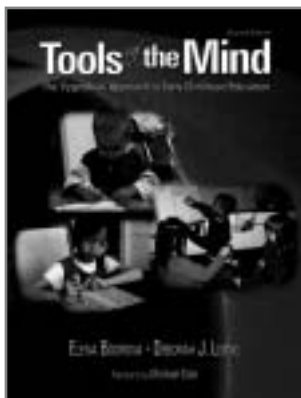
Grades PK-3

©2006 | 192 pp. | \$16.50 | ISBN: K-13-170014-6

Janice Beaty, an early childhood educator, presents teachers with an easy-to-use, easy-to-understand positive approach involving the young children themselves in eliminating their inappropriate behavior. Teachers and student teachers alike will quickly learn what to expect when children first enter the early childhood classroom, how to assess children's behavior, how to redirect it, and how to get children involved in controlling their own actions. The 50 strategies include appropriate child behavior categories such as communicating feelings and conflict conversion, inappropriate behavior categories such as possession conflicts and power struggles, and teacher concerns such as intervention (how and when) and timeout (using or not using). Children's artifacts and appropriate book titles are also included where appropriate.

*\*Mention catalog code K0004 when ordering*

**Schools and districts save 25%! Call 888-248-0847**



### **Tools of the Mind: The Vygotskian Approach to Early Childhood Education, 2/e**

Elena Bodrova and Deborah J. Leong

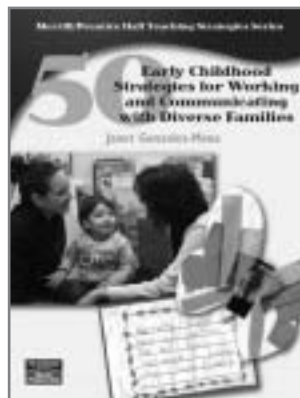
Grades PK-3

©2007 | 256 pp. | \$28.00 | ISBN: K-13-027804-1

Elena Bodrova and Deborah Leong provide in-depth information about major concepts and principles of the cultural-historical theory developed by Lev Vygotsky, and three generations of neo-Vygotskian scholars in Russia and in the West. In their book, they prepare teachers to arm young children with the mental tools necessary for learning. The authors present clear explanations and research-based strategies on how to scaffold young children's learning and development based on 15 years of collaboration with early childhood teachers from diverse programs across the United States, most of which serve children from at-risk populations.

#### **Explore what's inside:**

- Features strategies to support developmental accomplishments of infants/toddlers, preschoolers/kindergartners, and primary grade children.
- Provides strategies for supporting children with special needs.
- Includes information on dynamic assessment as an application of the zone of proximal development.



### **50 Early Childhood Strategies for Working and Communicating with Diverse Families**

Janet Gonzalez-Mena

Grades PK-3

©2007 | 144 pp. | \$20.95 | ISBN: K-13-188857-9

Teachers will love the 50 research-based strategies accompanied by information they can apply immediately when working with families of young children. Focusing on family-centered care and education for young children, Janet Gonzalez-Mena emphasizes partnering with families and presents key concepts, discusses them in research-based, accessible language, and provides useful strategies to facilitate communication and collaboration. Many of the strategies in her book address ideas about how to create a climate of trust by communicating in a collaborative way. Janet's goal is to create inclusive programs that respect and honor differences in families and individuals. At the heart of all these strategies lies the welfare of the child, the most important thing as an educator.



## Today's Best Classroom Management Strategies: Paths to Positive Discipline

C.M. Charles

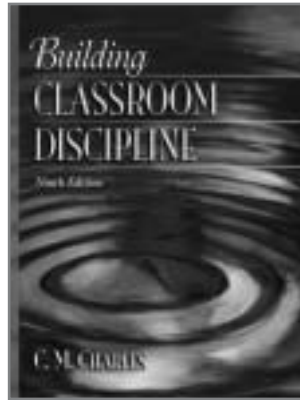
Grades PK-12

©2008 | 208 pp. | \$35.50 | ISBN: K-205-51070-1

What are the best strategies for positive discipline? We asked distinguished scholar and innovative educator C.M. Charles to explain. Based on 25 years of research with teachers, C.M. presents the top 10 proven strategies to help teachers develop and implement high-quality systems of classroom discipline to increase student responsibility and ethical behavior. In his book, C.M. discusses two major tasks that lead to highly effective discipline: initial implementation of an effective system of discipline to begin the year or term, and working with students and their parents and guardians to progressively enhance the discipline program. In addition, he draws on the most respected authorities in education to offer their own advice on classroom management.

