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Contents

ENGLISH LANGUAGE LEARNERS .................................................. 2
- Content-Based Instruction ................................................................. 2
- Literacy for ELLs .............................................................................. 6
- Differentiated Instruction ................................................................. 11

LITERACY ....................................................................................... 12
- Early Literacy .................................................................................. 12
- Vocabulary ...................................................................................... 14
- Phonemic Awareness & Phonics ...................................................... 14
- Fluency & Comprehension ............................................................... 17
- Writing & Grammar ....................................................................... 19
- Elementary Literacy & Multiple Literacies ....................................... 23
- Middle School & Adolescent Literacy .............................................. 25
- Reading Assessment ...................................................................... 26
- Reading Inventories ....................................................................... 28
- Leadership & Coaching .................................................................. 30

CONTENT AREAS ........................................................................... 32
- Mathematics .................................................................................. 32
- Social Studies ................................................................................ 38
- American Sign Language ................................................................ 38
- Science ............................................................................................ 39
- Arts .................................................................................................. 40
- Technology ..................................................................................... 40

EARLY CHILDHOOD EDUCATION ................................................. 42

COUNSELING ................................................................................. 42

SPECIAL EDUCATION .................................................................... 43
- Gifted & Talented ........................................................................... 43
- Differentiated Instruction ................................................................. 43
- Response to Intervention ................................................................ 44
- Mild to Moderate Disabilities ......................................................... 44
- Inclusion .......................................................................................... 45

CLASSROOM MANAGEMENT ......................................................... 46

ASSESSMENT ................................................................................. 48

EDUCATIONAL LEADERSHIP ....................................................... 52

SCHOOL LAW .................................................................................. 53

PROFESSIONAL GROWTH .............................................................. 54

TITLE INDEX .................................................................................. 56

AUTHOR INDEX ............................................................................. 58

INSTITUTES & WORKSHOPS CALENDAR ..................................... 60

FREQUENTLY ASKED QUESTIONS .............................................. 61

Icon Key

- On-Site District Training .................................................................
- Off-Site Institutes ............................................................................
- Online & Virtual Learning ..............................................................
- Diagnostic Services available .........................................................
- Response to Intervention ...............................................................
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Brenda H. Spencer and Andrea M. Guillaume
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This book includes 35 solid strategies for addressing vocabulary instruction in content area lessons to help students meet the demands of high-stakes testing. Each strategy is classified in one of four categories—preparing to learn words, building word knowledge, applying word knowledge, and encouraging word learning—to guide teachers in building academic success for all students, including at-risk students and English language learners.

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Camille Blachowicz and Peter J. Fisher
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Donna Ogle
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— Ellen Fogelberg, Evanston School District 65, Evanston, Illinois

Linking Assessment to Reading Comprehension Instruction: A Framework for Actively Engaging Literacy Learners, K–8
Nora L. White, Nancy A. Anderson, and Happy Carrico
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ISBN: 9780131191273 • ©2009 • 120 pp. • $25.60
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The Write Direction takes an innovative look at how to teach writing, including a vital connection to the writing students will be asked to perform when they leave school and enter the corporate world. Each chapter provides specific activities for teachers to undertake as they work to improve their writing instruction. The authors also provide suggestions for managing the crucial issues facing new teachers in today’s classroom: testing, grading, and long-term planning.

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Jim Cummins, Kristin Brown, and Dennis Sayers

**MULTIPLE LITERACIES • Grades K–8**
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Jim Cummins and colleagues offer a research-based guide for integrating technology into literacy instruction to close the achievement gap for all students, including English learners. The authors present 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 determined to ignite curiosity, imagination, and social commitment to advance academic achievement.
From Richard L. Allington and Patricia M. Cunningham

This is a very balanced and thoughtfully organized book for promoting excellent teaching and learning in our classrooms. I heartily recommend this book for teachers needing both a foundation to literacy guide and a book chock full of great ideas founded in research.

— Barry Hoonan, Bainbridge Island School District, Seattle, Washington

Classrooms That Work: They Can All Read and Write, 5/e
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The need for balanced, comprehensive literacy instruction that pervades the school day and curriculum is greater now than ever. This new edition emphasizes the importance of promoting the integration of phonics and literature-based process writing and reading instruction to enhance ALL students’ learning and reading skills. Includes strategies to help teachers differentiate their instruction to meet the needs of increasingly diverse classrooms with practical suggestions for using technology and other resources to make instruction as effective as possible.

