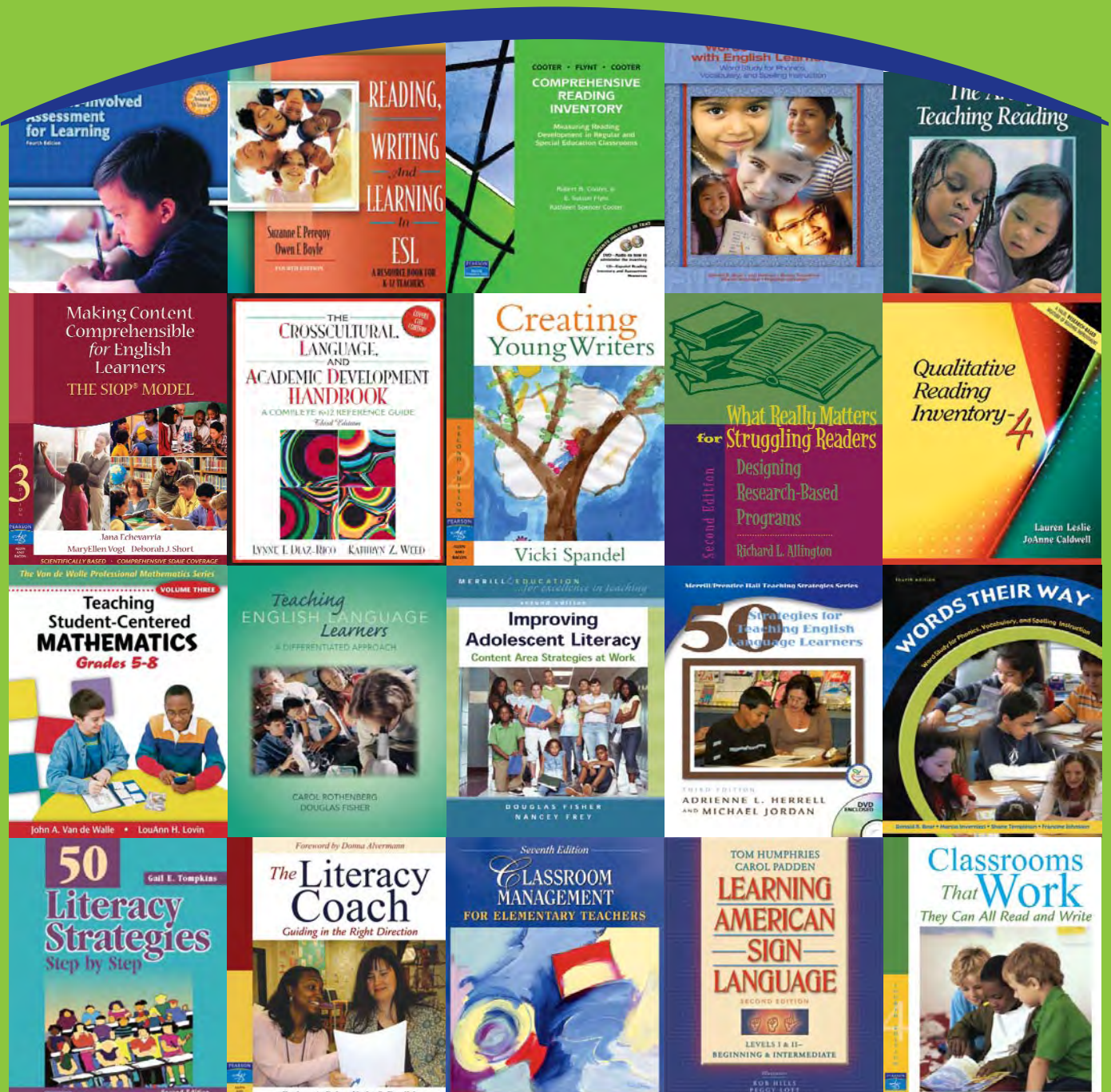


# Professional Development

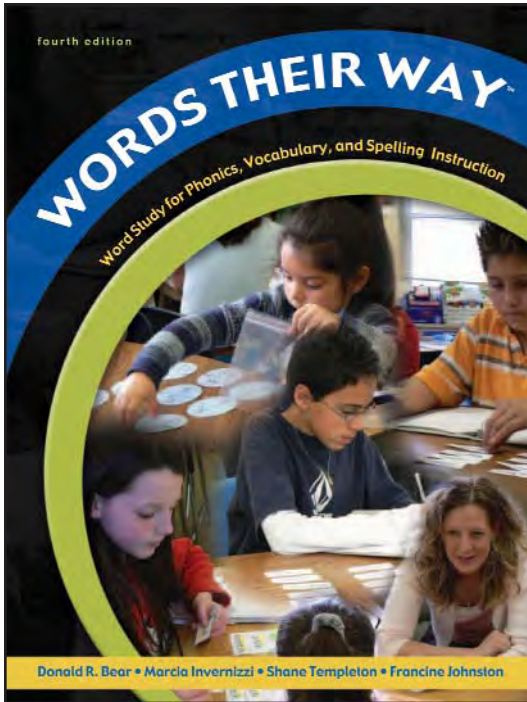
Practical, proven resources from the authors you know and respect.

## Allyn & Bacon/Merrill 2007 Reseller Catalog



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

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

©2008 • 448 pp • \$37.95  
013223968X / 9780132239684

This phenomenon in word study has always been extremely popular for its developmental approach and hands-on methods for teaching children phonics, vocabulary, and spelling skills. The revision offers a new laser sharp focus on assessment, organization for word study, research, and teacher-friendly word sorts and games. Included is a new CD ROM that provides an amazing electronic format for managing student assessment. It also contains hundreds of alternate word and picture sorts and sorting and game templates that allow teachers to create instructional materials including games from the CD's bank of word and picture lists. These materials can be printed or saved to a hard drive for later use.

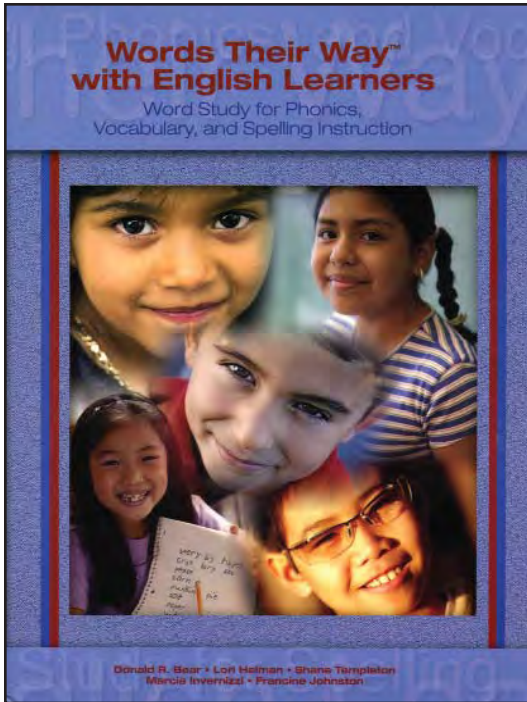
The new edition also includes a DVD tutorial that walks users through every step of the *Words Their Way* approach, from assessment to classroom organization to developmentally-driven, hands on instruction. *Words Their Way* engages learners and scaffolds the development of all students including English learners.

### **Contents:**

1. Word Study and the Development of Orthographic Knowledge.
  2. Getting Started: The Assessment of Orthographic Development.
  3. Organizing for Word Study: Principles and Practices.
  4. Word Study for Learners in the Emergent Stage.
  5. Word Study for Beginners in the Letter Name-Alphabetic Stage.
  6. Word Study for Transitional Learners in the Within Word Pattern Stage.
  7. Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage.
- Appendix.  
Glossary.  
References.  
Index.

### **Features:**

- ◆ Streamlined Chapter 2 provides thoughtful step-by-step guidelines for assessing students and determining their developmental level.
- ◆ *Word Study with English Learner* sections in each chapter help you organize and adapt instruction to meet the needs of students whose first language is not English.
- ◆ The Appendix at the back of the book contains a comprehensive bank of word lists, word sorts, picture sorts, games and templates.
- ◆ Media Notes for each chapter will link concepts with specific content on the DVD and CD.

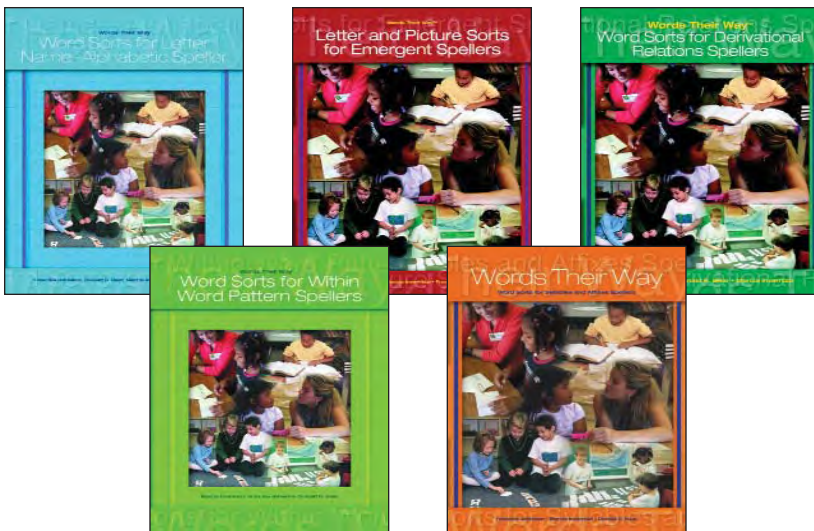


**Words Their Way with English Learners: Word Study for Spelling, Phonics, and Vocabulary Instruction**

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

©2007 • 256 pp • \$37.95  
0131915673 / 9780131915671

Based on the same solid research as *Words Their Way 4/E*, *Words Their Way with English Learners* helps you determine what your students bring with them from their home languages, where their instruction in English orthography should begin, and how best to move these students through their literacy development in word study.



These supplemental books expand and enrich the practical, research-based and classroom-proven way to study words with students. They investigate the five developmental phases of spelling: Emergent, Letter-Name Alphabetic, Within-Word Pattern, Syllables and Affixes, and Derivational Relations and include word lists, word sorts, picture sorts, games, assessments, and much more!