This is the perfect compliment to *Building Classroom Management* also written by C.M. Charles!

\* All prices are subject to change



## Building Classroom Discipline, 9/e

C.M. Charles

Grades K-12

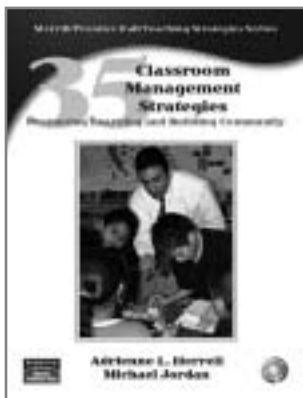
©2008 | 336 pp. | \$60.50 | ISBN: K-205-51072-8

If you are looking to build effective classroom management in your classroom, turn to the leader in classroom management for advice. C.M. Charles outlines 18 theories of school discipline that will help create a structure for positive discipline. Drawing on his work with classroom teachers, C.M. motivates teachers to develop personal systems of discipline tailored to their individual philosophies and personalities, as well as to the needs of their schools and communities. He presents the latest developments in classroom discipline, as well as historical and transitional models of discipline, developed by some of the most respected educational thinkers of the past half century. Teachers will walk away confident in their skills to implement an effective classroom management plan.

### Explore what's inside:

- Presents applications of Marvin Marshall's Raise Responsibility System and Bud Churchward's Honor Level System.
- Includes INTASC Standards and the Praxis Series and suggestions for student guidance.
- Offers ideas for working with culturally diverse students.

**Schools and districts save 25%! Call 888-248-0847**



### 35 Classroom Management Strategies: Promoting Learning and Building Community

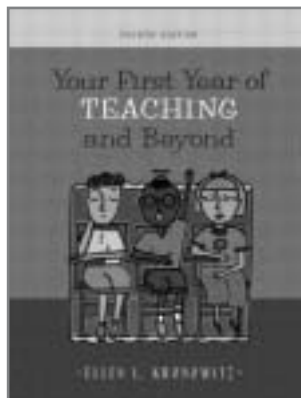
Adrienne L. Herrell and Michael Jordan

Grades K-12

©2007 | 256 pp. | \$29.00 | ISBN: K-13-099076-0

*35 Classroom Strategies: Promoting Learning and Building Community* is a book you'll want on your shelf! With a focus on creating a community of learners, each section presents strategies supported by an explanation and steps for implementing. Two classroom examples are provided for each strategy in order to show how use of the strategies will differ according to the ages of the learners and the content of the curriculum.

See select strategies from this text demonstrated in real classrooms on the accompanying DVD! The classroom demonstrations characterize use of the strategies in some of our most diverse environments. Active learning, opportunities to acquire good decision-making skills, and the unique support found in classroom communities are supportive to both English and academic development.



### Your First Year of Teaching and Beyond, 4/e

Ellen L. Kronowitz

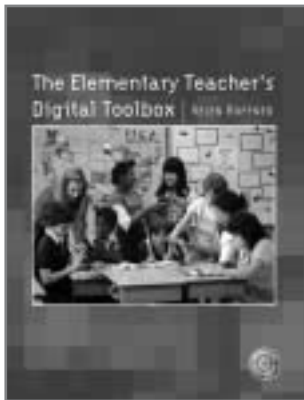
Grades K-12

©2004 | 272 pp. | \$35.99 | ISBN: K-205-38156-1

From the author of *The Teacher's Guide to Success*, this book helps first year teachers tackle teaching challenges with her hands-on guide. Based on extensive research, Ellen's book offers the perfect balance of theory and practice in preparation for the first year of teaching. Material throughout the book is specifically geared to the interests of elementary, middle, and high school teachers. Based on research obtained from teachers working in urban, suburban, and rural communities, *Your First Year of Teaching and Beyond* covers a large scope of material, making it applicable for teachers in changing environments and grade levels.

Invite Ellen  
to speak in  
your district!