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ELEMENTARY LITERACY • Grades K–6
ISBN: 9780205456352 • ©2007 • 352 pp. • $43.99

Schools That Work provides critical insight into elementary schools and how they are to meet the increased demands of education for the 21st century. This book has a strong emphasis on developing the expertise of classroom teachers and gives a dynamic analysis of systematic school reform that encompasses virtually all areas of elementary school organization and planning.

Supporting Content Area Literacy with Technology: Meeting the Needs of Diverse Learners
William G. Brozo and Kathleen Puckett
MULTIPLE LITERACIES • Grades 6–12
ISBN: 9780205511853 • ©2009 • 240 pp. • $34.99

With a basic framework for pairing literacy strategies with readily available classroom technologies, and drawing on concepts of universal design and flexible curriculum access, this book makes content area learning more engaging and meaningful for students.

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The authors believe that adolescents’ success in reading and writing requires interesting curricula and quality instruction. Based on the latest research and grounded in the realities of today’s classrooms, the Second Edition features instructional routines, updated reviews and references, and 50 strategies which are the key to enhancing reading, writing, and comprehension for adolescents’ success, no matter the content area or elective.

In this book, authors Doug Fisher and Nancy Frey present seven straightforward, classroom-proven strategies to improve students’ comprehension of content area textbooks. Incorporating vignettes from actual classrooms along with research-based rationale and examples of each strategy across the curriculum, this is an inspiring classroom resource you’ll reach for again and again.

Created by two premier adolescent literacy and literacy assessment experts, Bill Brozo and Peter Afflerbach, the Adolescent Literacy Inventory (ALI) is a revolutionary assessment tool that guides middle and high school teachers in learning more about their students’ reading and writing abilities. The ALI incorporates authentic passages from actual science, social studies, English/language arts, and mathematics textbooks—allowing teachers and literacy specialists to efficiently diagnose students’ academic literacy abilities.

I really love [all these things] about the assessment:

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4. There is some scaffolding for teachers who do not have a literacy background.

— Martha Templeton, Secondary Literacy Coordinator, Northwest Georgia RESA
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Catherine Richards and Jill M. Leafstedt
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Focusing on closing the research to practice gap in early reading, this book is designed to help teachers understand and implement evidence-based practice for Response to Intervention (RTI) and early reading intervention, and effectively explains how to adapt classroom instruction to meet the needs of struggling readers.

Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 4/e
D. Ray Reutzel and Robert B. Cooter, Jr.
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The Fourth Edition provides a wealth of ideas for teachers who need to assess and address students’ reading achievement. Each of the chapters moves from a set of theory-informed assessment tools to intervention strategies that will address students’ reading needs. Readers diagnose the specific problem their students are having, then immediately discover which of the chapter’s strategies are most beneficial in assisting them.

Literacy Profiles: A Framework to Guide Assessment, Instructional Strategies and Intervention, K–4
Sue Biggam and Kathleen Itterly
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A complete literacy framework, identifying key strands and incremental benchmarks for learning to read and write. Teachers can use this literacy profile to follow children from their early weeks of kindergarten through their last months of grade four, to record assessment data, and discern “what children are ready to learn next.” Book chapters detail instructional and intervention guidance as the profile identifies children’s literacy needs.

Teaching the Struggling Reader
Barbara R. Schirmer
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ISBN: 9780137017447 • ©2010 • 192 pp. • $36.99

This step-by-step guide covers all of the topics found to be important for reading instruction—phonemic awareness, phonics and other word recognition strategies, fluency, and comprehension—all within a comprehensive and unified framework for creating a reading program for struggling readers. Learn how to group readers by ability and need rather than by risk factors, and how to save time by incorporating strategies that are already familiar.

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Analytical Reading Inventory: Comprehensive Standards-Based Assessment for all Students including Gifted and Remedial, 9e
Mary Lynn Woods and Alden J. Moe
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Literacy Coaching: Learning to Collaborate
Barbara Walker
LEADERSHIP & COACHING • Grades K–12
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In this book, Barbara Walker discusses the importance of learning to collaborate within the school and during classroom interactions while presenting literacy coaches and teachers with the “cycle of literacy coaching,” a step-by-step process for adapting classroom instruction to increase learning. She also outlines strategies for implementation, including the multiple decisions that teachers make before, during, and after a literacy lesson.