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

**Donald R. Bear, Francine Johnston, Marcia Invernizzi**

©2006 • 160 pp • \$17.95  
0131135910 / 9780131135918

**Words Their Way: Word Sorts for Letter Name Alphabetic Spellers**

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

©2004 • 120 pp • \$17.95  
013183813X / 9780131838130

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

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

©2004 • 176 pp • \$17.95  
0131838164 / 9780131838161

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

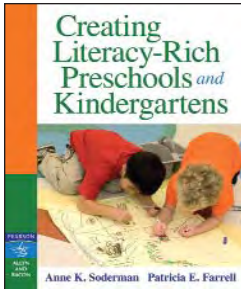
**Francine Johnston, Marcia Invernizzi, Donald R. Bear**

©2005 • 144 pp • \$17.95  
0131135929 / 9780131135925

**Words Their Way: Words Sorts for Derivational Relations Spellers**

**Francine Johnston, Donald R. Bear, Marcia Invernizzi**

©2006 • 160 pp • \$17.95  
0131718126 / 9780131718128



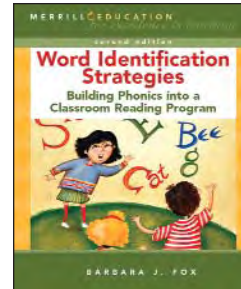
### Creating Literacy-Rich Preschools and Kindergartens

**Anne K. Soderman, Patricia Farrell**

©2008 • 192 pp • \$28.99  
0205455735 / 9780205455737

*Creating Literacy-Rich Preschools and Kindergartens* is a comprehensive guide for high-quality literacy instruction and assessment in the early childhood

classroom. Complete with a glossary of early literacy terminology, the book is filled with pictures that illustrate the ideas and concepts so richly described by the author.



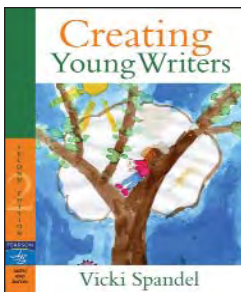
### Word Identification

**Strategies: Building Phonics into a Classroom Reading Program, 4/E**

**Barbara J. Fox**

©2008 • 304 pp • \$25.00  
0131561308 / 9780131561304

With this book, readers will find an easy-to-understand explanation of what children do when they first begin to pay attention to print, how children learn and use the letter-sound patterns of phonics, and the contribution that multi-letter chunks (prefixes, suffixes, syllables and Greek and Latin roots) make to learning new words.



### Creating Young Writers, 2/E

**Vicki Spandel**

©2008 • 272 pp • \$34.99  
0205537022 / 9780205537020

The perfect complement to its phenomenally successful parent book, *Creating Writers, Fourth Edition*, this book provides clear guidelines on helping young students draft, self-assess, and revise their writing, as well as explicit criteria to show students precisely what they must do to

succeed as writers in virtually any situation—including state tests.



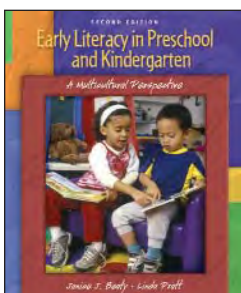
### Literacy Development in Early Childhood: Reflective Teaching for Birth to Age Eight

**Beverly W. Otto**

©2008 • 384 pp • \$67.00  
0131721445 / 9780131721449

This book was designed to provide early childhood teachers with foundational knowledge of how children develop literacy beginning in infancy and continuing

through third grade. With an emphasis on the role of oral language in the development of literacy, it provides clear connections between theoretical perspectives, emergent literacy research, and reflective, developmentally appropriate practice.



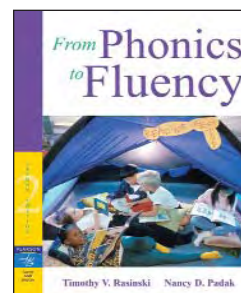
### Early Literacy in Preschool and Kindergarten: A Multicultural Perspective, 2/E

**Janice J. Beaty, Linda Pratt**

©2007 • 384 pp • \$54.00  
0132382954 / 9780132382953

A well-known early childhood author joins with a literacy expert to offer a brand new approach to early literacy in preschool, leading into kindergarten reading. New

research on how literacy emerges is put to use in chapters on setting up a literacy-friendly learning environment, music and art as natural languages, strengthening finger muscles for writing through 3-dimensional art, cooking, and woodworking, developing visual representational skills, developing the important “sense of story sequence” through role-plays, story reenactments, and flannel board stories.



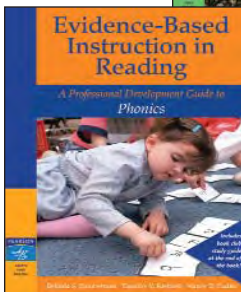
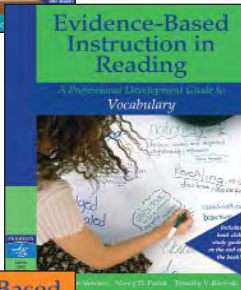
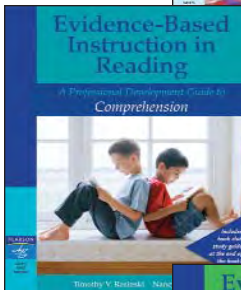
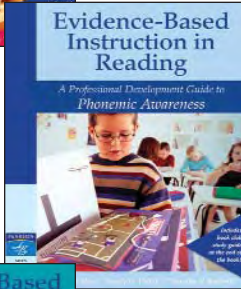
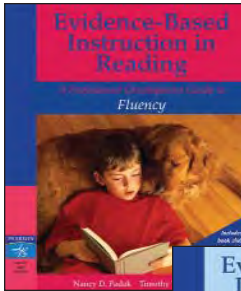
### From Phonics to Fluency, 2/E

**Timothy V. Rasinski  
Nancy D. Padak**

©2008 • 256 pp • \$29.99  
020550308X / 9780205503087

This book does not stop with word study but goes beyond words and explores effective fluency instruction. The authors offer aspiring or veteran teachers workable approaches to authentic word study that students will find engaging and enjoyable.

The approaches shared are based on solid literacy theory, current reading research, actual classroom application and incorporate the National Reading Panel Report (2000) and the requirements of No Child Left Behind. In addition, the proven and effective instructional strategies and practices from real teachers provide a window into effective teaching for developing reading fluency.



Literacy experts, Timothy Rasinski and Nancy Padak explore five of the major components essential to creating an effective literacy program and present teachers with friendly tips and strategies to implement at their own school. The new series, *Evidence-Based Instruction in Reading* is a five part professional development program designed to help teachers meet the literacy instruction guidelines as identified by the National Reading Panel (2000). Each of the five books in the series focuses on one key component and offers recommendations for incorporating appropriate reading materials, fostering productive home-school connections, and promoting a desire for students to learn to read and write throughout the five part series.

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

**Nancy D. Padak**  
**Timothy V. Rasinski**

©2008 • 128 pp • \$23.99  
0205456294 / 9780205456291

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

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

©2008 • 128 pp • \$23.99  
0205456286 / 9780205456284

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

**Timothy V. Rasinski**  
**Nancy D. Padak**

©2008 • 128 pp • \$23.99  
0205456278 / 9780205456277

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

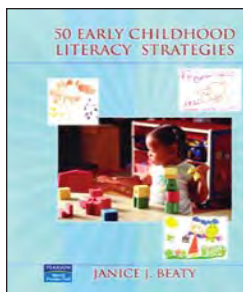
**Evangeline Newton, Nancy D. Padak, Timothy V. Rasinski**

©2008 • 128 pp • \$23.99  
0205456316 / 9780205456314

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

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

©2008 • 128 pp • \$23.99  
0205456308 / 9780205456307



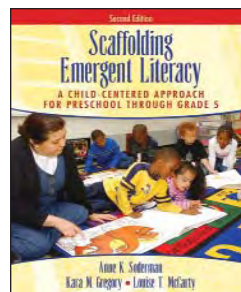
## 50 Early Childhood Literacy Strategies

**Janice J. Beaty**

©2005 • 176 pp • \$28.95  
0131181548 / 9780131181540

This thoroughly child-oriented handbook compiles fifty practical strategies that will engage young children in reading and writing and encourage their emerging literacy skills. The choice of strategies is firmly grounded in current research into

the brain mechanisms that underlie the skill of reading. In addition, the focus on words — hearing, speaking, writing, and reading them — creates an easy-to-use, easy-to-understand approach that builds on young children's eagerness to communicate with others concerning their thoughts and ideas about the world.



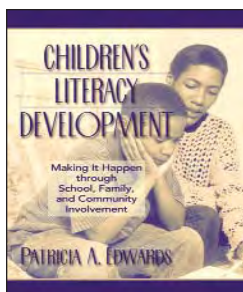
## Scaffolding Emergent Literacy: A Child-Centered Approach for Preschool Through Grade 5, 2/E

**Anne K. Soderman,  
Kara M. Gregory, Louise T. O'Neill**

©2005 • 256 pp • \$42.60  
0205386431 / 9780205386437

Underscored by rich child development theory, developmentally appropriate

practices, and sound research, this book offers a comprehensive array of literacy activities to support children's emergent to fluent literacy from the preprimary years through the fifth grade. Each strategy is paired with a classroom demonstration, and samples of children's work are included.



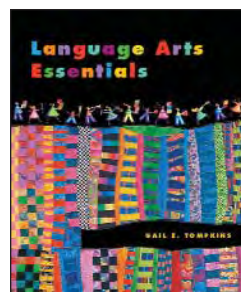
## Children's Literacy Development: Making It Happen Through School, Family, and Community Involvement

**Patricia A. Edwards**

©2004 • 336 pp • \$34.00  
0205324371 / 9780205324378

Renowned author and recognized national authority on family literacy Patricia Edwards has carefully selected skills,

strategies, and examples of family involvement that will empower educators to successfully implement family involvement initiatives. A timely publication on today's political climate with federal monies going into family literacy, Edwards has deliberately and painstakingly chosen research-based, school-tested ideas as the focus of this book.



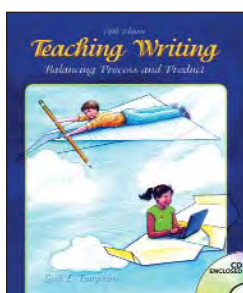
## Language Arts Essentials

**Gail E. Tompkins**

©2006 • 208 pp • \$40.00  
0131720066 / 9780131720060

This book from the leading name in literacy and language arts has been crafted to provide concise, critical information for teaching the language arts, backed by the most current and applicable research available. The "essentials" format gives readers the information they need in a

price- and time-conscious way. *Language Arts Essentials* will provide teachers with the needed background information and strategies.



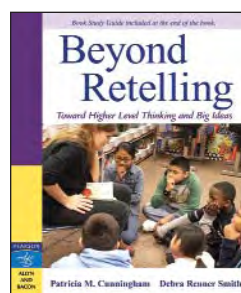
## Teaching Writing: Balancing Process and Product, 5/E

**Gail E. Tompkins**

©2008 • 384 pp • \$58.60  
0131584162 / 9780131584167

Knowing that teachers must balance their focus in the classroom on the process that children use as they write and the quality of their compositions, *Teaching Writing* continues to provide a comprehensive look at both process and product. This new

edition provides practical strategies for teaching and assessing writing, with a focus on individual student needs and teacher accountability. Additional features address the concerns of struggling writers, the needs of English learners, and the strategies that can be used to improve student test taking.