\*Mention catalog code K0004 when ordering



## The Elementary Teacher's Digital Toolbox

Helen Hoffner

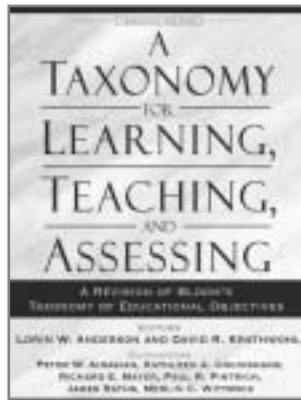
Grades K-4

©2007 | 192 pp. | \$24.00 | ISBN: K-13-170956-9

This book and CD set will be a welcome to any new teacher in the field! Helen Hoffner offers guidance on topics such as classroom management, lesson planning, and standards. Perfect for new teachers and alternative certification candidates, the digital toolbox CD-ROM enables teachers to customize and print materials such as lesson plan outlines, checklists for classroom management, reading logs, and homework forms. *The Elementary Teacher's Digital Toolbox* puts the experience of a veteran teacher into the hands of a novice.

### Explore the strategies:

- Features field-tested vignettes of real classroom situations.
- Introduces teachers to nationally accepted multi-subject standards as well as subject area standards and contains a comprehensive standards directory.
- Guides teachers in starting a book club, and offers advice on employment opportunities outside the classroom, and membership in professional organizations.



## A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Abridged Edition

Lorin W. Anderson, David R. Krathwohl,  
Peter W. Airasian, Kathleen A. Cruikshank,  
Richard E. Mayer, Paul R. Pintrich,  
James Raths, and Merlin C. Wittrock

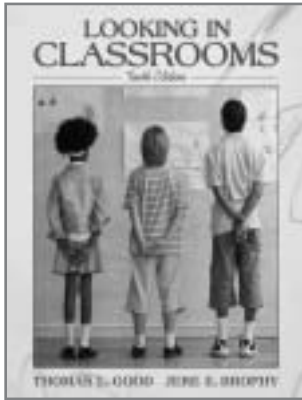
Grades K-12

©2001 | 336 pp. | \$42.50 | ISBN: K-8013-1903-X

Embodying advances in cognitive psychology since the publication of Bloom's taxonomy, this book is designed to help teachers understand and implement standards-based curriculums as well as facilitate constructing and analyzing their own. This dynamic author team presents a two-dimensional framework that connects knowledge with the cognitive processes students use to gain and work with knowledge. Together, these define the goals, curriculum standards, and objectives students are expected to learn. The framework facilitates the exploration of curriculums from four perspectives — what is intended to be taught, how it is to be taught, how learning is to be assessed, and how well the intended aims, instruction and assessments are aligned for effective education. The authors show teachers how to help students learn.

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## Looking in Classrooms, 10/e

Thomas L. Good and Jere E. Brophy  
**Grades K-12**

©2008 | 528 pp. | \$96.60 | ISBN: K-205-49678-4

Providing a balanced, research-based overview of the most effective teaching methods, this book guides teachers to select appropriate methods by intelligent observation in their classrooms. *Looking in Classrooms* synthesizes the knowledge base on student motivation, classroom teaching, teacher expectations, and adapting instruction for individual learners. The authors focus on the real concerns of today's teachers. In its 30th year of publication, this book represents state-of-the-art research reviews in several areas including student motivation, classroom instruction and student learning, classroom management, and adapting instruction to the needs of individual students. It addresses the core topics of classroom instruction in an accessible fashion, promoting easy transfer to classroom practice. The book also provides useful information about how to use quantitative and qualitative observational techniques for describing and improving instruction.

\* All prices are subject to change



## 50 Strategies for Active Teaching: Engaging K-12 Learners in the Classroom

Andrea M. Guillaume, Ruth Helen Yopp,  
 and Hallie Kay Yopp  
**Grades K-12**

©2007 | 288 pp. | \$30.00 | ISBN: K-13-219272-1

*50 Strategies for Active Teaching: Engaging K-12 Learners in the Classroom* is a practical book that provides strategies designed to help the classroom teacher engage students actively in their own learning. Use this handbook daily to select active teaching strategies and implement them across the curriculum, and find advice on tailoring instruction to particular learners. Strategies include activating prior knowledge, encouraging student interaction, and generating and testing hypotheses.

