

Teacher Education and Development

Professional Development Spring 2011 Resource Catalog

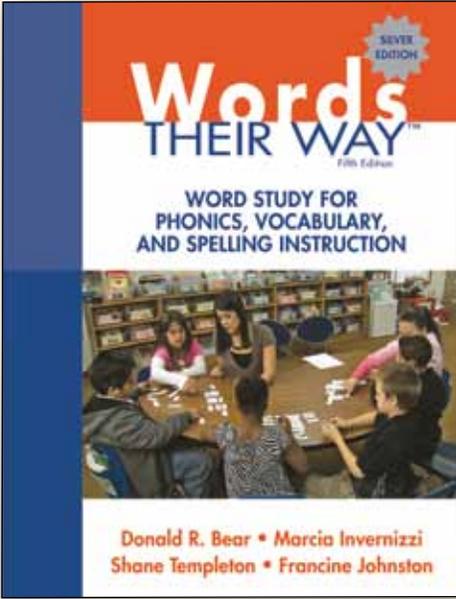
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The #1 Word Study Resource for Teachers Just Got Better!

Introducing Words Their Way™ Silver Edition



Pearson is honored to introduce a special Silver Edition of *Words Their Way™*, which marks the printing of the millionth copy of this phenomenally successful resource. We invite you to see what's new...

- **Ground-breaking online PDToolkit for Words Their Way™** gives educators access to all new classroom video, an interactive classroom assessment application, prepared and create-your-own word sorts and games, and more!
 - Complimentary 6-month access is packaged with each Fifth Edition.
- Innovative redesign of the book introduces **technology integration** aligning text to online videos, sorts, and assessments specific to each chapter.
- Unprecedented inclusion of **progress monitoring** throughout the book.
- **Brand-new continuum of support model** offers tips for better planning and carrying out word study lessons.

PREFACE

- **NEW:** Each chapter includes some new activities that will replace other activities that may be moved to the web.
- **NEW:** Photos pulled from video that further enhances the interconnectedness between the text and the media. The photos will be of the teachers and children that appear in the video.
- **NEW:** Expanded Vocabulary section
- **NEW:** Updated references.
- **NEW:** Monitoring Progress section with reflections and goal setting charts.
- **NEW:** Updated references.

New Words Their Way Web Resources

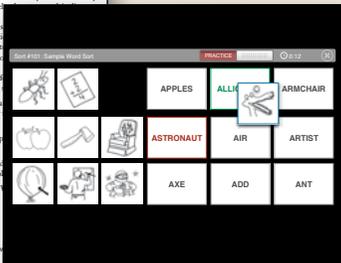
Accompanying *Words Their Way, Teacher* is a new Website with supportive media components that, together with the text, provide you the tools you need to carry out word study instruction that will motivate and engage your students and help them learn.

The *Words Their Way* Website is available free for six months that comes with this book. After that, it is available by subscription to explore and download the resources available at the website. Resources are available and in the future we will continue to add.

- Video has been shot for the fifth edition. This classroom 9 classrooms of teachers using word study at a of the different
- An assessment tool that provides downloadable inventories and interactive classroom composites that help teachers monitor throughout the year.
- Prepared word sorts and games for each stage that will help study in your classroom.
- A create your own feature that will allow you to modify and importing pictures and words into word sort and game templates.
- Word sorts that can be used in conjunction with Interactive

Knowing Your Students

After Chapter 1 provides you with foundational information on presents assessment and evaluation tools, walking you step-by-step through the process of determining your students' instructional level and focusing your word study instruction appropriately. After you administer one of the spelling inventories you will be able to complete a Feature Guide for each of your students that will help you identify their stage and the word study features they are ready to master. Spelling inventory data can be entered electronically using the assessment tool at our website and it will automatically create a Feature Guide as well as a classroom composite record. The classroom composite will identify which students have similar instructional needs, allowing you to plan wisely and effectively for word study grouping.

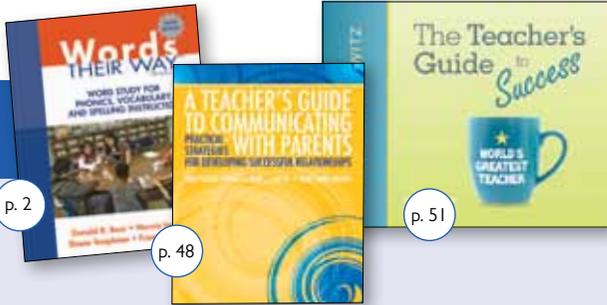


Dear Educator,

At Pearson Teacher Education and Development, we're committed to helping school educators grow as professionals and get results in the classroom. We work with leading authors and experts in education to provide you with research-based resources and materials to help you meet instructional demands and academic achievement targets for every student.

As you review our spring catalog, you'll notice we've added many new books and DVDs, including additions to some of our best-selling series: Words Their Way™, Interventions That Work, and The SIOP® Model. We are also pleased to introduce resources from Pearson Assessment Training Institute to assist you with your assessment literacy in your school or district.

We look forward to helping you achieve your instructional goals for this year and beyond.



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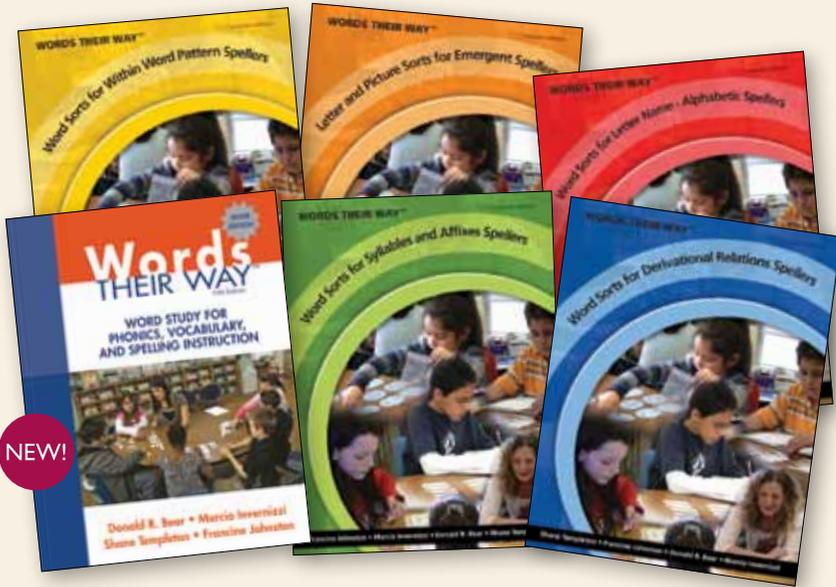
ICON KEY

- Book Club / Learning Community.....
- Response to Intervention.....
- Helps implement Common Core Standards....
- District Training Available

LITERACY

Words Their Way™ Series

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



PHONEMIC AWARENESS, PHONICS, VOCABULARY AND READING ASSESSMENT

Words Their Way™ is the developmentally-driven approach to word study that over one million teachers use for teaching children phonics, vocabulary, and spelling skills. 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 and orthographic development.

Now educators in grades K-8 have access to even more tools that will enhance their word study instruction in *Words Their Way*™: *Word Study for Phonics, Spelling and Vocabulary Instruction, 5/e*, including new activities, guidance on teaching English learners, strategies for monitoring progress, and a state-of-the-art online website!

Words Their Way™: Word Study for Phonics, Vocabulary, and Spelling Instruction, 5/e
GRADES K-8

ISBN: 9780137035106 • ©2012 • 456 pp. • \$45.33

Words Their Way™: Letter and Picture Sorts for Emergent Spellers, 2/e
GRADES K-3

ISBN: 9780135145791 • ©2010 • 216 pp. • \$22.99

Words Their Way™: Word Sorts for Letter Name Alphabet Spellers, 2/e
GRADES 1-3

ISBN: 9780135145807 • ©2009 • 128 pp. • \$22.99

Words Their Way™: Word Sorts for Within Word Pattern Spellers, 2/e
GRADES 1-4

ISBN: 9780135148433 • ©2009 • 160 pp. • \$22.99

Words Their Way™: Word Sorts for Syllables and Affixes Spellers, 2/e
GRADES 3-8

ISBN: 9780135145777 • ©2009 • 144 pp. • \$22.99

Words Their Way™: Word Sorts for Derivational Relations Spellers, 2/e
GRADES 5-8

ISBN: 9780135145784 • ©2009 • 176 pp. • \$22.99

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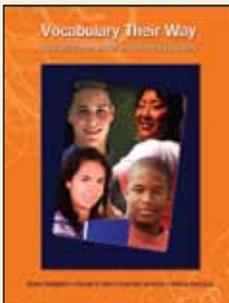
LITERACY

Meet the Authors



From left: Francine Johnston, Shane Templeton, Marcia Invernizzi, and Donald Bear

Word Study Works for ALL Learners



Vocabulary Their Way™: Word Study with Middle and Secondary Students

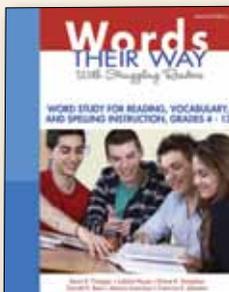
Shane Templeton, Donald R. Bear, Francine Johnston,
and Marcia Invernizzi

VOCABULARY • GRADES 6–12

ISBN: 9780131555358 • ©2010 • 288 pp. • \$34.99

COMMON
CORE

Vocabulary knowledge is the single best indicator of students' reading ability and comprehension. If students understand the fundamental processes of how words work, including the way prefixes, suffixes, base words, and word roots combine; they will control the most powerful vocabulary development strategy they will ever need. Tap into adolescents' natural inclination to look for patterns with *Vocabulary Their Way*™.



Words Their Way™ with Struggling Readers: Word Study for Reading, Vocabulary, and Spelling Instruction, Grades 4–12

Kevin Flanigan, Latisha Hayes, Shane Templeton,
Donald R. Bear, Marcia Invernizzi, and Francine Johnston

READING ASSESSMENT • GRADES 4–12

ISBN: 9780135135211 • ©2011 • 360 pp. • \$31.99



Focusing on intervention—specifically outlining guidance and strategies for utilizing word study—this resource helps teachers support struggling learners to master vocabulary, fluency, and comprehension. The book provides tools to assess students' knowledge and offers ideas on how to use those results to inform instruction to guide each student toward success in content area comprehension.

Also Available!



Words Their Way™: Word Study in Action

Provides educators with a wealth of classroom resources to teach students word study and features a ready-to-use format available in six different classroom packages to create a variety of word sorts.

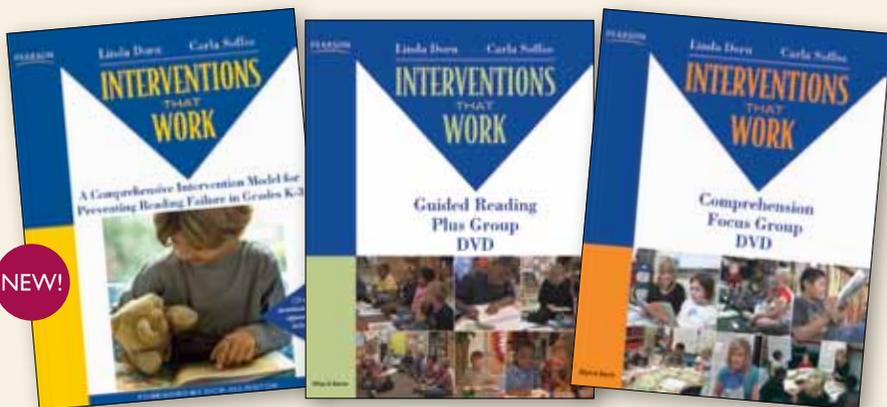
To learn more, please visit www.pearsonschool.com/wordstheirway



Pearson's Words Their Way™ Professional Development series helps K–8 educators learn how to implement the word study approach. To learn more, please visit www.pearsonpd.com.

Interventions That Work Series

Linda Dorn and Carla Soffos



READING ASSESSMENT

From literacy and reading intervention experts Linda Dorn and Carla Soffos, *Interventions That Work* Series illustrates how teachers use data to implement research-based interventions—from kindergarten to eighth grade—that transform struggling students into successful readers and writers. Based on their Comprehensive Intervention Model (CIM), the series is designed to help teachers prevent reading failure in the early grades and reverse reading failure in the upper grades through small group interventions. Discover why districts across the country are already using it as a Response to Intervention method!



Linda Dorn

Interventions that Work: A Comprehensive Intervention Model for Preventing Reading Failure in Grades K-3 GRADES K-3

ISBN: 9780132458757 • ©2012 • 240 pp. • \$31.99

Interventions that Work: Guided Reading Plus Group DVD GRADES 1-3

ISBN: 9780137008001 • ©2010 • 2 DVDs and Facilitator's Guide • \$182.00



Carla Soffos

Interventions that Work: Comprehension Focus Group DVD GRADES 3-8

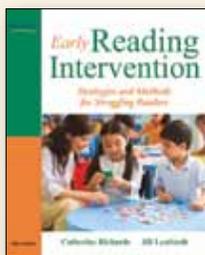
ISBN: 9780137007493 • ©2010 • 2 DVDs and Facilitator's Guide • \$182.00



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Early Reading Intervention: Strategies and Methods for Struggling Readers

Catherine Richards and Jill M. Leafstedt
READING ASSESSMENT • GRADES K–3

ISBN: 9780205576104 • ©2010 • 192 pp. • \$34.80

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.