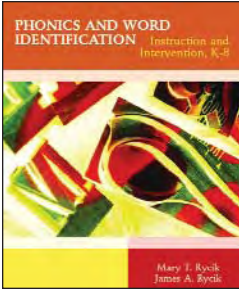
## Beyond Retelling: Toward Higher Level Thinking and Big Ideas

**Patricia M. Cunningham  
Debra Renner Smith**

©2008 • 128 pp • \$34.99  
0205542174 / 9780205542178

Today almost every state requires students to be evaluated on the higher level thinking processes of synthesis, analysis, evaluation or application as they move through

elementary and middle school. To meet today's educational demands, Patricia Cunningham and Debra Smith present teachers with a framework based on years of reading research to help students attain higher-level thinking skills. Their "Thinking Theme" lesson framework allows teachers to pose "The Big Question" and support students as they think about "The Big Ideas."



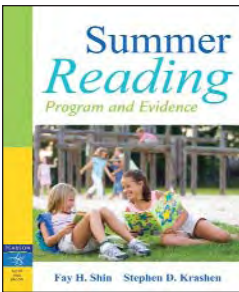
## Phonics and Word Identification: Instruction and Intervention K-8

**Mary T. Rycik, James A. Rycik**

©2007 • 192 pp • \$20.00  
0131186639 / 9780131186637

*Phonics and Word Identification: Instruction and Intervention K-8* integrates word study knowledge and classroom applications into one book. Unique to this book is the

inclusion of specific strategies for teaching phonics to intermediate elementary and middle school students, recognizing their developmental level and need for more appropriate phonics instruction geared to their age level. Also unique is the embedding of strategies in authentic classroom context, the use of literature, poetry, and three basic cueing systems.



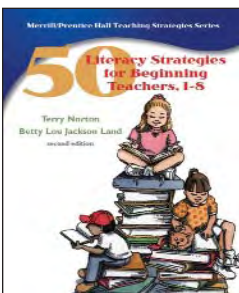
## Summer Reading: Program and Evidence

**Fay H. Shin, Stephen D. Krashen**

©2008 • 208 pp • \$25.99  
0205504892 / 9780205504893

Written in a clear and friendly style by two of the country's top scholars in literacy and ESL, *Summer Reading Strategies* provides teachers with a solid framework rooted in "scientific" data supporting how summer reading programs succeed, including

standardized test scores as well as personal reflections from teachers and students on how to implement a summer reading camp. Stephen Krashen and Fay Shin inspire teachers to drive students of diverse backgrounds to excel outside the academic classroom, promoting success from one year through to the next.



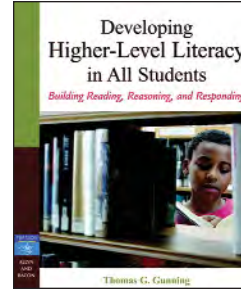
## 50 Literacy Strategies for Beginning Teachers, 1-8, 2/E

**Terry Norton  
Betty Lou Jackson Land**

©2008 • 192 pp • \$23.00  
0132243024 / 9780132243025

*50 Literacy Strategies for Beginning Teachers, 1-8*, second edition, provides an instructional framework, based on research and best practice, for designing effective literacy lessons that include suggestions for

before reading, during reading and after reading. Potential users will find ideas to create direct instruction and scaffolding for learners through building or activating background as preparation for learning, through providing assistance during learning, and through elaboration and application as extensions of learning. Throughout this instructional framework for literacy lessons, students are viewed as active participants in the construction of meaning. Fifty strategies are explained and illustrated with authentic text for major literacy competencies of word recognition (context clues, phonic analysis, and morphemic/structural analysis), vocabulary development, comprehension, and writing.



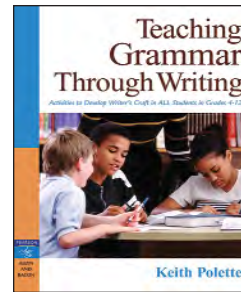
## Developing Higher-Level Literacy in All Students: Building Reading, Reasoning, and Responding

**Thomas G. Gunning**

©2008 • 256 pp • \$32.99  
0205522203 / 9780205522200

*Developing Higher-Level Literacy in All Students* presents teaching and assessment procedures in a step-by-step format to guide

teachers. Model lessons are included for all strategies and techniques and are accompanied by practice sentences, paragraphs, and articles. Addresses the needs of struggling learners with examples of maximum scaffolding that is gradually reduced to help teachers instruct all students.



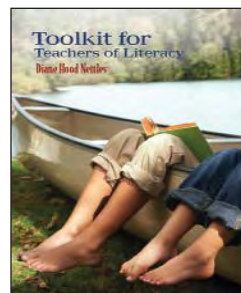
## Teaching Grammar Through Writing: Activities to Develop Writer's Craft in ALL Students Grades 4-12

**Keith Polette**

©2008 • 208 pp • \$34.99  
0205491669 / 9780205491667

Guide students to write in ways that are clear so that they can learn, expand, and transfer the grammar skills they learn.

Written as a springboard to teaching grammar, this book is designed to help teachers teach students to learn to use the 17 essential grammatical elements (eight parts of speech, six phrases, and three clauses) in their writing. The book's organization lends to any classroom allowing teachers to tailor a lesson based on their students' needs or sequentially teaching the material presented in the book.



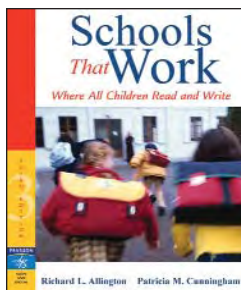
## Toolkit for Teachers of Literacy

**Diane H. Nettles**

©2007 • 176 pp • \$15.00  
0205504140 / 9780205504145

Perfect for new and experienced teachers alike, the current, clear, accessible and practical *Toolkit for Teachers of Literacy* provides a must-have guide to the dynamics of teaching and assessing literacy. This practical resource is divided into five

distinct sections—1) Teaching tools; 2) writing rubrics; 3) complete set of classroom reading assessments that result from a running record notation; 4) literacy portfolios; and 5) "a refresher course in phonics." Teachers will love using this collection of assessment tools and teaching strategies!



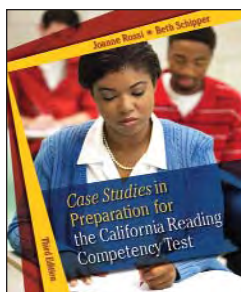
### **Schools That Work: Where All Children Read and Write, 3/E**

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

©2007 • 352 pp • \$34.99  
0205456359 / 9780205456352

In response to the increased pressure on teachers to develop high levels of reading and writing proficiency for ALL students, renowned authors Dick Allington and Pat Cunningham continue their commitment

to foster expert teaching in every classroom. The Third Edition of *Schools That Work* builds from this emphasis on developing the expertise of classroom teachers to a dynamic analysis of systematic school reform that encompasses virtually all areas of elementary school organization and planning.



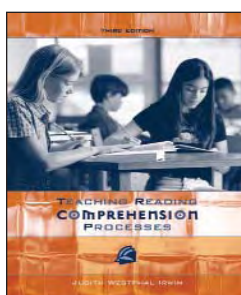
### **Case Studies in Preparation for the California Reading Competency Test, 3/E**

**Joanne C. Rossi, Beth E. Schipper**

©2007 • 112 pp • \$14.60  
0205494722 / 9780205494729

Drs. Rossi and Schipper cover all domains, concepts, strategies and assessments required by RICA. The cases cover a wide variety of student profiles and grade levels

reflecting California's school population and include a variety of scenarios for whole classes, groups, and individual students. However, the usefulness of this book goes beyond RICA preparation. It's a terrific resource for teachers.



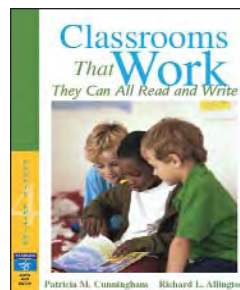
### **Teaching Reading Comprehension Processes, 3/E**

**Judith W. Irwin**

©2007 • 240 pp • \$45.20  
0205453759 / 9780205453757

The overarching goal of this book is to encourage critical thinking and to challenge readers to examine preconceived ideas and beliefs about teaching comprehension.

This well-researched book is a comprehensive overview of how the relationship among reader, text and situation affects the reading process and why comprehension takes place. The Third Edition of this classic book explores various and contending schools of thought in reading comprehension research and successfully gives students perspective on the socio-cultural influences on reading comprehension.



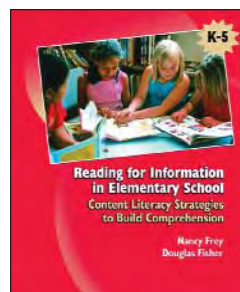
### **Classrooms That Work: They Can All Read and Write, 4/E**

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

©2007 • 320 pp • \$33.99  
0205493947 / 9780205493944

The Fourth Edition of *Classrooms That Work* emphasizes a core set of ideas across a variety of timely topics, providing a comprehensive, balanced treatment of instructional reading methods for struggling

and culturally diverse students. Pat Cunningham's and Dick Allington's clear and friendly writing style emphasizes the importance of promoting the integration of phonics and literature-based process writing and reading instruction to enhance ALL students' learning and reading skills. It clarifies concepts, defines key terms, and offers just the right balance of research and practical coverage.



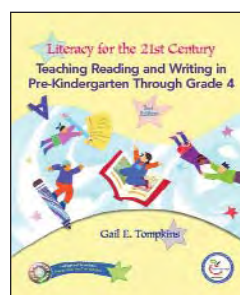
### **Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension**

**Nancy Frey, Douglas Fisher**

©2007 • 304 pp • \$24.95  
0131707493 / 9780131707498

*Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension* was written to give K-5

teachers the tools they need to lay an educational groundwork that promotes students' success with informational texts from the early grades. Packed with research-based, classroom-proven strategies, the book follows a before, during, and after reading format that models the most effective approach to reading for information, focusing on the processes required to develop content literacy.



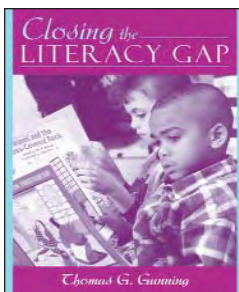
### **Literacy for the 21st Century: PreK-4, 2/E**

**Gail E. Tompkins**

©2007 • 432 pp • \$85.33  
0132277212 / 9780132277211

More and more k-8 courses are being divided due to new teacher certification into a primary grades course and an intermediate course. This book distills the information from the k-8 literacy book *Literacy for the 21st Century*, focusing

specifically on literacy learners from pre-kindergarten through grade 4. What are the specific needs of these students? How can you predict early literacy difficulties and how best can you scaffold your instruction to prevent reading difficulties in the future? How are the PK student's needs different from the older, primary grades student?