Reading Specialists and Literacy Coaches in the Real World, 3/e
MaryEllen Vogt and Brenda A. Shearer
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MaryEllen Vogt and Brenda Shearer offer both theoretical and practical information about the varied roles of reading specialists and literacy coaches, preparing them to implement reading programs at the school and district level. The authors recognize that educators deserve the most effective preparation possible with the most specialized tools available to them for success.

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If I were given a mandate to establish and organize a literacy program for a school, I would begin by reading and internalizing this comprehensive and thoughtful book... from the scenarios that begin each chapter, vignettes of school life that cause us to confront our own assumptions and biases, to the thoughtful and mindful reflections at the end of each chapter that help us to focus on our own school situations and possibilities... the authors have taught us that everything and everyone matter in the quest for literacy.

— David Booth, Professor Emeritus, Scholar in Residence, The Ontario Institute for Studies in Education, University of Toronto, Canada, and author of Reading Doesn’t Matter Anymore

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— John A. Van de Walle, Late of Virginia Commonwealth University

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Art Johnson
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Tom Humphries and Carol Padden
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**Supporting Grade 5–8 Students in Constructing Explanations in Science: The Claim, Evidence, and Reasoning Framework for Talk and Writing**  
Katherine L. McNeill and Joseph S. Krajcik  
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Transforming Learning with New Technologies (with MyEducationKit)
Robert W. Maloy, Ruth-Ellen Verock-O’Loughlin and Sharon A. Edwards
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Timothy J. Newby and Judith Oates Lewandowski
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William J. Gibbs Ph.D and Patricia J. Fewell
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Barbara Kaiser and Judy Sklar Rasminsky
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Challenging Behavior in Young Children presents in-depth background information and strategies to help early childhood educators as well as special educators understand, prevent, and address the behavior problems often found in today's child care centers and primary schools. The evidence-based techniques—brought to life in vignettes drawn from Barbara Kaiser's 30 years in the field—work with the most difficult behaviors and benefit every child in the classroom.

Getting it RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice
Linda Espinosa
EARLY CHILDHOOD EDUCATION • Ages 3–6
ISBN: 97801322224161 • ©2010 • 152 pp. • $28.00

Drawing from 30 years working with young children from diverse backgrounds, including English language learners and children at-risk along with current research, the author presents early childhood practitioners with the strategies, tools, and resources they need to educate young children successfully. In her book, the author shows how well-crafted early education programs staffed by qualified and caring educators can successfully partner with families who speak little English and joyfully educate young children and prepare them for the rigors of formal academic instruction.

Tools of the Mind: The Vygotskian Approach to Early Childhood Education, 2/e
Elena Bodrova and Deborah J. Leong
EARLY CHILDHOOD EDUCATION • Ages 0–3
ISBN: 9780130278043 • ©2007 • 256 pp. • $32.99

This unique resource provides early childhood practitioners with in-depth information about the major concepts and principles of the cultural-historical theory developed by Lev Vygotsky, his students and colleagues, as well as three generations of neo-Vygotskian scholars in Russia and in the West, such as the zone of proximal development. Tools of the Mind enables early educators to arm young children with the mental tools necessary for learning. The book includes concrete explanations and strategies on how to scaffold young children’s learning and development based on 15 years of collaboration between the authors and early childhood teachers from diverse programs across the United States, most of which serve children from at-risk populations.

Crisis Intervention and Prevention
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Barbara Clark
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Frances A. Karnes and Kristen R. Stephens
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ISBN: 9780131755628 • ©2008 • 312 pp. • $70.00
Detailing the characteristics of gifted students from various populations, this book describes how such students are identified and assessed, and presents research-based pedagogy relating to curriculum design and instruction. It draws upon experts in the field to present content in a practical way and provides a listing of useful resources that enables teachers to extend their learning on a particular topic or issue.

Handbook of Differentiated Instruction Using the Multiple Intelligences: Lesson Plans and More
Bruce Campbell
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Filled with ready-to-use classroom strategies and the practical applications of Gardner’s “Theory of Multiple Intelligences” with differentiation, this handbook provides a framework to respond to the increasing diversity of today’s classrooms. Organized in a workbook style, this resource shows teachers how to meet the needs of struggling and advanced students alike with a multitude of helpful tools.
Response to Intervention Models: Curricular Implications and Interventions
John J. Hoover
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Designed as a blueprint for improving abilities to provide research-based curriculum and evidence-based interventions to all K–12 learners, this book will empower educators to select, implement, differentiate, and evaluate the curricula and interventions necessary to successfully deliver high-quality core instruction to all students, with a strong knowledge of RTI and the expertise about curriculum under their belt.