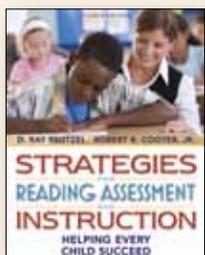


Implementing Response to Intervention in Reading Within the Elementary Classroom

Phillip M. Weishaar and Mary Konya Weishaar
READING ASSESSMENT • GRADES K–6

ISBN: 9780137022632 • ©2012 • 128 pp. • \$20.95

Focusing on do-able, clear steps for implementation, the authors believe that any teacher can learn to implement the core principles of Response to Intervention using the most basic resources: the classroom teacher, core curriculum materials, and the willingness to help children succeed. This book covers topics including how to implement reading assessment for screening and progress monitoring, how to use assessment data in making decisions, and how to meet student needs based on assessment results.

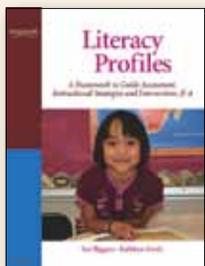


Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 4/e

D. Ray Reutzel and Robert B. Cooter, Jr.
READING ASSESSMENT • GRADES K–6

ISBN: 9780137048380 • ©2011 • 480 pp. • \$98.40

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

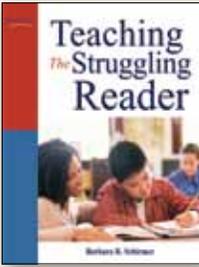
Sue Biggam and Kathleen Irtterly
READING ASSESSMENT • GRADES K–4

ISBN: 9780132380829 • ©2009 • 176 pp. • \$34.99

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.



LITERACY



Teaching the Struggling Reader

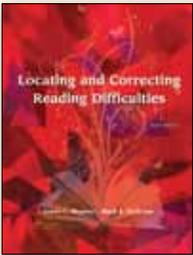
Barbara R. Schirmer

READING ASSESSMENT • GRADES K–8

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.



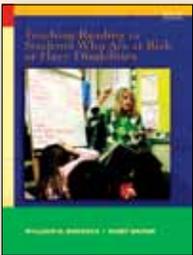
Locating and Correcting Reading Difficulties, 9/e

James L. Shanker and Ward Cockrum

READING ASSESSMENT • GRADES 1–8

ISBN: 9780131722408 • ©2009 • 496 pp. • \$76.00

This resource is an invaluable reading diagnostic and intervention handbook that gives teachers comprehensive assessment resources to fortify the skills of a student while addressing any reading deficiencies present. It includes more than 30 different diagnostic tests or instruments, with directions and tips for administering each.



Teaching Reading to Students Who Are At-Risk or Have Disabilities: A Multi-Tier Approach, 2/e

William D. Bursuck and Mary Damer

READING ASSESSMENT • GRADES K–12

ISBN: 9780137057818 • ©2011 • 408 pp. • \$52.50



Learn to implement a systematic, explicit, success-oriented approach for teaching struggling readers in today's accountability-driven schools. Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel, teachers will appreciate the authentic, research-validated reality-based strategies and the accessible language used throughout.

Schools and districts save 25%

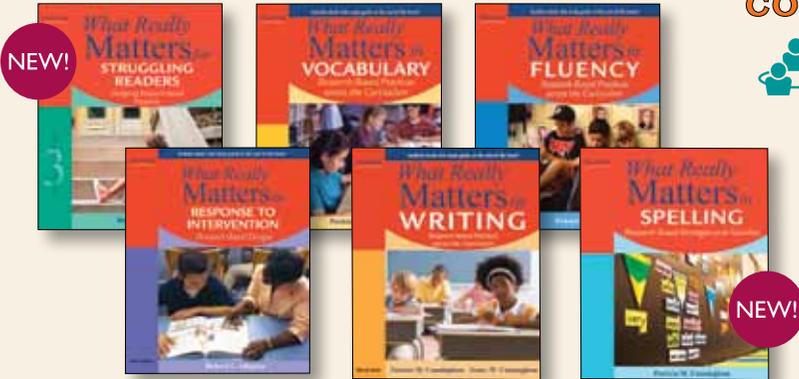
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LITERACY

What Really Matters Series

Richard L. Allington and Patricia M. Cunningham

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Explore the complex issues reading teachers face in today's classrooms with Dick Allington, Pat Cunningham and others in the *What Really Matters* series. These brief, affordable books have clear organization and practical evidence-based advice for creating powerful instruction and lessons and are written in a lively narrative. Refine your reading instruction by focusing on what really matters most!

**What Really Matters for Struggling Readers:
Designing Research-Based Programs, 3/e**
READING ASSESSMENT • GRADES 2–9



ISBN: 9780137057009 • ©2012 • 256 pp. • \$38.99

**What Really Matters in Spelling:
Research-Based Strategies and Activities**
VOCABULARY • GRADES K–6

ISBN: 9780132612227 • ©2012 • 256 pp. • \$33.99

**What Really Matters in Response to
Intervention: Research-Based Designs**
READING ASSESSMENT • GRADES 2–9



ISBN: 9780205627547 • ©2009 • 216 pp. • \$36.99

**What Really Matters in Vocabulary: Research-
Based Practices across the Curriculum**
VOCABULARY • GRADES K–6

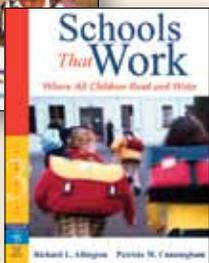
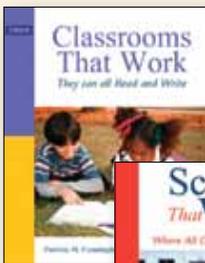
ISBN: 9780205570416 • ©2009 • 208 pp. • \$36.99

**What Really Matters in Fluency: Research-
Based Practices across the Curriculum**
FLUENCY AND COMPREHENSION • GRADES K–9

ISBN: 9780205570584 • ©2009 • 144 pp. • \$36.99

**What Really Matters in Writing: Research-
Based Practices across the Curriculum**
WRITING AND GRAMMAR • GRADES 1–6

ISBN: 9780205627424 • ©2010 • 240 pp. • \$36.99



Also Available!

**Classrooms That Work:
They Can All Read and Write, 5/e**
ELEMENTARY LITERACY • GRADES K–6

ISBN: 9780137048373 • ©2011 • 288 pp. • \$39.99

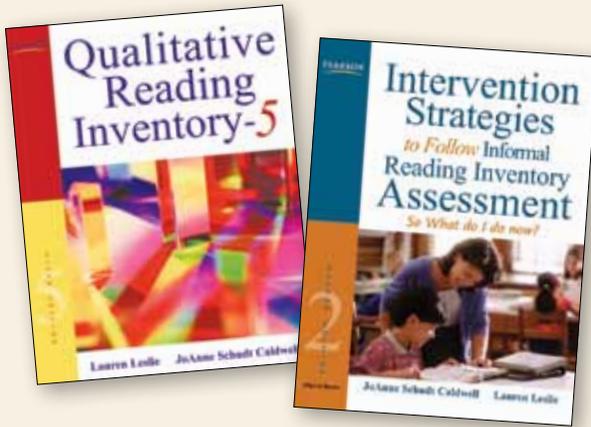
**Schools That Work:
Where All Children Read and Write, 3/e**
ELEMENTARY LITERACY • GRADES K–6

ISBN: 9780205456352 • ©2007 • 352 pp. • \$43.99

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LITERACY

From JoAnne Schudt Caldwell and Lauren Leslie



READING ASSESSMENT AND INVENTORIES

Today's 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. These best-selling resources present teachers in grades K–12 with procedures to track progress, from assessing students' reading abilities—of the most emergent to more advanced readers—to using those results to inform classroom instruction.

Qualitative Reading Inventory-5, 5/e GRADES K–12



ISBN: 9780137019236 • ©2011 • 512 pp. • \$63.99

Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now?, 2/e GRADES K–12



ISBN: 9780205608553 • ©2009 • 264 pp. • \$36.99

Also Available!



Pearson's Effective Intervention Using Data from the Qualitative Reading Inventory (QRI-5) Program

provides educators with the “how” of planning effective reading intervention with the QRI-5. To learn more, please visit www.pearsonpd.com.

Schools and districts save 25%

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LITERACY



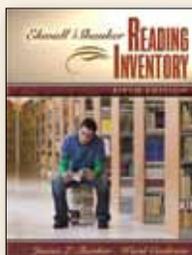
Analytical Reading Inventory: Comprehensive Standards-Based Assessment for all Students including Gifted and Remedial, 9/e

Mary Lynn Woods and Alden J. Moe

READING INVENTORIES • GRADES K–12

ISBN: 9780137012923 • ©2011 • 408 pp. • \$61.40

Complete with step-by-step instructions for administering research-based, diagnostic, informal reading inventories, the *Analytical Reading Inventory* offers everything teachers and reading specialists need for assessment, measurement, and intervention strategies to advance the reading progress of mainstream, struggling, and gifted readers.



Ekwall/Shanker Reading Inventory, 5/e

James L. Shanker and Ward Cockrum

READING INVENTORIES • GRADES K–12

ISBN: 9780205388530 • ©2010 • 320 pp. • \$91.00

Based on the time-tested criteria of the informal reading inventory, the research-based, clinically verified ESRI is a coherent and comprehensive reading assessment instrument. It provides easy-to-follow instructions that tell the teacher exactly how to go about conducting and interpreting the assessment results.



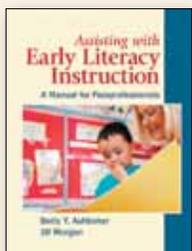
Bader Reading and Language Inventory, 6/e

Lois A. Bader and Daniel L. Pearce

READING INVENTORIES • GRADES K–12

ISBN: 9780135005538 • ©2009 • 184 pp. • \$59.99

This is an easy-to-use diagnostic battery of tests to administer and interpret, measuring both literacy and pre-literacy development. Included are student interest inventories, graded word lists, tests for phonemic awareness and phonics, reader's passages for determining reading and listening levels, and more!



Assisting with Early Literacy Instruction:

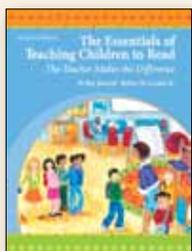
A Manual for Paraprofessionals

Betty Y. Ashbaker and Jill Morgan

EARLY LITERACY • GRADES K–3

ISBN: 9780137147397 • ©2011 • 288 pp. • \$33.99

Infused with research-based strategies throughout, paraprofessionals will gain the expertise and confidence they need to teach early literacy skills to a diverse population of students. This book features the tools educators need for teaching pre-reading, reading, pre-writing, and writing within the core curriculum.



The Essentials of Teaching Children to Read:

The Teacher Makes the Difference, 2/e

D. Ray Reutzel and Robert B. Cooter, Jr.

EARLY LITERACY • GRADES K–6

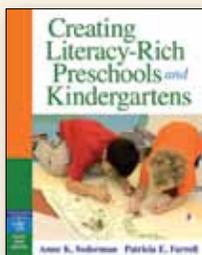
ISBN: 9780135005590 • ©2009 • 336 pp. • \$61.80

Why is preparation so critical for reading teachers? Because research tells us that it is the teacher who makes the difference in effective reading instruction. This book emphasizes the teacher's role in literacy development, pointing out the five pillars of effective reading instruction: teacher knowledge, assessment, effective practice, differentiated instruction, and family/home connections.

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LITERACY



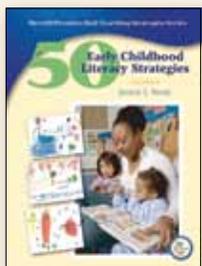
Creating Literacy-Rich Preschools and Kindergartens

Anne K. Soderman and Patricia Farrell

EARLY LITERACY • GRADES PREK–3

ISBN: 9780205455737 • ©2008 • 192 pp. • \$34.99

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. Complete with a glossary of early literacy terminology, the authors present the most important components necessary for building strong foundations in early literacy.



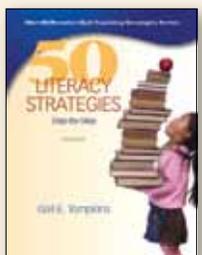
50 Early Childhood Literacy Strategies, 2/e

Janice J. Beaty

EARLY LITERACY • GRADES PREK–K

ISBN: 9780132079198 • ©2009 • 192 pp. • \$22.20

50 Early Childhood Literacy Strategies is the answer to the early childhood teacher's dilemma of how to teach reading to children 3, 4, and 5 years of age as mandated by the state and national governments. This book presents an easy-to-use, easy-to-understand approach involving young children's own emergence into the world of speaking and listening, reading and writing.



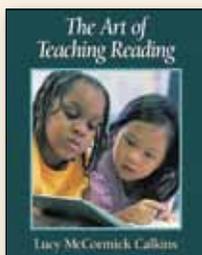
50 Literacy Strategies: Step-by-Step, 3/e

Gail E. Tompkins

ELEMENTARY LITERACY • GRADES K–4

ISBN: 9780135158166 • ©2009 • 176 pp. • \$27.20

Take the guesswork out of determining which strategies make a difference in a student's literacy learning. This updated edition includes several new strategies and concrete guidance for working with English language learners—includes step-by-step strategies for whole class, small group, and individual instruction.



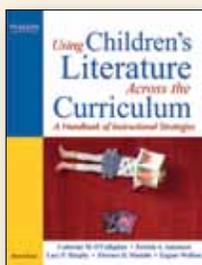
The Art of Teaching Reading

Lucy McCormick Calkins

ELEMENTARY LITERACY • GRADES K–5

ISBN: 9780321080592 • ©2001 • 592 pp. • \$51.99

Written in Lucy Calkins' graceful and passionate style, *The Art of Teaching Reading* serves as an eloquent and desperately needed reminder of what matters most in teaching. This best-selling book offers a compelling overview of the methods, insights and day-to-day classroom practices that have helped thousands of teachers do more in the teaching of reading than most thought possible.