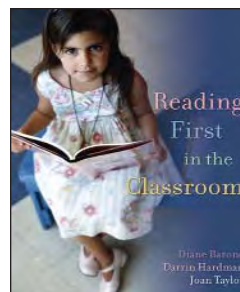
## Closing the Literacy Gap

**Thomas G. Gunning**

©2006 • 240 pp • \$32.00  
020545626X / 9780205456260

*Closing the Literacy Gap* addresses the demands of the No Child Left Behind legislation and provides a wide range of recommendations and a great number of practical suggestions for closing the literacy gap. This much-awaited book builds from an early emphasis on creating a vision

statement to implementing effective techniques and assessing for instruction. Unlike other books, Gunning provides a coherent plan for program implementation that has proven to successfully close the literacy gap. The recommendations provided within the book are specific and detailed and are built on basic principles.



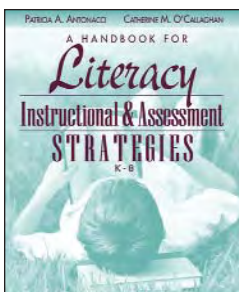
## Reading First in the Classroom

**Diane Barone, Darrin Hardman, Joan Taylor**

©2006 • 120 pp • \$24.99  
0205454542 / 9780205454549

Like a lens that brings the abstract into focus, *Reading First in the Classroom* documents all of the critical aspects of the legislation, teaching the reader to interpret the act and gain a clear vision of what it

means for the classroom. Making a concise and powerful argument, the book also delves into the true meaning of scientifically based research, how to find it, and how to evaluate it. Perhaps most importantly, all of the components of reading instruction are explained in full, including critical aspects related to assessment.



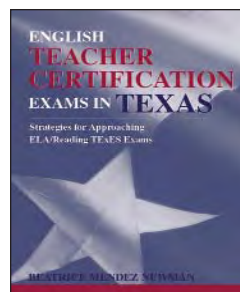
## A Handbook for Literacy Instructional and Assessment Strategies, K-8

**Patricia A. Pierce Antonacci  
Catherine M. O'Callaghan**

©2006 • 208 pp • \$32.00  
0205422179 / 9780205422173

This easy-to-use handbook includes the most powerful instructional strategies organized around critical areas of literacy development, providing an invaluable

resource for busy K-8 classroom teachers. Addressing the significance of monitoring students' literacy development and providing documentation for reporting the results of their performances in an evidence-based education context where teachers must show that they "can teach so that students learn," this handbook gives a prominent role to classroom assessment tools within each strategy.



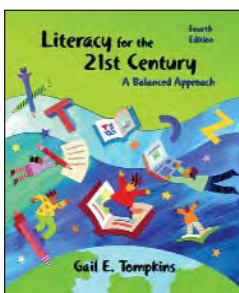
## English Teacher Certification Exams in Texas

**Beatrice Mendez Newman**

©2006 • 144 pp • \$14.99  
0205420451 / 9780205420452

The author's straightforward approach promotes and reinforces learning on many levels through a wide variety of written exercises to help reduce the anxiety teachers typically feel when attempting this high-stakes exam. Along with its review of

Test Field 117 (English Language Arts and Reading 4-8) and Test Field 131 (English Language Arts/Reading 8-12), this study guide also includes practical activities that address a broad area of English language arts that help teachers connect the English and education college course work to the specification of the TExES exam, regardless of the route to certification teachers are pursuing.



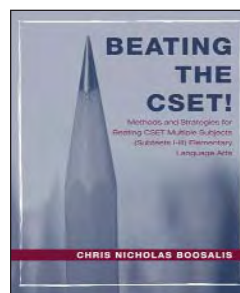
## Literacy for the 21st Century: A Balanced Approach, 4/E

**Gail E. Tompkins**

©2006 • 576 pp • \$98.67  
0131190768 / 9780131190764

*Literacy for the 21st Century* is the #1 reading book preferred by teacher educators, future teachers, and in-service teachers. It continues to offer the most balanced approach to literacy instruction on the market today, while providing the

clearest look into successful literacy teaching. The new 4th Edition has been thoroughly revised to address the realities of today's classroom and to provide invaluable practical resources.



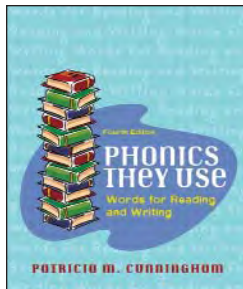
## Beating the CSET!: Methods and Strategies for Beating CSET Multiple Subjects (Subtests I-III) Elementary Language Arts

**Chris Nicholas Boosalis**

©2005 • 216 pp • \$16.00  
0205430716 / 9780205430710

Because passing the CSET Multiple Subjects test is now required for an elementary credential in California, this

book has been designed to address the essential time-management methods, essay, and multiple-choice strategies, and content that test takers must know in order to pass Subtests One through Three of the exam. This book focuses on the reading, language, and literature section of CSET Multiple Subjects—Subtest One. It has been specifically written so that the content aligns with each domain and content area of the exam. Unlike other CSET preparation books, this book does not simply offer a copy of obsolete MSAT materials. Instead, the content, constructed-response and multiple-choice strategies, and special time-management models for the subtest are all research based. The goal is to provide first time test takers with the best information possible to help them understand what to know and do before taking the exam.



### Phonics They Use: Words for Reading and Writing, 4/E

Patricia M. Cunningham

©2005 • 224 pp • \$34.99  
0205410375 / 9780205410378

The Fourth Edition continues to emphasize that what matters is not how much phonics students know but what they actually use when they need phonics for decoding a new word, for reading and spelling a new word, and for writing. Rather than subscribe to a

single theory, Pat Cunningham stresses a balanced reading program—incorporating a variety of strategic approaches—tied to the individual needs of children. This book is an invaluable resource for any new teacher or veteran teacher in search of new ideas as this new edition is packed with new activities and strategies for teaching reading.



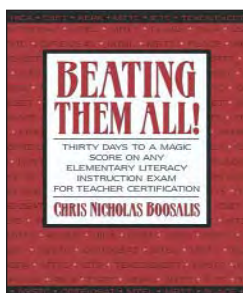
### Intervening for Literacy: The Joy of Reading to Young Children

Charles A. Temple, James G. MaKinster, Lauren G. Buchmann, Jenna Logue, Gabriela Mrvova, Mark Gearan

©2005 • 144 pp • \$31.00  
0205402771 / 9780205402779

Unprecedented in the field, this book is addressed to those who mean to tutor preschool children in emergent literacy. This

timely book tells these tutors what they need to know about early intervention for literacy development, and what they need to do. The book has a further aim of giving volunteers and future teachers a realistic view of what teaching is like, especially in urban environments. A lavishly detailed chapter points readers toward careers as teachers and as child-support workers.



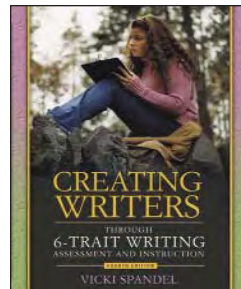
### Beating Them All! Thirty Days to a Magic Score on Any Elementary Literacy Instruction Exam for Teacher Certification

Chris Nicholas Boosalis

©2004 • 192 pp • \$16.00  
0205394728 / 9780205394722

The book offers universal test preparation that will vastly improve the experiences of thousands of test-takers across the country.

The content, constructed-response and multiple-choice strategies, and special time-management models for each test are all research based, and candidates will learn what first-time test takers must know and do for their specific exam to have the best opportunity to pass it on their first attempt.



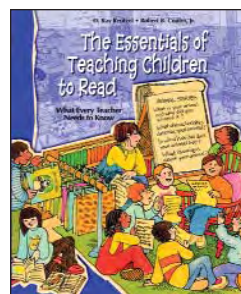
### Creating Writers Through 6-Trait Writing Assessment and Instruction, 4/E

Vicki Spandel

©2005 • 400 pp • \$50.75  
0205410324 / 9780205410323

Written by the pioneer of 6-trait writing, this Fourth Edition brings everything up to date, offering a comprehensive overview of the best education strategies and

philosophies from the worlds of writing assessment and instruction. It provides clear guidelines on helping students draft, assess, and revise their writing, as well as explicit criteria to show students precisely what they must do to succeed as writers in virtually any situation.



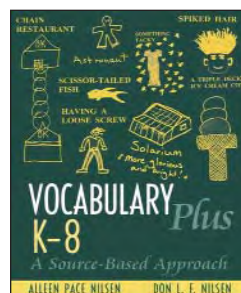
### The Essentials of Teaching Children to Read

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

©2005 • 352 pp • \$49.00  
0131186655 / 9780131186651

To accommodate market demand for a shorter, more targeted book, this new volume pairs these authors' well-known comprehensive and balanced treatment of literacy instruction with the latest research in the field. Coverage is thoroughly aligned

with directives of recent No Child Left Behind legislation, focusing clearly on teaching phonemic awareness, phonics, comprehension, vocabulary, and fluency.



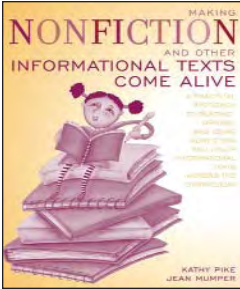
### Vocabulary Plus K-8: A Source-Based Approach

Alleen Pace Nilsen, Don L. F. Nilsen

©2004 • 240 pp • \$32.00  
0205393187 / 9780205393183

Grounded on the Nilsens' source-based approach, students and teachers are led through explorations of how, over the centuries, words have been enlarged and given additional meanings both through lexical extensions and metaphorical

processes. Capitalizing on the basic concept of a source-based approach that words have “natural” connections to each other, the Nilsens provide ample applications to demonstrate how these words can be taught through what are variously called gestalts, webs, or ladders.

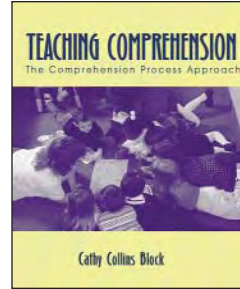


**Making Nonfiction and Other Informational Texts Come Alive: A Practical Approach to Reading, Writing, and Using Nonfiction and Other Informational Texts Across the Curriculum**

**Kathy Pike, G. Jean Mumper**

©2004 • 224 pp • \$25.60  
0205366090 / 9780205366095

Offering a fresh approach, this much-needed book mirrors the features that are traditionally found in nonfiction texts—illustrations, diagrams, insets, boxed materials—to help clarify and explain the concepts being presented. This book includes a wealth of nonfiction titles that teachers can readily use effectively in a balanced literacy program.