Teaching Reading to Students Who Are At-Risk or Have Disabilities: A Multi-Tier Approach, 2/e
William D. Bursuck and Mary Damer
RESPONSE TO INTERVENTION • Grades K–12
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Differentiating Learning Differences from Disabilities: Meeting Diverse Needs through Multi-tiered Response to Intervention
John J. Hoover
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This book provides a roadmap to guide teachers, coordinators, and team leaders in implementing Response to Intervention at the classroom and school level. It gives guidance on how to effectively diagnose struggling learners’ differences versus disabilities, and outlines specific behaviors to help identify whether a student has a learning or behavior disorder, struggles due to cultural diversity, or to acquire the English language. Provides 30 reproducible forms for assessment.

Effective Teaching Strategies That Accommodate Diverse Learners, 3/e
Michael D. Coyne, Edward J. Kame’enui, and Douglas W. Carnine
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ISBN: 9780131720220 • ©2007 • 288 pp. • $40.00
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Sherwood J. Best, Kathryn Wolff Heller, and June L. Bigge
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Inclusion: Effective Practices for All Students
James McLeskey, Michael S. Rosenberg, and David L. Westling
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Using a pragmatic and realistic approach to inclusion, this book emphasizes three main themes: the underlying values of making all students active participants in the classroom; the importance of effective evidenced-based practices that work in real classrooms; and the worth of creating highly effective professional educators who have the knowledge, skills, and dispositions to meet the needs of a broad spectrum of diverse students.

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Vern Jones
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Principles of Classroom Management: A Professional Decision-Making Model, 6/e
James Levin and James F. Nolan
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This newest edition presents an array of decision-making options that guide teachers in thinking about how to approach particular classroom management situations and choose from a range of strategies designed to prevent, cope with, and solve various problems. Each features real classroom case studies, giving teachers choices for handling issues that may arise in their classrooms.

Challenging Behavior in Elementary and Middle School
Barbara Kaiser and Judy Sklar Rasminsky
CLASSROOM MANAGEMENT • Grades K–8
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This 2009 Texty Award Winner for Textbook Excellence continues to guide both mainstream and special education teachers in dealing with challenging behavior in elementary and middle school with a wealth of strategies to help them understand, prevent, and address behavior problems. The evidence-based techniques focus on developing positive behavior to prevent challenging behavior and help build resilience by focusing on children’s strengths.

Lesson Planning: A Research-Based Model for K–12 Classrooms
Melinda Schoenfeldt and Denise E. Salsbury
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Ken O’Connor
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ISBN: 9780132548687 • ©2007 • 142 pp. • $32.99
Classroom teachers and school/district leaders can gain a deeper understanding of the issues involved in sound grading practices. This book also provides practical strategies and alternatives to help change how students are graded. The “fixes” in the title include four categories that reflect common grading challenges: distorted achievement, low-quality or poorly organized evidence, inappropriate grade calculation and linking grades more closely to student learning.

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Learn practical, effective ways to use assessments to teach reasoning and to help students succeed at problem solving. DVD with User’s Guide on CD. 68 minutes.

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50 Instructional Routines to Develop Content Literacy, 2/e .............25
50 Literacy Strategies, Step-by-Step, 3/e ...........................23
50 Social Studies Strategies for K–8 Classrooms, 3/e ...............38
50 Strategies for Teaching English Language Learners, 3/e ......6
99 Ideas and Activities for Teaching English Learners ............2

A
Access to Academics .............................................6
Achieving Excellence ...........................................43
Action Research, 3/e ........................................55
Adolescent Literacy Inventory ................................25
Analytical Reading Inventory .........................28
Art of Teaching Reading, The, 2/e .........................28
A+RISE® Standards2Strategy™ Professional Development Services...10
Assessment for Student Motivation DVD ..................51
Assessing Reasoning in the Classroom DVD ..............51
Assessment Training Institute ..........................48
Assisting with Early Literacy Instruction ..................12

B
Bader Reading and Language Inventory, 6/e ................................28
Blueprint for Exceptional Writing ..........................19
Brain-Compatible Differentiated Instruction for English Language Learners ......................7
Building Inclusive Schools, 2/e ..................................45