Using Children's Literature Across the Curriculum: A Handbook of Instructional Strategies

Catherine M. O'Callaghan, Patricia A. Antonacci,

Lucy P. Murphy, Florence D. Musiello, and Eugene Wolfson

ELEMENTARY LITERACY • GRADES K–8

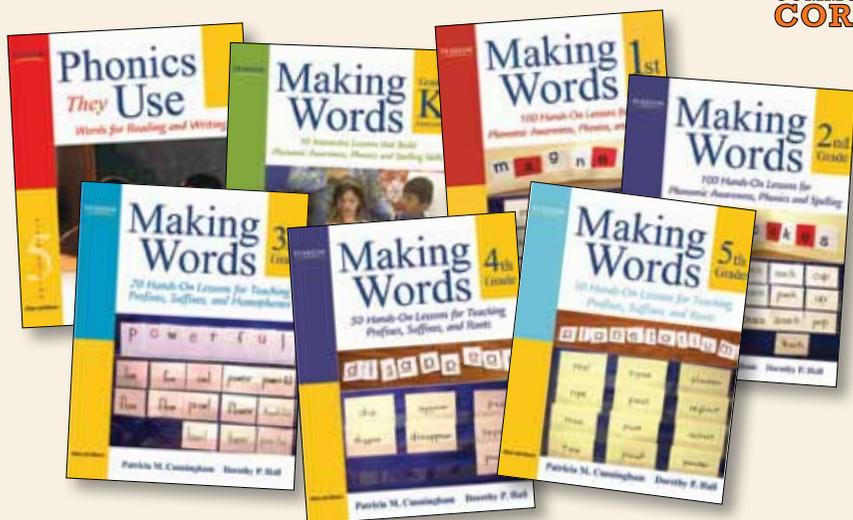
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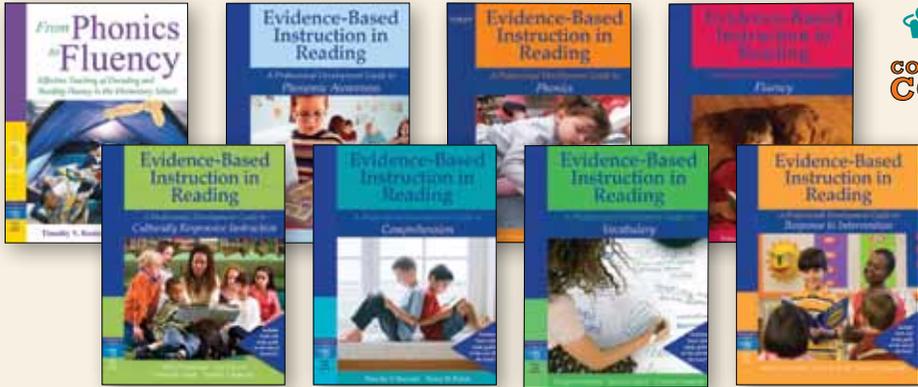
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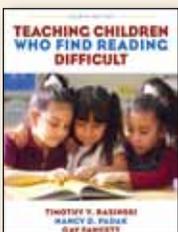
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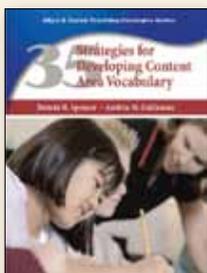
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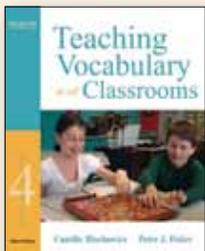
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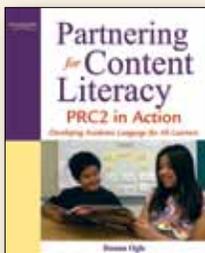
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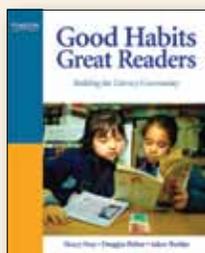
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Building the Literacy Community

Nancy Frey, Douglas Fisher, and Adam Berkin

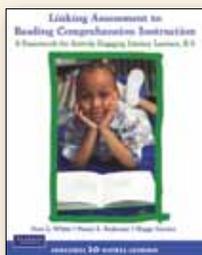
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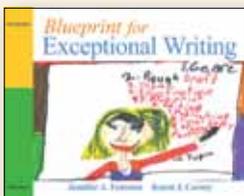
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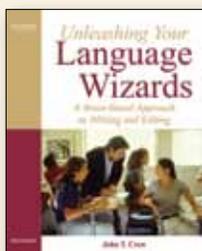
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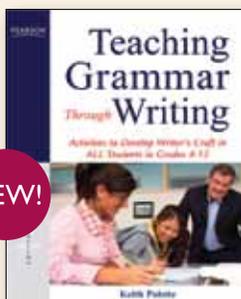
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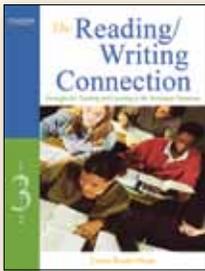
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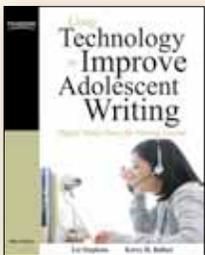
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Liz C. Stephens and Kerry H. Ballast

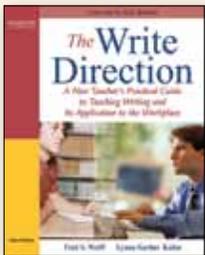
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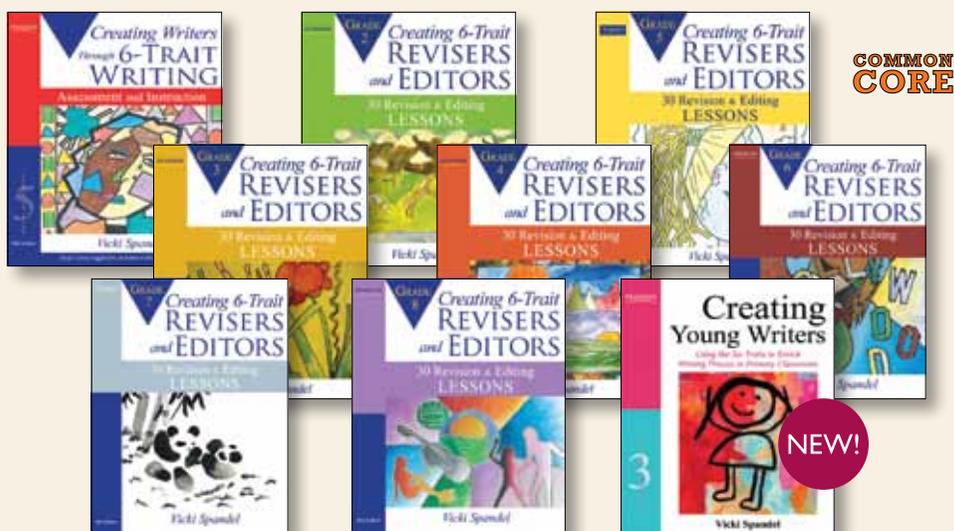
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Vicki Spandel



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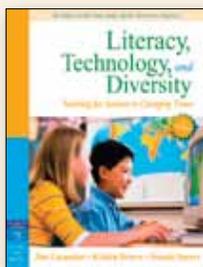
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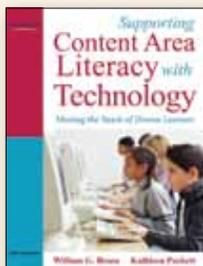
Literacy, Technology, and Diversity: Teaching for Success in Changing Times

Jim Cummins, Kristin Brown, and Dennis Sayers

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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 advance academic achievement.



Supporting Content Area Literacy with Technology: Meeting the Needs of Diverse Learners

William G. Brozo and Kathleen Puckett

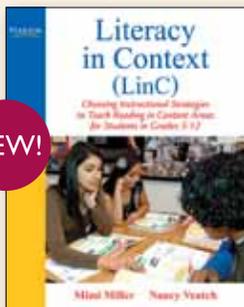
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To make content area learning more engaging and meaningful for all students, Bill and Kathy present middle and secondary teachers with a basic framework for pairing literacy strategies with readily available classroom technology. Drawing on concepts of universal design and flexible curriculum access, the authors demonstrate how technology can make content literacy lessons more engaging and responsive to the learning needs of all students.



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Literacy in Context (LinC): Choosing Instructional Strategies to Teach Reading in Content Areas for Students Grades 5-12

Mimi Miller and Nancy Veatch

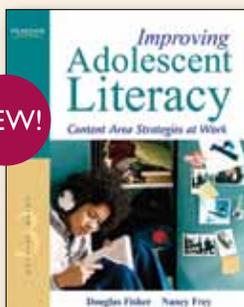
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There are many effective strategies that can be used to support literacy, but how do teachers choose and use them? *Literacy in Context* (LinC, pronounced “link”) provides middle and high school teachers with an instructional model to embed literacy instruction into content area teaching. This insightful book has the answers that will help teachers choose which strategies to use to support reading in the content areas—and how to use them effectively.

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Douglas Fisher and Nancy Frey

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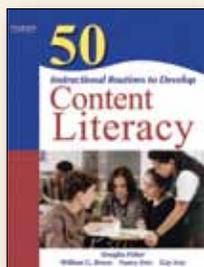
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Doug Fisher and Nancy Frey understand the obstacles students and teachers face in literacy achievement, after all they are teachers themselves. In their Third Edition, they address how to improve all students' comprehension of content area texts with seven of the latest research-based techniques. The authors also offer fresh classroom case studies and new strategies for accelerating the achievement of English learners and struggling readers.

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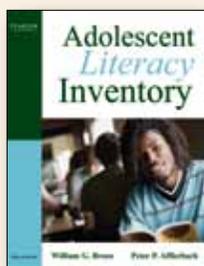
50 Instructional Routines to Develop Content Literacy, 2/e

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Douglas Fisher, William G. Brozo, Nancy Frey, and Gay Ivey
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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 50 instructional routines and strategies that are the key to enhancing reading, writing, and comprehension for adolescents' success, no matter the content area or elective.



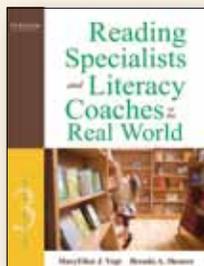
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William G. Brozo and Peter P. Afflerbach
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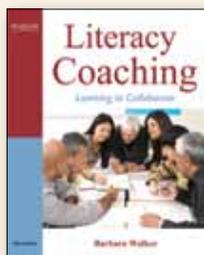
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Barbara Walker
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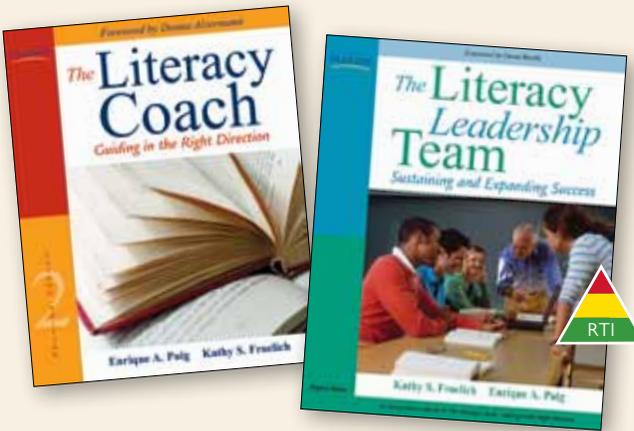
From Enrique Puig and Kathy Froelich

Meet the Authors



LEADERSHIP AND COACHING

Grounded in the philosophy that literacy coaches provide professional development across a broad landscape, literacy experts Enrique Puig and Kathy Froelich provide a wealth of information to assist not only the literacy coach as a lead learner, but the entire literacy leadership team in developing school-wide literacy curriculums and programs. These books focus on encouraging the development of positive change in schools and offer advice on how to incorporate both the literacy coach's and literacy team's wealth of personalized knowledge and experience into the professional development planning and learning of everyone in the school.



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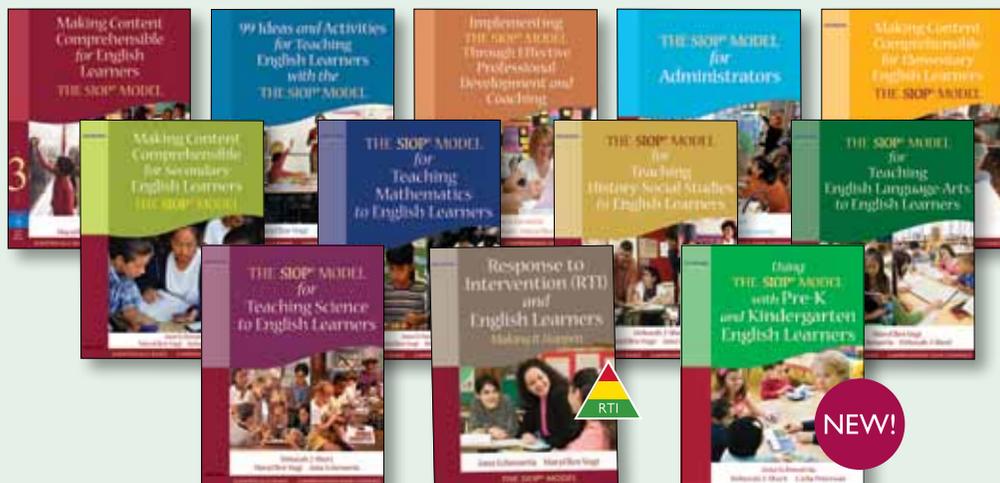
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Meet the Authors



CONTENT-BASED INSTRUCTION

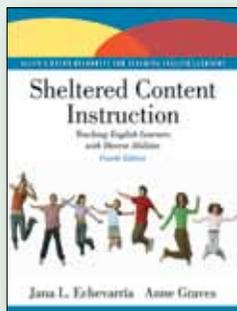
Developed by Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short, The SIOP® (Sheltered Instruction Observation Protocol) Model is the only empirically validated approach for implementing effective sheltered content instruction for students who are acquiring English as a second (or multiple) language. The SIOP® Model includes eight research-validated components and thirty features that, when used in combination, consistently and systematically have been found to improve both the academic content and academic language for English learners as well as all students.