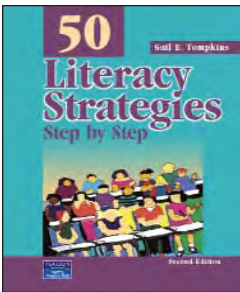


**Teaching Comprehension: The Comprehension Process Approach**

**Cathy Collins Block**

©2004 • 264 pp • \$54.60  
0205324479 / 9780205324477

Renowned scholar Cathy Collins Block takes on the challenging task of providing what every student needs to know about teaching comprehension, in a concise manner. This book is packed with innovative lessons and approaches based on the latest developments in research-based practices. Designed to suit the reader's individual needs, each chapter ends with a complete lesson plan that can be implemented in classrooms with a wide range of student reading ability levels.



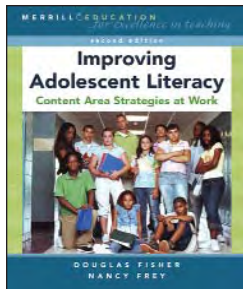
**50 Literacy Strategies: Step By Step, 2/E**

**Gail E. Tompkins**

©2004 • 128 pp • \$30.00  
013112188X / 9780131121881

In the revised second edition of this conveniently organized resource, one of today's leading literacy and language arts authors provides step-by-step instructions for using fifty research based, classroom tested literacy strategies. Many new

instructional strategies such as interactive writing, story retelling, and word sorts have been included. These strategies encompass reading, writing, listening, speaking, and visualizing—and for each, supportive material helps classroom teachers decide the when, why, and how of optimal use.



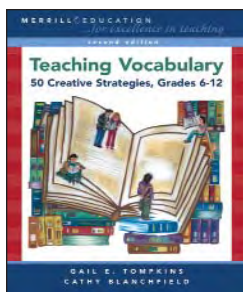
### Improving Adolescent Literacy: Content Area Strategies at Work, 2/E

**Douglas Fisher, Nancy Frey**

©2008 • 240 pp • \$27.00  
0132368765 / 9780132368766

This straight-forward, affordable book provides classroom-proven strategies to improve middle and secondary students' comprehension of content area texts. Each

chapter opens with a vignette from actual classrooms, offering a glimpse into a middle or secondary classroom, and presenting the chapter's instructional strategy within content area teaching. These scenarios are followed by a research-based rationale for each strategy, an in-depth look at implementing the strategy, and examples of each strategy across the curriculum.



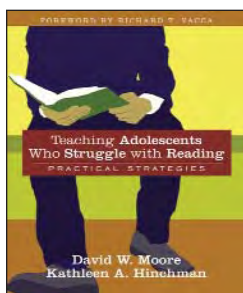
### Teaching Vocabulary: 50 Creative Strategies, Grades 6-12, 2/E

**Gail E. Tompkins, Cathy Blanchfield**

©2008 • 192 pp • \$27.00  
0132405032 / 9780132405034

This book fills the gap for specific learning needs. It is an entire volume devoted to the time-tested, classroom-proven ideas that really work with elementary, middle, and

high school students—including ESL and other students who have a limited vocabulary and few literacy skills. Each strategy has been successfully used by master teachers who participate in the San Joaquin Valley Writing Project, and authentic student feedback is included.



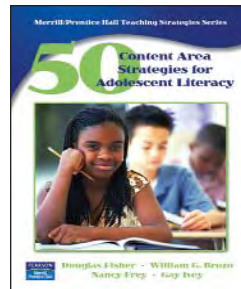
### Teaching Adolescents Who Struggle with Reading: Practical Strategies

**David W. Moore, Kathy Hinchman**

©2006 • 224 pp • \$29.99  
0205466060 / 9780205466061

Respected authors David Moore and Kathleen Hinchman provide sound advice on how to address the fundamentals of teaching adolescents. This affordable, long-

awaited book is a practical, down-to-earth guide written in easy-to-read prose. Ideal for today's busy teachers, it emphasizes the important preliminary steps to take during the first few days and weeks of class. In an era of teacher shortages, this book is a welcome addition and a must-have for people entering the profession with abbreviated preparation and who are, for the first time, encountering adolescents who struggle with literacy.



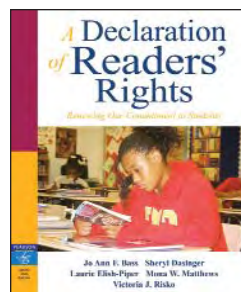
### 50 Content Area Strategies for Adolescent Literacy

**Douglas B. Fisher, William G. Brozo, Nancy Frey, Gay Ivey**

©2007 • 156 pp • \$18.00  
0131745441 / 9780131745445

From some of the best-known authors in the field comes a book that provides teachers with practical information about improving students reading, writing, and oral language development. Examples from

science, social studies, English, math, visual and performing arts, and core electives ensure that all middle and high school teachers will find useful ideas that they can implement immediately. This book provides readers with examples of fifty evidence-based instructional strategies that can be used across content areas to ensure that reading and writing occur in all classes.



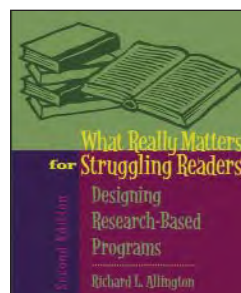
### A Declaration of Readers' Rights: Renewing Our Commitment to Students

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

©2008 • 192 pp • \$29.99  
0205499791 / 9780205499793

Often school literacy programs fall short of properly supporting preadolescents and adolescents' literacy development. In *A*

*Declaration of Readers' Rights*, this dynamic author team presents a research-based "rights" framework that addresses ten key rights for improving literacy development among adolescents. This user-friendly book outlines a step-by-step plan and offers very specific recommendations and implementation strategies for secondary teachers that go far beyond where other books stop.



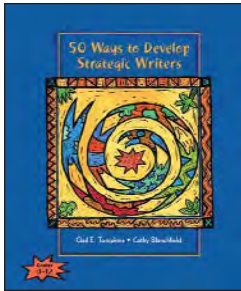
### What Really Matters for Struggling Readers: Designing Research-Based Programs, 2/E

**Richard L. Allington**

©2006 • 216 pp • \$32.99  
0205443249 / 9780205443246

The Second Edition of *What Really Matters for Struggling Readers* continues to focus on helping teachers design reading remediation and intervention programs around well-

established reality- and research-based components framing them within the confines of the No Child Left Behind Act. Nationally recognized scholar and author Dick Allington offers easy-to-understand interpretations of research that support three important principles of effective instructional design and shows teachers how to use a variety of best practices with children who are struggling readers.



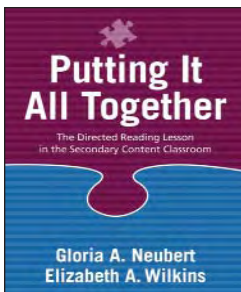
## 50 Ways to Develop Strategic Writers

**Gail E. Tompkins  
Cathy Blanchfield**

©2005 • 176 pp • \$22.00  
0131197908 / 9780131197909

With contributions from master teachers under the guidance of Gail Tompkins, Director of the San Joaquin Valley Writing Project, this book provides clear, step-by-step descriptions of 50 effective, proven

strategies for helping learners in Grades 4-12 become competent strategic writers. Instructions for each strategy are shared by mentoring teachers who work in schools where the school population is 92% English Language Learners. These strategies will enable novice teachers to easily and quickly recreate the lessons and adapt them for many grade and ability levels.



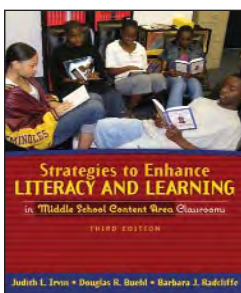
## Putting It All Together: The Directed Reading Lesson in the Secondary Content Classroom

**Gloria A. Neubert  
Elizabeth A. Wilkins**

©2004 • 256 pp • \$35.20  
0205343848 / 9780205343843

This book uses a unique model-analysis-application approach. It begins with authentic lesson plans designed by real secondary teachers to teach content with

supportive reading strategies. Through an inductive approach, participants read four sample lesson plans—art, science, English and one in their content area in order to discern the parts of the Directed Reading Lesson. Once readers understand what the end product—the lesson plan format—looks like, each step of the Directed Reading Lesson is explicated for the “what, why, and how.”



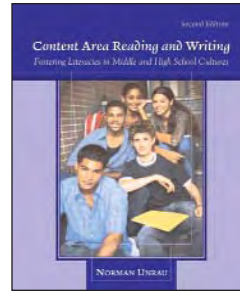
## Strategies to Enhance Literacy and Learning in Middle School Content Area Classrooms, 3/E

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

©2007 • 272 pp • \$49.99  
0205360610 / 9780205360611

The third edition of this unique book has been thoroughly updated to include the

most current research in the field of Middle School Literacy. Unlike most books that ignore the middle school reader, this book addresses the issues that affect middle school students and teachers and their experiences with literacy instruction. Readable and teacher friendly, this book provides not only a strong research base, but also practical teaching strategies for teachers in all of the content areas.



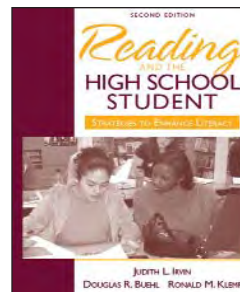
## Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures, 2/E

**Norman Unrau**

©2008 • 480 pp • \$80.00  
0132298546 / 9780132298544

Through this strategy-driven, theory-based book, content-area teachers gain a thorough understanding of the fundamental role that

reading and writing play in content-area learning. Unique to this book is the attention paid to helping teachers understand how the high school cultures students belong to affect their view of literacy and learning. The author effectively guides readers to ways they can identify and address school cultures and make literacy in content learning relevant to students.



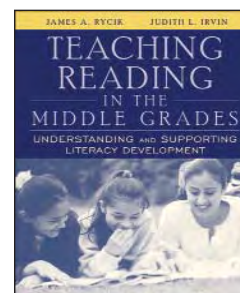
## Reading and the High School Student: Strategies to Enhance Literacy, 2/E

**Judith L. Irvin, Douglas R. Buehl,  
Ronald M. Klemp**

©2007 • 256 pp • \$48.99  
0205489397 / 9780205489398

This Second Edition delivers a concise and balanced introduction to literacy topics surrounding high school students. The book combines a solid foundation of theory

with numerous research-based, classroom-tested learning strategies to improve reading in the content areas. In a reader and teacher friendly style, Irvin, Buehl and Klemp explore numerous timely topics in a non-threatening and non-technical manner and provide a special emphasis on the needs of the struggling reader and the English language learner.



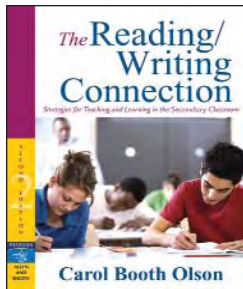
## Teaching Reading in the Middle Grades: Understanding and Supporting Literacy Development

**James A. Rycik, Judith L. Irvin**

©2005 • 240 pp • \$55.60  
0205373224 / 9780205373222

Unlike any other book, *Teaching Reading in the Middle Grades* provides a balanced readable analysis of recent documents

developed by professional organizations, researchers, and government agencies including the National Council of Teachers of English, the International Reading Association, and the National Reading Panel that articulate standards for proficient reading performance and for effective instruction and reflects on how these standards provide a useful synthesis of current research and practice about teaching methods.