C
Challenging Behavior in Elementary and Middle School .............47
Challenging Behavior in Young Children, 2/e ...................42
Classroom Assessment for Student Learning ...................48
Classroom Management Series .......................46
Classroom Management, 2/e ..................................46
Classrooms That Work, 5/e ..................................24
Commonsense Paper and Pencil Assessments DVD ..........51
Complete Training DVD Set ..........................50
Computation of Fractions ..................................37
Computation of Integers ..................................37
Course for Teaching English Learners, A ..................8
Creating Literacy-Rich Preschools and Kindergartens ..........12
Creating and Recognizing Quality Rubrics ....................49
Creating 6- Trait Revisers and Editors Series .................20
Creating Writers Through 6-Trait Writing, 5/e ..................20
Creating Writers Through 6-Trait Writing CD-ROM, 5/e ..........21
Creating Young Writers, 2/e ..................................20
Creating Young Writers CD-ROM, 2/e ........................21
Crisis Intervention and Prevention .............................42
Crosscultural, Language, and Academic Development Handbook, The, 4/e ..................8

D
Designing Performance Assessments for Learning DVD ..........50
Differentiating Learning Differences from Disabilities ........44
Differentiating Literacy for English Learners ...............8

E
Early Reading Intervention .....................................27
Effective Teaching Strategies That Accommodate Diverse Learners .........................44
Ekwall/Shanker Reading Inventory, 5/e .......................28
Elementary and Middle School Mathematics, 7/e ............33
Engaging English Learners .................................11
Enhance Instruction with Technology Integration Services ......41
Error Patterns in Computation, 10/e ........................36
Essential of Teaching Children to Read, The, 2/e ...........12
Evaluating Assessment Quality DVD .......................51
Evidence-Based Instruction in Reading Series .............17

F
Field Experience Guide for Elementary and Middle School Mathematics, 7/e .........................33
First Year Matters, The ..................................55
From Phonics to Fluency, 2/e ..............................17

G
Getting it RIGHT for Young Children from Diverse Backgrounds ..........42
Good Habits, Great Readers ..................................19
Grading & Reporting in Standards-Based Schools DVD .......50
Growing Up Gifted, 7/e .....................................43

H
Handbook for K–8 Arts Integration ..........................40
Handbook of Differentiated Instruction Using the Multiple Intelligences ..................43
High Impact Teaching Strategies for the ‘XYZ’ Era of Education .............40
How to Design and Implement a Newcomer Program .............11

I
Implementing The SIOP® Model through Effective Professional Development and Coaching .......2
Improving Adolescent Literacy, 2/e ........................25
Inclusion ........................................................52
Instructional Leadership, 3/e ................................52
Interdisciplinary Instruction for All Learners K–8 ............46
IMAP Integrating Mathematics and Pedagogy ..................36
Intervention Strategies to Follow Informal Reading Inventory Assessment, 2/e ..................29
Interventions That Work Series ..............................26
Introduction to Student-Involved Assessment FOR Learning, 5/e, An........52

L
Learning American Sign Language Levels I & II, 2/e ..............38
Learning Mathematics in Elementary and Middle Schools, 5/e ................................35
Learning Team Facilitator Handbook .........................49
Lesson Planning ..................................................47
Linking Assessment to Instructional Strategies ................52
Linking Assessment to Reading Comprehension Instruction ........18
Literacy Coach, The, 2/e ..................................31
Literacy Coaching ..............................................30
Literacy Leadership Team, The ..................................31
Literacy Profiles ................................................27
Literacy, Technology, and Diversity .......................23
Literature-Based Activities for Integrating Mathematics with Other Content Areas Series ........35
Literature-Based Reading Activities, 5/e ........................23
Locating and Correcting Reading Difficulties, 9/e ............28

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| V | Van de Walle Professional Mathematics Series ..................32 |
| R | Reading Specialists and Literacy Coaches, 3/e .....................30 |
| Q | Qualitative Reading Inventory-5, 5/e ..........29 |
| S | School Crisis Prevention and Intervention ..................43 |
| T | Teacher’s Guide to Success Series (with DVD), The ...........54 |
| U | Unleashing Your Language Wizards ..........19 |
| W | What Really Matters Series ..................22 |

### Mathematics Professional Development Services
- Making Words Series ..................................34
- Mentoring in Action ........................................55
- Microsoft Office for Teachers .........................41

### Reading/Writing
- Reading, Writing, and Literacy Coaches, 3/e ..........30
- Reading Specialists and Literacy Coaches, 3/e ..........30
- Reading, Writing, and Learning in ESL, 5/e ..........6
- Reading/Writing Connection, The, 3/e ..........19
- Repair Kit for Grading, A ......................49
- Response to Intervention (RTI) and English Learners ..........2
- Response to Intervention Models .................44
- RTI & Literacy Leadership Professional Development Services ...30