### Explore more:

- The step-by-step format helps teachers prepare easily and troubleshoot to maximize success.
- Strategies are referenced by their usefulness for English learners and readers at different stages of development.
- The book includes examples from various subject areas from kindergarten through grade 12.
- The accompanying CD contains 19 adaptable templates that assist and support teachers in using the strategies.



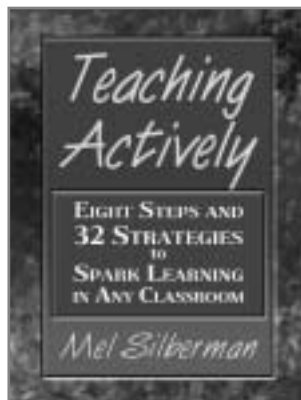
## **Becoming a Teacher, 7/e**

Forrest W. Parkay  
and Beverly Hardcastle Stanford

Grades K-12

©2007 | 608 pp. | \$99.20 | ISBN: K-205-50287-3

Take a straightforward look at what it takes to become a teacher with Forrest Parkay and Beverly Stanford as they explore exactly what teachers need to be successful in today's rapidly changing, high-stakes environment of education. Building upon a strong "mentoring" message that has long been their motto, Forrest and Beverly offer practical advice on making difficult decisions about the future by fostering an awareness of the realities of teaching in America today and meeting the challenges of teaching. This no-nonsense approach provides teachers with the tools and information necessary to answer the question, "What does it take to become a professional teacher?"



## **Teaching Actively: Eight Steps and 32 Strategies to Spark Learning in Any Classroom**

Mel Silberman

Grades K-12

©2006 | 160 pp. | \$30.99 | ISBN: K-205-45537-9

Inspire active learning today! In his newest book, Mel Silberman outlines a comprehensive eight-step plan for any teacher who has students with basic skills in "reading, writing, and arithmetic" and the ability to collaborate with fellow classmates. This is the ultimate book of recipes for improving classroom teaching!

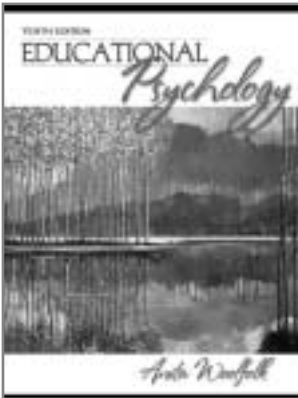
### **Explore more:**

*"An outstanding guide to creatively providing an effective learning environment for children of any age and applicable to any instructional subject. It...showcase[s] insightful and practical advice for inspiring a classroom-wide learning binge that would engage even the more reluctant young learners, Teaching Actively is very strongly recommended for classroom teachers at all levels of education for as a thoroughly 'user-friendly,' accessibly authored compendium of helpful and intelligible information."*

— The Midwest Book Review,  
*Library Bookwatch*, June 2006

\*Mention catalog code K0004 when ordering

**Schools and districts save 25%! Call 888-248-0847**



### **Educational Psychology, 10/e**

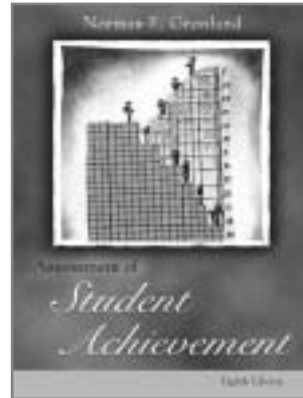
**Anita Woolfolk**

**Grades K-12**

©2007 | 720 pp. | \$116.00 | ISBN: K-205-49383-1

Here's a great resource for alternative certification programs and a must-have for any new teacher in your school district! This best-selling, classic book provides beginning teachers with the tools and inspiration to become masters of their chosen profession. Renowned author Anita Woolfolk presents a clear emphasis on educational psychology's practical relevance in today's classroom that every teacher can use. With more than 30 years of experience, Anita recognizes the challenges educators face to keep all students connected to learning and all schools safe and compassionate, and provides especially helpful examples, lesson segments, case studies, and practical ideas from experienced teachers.

In addition, she includes *Becoming a Professional: A Handbook for Successful Teaching and Lifelong Learning*, which offers teachers even more tools for passing licensure examinations, getting a job, and teaching well, no matter what surprises come their way.