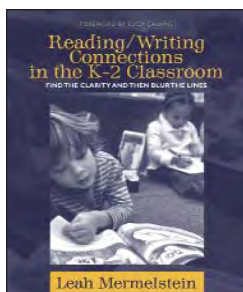
### The Reading/Writing Connection, 2/E

**Carol Booth Olson**

©2007 • 432 pp • \$33.99  
0205494730 / 9780205494736

This book will undoubtedly become a classic in the field. Well-respected author Carol Booth Olson extends far beyond most books intended for teachers of language arts by integrating reading and writing in creative, theory-based ways.

Lauded by students and professors as a clear and straight-forward book, this Second Edition includes plenty of material about teaching the writing process and responding to literature, and provides examples of lessons that help students learn specific strategies. The new edition has a larger size to make it even more accessible for in-service teachers.



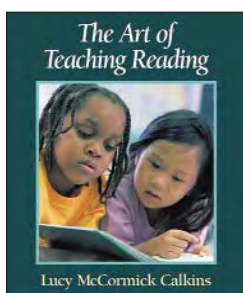
### Reading/Writing Connections in the K-2 Classroom: Find the Clarity and Then Blur the Lines

**Leah Mermelstein**

©2006 • 240 pp • \$26.99  
0205412777 / 9780205412778

The book is filled with practical classroom strategies based on both theory and research. Focused on the goal of understanding the relationship between

reading and writing, the book demonstrates how to move students between the two to become more skillful readers and writers. In three parts, the book explores the essential understandings needed to use the reading/writing connection; demonstrates how planning helps to use the reading/writing connection; and outlines teaching strategies to use the connection to strengthen your everyday encounters with students.



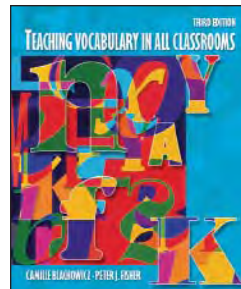
### The Art of Teaching Reading

**Lucy McCormick Calkins**

©2001 • 592 pp • \$40.99  
0321080599 / 9780321080592

Written in 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 long awaited book offers a compelling overview of the methods, insights and day-to-day classroom practices which have

helped hundreds of teachers do more in the teaching of reading than most dreamt possible. This is the story of brilliant teachers whose children learn to read with eagerness and to talk and write in stunning ways about their reading.



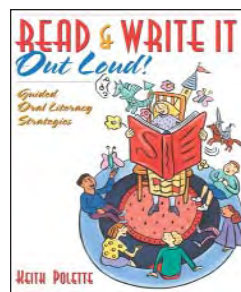
### Teaching Vocabulary in All Classrooms, 3/E

**Camille Blachowicz, Peter J. Fisher**

©2006 • 264 pp • \$30.00  
0131198033 / 9780131198036

This book is written for teachers of all grade levels and in all content areas who recognize the importance of vocabulary development but aren't sure what to do with it in the classroom. It is also written for teachers who have a sense of direction but who want

some new, classroom-tested strategies to renew their curriculum. Also explored in the third edition are independent means of learning vocabulary, such as using metacognitive and contextual cues. Features include greater attention to the ELL student and an added chapter on spelling and word structure.



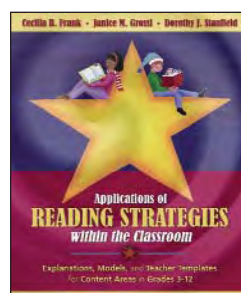
### Read & Write It Out Loud! Guided Oral Literacy Strategies

**Keith Polette**

©2005 • 144 pp • \$26.99  
0205405657 / 9780205405657

This new book acknowledges the need to explicitly demonstrate how to teach children to become effective oral readers by covering all aspects of literacy—listening, reciting, reading, and writing. It emphasizes the reason for teaching children how to

recite (read aloud) effectively and how to write their own works for recitation. *Read & Write It Out Loud* presents a lively narrative, clear organization, exceptional pedagogy and special features that bring reading aloud to life for teachers.



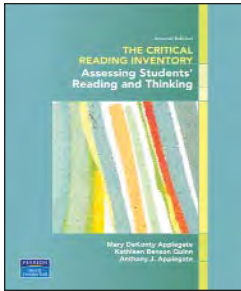
### Applications of Reading Strategies within the Classroom

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

©2006 • 256 pp • \$29.99  
0205456030 / 9780205456031

Written in a 'teacher-friendly' voice, this manual provides the models and templates for teachers to use in planning lessons on effective learning strategies for students to

understand content level materials. In a non-threatening manner, this book offers a concise yet complete review of the research supporting each of the strategies so that they can be used by teachers and administrators working with federal programs such as No Child Left Behind, Reading First, Title I, ESL programs, as well as IEP, resource and challenged learners. In addition, every chapter contains a brief review of research that supports the use of strategies for each area of comprehension.



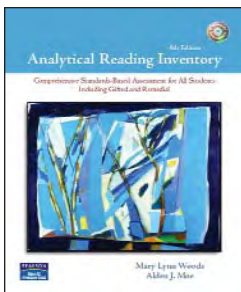
## The Critical Reading Inventory: Assessing Student's Reading and Thinking, 2/E

**Mary D. Applegate, Kathleen B. Quinn, Anthony J. Applegate**

©2008 • 304 pp • \$45.00  
0131589253 / 9780131589254

*The Critical Reading Inventory* has been developed to meet the needs of teachers and reading specialists who believe that assessment is not complete without some

measure of the reader's ability to respond thoughtfully to text. Instructions for administering, scoring and interpreting the CRI are compact, clear and reader-friendly. Since these instructions are accompanied by case studies, tutorials and video demonstrations, the CRI becomes highly accessible to both novices and experts in reading assessment.



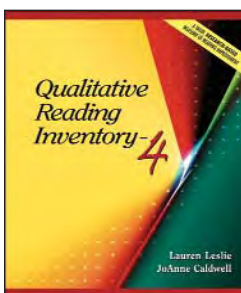
## Analytical Reading Inventory: Comprehensive Standards-Based Assessment for all Students including Gifted and Remedial

**Mary Lynn Woods, Alden J. Moe**

©2007 • 288 pp • \$46.95  
013172343X / 9780131723436

*Analytical Reading Inventory* is a thorough diagnostic reading inventory with clear

step-by-step instructions for test administration. This instrument can be used to measure the reading progress of typical, remedial, and gifted readers. The *Analytical Reading Inventory* comes with a *Readers' Passages* booklet and two CDs. One CD walks listeners through a case study, while the second CD supports students' use of a study guide packet.



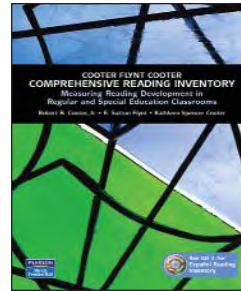
## Qualitative Reading Inventory-4, 4/E

**Lauren Leslie, JoAnne Caldwell**

©2006 • 496 pp • \$53.99  
0205443273 / 9780205443277

One of the keys to the success of the *QRI-4* is that it contains narrative and expository passages at each pre-primer through high school level. All are self-contained selections highly representative of the structure and topic of materials found in basal readers and

content-area textbooks. At the same time, it provides graded word lists and numerous passages designed to assess the oral reading, silent reading, or listening comprehension of a student as well as questions to assess prior knowledge. Instructors can measure comprehension by retelling passages, implicit and explicit questions, and other devices.



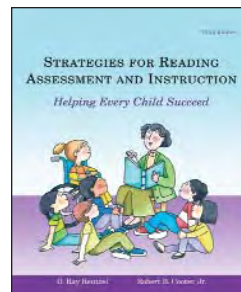
## Cooter/Flynt/Cooter Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms

**Robert B. Cooter, Jr., E. Sutton Flynt, Kathy Cooter**

©2007 • 408 pp • \$46.95  
0131135600 / 9780131135604

Derived from the *Flynt/Cooter Classroom*

*Reading Inventory*, this informal classroom inventory offers teachers of preschool through Grade 12 the simple, straightforward miscue analysis method for assessing their students' level of competency in reading comprehension and fluency. In addition, this book offers easily administered assessment tools for discerning students' development in phonemic awareness, phonics, and vocabulary.



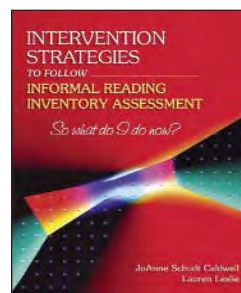
## Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 3/E

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

©2007 • 552 pp • \$65.95  
0131721453 / 9780131721456

Each strategy description in this book follows a three-part sequence including purpose, materials, and procedures. The most popular asset is the practical

intervention strategy guides called IF/THEN charts, with page references for users to refer to specific intervention strategies in the book. These charts help identify a struggling reader problem and then indicate that if a child struggles with something, the charts can be used to help remediate.



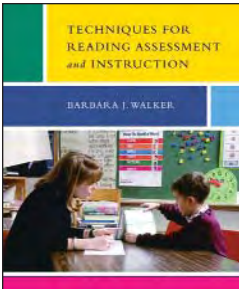
## Intervention Strategies to Follow Informal Reading Inventory Assessment: So What Do I Do Now?

**JoAnne Caldwell, Lauren Leslie**

©2005 • 208 pp • \$30.99  
0205405584 / 9780205405589

Written with the firm belief that a student's performance on an evaluation instrument should be specifically connected to

instruction in the intervention sessions that follow, this book will provide a clear understanding on how to connect assessment and instruction and specifically to tie informal reading inventory assessment and intervention instruction together. Arguing that there is a disconnect between the assessment of reading and the design of instructional activities to improve it, renowned authors of the *Qualitative Reading Inventory*, JoAnne Caldwell and Lauren Leslie, discuss how this disconnect stands in the way of implementing effective programs for struggling readers.



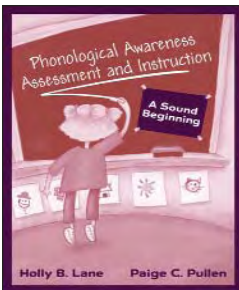
### Techniques for Reading Assessment and Instruction

**Barbara J. Walker**

©2005 • 240 pp • \$22.50  
0131913603 / 9780131913608

This brief, practical book offers teachers all of the essential tools for determining and addressing the needs of K-12 students who find reading a difficult and challenging endeavor. The author offers myriad ways to address the diversity in learning styles

exhibited by today's multifaceted student population. The first half of the book explores the role of the reading teacher and ways to gather and analyze assessment data; the second half sets out detailed descriptions and step-by-step procedures for 55 instructional techniques proven to turn struggling readers into successful ones.