While the SIOP® Model was originally validated with middle school students, it is now being implemented by one million educators in their pre-K through grade 12 content area lessons and response to intervention programs across the United States. Find out for yourself why *The SIOP® Model* series is a must-have for anyone working with English learners!

After only one year of SIOP® training, students achieved measurable gains on the Missouri Assessment Program (MAP). From 2006 to 2007, our teachers went through the first four components of the SIOP Model. When our state test scores came back, it confirmed our teachers' belief this is a really good process that's making a difference in students' lives."

— Ronald Tucker,
Principal, Bayless Junior High, Bayless, Missouri

Also Available!



Sheltered Content Instruction: Teaching English Learners with Diverse Abilities, 4/e

Jana Echevarría and Anne Graves

CONTENT-BASED INSTRUCTION • GRADES K–12

ISBN: 9780137056361 • ©2011 • 168 pp. • \$43.40



The Fourth Edition of this acclaimed resource offers teachers the research base for supporting and implementing sheltered content instruction with students of varying abilities, including students with special needs and English learners. It is filled with practical strategies, examples of sheltered content instruction, and examples depicting classroom interaction.

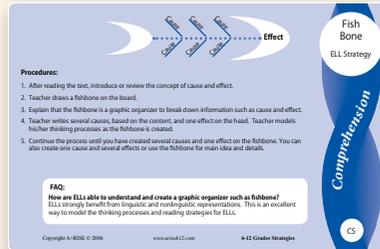
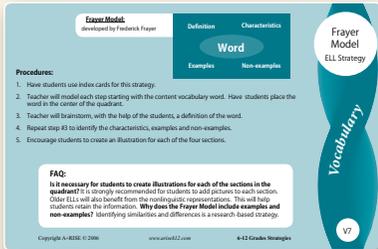


Pearson's SIOP® Model Professional Development Services use certified SIOP® trainers to help educators learn the SIOP® Model, implement it in their classrooms, build capacity throughout the district, and improve academic results for English learners. To learn about our programs, please visit www.pearsonpd.com.

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ENGLISH LANGUAGE LEARNERS

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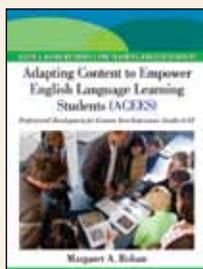


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ENGLISH LANGUAGE LEARNERS



Adapting Content to Empower English Language Learning Students (ACEES): Professional Development for Content Area Instructors, Grades 6-12

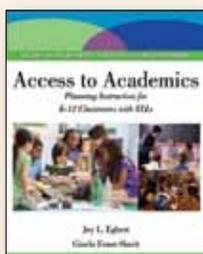
Margaret A. Rohan

CONTENT-BASED INSTRUCTION • GRADES 6-12

ISBN: 9780135095867 • 2011 • 240 pp. • \$45.99

ACEES provides techniques and strategies to expand a teacher's 'treasure chest' of instructional tools and utilize them directly in daily classroom practice with struggling native English speakers as well as ELL students. Additional activities are included to guide teachers in cultivating vocabulary and presenting comprehensible instruction, which includes sample content area lesson plans, vocabulary games, cooperative learning group activities, portfolio development and questioning techniques, as well as equitable ways of assessing ELL students.

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Access to Academics:

Planning Instruction for K-12 Classrooms with ELLs

Joy L. Egbert and Gisela Ernst-Slavit

CONTENT-BASED INSTRUCTION • GRADES K-12

ISBN: 9780138156763 • ©2011 • 224 pp. • \$42.65

Take a different approach to teaching ELLs with *Access to Academics!* In their book, authors Egbert and Ernst-Slavit encourage teachers to view language as a tool students must use constantly and thus practice, in a variety of school settings—socially and academically—depending on the situation. From that approach, the authors provide step-by-step instructions explaining how to help students acquire the language they need regardless of their background, ability, needs, or interests.

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120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School, 2/e

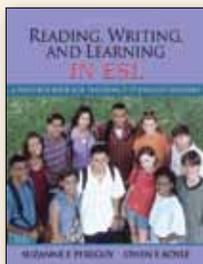
Jodi Reiss

CONTENT-BASED INSTRUCTION • GRADES 9-12

ISBN: 9780132479752 • ©2012 • 216 pp. • \$35.99

Best-selling author Jodi Reiss presents teachers with practical instructional and assessment strategies built on a strong foundation of second language acquisition theories and principles. The 120 strategies address all aspects of teaching your English learners, from building background knowledge, through facilitating instruction, textbook comprehension, activities, and assignments, to assessing learning.

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Reading, Writing, and Learning in ESL:

A Resource Book for Teaching K-12 English Learners, 5/e

Suzanne F. Peregoy and Owen F. Boyle

LITERACY FOR ELLS • GRADES K-12

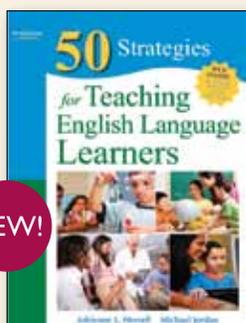
ISBN: 9780205593248 • ©2009 • 480 pp. • \$88.60

With teaching ideas for differentiated instruction, assessment, vocabulary development, and standards-based curriculum development, this Fifth Edition is the preferred resource for district staff development.

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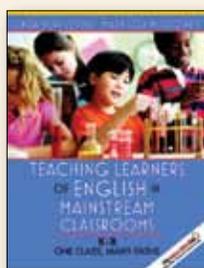
Fifty Strategies for Teaching English Language Learners, 4/e

Adrienne L. Herrell and Michael L. Jordan
LITERACY FOR ELLS • GRADES K–12



ISBN: 9780132487504 • ©2012 • 336 pp. with DVD • \$39.99

To help meet the challenges of today's diverse classrooms, the Fourth Edition of this favorite resource includes 12 new strategies on language and literacy development, assessment, and technology. Each of the 50 field-tested strategies reflect new research on second language acquisition and provide step-by-step instructions and classroom scenarios demonstrating how the strategy can be adapted for different grade levels and content areas.

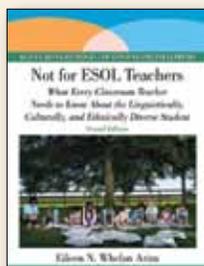


Teaching Learners of English in Mainstream Classrooms (K–8): One Class, Many Paths

Linda New Levine and Mary Lou McCloskey
LITERACY FOR ELLS • GRADES K–8

ISBN: 9780205410590 • ©2009 • 384 pp. • \$70.60

Learn to promote content achievement for all of your students by using the strategies in this book. Specifically written for content-area teachers, *Teaching Learners of English in Mainstream Classrooms* emphasizes practical application of second language learning principles. This unique resource offers specific ideas for accelerating the academic achievement of ELLs, using techniques for developing reading, writing, listening, and speaking skills in the content areas.

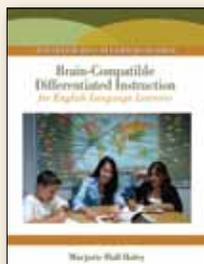


Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student, 2/e

Eileen N. Whelan Ariza
LITERACY FOR ELLS • GRADES K–12

ISBN: 9780137154555 • ©2010 • 216 pp. • \$37.99

Addressing the needs of what every mainstream classroom teacher should know, the Second Edition identifies key issues and challenges that teachers encounter concerning the teaching of language and content objectives to ELLs, and offers a variety of research-proven strategies to meet the needs of students' multiple learning styles.



Brain-Compatible Differentiated Instruction for English Language Learners

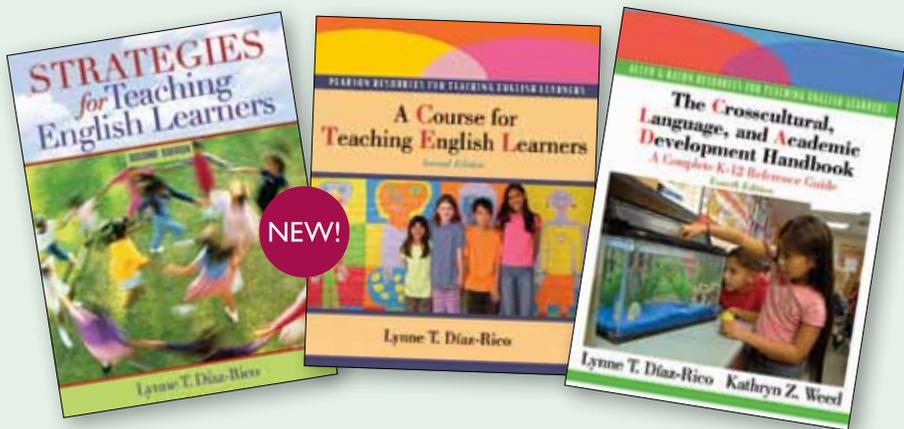
Marjorie Hall Haley
LITERACY FOR ELLS • GRADES K–12

ISBN: 9780205582396 • ©2010 • 216 pp. • \$30.99

When students have opportunities to learn through their strengths, unexpected and positive cognitive, emotional, and social changes will appear. Given what we now know about learner differences, brain-compatible teaching provides the tools for learning, problem solving, and creating. In this unique resource, the author provides exceptional lesson plans that will empower teachers to deliver high-quality instruction to help every student, including ELLs learn.

ENGLISH LANGUAGE LEARNERS

From Lynne T. Díaz-Rico



LITERACY FOR ELLS

Bringing together theories, ideas, and tools for promoting cross-cultural awareness, language development, and academic progress for English learners (ELs), Lynne Díaz-Rico offers educators three unique resources packed with the latest research on second language acquisition. Her books are filled with advice and top-notch strategies for adapting the test-taking process for ELs.

Strategies for Teaching English Learners, 2/e GRADES K–12

ISBN: 9780205566754 • ©2008 • 512 pp. • \$79.20

The Crosscultural, Language, and Academic Development Handbook: A Complete K–12 Reference Guide, 4/e

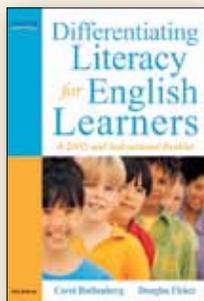
Lynne T. Díaz-Rico and Kathryn Z. Weed

GRADES K–12

ISBN: 9780137154098 • ©2010 • 408 pp. • \$85.80

A Course for Teaching English Learners, 2/e GRADES K–12

ISBN: 9780132490351 • ©2012 • 408 pp. • \$83.60



Differentiating Literacy for English Learners: A DVD and Instructional Booklet

Carol Rothenberg and Douglas Fisher

LITERACY FOR ELLS • GRADES K–12

ISBN: 9780135001479 • ©2011 • DVD and Booklet • \$89.99

Carol Rothenberg and Doug Fisher present teachers and staff development trainers with eleven exemplary videos for planning lesson objectives that cover both content-area standards and language development. The videos present a differentiated approach that not only allows teachers to focus on the specific needs of their ELs but also provides a means to examine their teaching to design effective lessons.

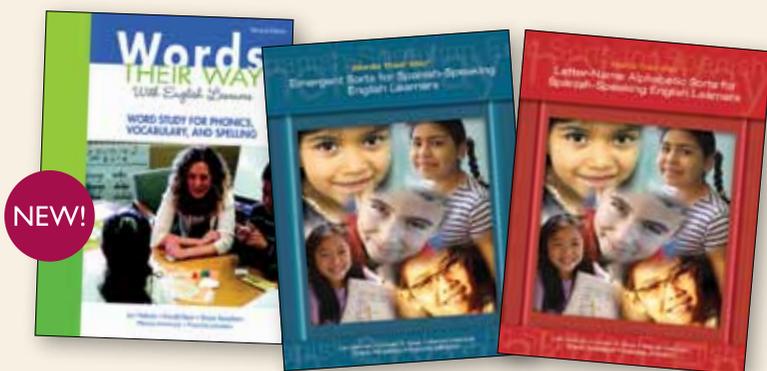


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ENGLISH LANGUAGE LEARNERS

Words Their Way™ with English Learners Series

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



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Word study can be a powerful instructional method for teachers and their English learners. Empower your students to grasp their new language at the word level, building skills to understand how English differs from their primary language, and providing them with the skills to predict word meaning through spelling. *Words Their Way™ with English Learners* will help you build vocabulary, spelling, and word recognition skills in your English learners, giving them the foundation to master their new language, no matter where they begin—English, Spanish, H'mong, Chinese, Vietnamese, Korean or Arabic.

Words Their Way™ with English Learners: Word Study for Phonics, Vocabulary, and Spelling, 2/e GRADES K–8

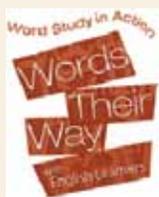
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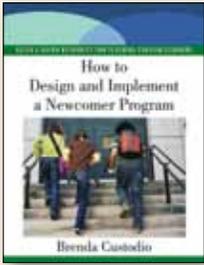
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The *Words Their Way™ with English Learners* professional development series is the perfect companion to Pearson's research-based word study program for English learners, *Words Their Way™: Word Study in Action with English Learners*. To learn more, please visit www.pearsonschool.com/wordstheirway

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ENGLISH LANGUAGE LEARNERS



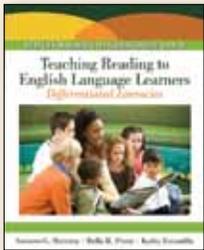
How to Design and Implement a Newcomer Program

Brenda Custodio

NEWCOMERS • GRADES K–12

ISBN: 9780136119012 • ©2011 • 192 pp. • \$34.99

In this first-of-its-kind look at an increasingly popular educational model—the newcomer program—author Brenda Custodio brings over 25 years of ESL experience and nine years of newcomer program development to this practical resource. Her book shows what's needed to design and implement the program, prepare the site, develop the curriculum, interview and hire staff, and continually build a constantly evolving, successful newcomer program based on learners' needs.