### **Assessment of Student Achievement, 8/e**

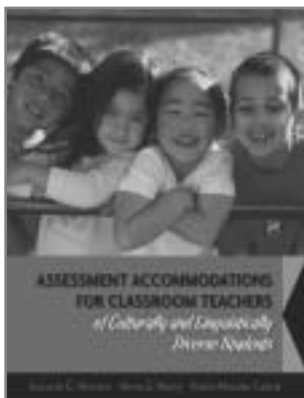
**Norman E. Gronlund**

**Grades K-12**

©2006 | 240 pp. | \$52.20 | ISBN: K-205-45727-4

Norman Gronlund gives teachers the tools they need to support the development of high-quality assessments in the classroom. He presents a balanced, concise, and practical guide for testing and performance assessment that is rooted in effective classroom instruction and learning. Emphasizing that assessment is a broad term that includes testing and performance assessment, each used where it is most appropriate, Norman declares that valid assessment is necessary for effective instruction in order to improve student learning. He devotes a portion of the book to preparing and using classroom tests and performance assessments, assigning grades, and interpreting standardized test scores to students and parents.

\* All prices are subject to change



## Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students

Socorro G. Herrera, Kevin G. Murry,  
and Robin Morales-Cabral

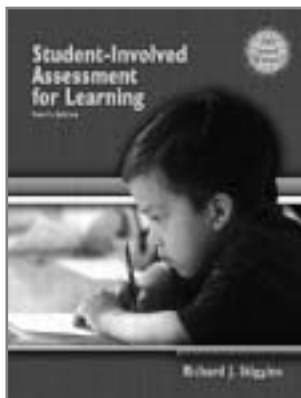
Grades PK-12

©2007 | 336 pp. | \$48.00 | ISBN: K-205-49271-1

At last a much-needed book to assess English language learners! Now teachers have a resource that details effective classroom assessment practices and usefully organizes recommended strategies around the four critical dimensions of the culturally and linguistically diverse student biography: the sociocultural, linguistic, academic, and cognitive dimensions. The authors intentionally focus on those classroom assessment practices that will prove effective with CLD students and useful to PK-12 teachers.

### Explore what's inside:

- Aligns the content of all lessons with nationally recognized standards for best practice — the TESOL/NCATE standards and the CEEE Guiding Principles for best practice with CLD students.
- Encourages critical thinking, reflection, articulation of new knowledge, debate, metacognition, and *theory-into-practice* applications.



## Student-Involved Assessment for Learning, 4/e

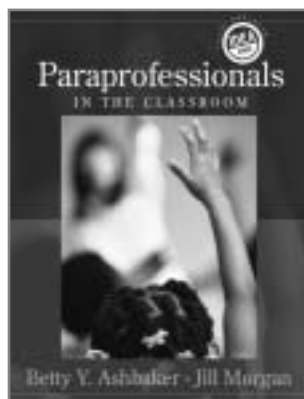
Richard J. Stiggins

Grades K-12

©2005 | 400 pp. | \$64.95 | ISBN: K-13-118349-4

Start involving your students in the assessment process today! This market-leading book focuses on the techniques teachers need to know to assess students in their classrooms. Showing how to use assessment to promote and verify student learning, the book examines the full spectrum of assessment topics, from articulating targets, through developing quality assessments and communicating results effectively. Its focus on integrating assessment with instruction and involving the student in the assessment process makes it a valuable resource for any classroom teacher.

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## Paraprofessionals in the Classroom

Betty Y. Ashbaker and Jill Morgan

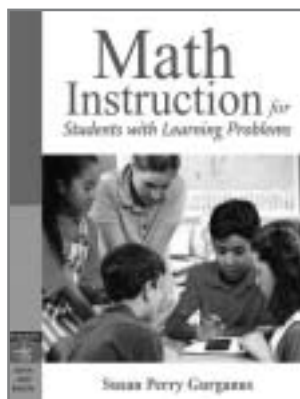
Grades K-12

©2006 | 272 pp. | \$33.99 | ISBN: K-205-43688-9

Betty Ashbaker and Jill Morgan honor the paraprofessional role of supporting teachers and children. Extensively field-tested with educators in both rural and urban settings in this book models the techniques of effective instruction while providing concepts in basic classroom skills. Each of the chapters presents new information in small steps with frequent reviews, provides examples of good practice of teachers and paraprofessionals working with students, and guides trainees through practice activities. The book also includes numerous forms and exercises for immediate and practical use by paraprofessionals.