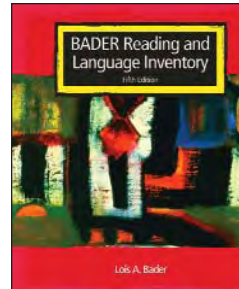
### Phonological Awareness Assessment and Instruction: A Sound Beginning

**Holly B. Lane, Paige C. Pullen**

©2004 • 176 pp • \$29.00  
0205392342 / 9780205392346

Full of hands-on phonological awareness activities, *Phonological Awareness Assessment and Instruction: A Sound Beginning* gives you the tools to assess phonological

awareness at the word, syllable, onset-rime, and phoneme levels. Corresponding activities are then designed to enhance the development of awareness at each of these levels. Including a concise explanation of phonological awareness and a summary of recent research, the book describes the relationship between phonological awareness and learning to read. You can implement these activities in classrooms from pre-school through second grade and collect data to measure the progress of your children as they learn.



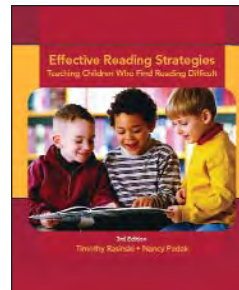
### Reading & Reader Passages & Reading & Language Inventory Pkg., 5/E

**Lois A. Bader**

©2005 • 192 pp • \$46.95  
013154523X / 9780131545236

The most comprehensive assessment tool of its kind, this diagnostic battery of tests is easy for busy K-12 teachers to administer and to interpret. The inventory measures

both literacy and pre-literacy development and is simple and straight forward to administer. The test battery includes student interest inventories, graded word lists, tests for phonemic awareness and phonics, reader's passages for determining reading and listening levels, measures for oral language, visual and auditory discrimination, and writing and arithmetic subtests.



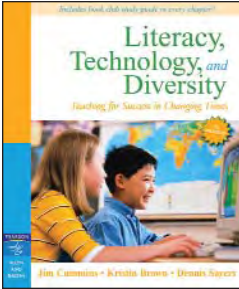
### Effective Reading Strategies: Teaching Children Who Find Reading Difficult, 3/E

**Timothy Rasinski, Nancy Padak**

©2004 • 400 pp • \$48.00  
0131121863 / 9780131121867

With its clear focus on intervention, this book offers prospective teachers tried-and-true instructional strategies and interesting activities to develop and strengthen the

reading skills of children who find reading difficult, whatever the reason. The authors have grouped strategies around key reading instruction areas: phonemic awareness, decoding, fluency, vocabulary, and comprehension. They show students how to generalize strategies for use in a variety of settings with diverse pupil populations, how to combine and modify strategies to fit specific needs and particular curriculums, and how to create entirely new instructional packages to meet desired goals.



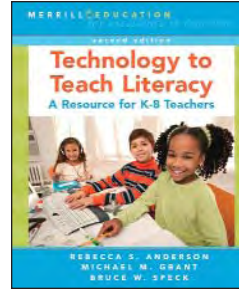
## **Literacy, Technology, and Diversity:** Teaching for Success in Changing Times

**Jim Cummins, Kristin Brown, Dennis Sayers**

©2007 • 288 pp • \$36.99  
020538935X / 9780205389353

Authored by some of the most respected researchers in the field today, this book reflects on the idea that great expectations are achievable through educational projects

that foster academic growth, with classroom diversity and technology as catalysts for deeper learning, and that a narrow focus on grade expectations yields superficial results. Arguing that today's learning principles need to incorporate the core values of community learning, critical pedagogy, multilingualism, anti-racist education, high academic standards, and technological fluency, the authors provide a thought-provoking introduction into these learning principles that will inspire the life-long learning of students.



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

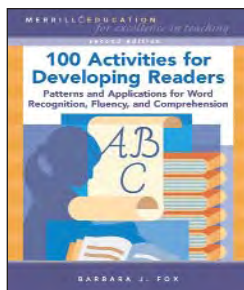
**Rebecca S. Anderson, Michael M. Grant, Bruce W. Speck**

©2008 • 312 pp • \$22.00  
0131989758 / 9780131989757

This book is designed to provide teachers with an array of computer tools to promote reading, writing, and critical thinking in their classrooms. It covers the major concerns K-8 teachers face as they integrate

computer technology into their classrooms and provides numerous suggestions for applying the ideas described in the book in real classrooms. The discussion of literacy topics and pedagogy is grounded in research literature, best practice for teaching, and current successful technology integration strategies.

# LITERACY

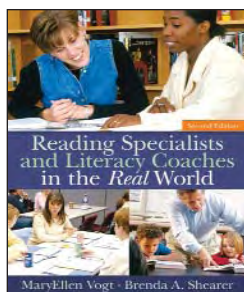


## 100 Activities for Developing Fluent Readers: Patterns and Applications for Word Recognition, Fluency, and Comprehension, 2/E

**Barbara J. Fox**

©2008 • 244 pp • \$27.00  
0131561324 / 9780131561328

This book offers readers a plethora of activities for teaching the five components of a good reading program: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Unlike other books that describe a series of activities without any clear point, each chapter in this book explains how activities contribute to fluent reading. New and practicing teachers will find an overview of what each component looks like from a classroom perspective, and provides suggestions for informal assessment.

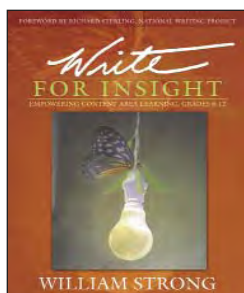


## Reading Specialists and Literacy Coaches in the Real World, 2/E

**MaryEllen Vogt, Brenda A. Shearer**

©2007 • 352 pp • \$48.99  
0205494714 / 9780205494712

This unique book is designed to prepare reading specialists and literacy coaches to implement reading programs at the school and district level. The book includes both theoretical and practical information about the varied roles of reading specialist and literacy coaches, including: teacher and diagnostician, intervention provider, curriculum designer, professional developer, coach/ mentor/supervisor, literacy program evaluator, action researcher, and literacy leader.

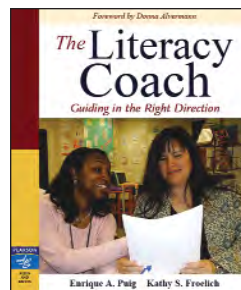


## Write For Insight: Empowering Content Learning, Grades 6-12

**William J. Strong**

©2006 • 208 pp • \$29.99  
0205412831 / 9780205412839

Prompted by the “near-total neglect of writing” in content areas outside English, Bill Strong explores and answers the question ‘why writing matters.’ At a time when more emphasis is being placed on middle and secondary students and when writing tests have been added to the new ACT and SAT assessments, *Write for Insight* is ideal for teachers seeking a flexible and inspiring book to increase students’ motivation and to enhance long-term learning across the middle and high school grades. Arguing that writing is a powerful learning tool in all content areas, Strong utilizes note-taking, drawing, summarizing, brainstorming, and metaphor-building to help students collect notes, plan future action, frame questions, monitor their own learning, and engage in a rich array of imaginative and cognitive tasks.

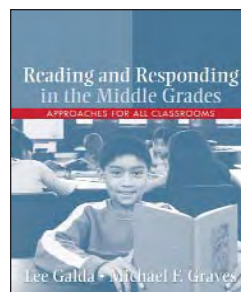


## The Literacy Coach: Guiding in the Right Direction

**Enrique A. Puig, Kathy S. Froelich**

©2007 • 144 pp • \$32.99  
0205491677 / 9780205491674

*The Literacy Coach* investigates literacy coaching from an ethnographic perspective by taking a view of professional development on a continuum of coaching. Written in a conversational format, applications scenarios, and discussion questions provide readers ideas, schedules, and guiding principles to support current literacy coaches and future literacy coaches. Readers are given observation protocols and broad coaching categories to economize on time and attention during a busy school day.

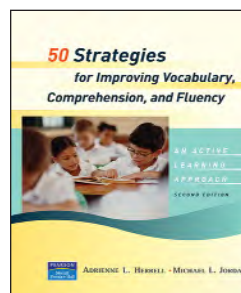


## Reading and Responding in the Middle Grades: Approaches for All Classrooms

**Lee Galda, Michael F. Graves**

©2007 • 304 pp • \$47.20  
0205491227 / 9780205491223

The authors of this book, one a leading scholar in children’s and adolescent literature and the other a leading scholar in reading education, emphasize the relevance of giving equal attention to both cognitive and affective factors. Through a clear and friendly writing style Lee Galda and Mike Graves carefully analyze and describe the unique characteristics of middle-grade students and their learning, give equal attention to the cognitive-constructivist view of reading familiar to reading educators and the transactional theory and reader response theory familiar to literary scholars.

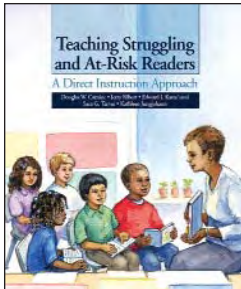


## 50 Strategies for Improving Vocabulary, Comprehension and Fluency, 2/E

**Adrienne L. Herrell  
Michael L. Jordan**

©2006 • 264 pp • \$29.95  
0131712055 / 9780131712058

This book offers a practical approach of step-by-step instructional procedures for developing key literacy skills. Each strategy is supported by an authentic classroom example. An additional example of each strategy is provided on the free CD that accompanies the book. These teaching examples clearly identify how to implement the strategy and adapt its use to fit the needs of learners in a primary/elementary and then a middle/secondary classroom.



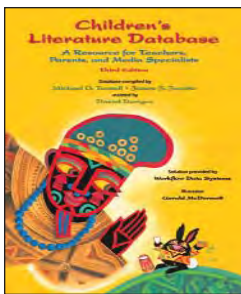
## Teaching Struggling and At-Risk Readers: A Direct Instruction Approach

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

©2006 • 256 pp • \$24.95  
0131707329 / 9780131707320

This book is designed to provide specific information to assist educators in being effective teachers of reading with all their

students. The authors' main purpose is to empower teachers by providing them with specific suggestions for problems they likely will encounter in today's classrooms. Organized into three parts, the book offers valuable information on incorporating instructional design and delivery principles into daily instruction for students at the beginning and primary stages of reading.



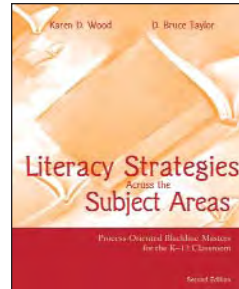
## Children's Literature Database and Booklet, 3/E

**Michael O. Tunnell, James S. Jacobs, Daniel L. Darigan**

©2005 • \$20.99  
0131199315 / 9780131199316

*The Children's Literature Database* contains more than 15,000 titles for young readers selected from many awards lists, "best book" compilations, recommended lists, lists of "classics," and our own reading

experiences. More than 80 awards are included in the database: national awards presented by various library and educational organizations, awards decided by children, as well as many international awards. Any time you need a reading list catered to one child, a group of related books for a classroom of students at different developmental levels, or a set of titles appropriate to connect to a unit you're teaching, you will find what you need on this CD.