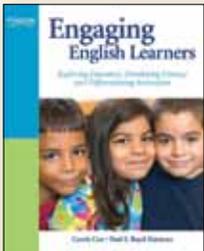
Teaching Reading to English Language Learners: Differentiated Literacies

Socorro Herrera, Della R. Perez, and Kathy Escamilla

DIFFERENTIATED INSTRUCTION • GRADES K–12

ISBN: 9780205492176 • ©2010 • 312 pp. • \$50.80

Celebrated authors, Socorro Herrera, Della Perez, and Kathy Escamilla stress that meaning and relevance must be at the basis for all instructional activities and strategies in order to effectively develop oral and written language. In their book, the authors blend theory and practice that provides grade level and ESL teachers with the tools they need to differentiate literacy instruction for all students.



Engaging English Learners: Exploring Literature, Developing Literacy and Differentiating Instruction

Carole Cox and Paul S. Boyd-Batstone

DIFFERENTIATED INSTRUCTION • GRADES K–6

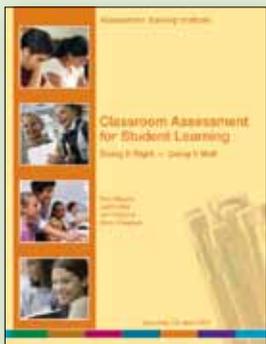
ISBN: 9780135130889 • ©2009 • 224 pp. • \$27.99

Carole Cox and Paul Boyd-Batstone present teachers with their philosophical approach to teaching, illustrating how student-centered instruction using literature, can differentiate instruction for English learners. Their classroom-proven approach makes reading and writing purposeful and together the authors highlight the use of reader response theory in classrooms to guide teachers in uncovering its positive impact on literacy learning and second language acquisition.

ASSESSMENT

Pearson Assessment Training Institute

Steve Chappuis, Jan Chappuis, Judy Arter, and Rick Stiggins



Classroom Assessment for Student Learning: Doing It Right-Using It Well

Rick Stiggins, Judith A. Arter,
Jan Chappuis, and Stephen Chappuis
ASSESSMENT • GRADES K–12

ISBN: 9780132548762 • ©2006 • 480 pp. • \$65.99

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The core resource in the Pearson Assessment Training Institute professional development program in assessment *for* learning is grounded in research that shows student motivation and learning can improve through the use of student-involved classroom assessment. This combination text and workbook features a user-friendly format with hands-on practical examples and expanded information about assessment *for* learning in everyday instruction.

An excerpt from... Classroom Assessment *for* Student Learning

Indicators of Sound Classroom Assessment Practice*

<p>1. Why Assess? Assessment Processes and Results Serve Clear and Appropriate Purposes</p>	<p>a. Teachers understand who the users and uses of classroom assessment information are and know their information needs. b. Teachers understand the relationship between assessment and student motivation and craft assessment experiences to maximize motivation. c. Teachers use classroom assessment processes and results formatively (assessment <i>for</i> learning). d. Teachers use classroom assessment results summatively (assessment <i>of</i> learning) to inform someone beyond the classroom about students' achievement as of a particular point in time. e. Teachers have a comprehensive plan over time for integrating assessment <i>for</i> and <i>of</i> learning in the classroom.</p>
<p>2. Assess What? Assessments Reflect Clear and Various Student Learning Targets</p>	<p>a. Teachers have clear learning targets for students; they know how to turn broad statements of content standards into classroom-level targets. b. Teachers understand the various types of learning targets they hold for students. c. Teachers select learning targets focused on the most important things students need to know and be able to do. d. Teachers have a comprehensive plan over time for assessing learning targets.</p>
<p>3. Assess How? Learning Targets Are Translated into Assessments That Yield Accurate Results</p>	<p>a. Teachers choose assessment methods that match intended learning targets. b. Teachers design assessments that serve intended purposes. c. Teachers sample learning appropriately in their assessments. d. Teachers write assessment questions of all types well. e. Teachers avoid sources of bias that distort results.</p>
<p>4. Communicate How? Assessment Results Are Managed Well and Communicated Effectively</p>	<p>a. Teachers record assessment information accurately, keep it confidential, and appropriately combine and summarize it for reporting (including grades). Such a summary accurately reflects current level of student learning. b. Teachers select the best reporting option (grades, narratives, portfolios, conferences) for each context (learning targets and users). c. Teachers interpret and use standardized test results correctly. d. Teachers effectively communicate assessment results to students. e. Teachers effectively communicate assessment results to a variety of audiences outside the classroom, including parents, colleagues and other stakeholders.</p>
<p>5. Involve Students How? Students Are Involved in Their Own Assessment</p>	<p>a. Teachers make learning targets clear to students. b. Teachers involve students in assessing, tracking and setting goals for their own learning. c. Teachers involve students in communicating about their own learning.</p>

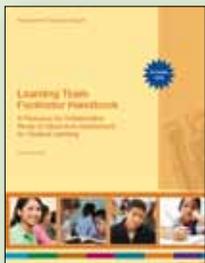
* Sound classroom assessment practice = skill in gathering accurate information + effective use of information and procedures from Classroom Assessment for Student Learning: Doing It Right — Using It Well by Rick Stiggins, Judy Arter, Jan Chappuis and Steve Chappuis, p. 27.

ASSESSMENT

Meet the Authors



From left: Steve Chappuis, Jan Chappuis, Judy Arter, and Rick Stiggins



Learning Team Facilitator Handbook and DVD

Jan Chappuis

ASSESSMENT • GRADES K–12

ISBN: 9780132548724 • ©2007 • 176 pp. • \$29.99



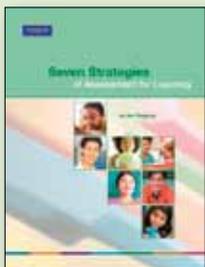
Designed to help learning teams get started with *Classroom Assessment for Student Learning* (CASL) and keeps them going without relying on outside presenters. The contents have been chosen specifically to help with planning, leading, and managing the learning team experience. All the resources a team needs for self-guided, sustained study are now available in one place. The DVD contents include three segments explaining the central ideas of the CASL program.

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Pearson's Getting Started with Classroom Assessment for Student Learning Workshop

provides teachers with the foundational knowledge to start classroom assessment. To learn more, please visit www.pearsonpd.com.



Seven Strategies of Assessment for Learning

Jan Chappuis

ASSESSMENT • GRADES K–12

ISBN: 9780132548755 • ©2009 • 272 pp. • \$32.99

Presents research-based recommendations about classroom assessment practices around three formative assessment questions: “Where am I going?,” “Where am I now?,” and “How can I close the gap?” The framework is sequenced so that you can easily weave assessment for learning practices into daily teaching and assessment activities. These seven strategies place the focus on the student as the most important decision maker in the classroom. Get your complimentary study guide at www.assessmentinst.com

ASSESSMENT

Pearson Assessment Training Institute

Steve Chappuis, Jan Chappuis, Judy Arter, and Rick Stiggins

An excerpt from... A Repair Kit for Grading

The 15 Fixes*

Fixes for Practices That Distort Achievement

1. Don't include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.
2. Don't reduce marks on "work" submitted late; provide support for the learner.
3. Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
4. Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don't consider attendance in grade determination; report absences separately.
6. Don't include group scores in grades; use only individual achievement evidence.

Fixes for Low-Quality or Poorly Organized Evidence

7. Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
8. Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards.

10. Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments.

Fixes for Inappropriate Grade Calculation

11. Don't rely only on the mean; consider other measures of central tendency and use professional judgment.
12. Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence.

Fixes to Support Learning

13. Don't use information from formative assessments and practice to determine grades; use only summative evidence.
14. Don't summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.
15. Don't leave students out of the grading process. Involve students; they can—and should—play key roles in assessment and grading that promote achievement.

* From *A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor, pp. 14–15.

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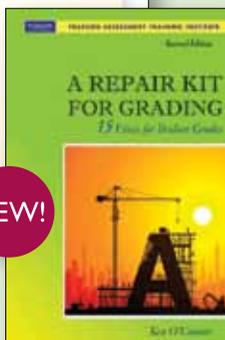
A Repair Kit for Grading: 15 Fixes for Broken Grades, 2/e

Ken O'Connor

ASSESSMENT • GRADES K–12

ISBN: 9780132488631 • ©2011 • 176 pp. • \$32.99

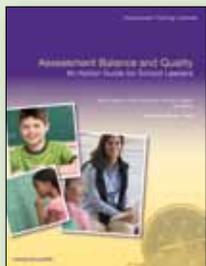
Classroom teachers and school/district leaders can gain a deeper understanding of the issues involved in sound grading practices. This book also provides practical strategies and alternatives to help change how students are graded. The author includes fifteen fixes to correct broken grades and addresses the most common challenges: distorted achievement, low-quality or poorly organized evidence, linking grades more closely to student learning, and more!



The ATI Grading Package GRADES K–12

ISBN: 9780132736121 • ©2011 • 10 books and 1 DVD • \$421.85

The package includes 10 copies of *A Repair Kit for Grading: 15 Fixes for Broken Grades, 2/e* and one copy of *Grading and Reporting in Standards-Based Schools DVD*.



Assessment Balance and Quality: An Action Guide for School Leaders, 3/e

Rick Stiggins, Carol Commodore, and Stephen Chappuis

ASSESSMENT • GRADES K–12

ISBN: 9780132548786 • ©2010 • 240 pp. and DVD • \$36.99



Filled with practical activities and designed to enhance understanding of sound assessment practice, *Assessment Balance and Quality* helps administrators gain a clear vision of what excellence in assessment looks like. It outlines seven essential assessment actions schools and districts can take to realize that vision and presents ten assessment competencies for school leaders, with activities and resources to help them learn and apply the skills.

Also Available!

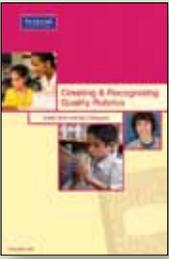


Pearson's Developing Balanced Assessment Systems Online Workshop

helps school leaders create an action plan for achieving assessment excellence.

To learn more, please visit www.pearsonpd.com.

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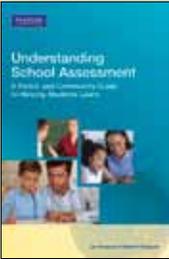
Creating and Recognizing Quality Rubrics

Judith A. Arter and Jan Chappuis

ASSESSMENT • GRADES K–12

ISBN: 9780132548694 • ©2006 • 253 pp. and CD • \$32.99

Teachers will learn to choose or develop sound instructional rubrics and use those rubrics effectively with students to maximize learning. An accompanying CD-ROM contains more than 25 sample rubrics. Recommended for use with the companion training video, *Designing Performance Assessments for Learning*.



Understanding School Assessment:

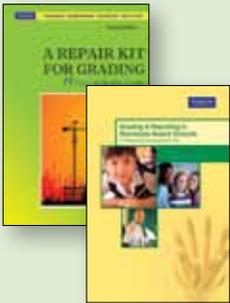
A Parent and Community Guide to Helping Students Learn

Jan Chappuis and Steve Chappuis

ASSESSMENT • GRADES K–12

ISBN: 9780132548731 • ©2006 • 176 pp. and CD • \$19.99

This book helps parents understand the role classroom assessment can play in improving student learning. Parents learn how to work with students, teachers, schools and other parents to assure a quality school assessment environment.