### Explore what's inside:

- “Extending Your Learning” features provides paraprofessionals an opportunity to expand their knowledge.
- Classroom scenarios illustrate concepts and techniques.
- Numerous forms and exercises present immediate and practical ideas for use.
- Case studies promote learning of how to apply new knowledge to practical situations.



## Math Instruction for Students with Learning Problems

Susan Perry Gurganus

Grades PK-12

©2007 | 368 pp. | \$48.99 | ISBN: K-205-46089-5

How do you help your students with learning problems become successful in mathematics? You have to adapt the way you think about teaching mathematics Susan Gurganus discovered! Based on more than three years in the classroom testing strategies and working with teachers, Susan presents practical and friendly advice and suggestions for implementing best instruction. In her book, she discusses these successful approaches to improve the special education teacher's attitude about mathematics, increase mathematics content understanding, and enhance professional level skills in mathematics assessment and instruction. NCTM content and process standards are fully referenced throughout.

*Math Instruction for Students with Learning Problems* is a resource PK-12 special education teachers should have in their library.



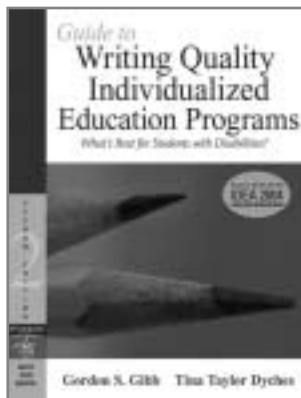
## The Effective Special Education Teacher: A Practical Guide for Success

Laurie U. deBettencourt and Lori A. Howard  
Grades K-12

©2007 | 192 pp. | \$24.00 | ISBN: K-13-196192-6

Drawing on their 30 years of experience in the field of special education, Laurie deBettencourt and Lori Howard empower teachers by preparing them for success by: helping them develop a professional portfolio while demonstrating evidence of competency in self-selected areas (e.g., behavior management, collaboration); guiding them in writing lessons plans and IEPs; offering suggestions on how to choose effective instructional and behavioral techniques; including research that supports the methods discussed in the book; suggesting websites for further information; incorporating reflection journal activities; and, giving guidance on being evaluated by supervisors.

Laurie and Lori have filled their book with reproducible templates and rubrics for the classroom, and introduce valuable information regarding professional and ethical standards in the field of special education. New and practicing special education teachers will find the advice in this book the key to their success.



## Guide to Writing Quality Individualized Education Programs: What's Best for Students with Disabilities? 2/e

Gordan S. Gibb and Tina Taylor Dyches  
Grades K-12

©2007 | 112 pp. | \$26.99 | ISBN: K-205-49545-1

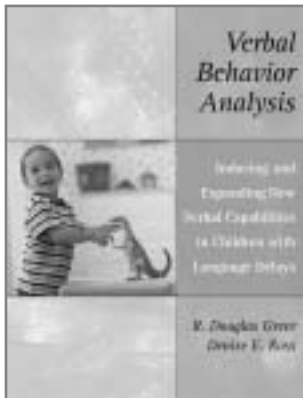
Learn to reduce the complexity of IEP development to seven basic steps, based on the requirements of IDEA 2004 with the help of Gordon Gibb and Tina Dyches. Their easy-to-follow guide helps teachers enhance their IEP writing skills and provides an accurate resource for teachers looking to continue their professional development in this critical area.

### Explore what's inside:

- Highlights case studies of students with various ages and disabilities.
- Includes step-by-step instruction using explanation, modeling, practice, and feedback.
- Offers instruction for transition planning.
- Provides complete IEPs for four elementary and secondary students with mild/moderate and severe disabilities, including transition planning.
- Includes references.

Reflects the new laws and regulations!