### School Law
- School Law .................................................53
- Schools That Work, 3/e ...........................24

### Seven Strategies of Assessment for Learning ..........49
- Sheltered Content Instruction, 4/e ........3
- Short Guide to Action Research, 3/e, A ...............55
- SIOP® Model for Administrators, The ..........2
- SIOP® Model for Teaching English-Language Arts to English Learners, The ..........2
- SIOP® Model for Teaching History-Social Studies to English Learners, The ..........2
- SIOP® Model for Teaching Science to English Learners, The ..........2
- SIOP® Model Professional Development Services, The ..........4
- Solving Equations ........................................37
- Strategies for Reading Assessment and Instruction, 4/e ..........27
- Strategies for Teaching English Learners, 2/e ..............8
- Student-Involved Conferences DVD ..........51
- Substitute Teacher’s Guide to Success, The ..................54
- Supporting Content Area Literacy with Technology ..........24
- Supporting Grades 5–8 Students in Constructing Explanations in Science ..........39

### Short Guide to Action
- SIOP® Model for Teaching Mathematics to English Learners, The ..........2

### Schools That Work, 3/e
- Transforming Learning with New Technologies ..........40

### Tools of the Mind
- Mentoring in Action ........................................55
- Microsoft Office for Teachers .........................41

### Unleashing Your Language Wizards
- Using Children’s Literature Across the Curriculum ..........23
- Using Technology to Improve Adolescent Writing ..........19

### Teaching Secondary and Middle School Mathematics
- Teaching the Struggling Reader ..................36

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Texas Edition of Elementary and Middle School Mathematics
- Teaching the Struggling Reader ..................36

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Tools of the Mind
- Mentoring in Action ........................................55
- Microsoft Office for Teachers .........................41

### Unleashing Your Language Wizards
- Using Children’s Literature Across the Curriculum ..........23
- Using Technology to Improve Adolescent Writing ..........19

### Teaching Secondary and Middle School Mathematics
- Teaching the Struggling Reader ..................36

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Unleashing Your Language Wizards
- Using Children’s Literature Across the Curriculum ..........23
- Using Technology to Improve Adolescent Writing ..........19

### Teaching Secondary and Middle School Mathematics
- Teaching the Struggling Reader ..................36

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Unleashing Your Language Wizards
- Using Children’s Literature Across the Curriculum ..........23
- Using Technology to Improve Adolescent Writing ..........19

### Teaching Secondary and Middle School Mathematics
- Teaching the Struggling Reader ..................36

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33

### Unleashing Your Language Wizards
- Using Children’s Literature Across the Curriculum ..........23
- Using Technology to Improve Adolescent Writing ..........19

### Teaching Secondary and Middle School Mathematics
- Teaching the Struggling Reader ..................36

### Teaching Vocabulary in
- All Classrooms, 4/e ......................18
- Texas Edition of Elementary and Middle School Mathematics, 7/e ..........33
A
Afflerbach, Peter, 25
Albright, Michael, 40
Allen, Richard Howell, 40
Allington, Richard L., 22, 24
Anderson, Nancy A., 18
Antonacci, Patricia A., 23
Arroyo, Evelyn, 10
Arter, Judy, 48, 49, 50, 51
Ashbaker, Betty Y., 12
Ashlock, Robert B., 36

B
Bader, Lois A., 28
Ballast, Kerry H., 19
Bay-Williams, Jennifer M., 33, 34
Bear, Donald R., 9, 13, 14, 15
Beaty, Janice J., 12
Berkin, Adam, 19
Berzock, William G., 24, 25
Bursuck, William D., 44
Cabral, Candace, 36
Caldwell, JoAnne Schudt, 29
Calkins, Lucy McCormick, 23
Campbell, Bruce, 43
Carney, Karen J., 19
Carnine, Douglas W., 44
Carrico, Happy, 18
Cathcart, George, 35
Chappuis, Jan, 48, 49, 50
Chappuis, Stephen, 48
Clark, Barbara, 43
Cockrum, Ward A., 28
Commodore, Carol, 48
Cooter, Jr., Robert B., 12, 27
Cox, Carol, 11
Coyne, Michael D., 44
Crow, Gary M., 53
Crow, John, 19
Cummins, Jim, 23
Cunningham, James W., 22
Cunningham, Patricia M., 16, 22, 24
Curtin, Ellen M., 7
Custodio, Brenda, 11