Grading and Reporting in Standards-Based Schools DVD

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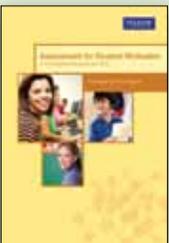
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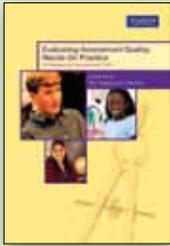
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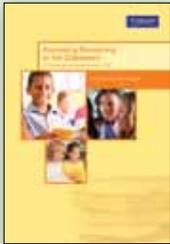
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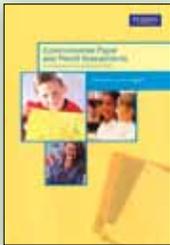
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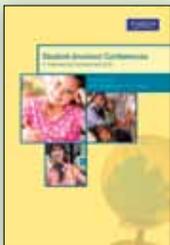
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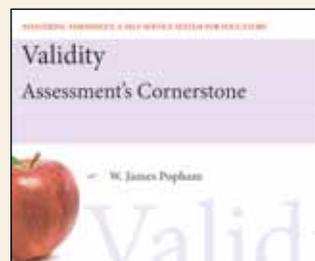
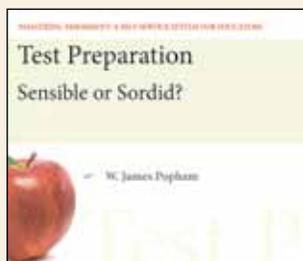
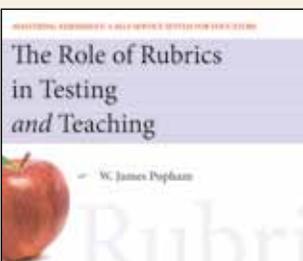
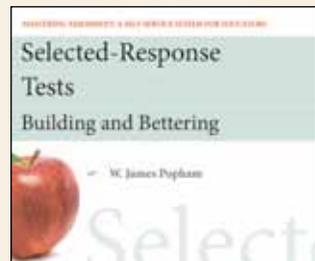
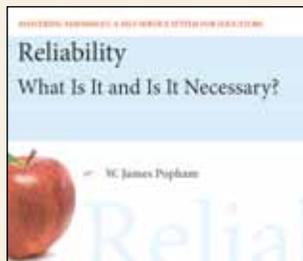
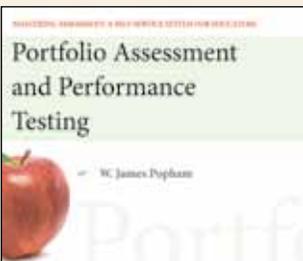
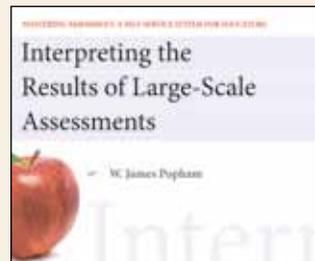
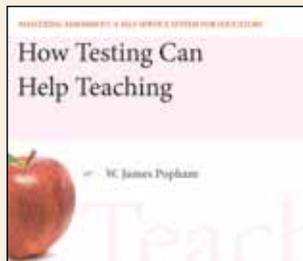
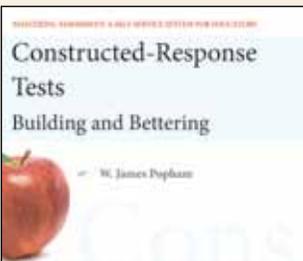
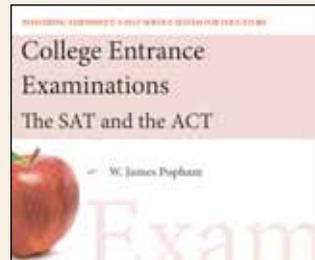
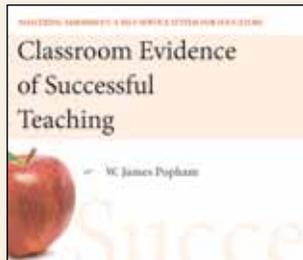
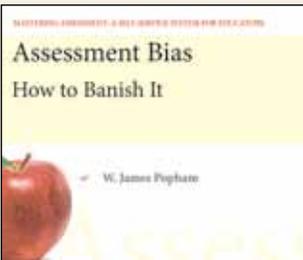
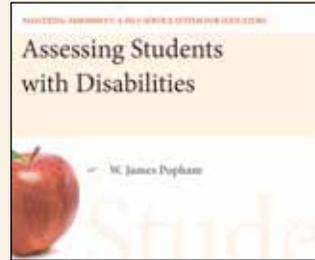
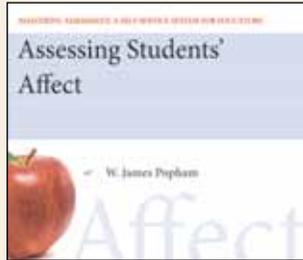
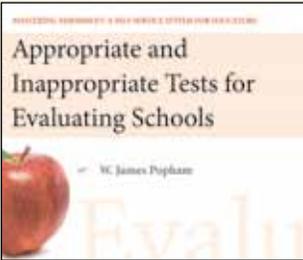
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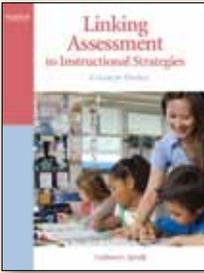
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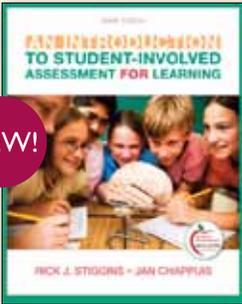
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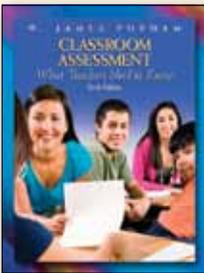
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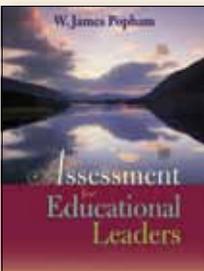
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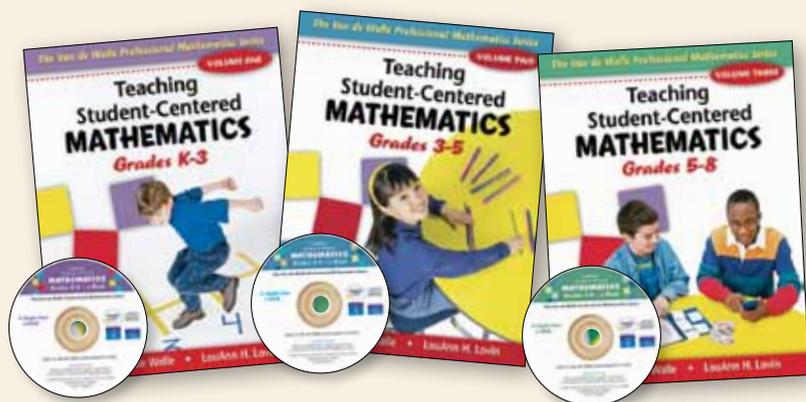
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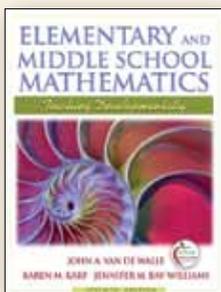
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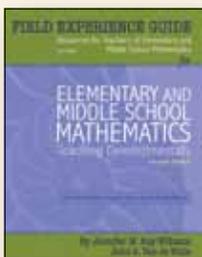
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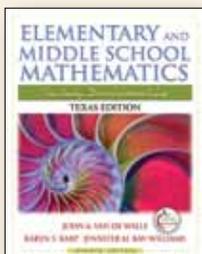
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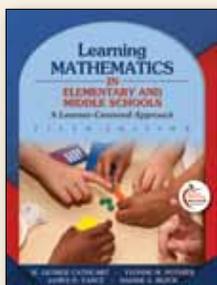
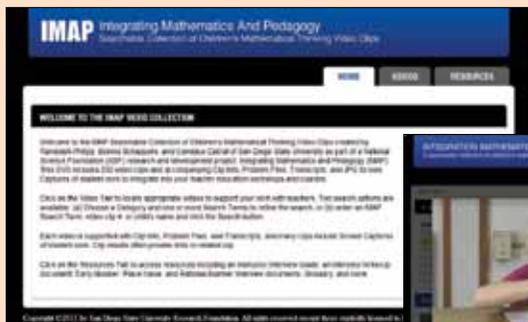
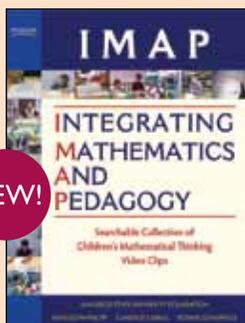
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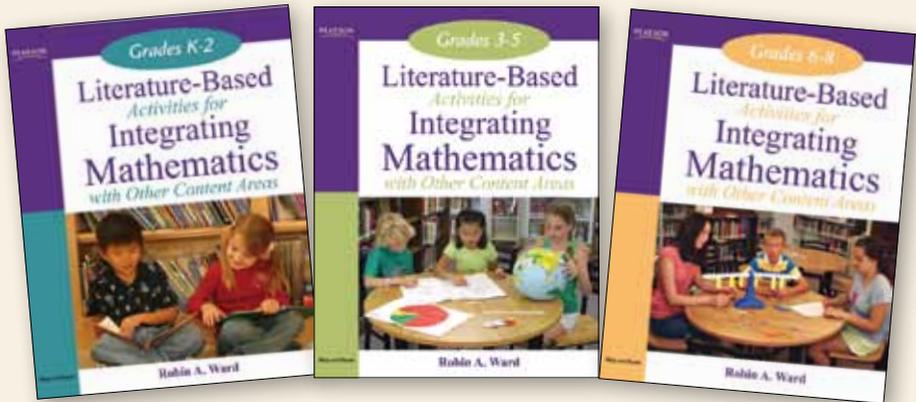
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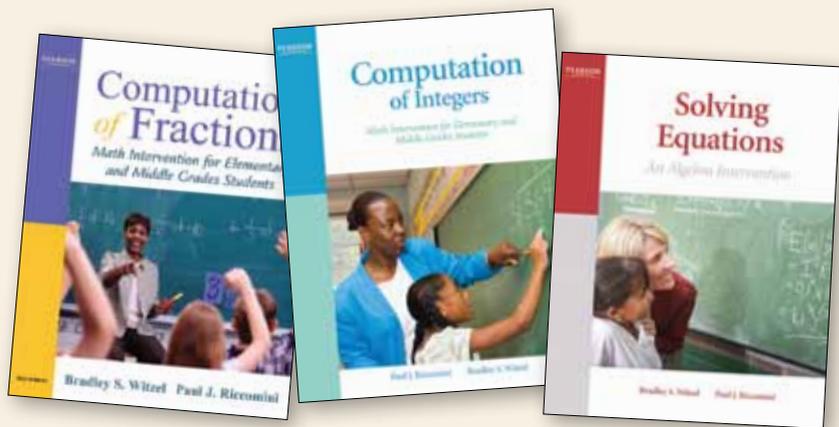
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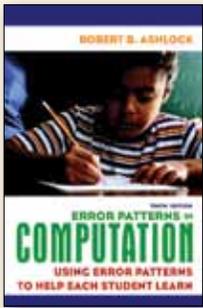
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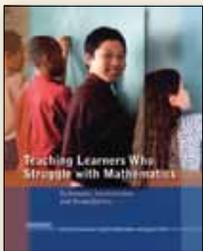
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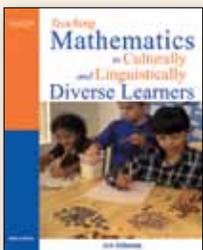
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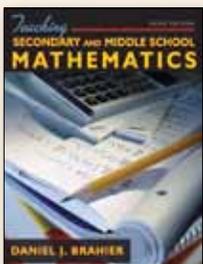
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ISBN: 9780205468775 • ©2010 • 192 pp. • \$29.99

Create an engaging and effective mathematics classroom that supports culturally and linguistically diverse (CLD) learners, including English language learners, with the help of mathematics teacher and teacher educator, Art Johnson. In his book, Johnson explains the important role mathematics plays for CLD learners, provides a foundation for understanding how cultural background affects learning, and offers classroom-tested strategies to help improve mathematics learning and understanding.



Teaching Secondary and Middle School Mathematics, 3/e

Daniel J. Brahier

MATHEMATICS • GRADES 5–12

ISBN: 9780205569199 • ©2009 • 432 pp. • \$132.40

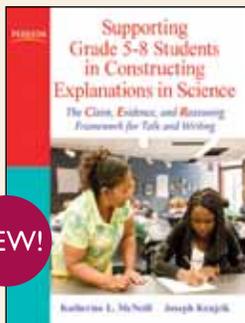
COMMON
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What does it take to be an effective teacher of mathematics? In his latest book, Dan Brahier offers tips and instructional strategies to enhance teacher effectiveness. In addition he includes a wealth of examples and descriptions of student work, classroom situations, and technology usage to assist any teacher in visualizing high-quality mathematics instruction in the middle and secondary classroom.

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SCIENCE



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

SCIENCE • GRADES 5–8

ISBN: 9780137043453 • ©2012 • 192 pp. • \$35.99



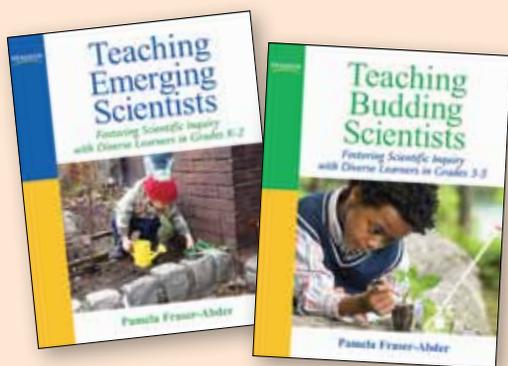
Grounded in NSF-funded research, this book/DVD set supports middle grade science teachers with an instructional framework that breaks down the complex practice of scientific explanation into four components—claim, evidence, reasoning, and rebuttal—and provides concrete examples of what this scientific inquiry practice looks like when it is successfully implemented in real classrooms. The chapters guide teachers step-by-step through presenting the framework for students, creating learning tasks that connect scientific explanation writing to lessons, providing curricular scaffolds, explanation assessment tasks, using that information to inform instruction, and more!

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Pamela Fraser-Abder



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Drawing on her years of experience as a science curriculum specialist and professional development consultant, Fraser-Abder presents the strategies, resources and ideas to assist teachers in developing, implementing, and reflecting on inquiry-based science teaching that will improve ALL young children's science learning.

Teaching Emerging Scientists: Fostering Scientific Inquiry with Diverse Learners in Grades K–2

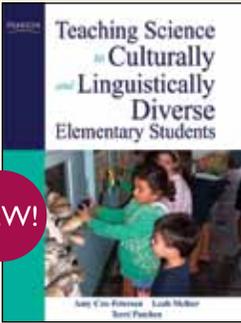
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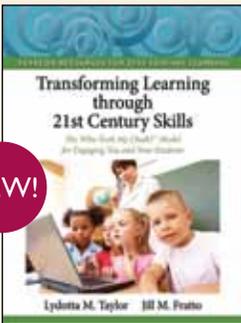
Amy Cox-Petersen, Leah Melber, and Terri R. Patchen

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ISBN: 9780137146239 • ©2012 • 168 pp. • \$36.99



In America's increasingly diverse classrooms, science is not always presented in a way that is meaningful to all students. With this in mind, this book outlines eight culturally relevant strategies for teaching science to help ensure all students have access to inquiry-based, interactive, and experiential science learning. Written to encourage inclusive practices, the book shows how to teach science using students' experiences, how to integrate science and literacy and how to use alternative methods to assess students' understanding of science.