Schools and districts save 25%! Call 888-248-0847



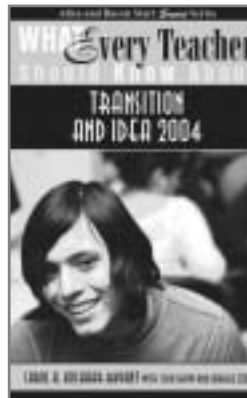
### **Verbal Behavior Analysis: Inducing and Expanding New Verbal Capabilities in Children with Language Delays**

**R. Douglas Greer and Denise E. Ross**  
**Grades PK-6**

©2008 | 304 pp. | \$39.99 | ISBN: K-205-45837-8

Engage children in their own language development and move them from emergent speakers to readers! Responding to the large demand for effective language development tools for children with no language and severe language delays related to autism and other disabilities, Doug and Denise provide elementary teachers and practitioners with the means to advance verbal development. Their step-by-step protocols describe how to move children from pre-listeners to listeners, non-speakers to speakers, speakers to readers and writers, and from non-social to socially verbal individuals.

The procedures are derived from numerous experiments and applications with children in three countries, and are based on Skinner's (1957) theory of language function and on research findings that extended the theory to verbal development. While emphasizing the vocal production of speech, the procedures are applicable to all forms of language (signs, pictures, voice-generating devices).



### **What Every Teacher Should Know About Transition and IDEA 2004**

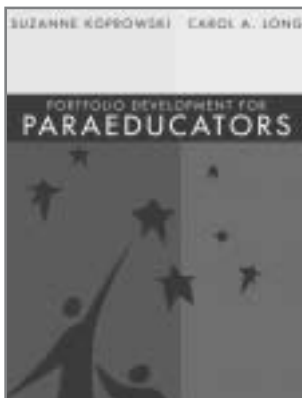
**Carol A. Kochhar-Bryant with Stan Shaw  
and Margo Izzo**

**Grades 6-12**

©2007 | 128 pp. | \$12.99 | ISBN: K-205-49643-1

Written for all who work with students with special needs in secondary schools and those preparing youth for transition, this brief book explains the connections between transition services and standards-based education, as well as the connections between IDEA 2004 and NCLB. In addition, it provides an introduction to the new Summary of Performance (SOP) that is required by every school district for all youth with disabilities who have IEPs and presents a first of its kind template for nationally ratified SOP available to state and local educational agencies.

*\*Mention catalog code K0004 when ordering*



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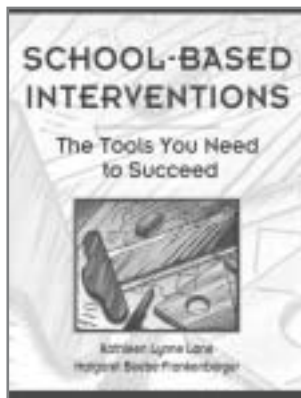
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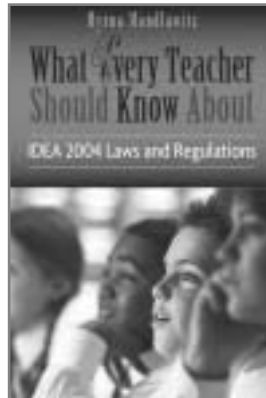
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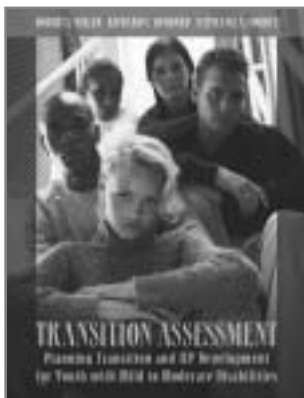
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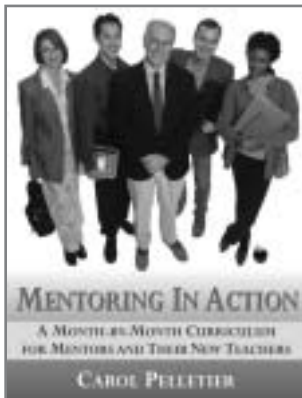
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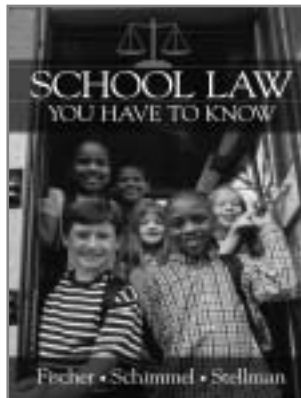
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