D
Damer, Mary, 44
Danielson, Charlotte, 54
Davies, Anne, 51
Díaz-Rico, Lynne T., 8
Dorn, Linda, 26

E
Echevarria, Jana 2, 3, 4
Edwards, Sharon A., 40
Egbert, Joy L., 6
Emmer, Edmund T., 46
Erdford, Bradly T., 42
Ernst-Slavit, Gisela, 6
Escamilla, Kathy, 11
Espinosa, Linda, 42
Essex, Nathan L., 53
Evertson, Carolyn M., 46

F
Fawcett, Gay, 17
Farrell, Patricia J., 12
Felder, Patricia J., 41
Fisher, Douglas, 8, 19, 25
Fisher, Peter J., 18
Flanigan, Kevin 14
Fontenot, Jennifer A., 19
Fraser-Abder, Pamela, 39
Frey, Nancy, 19, 25
Frolich, Kathy S., 31
Gibbs, William L., 41
Graves, Anne, 3
Guillaume, Andrea M., 18

H
Halvorsen, T., 45
Hayes, Latisha, 14
Heller, Kathryn Wolff, 45
Helm, Lorii, 9
Henley, Martin, 46
Herrell, Adrienne L., 6
Herrera, Socorro G., 11
Hoover, John J., 44
Hoy, Anita Woolfork, 52
Hoy, Wayne Kolter, 52
Humphries, Tom, 38

I
Invernizzi, Marcia, 9, 13, 14, 15
Itterly, Kathleen, 27
Ivey, Gay, 25

J
Jackson-Cherry, Lisa, 42
Johnson, Andrew P., 55
Johnson, Art, 38
Johnston, Francine, 9, 13, 14, 15
Jones, Vern, 47
Jordan, Michael L., 6

K
Kaiser, Barbara, 42, 47
Kalk, Lynna Garber, 20
Kame’enui, Edward J., 44
Karnes, Frances A., 43
Karp, Karen S., 33, 34
Kerr, Mary Margaret, 43
Kralick, Joseph S., 39
Kronowitz, Ellen L., 54

L
Leafstedt, Jill M., 27
Leong, Deborah J., 42
Levin, James, 47
Lewandowski, Judith Oates, 41
Lovin, LouAnn H., 32, 34

M
Maloy, Robert W., 40
Matthews, L., Joseph, 53
McCloskey, Mary Lou, 7
McDonald, Nan L., 40
McLeskey, James, 45
McNeill, Katherine L., 39
Mills, Geoffrey E., 55
Moe, Alden J., 28
Morgan, Jill, 12
Morris, Ronald V., 38
Mraz, Mary Ann, 17
Murphy, Lucy P., 23
Musielo, Florence, D., 23

N
Neary, Thomas, 45
New Levine, Linda, 7
Newby, Timothy J., 41
Newton, Evangeline, 17
Nolan, James F., 47

O
O’Shea, Mark, 52
Obenchand, Kathryn M., 38
O’Callagh, Catherine M., 23
O’Connor, Ken, 49, 50
Ogle, Donna, 18

P
Padak, Nancy D., 17
Padden, Carol, 38
Parrish, Daniel L., 28
Perego, Suzanne F., 6
Perez, Della R., 11
Phillip, Randolph, 36
Pothier, Yvonne M., 35
Puckett, Kathleen, 24
Puig, Enrique A., 30, 31

R
Radford, Carol Pelletier, 55
Rasinski, Timothy V., 17
Rasminksky, Judy Sklar, 42, 47
Reiss, Jodi, 6
Reutzel, D. Ray, 12, 27
Riccomini, Paul J., 37
Richards, Catherine, 27
Richmond, Lloyd L., 38
Rosenberg, Michael S., 45
Rothenberg, Carol 8

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S
Salsbury, Denise E., 47
Sayers, Dennis, 23
Schimmel, David, 53
Schirmer, Barbara R., 27
Schoenfeldt, Melinda, 47
Shankel, James L., 28
Schappelle, Bonnie, 36
Shearer, Brenda A., 30
Sherman, Helene J., 38
Short, Deborah J., 2, 4
Simonson, Michael, 40
Smaildino, Sharon E., 40
Sodeman, Anne K., 12
Soffos, Carla, 26
Spandel, Vicki, 20, 21
Spencer, Brenda H., 18
Spinelli, Cathleen G., 52
Stellman, Leslie R., 53
Stephens, Kristen R., 43
Stephens, Liz C., 19
Stiggins, Rick, 48, 50, 51, 52