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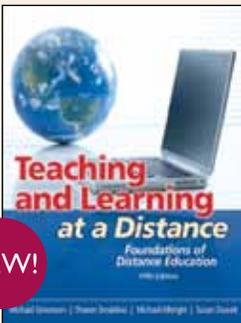
Lydotta M. Taylor and Jill M. Fratto

21ST CENTURY SKILLS • GRADES K-12

ISBN: 9780132563574 • ©2012 • 216 pp. • \$32.99



Offering workbook-style-pages and easy-to-read chapters, this book defines 21st century skills, discusses why we need to teach today's students differently, and shows how to apply 21st century concepts in an education setting. Following an eight-step model, readers learn about change management, the impact of school culture, and goal-setting for school improvement. Filled with sample curriculum and modification strategies, this book is a must-read for any educator wishing to create intentional change in their classroom or school.



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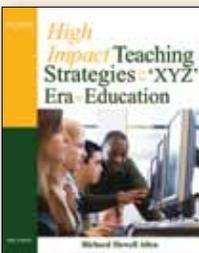
Teaching and Learning at a Distance: Foundations of Distance Education, 5/e

Michael Simonson, Sharon E. Smaldino, Michael Albright, and Susan Zvacek

21ST CENTURY SKILLS • GRADES K-12

ISBN: 9780132487313 • ©2012 • 408 pp. • \$56.99

Teaching and connecting with the distance learner are critical to education in the 21st century. *Teaching and Learning at a Distance* is written to help teachers and trainers learn about distance education and how to implement it in today's educational culture, equipping them with the ability to select appropriate strategies for teaching the distant learner.



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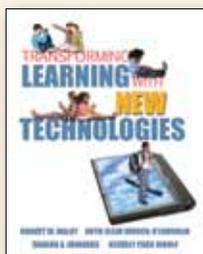
Richard Howell Allen

TECHNOLOGY • GRADES K-12

ISBN: 9780137144266 • ©2010 • 288 pp. • \$34.99

With all of the new technologies entering the classroom, the challenge for teachers is not necessarily the technology itself, but understanding *how* that technology has shaped and prepared students. Transforming your instruction into high-impact teaching not only captivates and engages these new learners but improves academic results, classroom behavior, and student attitudes.

TECHNOLOGY

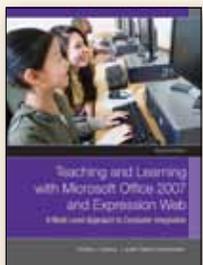


Transforming Learning with New Technologies (with MyEducationKit)

Robert W. Maloy, Ruth-ellen Verock-O'Loughlin, and Sharon A. Edwards
TECHNOLOGY • GRADES K-12

ISBN: 9780136101253 • ©2011 • 320 pp. • \$97.80

While guiding teachers to incorporate technology into every aspect of their professional work and classroom instruction, including lesson planning, student assessment, curriculum development, academic research, and professional networking; this book highlights more than 70 free (or low-cost), easy-to-use computer and Internet technologies to achieve their goals. The highly lauded Technology Transformation Lesson Plans provide examples across grade levels and subject areas that demonstrate how technology transforms lessons by showing minimal technology use juxtaposed with fully-infused technology options that align to learning goals of each lesson.

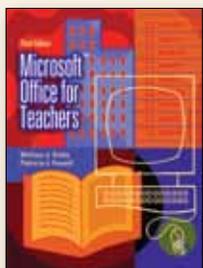


Teaching and Learning with Microsoft Office 2007 and Expression Web: A Multi-Level Approach to Computer Integration, 2/e

Timothy J. Newby and Judith Oates Lewandowski
TECHNOLOGY • GRADES K-12

ISBN: 9780131710245 • ©2009 • 264 pp. • \$45.99

Teaching and Learning with Microsoft Office 2007 and Expression Web is designed to give busy and often overwhelmed teachers and students a quick way to see and grasp the basics of key software applications. Readers who use this book will obtain a foundation of the basics of common application software, learn how to integrate and utilize the software within classroom settings, and discover how to create a learning environment that is engaging, interesting, and effective for student learning.



Microsoft Office for Teachers, 3/e

William J. Gibbs Ph.D and Patricia J. Fewell
TECHNOLOGY • GRADES K-12

ISBN: 9780131589704 • ©2009 • 336 pp. • \$45.99

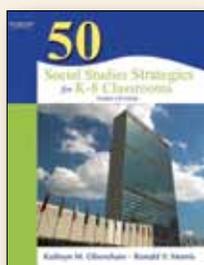
The Third Edition of *Microsoft Office for Teachers* is a practical guide for teachers who want to learn how to use the Microsoft Office suite as a tool in instruction, learning, and classroom management. Through step-by-step how-to exercises and helpful classroom examples, teachers will learn the various features of Word, PowerPoint, Excel, Access, Outlook, and Publisher, as well as how these programs can help their students in the classroom.

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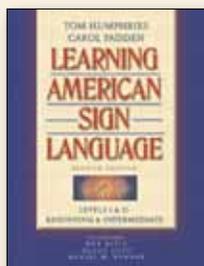
50 Social Studies Strategies for K–8 Classrooms, 3/e

Kathryn M. Obenchain and Ronald V. Morris

SOCIAL STUDIES • GRADES K–8

ISBN: 9780137050154 • ©2011 • 224 pp. • \$42.99

Incorporate 21st century themes and skills in the classroom! Connecting research and best practices, this quick guide provides 50 hands-on strategies for creating meaningful social studies experiences for K–8 students. Each strategy is accompanied by assessment tools, grade level, and National Council for Social Studies (NCSS) standards indicators, and references and websites providing numerous examples and tools for today's classrooms.



Learning American Sign Language

Levels I and II—Beginning and Intermediate, 2/e

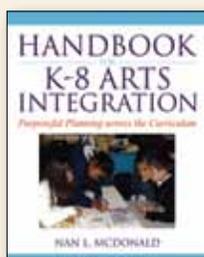
Tom Humphries and Carol Padden

with Illustrators Rob Hills, Peggy Lott, and Daniel W. Renner

SIGN LANGUAGE • GRADES K–12

ISBN: 9780205275533 • ©2004 • 384 pp. • \$64.99

Declared an official language and recognized as a foreign language, more and more high schools across the country offer American Sign Language as an elective. Each lesson in the book is based around language needed for common life situations and examples are presented in the form of dialogues coupled with grammar and vocabulary instruction. To learn how to incorporate the instructor's manual and videos into instruction, contact your sales representative at www.allynbacommerrill.com/findmyrep.



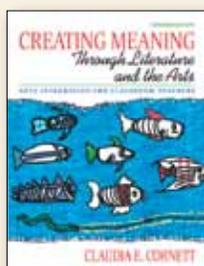
Handbook for K–8 Arts Integration: Purposeful Planning across the Curriculum

Nan L. McDonald

ARTS • GRADES K–8

ISBN: 9780136138136 • ©2010 • 240 pp. • \$55.00

Infuse music, visual arts, theater, and dance across the curriculum and watch student achievement soar. With the guidance of beloved arts educator Nan McDonald, teachers will learn how to enhance students' creativity, promote the emergence of new types of literacy skills, and improve understanding and classroom participation. In her new book, she offers a wealth of strategies and activities that will make teaching with the arts music to teachers' ears.



Creating Meaning through Literature and the Arts:

Arts Integration for Classroom Teachers, 4/e

Claudia E. Cornett

ARTS • GRADES K–8

ISBN: 9780137048328 • ©2011 • 432 pp. • \$85.00

This research-based handbook provides teachers with an Arts Integration Blueprint, comprised of ten building blocks for arts-based instruction that includes collaborative unit planning, best arts-based teaching practices, and assessment for learning. The Five Seed Strategy chapters provide a compendium of activities to jumpstart the use of literature and the arts as integral teaching tools for the content areas.

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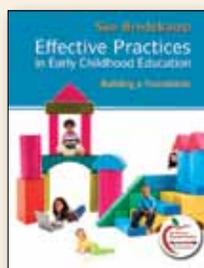
Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively, 3/e

Barbara Kaiser and Judy Sklar Rasminsky

EARLY CHILDHOOD • GRADES PREK–3

ISBN: 9780132159128 • ©2012 • 368 pp. • \$37.99

From award-winning authors Barbara Kaiser and Judy Sklar Rasminsky comes the Third Edition of their best-selling book, *Challenging Behavior in Young Children*. This newly revised survival guide for teachers struggling to find answers to challenging behavior now includes strategies for meeting the needs of all young children, including those from diverse backgrounds and learning disabilities, and children who speak languages other than English.



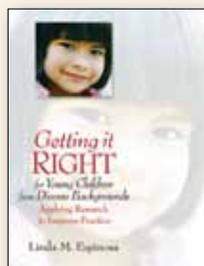
Effective Practices in Early Childhood Education: Building a Foundation

Sue Bredekamp

EARLY CHILDHOOD • BIRTH-GRADE 3

ISBN: 9780205515325 • ©2011 • 576 pp. • \$129.33

Providing the building blocks for understanding effective practices in early childhood education by building upon Developmentally Appropriate Practice framework, this best-selling resource prepares a new generation of early childhood professionals by helping them construct a cohesive understanding of this dynamic field and what they can do as teachers to enhance young children's learning and development.



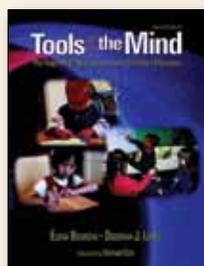
Getting it RIGHT for Young Children from Diverse Backgrounds: Applying Research to Improve Practice

Linda Espinosa

EARLY CHILDHOOD • AGES 3–6

ISBN: 9780132224161 • ©2010 • 152 pp. • \$29.33

Endorsed by NAEYC, this book presents early childhood practitioners with the strategies, tools, and resources they need to educate English learners and children at-risk successfully. It shows how well-crafted early education programs staffed by qualified and caring educators can effectively 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

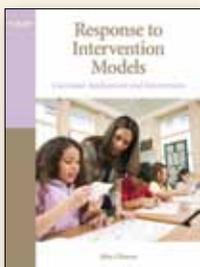
Elena Bodrova and Deborah J. Leong

EARLY CHILDHOOD EDUCATION • BIRTH-GRADE 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 of neo-Vygotskian scholars in Russia and in the West, including the zone of proximal development. *Tools of the Mind* enables today's early educators to arm young children with the mental tools necessary for learning through its age-specific strategy chapters.

SPECIAL EDUCATION



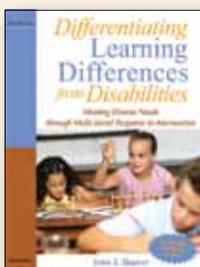
Response to Intervention Models: Curricular Implications and Interventions

John J. Hoover

RESPONSE TO INTERVENTION • GRADES K–12

ISBN: 9780137034833 • ©2011 • 288 pp. • \$25.99

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.



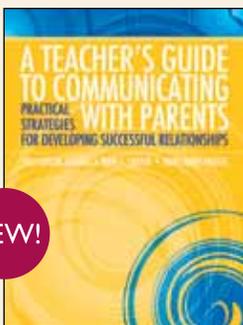
Differentiating Learning Differences from Disabilities: Meeting Diverse Needs through Multi-tiered Response to Intervention

John J. Hoover

RESPONSE TO INTERVENTION • GRADES K–12

ISBN: 9780205608270 • ©2009 • 168 pp. • \$26.99

This book provides a roadmap to guide teachers, coordinators, and school 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.



NEW!

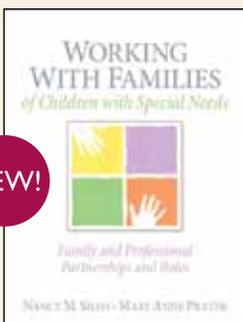
A Teacher's Guide to Communicating with Parents: Practical Strategies for Developing Successful Relationships

Tina Taylor Dyches, Nari J. Carter, and Mary Anne Prater

PARENTS AND FAMILY • GRADES K-12

ISBN: 9780137054060 • ©2012 • 216 pp. • \$21.95

An essential guidebook for the K-12 educator, this resource takes an in-depth look at communicating with families of students in elementary and secondary schools. Divided into five main sections; this indispensable resource provides guidance on working with general education students, students with disabilities, culturally/linguistically diverse students, students from low socioeconomic status, and students with unique gifts and talents.



NEW!

Working with Families of Children with Special Needs: Family and Professional Partnerships and Roles

Nancy M. Sileo and Mary Anne Prater

PARENTS AND FAMILY – GRADES K-12

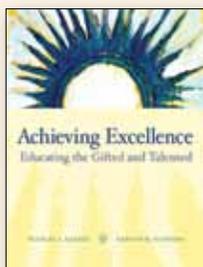
ISBN: 9780137147403 • ©2012 • 320 pp. • \$73.33

Successfully working with children with special needs is a unique challenge — but so is effectively working with their parents, siblings, and other family members. This engaging resource offer the skills and strategies for success, to outlining the legal and ethical implications of educators' work with special needs families.

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SPECIAL EDUCATION



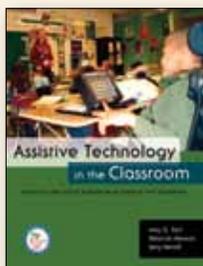
Achieving Excellence: Educating the Gifted and Talented

Frances A. Karnes and Kristen R. Stephens

GIFTED AND TALENTED • GRADES K–12

ISBN: 9780131755628 • ©2008 • 312 pp. • \$73.33

Detailing the characteristics of gifted students from various populations, this book describes how to identify and assess gifted students, 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.



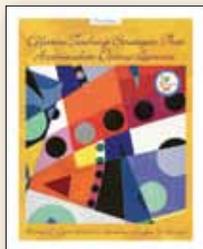
Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities

Amy G. Dell, Deborah Newton, and Jerry Petroff

ASSISTIVE TECHNOLOGY • GRADES K-12

ISBN: 9780131191648 • ©2009 • 400 pp. • \$53.33

Learn how to incorporate technology to enhance the learning and teaching of students with disabilities. Organized by school-related tasks that students must perform on a daily basis to be successful—reading, writing, practicing academic skills, and communicating with their teachers and peers — this book presents descriptions of technology-based solutions to the obstacles students with disabilities face in completing these tasks.



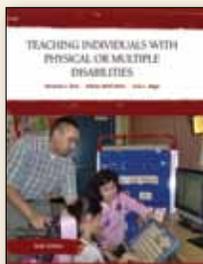
Effective Teaching Strategies That Accommodate Diverse Learners, 4/e

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

MILD TO MODERATE DISABILITIES • GRADES K–12

ISBN: 9780137084708 • ©2011 • 288 pp. • \$31.95

Focusing on the translation of research to practice, the authors encourage teachers to apply the “Six Principles of Accommodation for Diverse Learners” in order to guide classroom instruction for all learners. These principles are proven to effectively accommodate diverse learners and accelerate their learning, thus closing the learning gap.



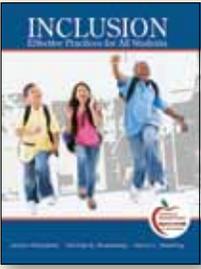
Teaching Individuals with Physical or Multiple Disabilities, 6/e

Sherwood J. Best, Kathryn Wolff Heller, and June L. Bigge

MILD TO MODERATE DISABILITIES • GRADES K–12

ISBN: 9780131590120 • ©2010 • 528 pp. • \$132.00

This book provides strategies for creating meaningful educational experiences for students with physical, health, or multiple disabilities. While it emphasizes access to general education core curriculum, this book also addresses essential skills to facilitate student participation in major life activities at home, in school, and within community environments.



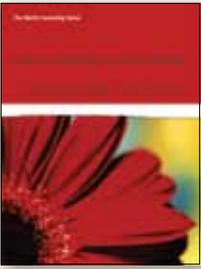
Inclusion: Effective Practices for All Students

James McLeskey, Michael S. Rosenberg, and David L. Westling

INCLUSION • GRADES K–12

ISBN: 9780135154038 • ©2010 • 512 pp. • \$126.67

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.



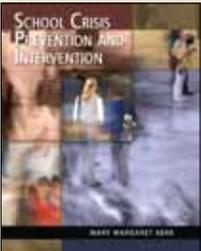
Crisis Intervention and Prevention

Lisa Jackson-Cherry and Bradley T. Erford

COUNSELING • GRADES K–12

ISBN: 9780132431774 • ©2010 • 256 pp. • \$36.00

Crisis Intervention and Prevention focuses on practical applications, assessment, and treatment options for every crisis situation (e.g., homicide, intimate partner violence, rape, sexual abuse, terrorism, school shootings, natural disasters, and more), allowing educators to become familiar with them and practice necessary skills before encountering the problem for the first time in the field.



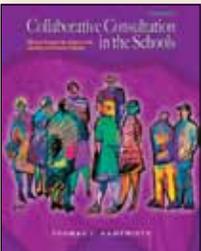
School Crisis Prevention and Intervention

Mary Margaret Kerr

COUNSELING • GRADES K–12

ISBN: 9780131721760 • ©2009 • 216 pp. • \$32.00

As a respondent to more than 1,000 school-related crises, Mary Margaret Kerr provides a realistic and detailed guide to approaching school crises at all stages. She walks educators through the planning and implementation of crisis prevention and response and provides the tools necessary to develop a crisis toolkit specific to any school.



Collaborative Consultation in the Schools, 3/e

Thomas J. Kampwirth

COUNSELING • GRADES K–12

ISBN: 9780131178106 • ©2006 • 384 pp. • \$98.67

Celebrated as *the only* book to explain *how* to advocate for students with learning and behavioral problems, this book focuses on the implementation of the SOCS model (Solutions-Oriented Consultation Model), a widely used research-based collaboration model. The book features over 100 activities and real classroom case studies to guide counselors in effective practice of collaborative school consultation.

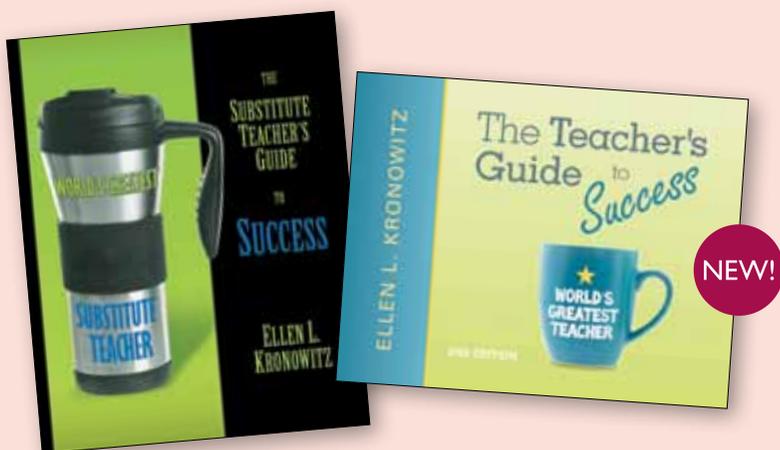
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Ellen L. Kronowitz



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Trusted by teachers and substitute teachers everywhere, *The Teacher's Guide to Success* series reveals the ins and outs of teaching effectively in today's classrooms. Each book in the series offers tried-and-true experience-based advice, research-based strategies, and effective solutions to make every teacher a success. Whether preparing for a career as a teacher, walking into a new classroom for the first time, or have been teaching for years, you'll love Ellen Kronowitz's thoughtful tips and real classroom stories!



The Teacher's Guide to Success, 2/e

ISBN: 9780137050741 • ©2012 • 512 pp. • \$39.95

The Substitute Teacher's Guide to Success

ISBN: 9780205624959 • ©2011 • 192 pp. • \$32.99



Teaching in the Real World: Strategies to Survive and Thrive

Daniel Zukergood and Anne Marie Bettencourt

NEW TEACHERS / MENTORING • GRADES K–12

ISBN: 9780131590526 • ©2009 • 240 pp. • \$40.00

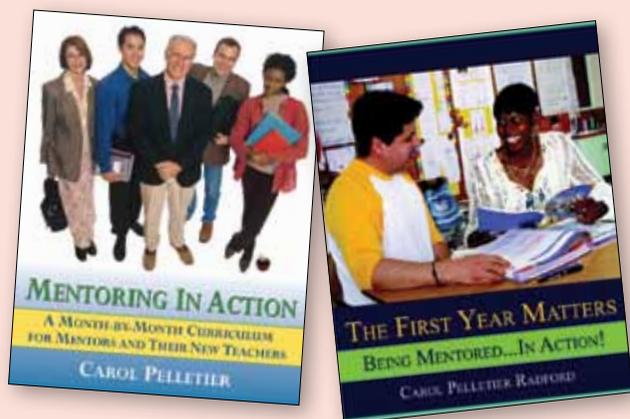
An inspiration to all new teachers, this brief collection of reflective e-mail journal entries is written by Miss. B, a female graduate student teaching in an urban high school. The Journal Entries illustrate her transformation from a passionate but struggling teacher to one who has found her voice and the confidence to achieve her dream of improving the lives of her students.

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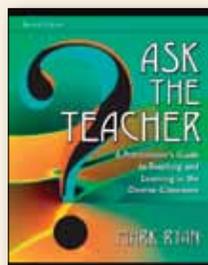


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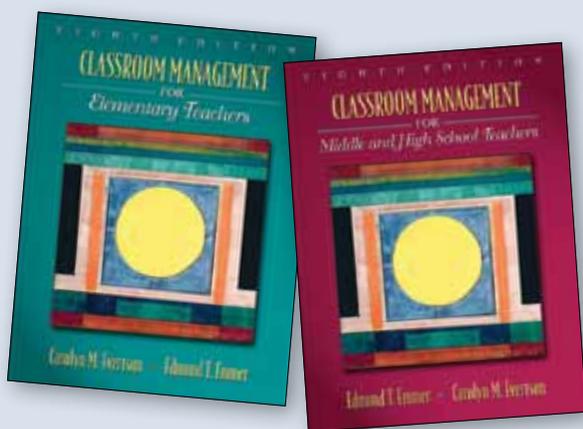
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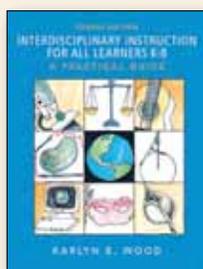
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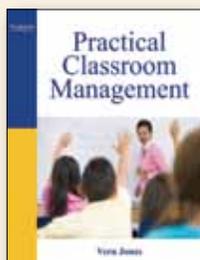
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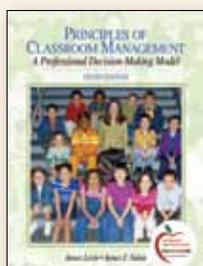
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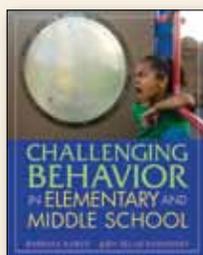
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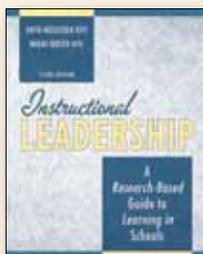
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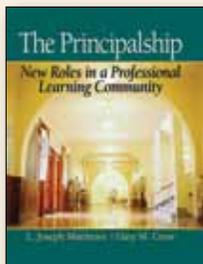


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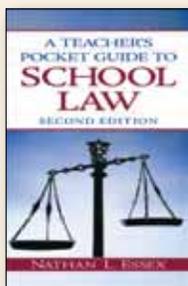


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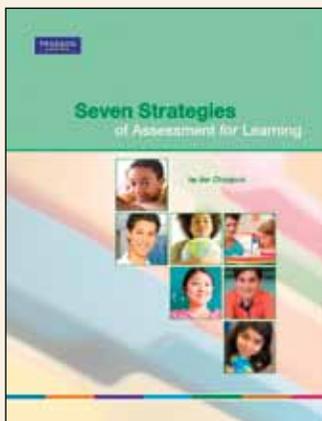
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Take a Closer Look at Seven Strategies of Assessment *for* Learning



This informative book from Pearson Assessment Training Institute (ATI) presents seven research-based strategies about classroom assessment practices which are designed to:

- help students understand what they need to learn
- offer feedback and teach students to self-assess and set goals
- provide teachers with achievement-gap closing suggestions
- teach students to track, reflect on and share their learning

An excerpt from... Seven Strategies of Assessment *for* Learning

The Seven Strategies are organized around three essential questions:

Where Am I Going?

Strategy 1: Provide students with a clear and understandable vision of the learning target.
Motivation and achievement increase when instruction is guided by clearly-defined targets. Activities that help students answer the question, "What's the learning?" include creating student-friendly content standards and rubrics.

Strategy 2: Use examples and models of strong and weak work.
Carefully chosen examples can create and refine students' understanding of learning targets they are aiming for and help students answer the questions, "What defines quality work?" and "What are some problems to avoid?"

Where Am I Now?

Strategy 3: Offer regular descriptive feedback.
Effective feedback shows students where they are on the path toward their learning targets. It answers the questions, "What are my strengths in this subject?", "Which learning targets am I good at?", "What do I need to work on?" and "Where did I go wrong and what can I do about it?"

Strategy 4: Teach students to self-assess and set goals.
Strategy 4 helps students identify their strengths and weaknesses, and establish goals for further learning. It teaches students to answer the questions, "What am I good at?", "What do I still need to work on?" and "What will I work on next?"

How Can I Close the Gap?

Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.
When assessment information identifies a need, we can adjust instruction to target that need. Scaffolding activities that reduce or restructure a lesson to address specific misconceptions or problems are included here.

Strategy 6: Teach students focused revision.
If a learning target is difficult for students, let them practice it in smaller segments, and give them feedback on just the aspects they are practicing. Strategy 6 allows students to revise their initial work with a focus on a manageable number of aspects of quality.

Strategy 7: Engage students in self-reflection and let them keep track of and share their learning.
When students reflect on, track and communicate about their learning, it increases long-term retention and motivation. Strategy 7 offers ways for students to look back on their learning journey and to share their progress with others.

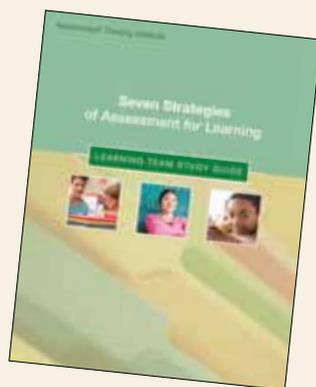
The content is sequenced so you can easily weave assessment *for* learning practices into daily teaching and assessment activities. These seven strategies place the focus on the student as the most important decision maker in the classroom.

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This Study Guide is provided as a support to individuals and learning teams reviewing the lessons in the book *Seven Strategies of Assessment for Learning* by Jan Chappuis.



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