T
Templeton, Shane, 9, 13, 14, 15
Tompkins, Gail E., 23

V
Vance, James H., 35
Van de Walle, John A., 32, 33, 34
Verrock-O’Loughlin, Ruth-Ellen, 40
Vogt, MaryEllen, 2, 4, 30

W
Walker, Barbara, 30
Ward, Robin A., 35
Weed, Kathryn, Z., 8
Westling, David L., 45
Whelan Ariza, Eileen N., 7
White, Nora L., 18
Wisniewski, Robin, 17
Witzel Bradley S., 37
Wolf, Fred S., 22
Wolfson, Eugene, 23
Wood, Judy W., 45
Wood, Karlyn E., 46
Woods, Mary Lynn, 28
Wooll, Beverly Park, 40

Y
Yard, George J., 38
Yopp, Ruth Helen, 23
Yopp, Hallie Kay, 23

Z
Zimmerman, Belinda, 17
Zvacek, Susan, 40

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<table>
<thead>
<tr>
<th><strong>SIOP® I</strong></th>
<th>Orlando, FL</th>
<th>November 8 – 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houston, TX</td>
<td>November 15 – 17</td>
<td></td>
</tr>
<tr>
<td>Tucson, AZ</td>
<td>December 6 – 8</td>
<td></td>
</tr>
<tr>
<td>Dallas, TX</td>
<td>January 14 – 16</td>
<td></td>
</tr>
<tr>
<td>Las Vegas, NV</td>
<td>February 4 – 6</td>
<td></td>
</tr>
<tr>
<td>Atlanta, GA</td>
<td>March 11 – 13</td>
<td></td>
</tr>
<tr>
<td>Phoenix, AZ</td>
<td>April 11 – 13</td>
<td></td>
</tr>
<tr>
<td>Raleigh, NC</td>
<td>May 5 – 7</td>
<td></td>
</tr>
<tr>
<td>Little Rock, AR</td>
<td>June 23 – 25</td>
<td></td>
</tr>
<tr>
<td><strong>SIOP® II</strong></td>
<td>Seattle, WA</td>
<td>February 18 – 19</td>
</tr>
<tr>
<td></td>
<td>Minneapolis, MN</td>
<td>July 28 – 29</td>
</tr>
<tr>
<td><strong>SIOP® for Administrators</strong></td>
<td>Chicago, IL</td>
<td>April 30 – May 1</td>
</tr>
<tr>
<td><strong>SIOP Training for Teachers Virtual Institute</strong></td>
<td>On your own, plus 4 live sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 4 – December 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>December 1 – 22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>February 16 – March 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 11 – May 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>June 13 – July 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 18 – August 8</td>
<td></td>
</tr>
<tr>
<td><strong>RTI for English Learners</strong></td>
<td>Portland, OR</td>
<td>November 1 – 29</td>
</tr>
<tr>
<td></td>
<td>Denver, CO</td>
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<td><strong>RTI for English Learners Virtual Institute</strong></td>
<td>On your own, plus 4 live sessions</td>
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<td><strong>Response To Intervention in Literacy</strong></td>
<td>Orlando, FL</td>
<td>November 4 – 5</td>
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<td><strong>Words Their Way</strong></td>
<td>Las Vegas, NV</td>
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<td><strong>Words Their Way Virtual Institute</strong></td>
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<td><strong>Leading Professional Development in Classroom Assessment for Student Learning</strong></td>
<td>Atlanta, GA</td>
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<td>Portland, OR</td>
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<td>Portland, OR</td>
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<td><strong>Seven Strategies of Assessment for Learning</strong></td>
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<td>Portland, OR</td>
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<td>Kansas City, MO</td>
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<td><strong>5th Annual Sound Grading Conference</strong></td>
<td>Portland, OR</td>
<td>December 9 – 10</td>
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<td><strong>Developing Balanced Assessment Systems</strong></td>
<td>Nashville, TN</td>
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<td>Las Vegas, NV</td>
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<td>Phoenix, AZ</td>
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<td>Portland, OR</td>
<td>May 19 – 20</td>
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<td><strong>2011 ATI Summer Conference</strong></td>
<td>Portland, OR</td>
<td>July 11 – 13</td>
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