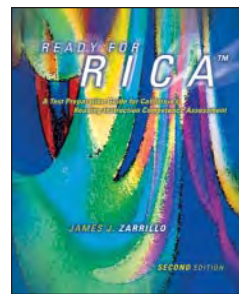
## Literacy Strategies Across the Subject Areas, 2/E

**Karen D. Wood, D. Bruce Taylor**

©2006 • 128 pp • \$29.20  
0205437125 / 9780205437122

Typical product-oriented workbooks offer little guidance or explanation to students or teachers. In *Literacy Strategies Across the Subject Areas*, teachers are shown numerous K-12 instructional strategies for engaging students using blackline masters. The

masters serve as a vehicle for aiding the learning process and are based on current research and theory that is the foundation of each of the process-oriented strategies.



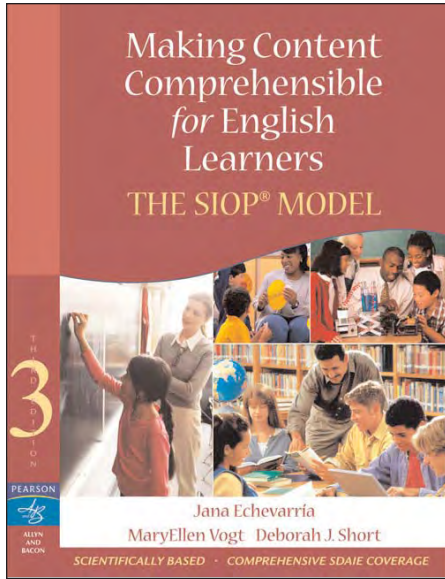
## Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment, 2/E

**James Zarrillo**

©2005 • 176 pp • \$14.00  
013117360X / 9780131173606

This inexpensive paperback offers teachers all of the information they need to pass the written version of California's Reading

Instruction Competence Assessment (RICA) examination. Intended for students who are currently taking or have already taken their reading methods courses, this book offers a comprehensive review of all thirteen of the content areas that the RICA tests, along with a sample test, with answers, for practice.



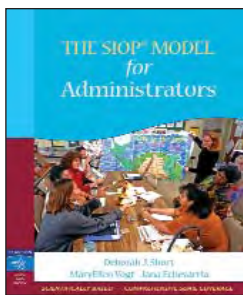
## Making Content Comprehensible for English Learners: The SIOP Model, 3/E

**Jana Echevarria, MaryEllen Vogt, Deborah J. Short**

© 2008 • 288 pp • \$44.99 • 0205518869 / 9780205518869

Introducing the NEW edition of *Making Content Comprehensible for English Learners: The SIOP Model* now packed with new research findings and studies on the SIOP model. Jana, MaryEllen, and Debbie present a coherent, specific, field-tested model of sheltered instruction that specifies the features of a high quality sheltered lesson that teaches content material to English learners.

Each of the 30 items is illustrated through vignettes with “best” lessons and “use tomorrow” activities. The authors also address various implementation issues and provide suggestions for success as well as how to incorporate technology into the SIOP. In addition, a ground-breaking CD-ROM offers teachers video clips, interviews of the authors, and reproducible worksheets and lessons perfect for any grade level or content area!

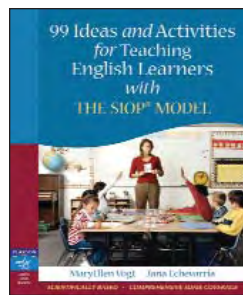


## 99 Ideas and Activities for Teaching English Learners with the SIOP Model

**MaryEllen Vogt  
Jana Echevarria**

©2008 • 208 pp • \$34.99  
0205521061 / 9780205521067

*99 Ideas and Activities for Teaching English Learners with the SIOP Model* presents 99 research-based, SIOP-tested techniques for lessons correlated to the eight SIOP components. All promote student-to-student and teacher-to-student interaction and involvement, so necessary for English language acquisition and content development.

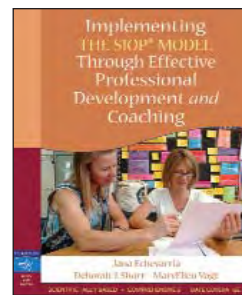


## The SIOP Model for Administrators

**Deborah J. Short  
MaryEllen Vogt  
Jana Echevarria**

©2008 • 256 pp • \$39.99  
0205521096 / 9780205521098

*The SIOP Model for Administrators* guides administrators on how to verify the proper implementation of the SIOP model. It provides a clear overview and presents how to accurately assess their teachers' training and implementation.

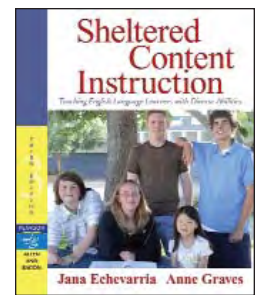


## Implementing the SIOP Model Through Effective Professional Development and Coaching

**Jana Echevarria, Deborah J. Short, MaryEllen Vogt**

©2008 • 208 pp • \$45.99  
0205533337 / 9780205533336

*Implementing the SIOP Model Through Effective Professional Development and Coaching* addresses the “how” and the “why” of incorporating the SIOP Model into school curricula. It's an indispensable resource for K-12 teachers, professional development coordinators, and coaches.

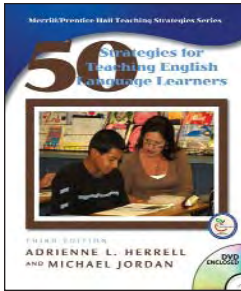


## Sheltered Content Instruction: Teaching English Language Learners with Diverse Abilities, 3/E

**Jana Echevarria  
Anne Graves**

©2007 • 208 pp • \$36.99  
0205493254 / 9780205493258

Unlike any other book on the market, this popular book focuses on using sheltered instruction with students of varying abilities, making it a unique tool for teachers. Renowned authors Jana Echevarria and Anne Graves address the important overlap between sheltered instruction and special education adaptations.



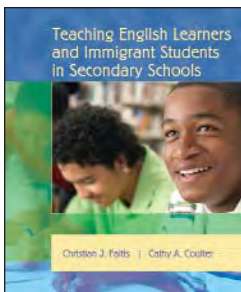
## Fifty Strategies for Teaching English Language Learners, 3/E

**Adrienne L. Herrell  
Michael L. Jordan**

©2008 • 335 pp • \$33.00  
013199266X / 9780131992665

This book includes a rich assortment of practical features to support teachers as they meet some of the more daunting challenges of the 21st century classroom. All of the

strategies in this book are aligned to the TESOL standards and have been field-tested in diverse classrooms. Each strategy includes a brief explanation, step-by-step instructions in how to plan and use the strategy and two classroom scenarios demonstrating how the strategy can be adapted for different grade levels and content areas.



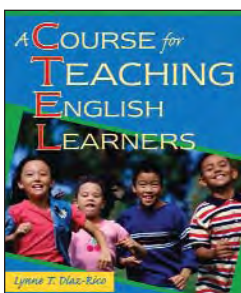
## Teaching English Learners and Immigrant Students in Secondary Schools

**Christian J. Faltis, Cathy A. Coulter**

©2008 • 192 pp • \$24.00  
0131192418 / 9780131192416

Written for traditional, non-ESL classroom teachers, this is the most up-to-date book on teaching secondary English learners and newcomer immigrant students in the

content areas. Teachers will find it filled with practical, research-based approaches and strategies based in recent sociocultural theories on teaching and learning. It is organized around five principles known as Commitments in Practice and emphasizes engaging English learners in academic communities of practice.



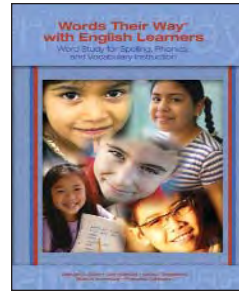
## A Course for Teaching English Learners

**Lynne T. Diaz-Rico**

©2008 • 400 pp • \$65.60  
0205510507 / 9780205510504

*A Course for Teaching English Learners* ensures that teachers are adequately prepared to work with English language learners by offering in a single volume a wealth of background principles underlying the cultural, linguistic, and sociocultural

contexts and foundations of learning and by providing a comprehensive framework that doesn't only focus on reading and writing. Unlike other books, the CTEL Handbook provides a flexible, comprehensive underlying framework that outlines both psychological and sociocultural contexts for English language acquisition and structured content delivery across the elementary, middle school, and high school grades.



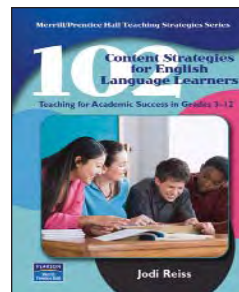
## Words Their Way with English Learners: Word Study for Spelling, Phonics, and Vocabulary Instruction

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

©2007 • 384 pp • \$37.95  
0131915673 / 9780131915671

With this book, you can evaluate students'

language needs. Empower your students to grasp this 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. This book will help you build vocabulary, spelling, and word recognition skills in your English learners, giving them the foundation to master their new language.



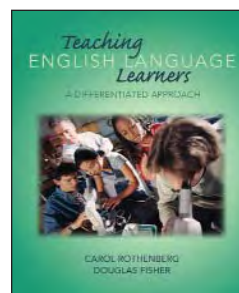
## 102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12

**Jodi Reiss**

©2008 • 256 pp • \$27.00  
0132218194 / 9780132218191

This easy-to-use resource offers 102 practical instructional and assessment strategies built on a strong foundation of

second language acquisition theories and principles that you can easily incorporate into your daily classroom instruction. All 102 strategies are concise and easy to follow with helpful guides to help you maximize your students' performance potential at every level of English language development.



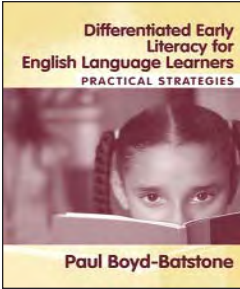
## Teaching English Language Learners: A Differentiated Approach

**Carol Rothenberg, Douglas Fisher**

©2007 • 312 pp • \$28.00  
0131704397 / 9780131704398

Are you looking for a methods book to facilitate literacy and academic development in your K-12 classroom? Building on a solid foundation in language acquisition and

learning theory, this book will show you how to examine your own practice and design lessons that consider the individual needs of English language learners and accelerate their achievement. This book is designed to help your students develop proficiency in both everyday and academic English while developing listening, speaking, reading, and writing skills. It also serves as a great guide for promoting high-level, high-quality, and high-expectation instruction with respect to language, literacy development, and academic achievement for all of your students.



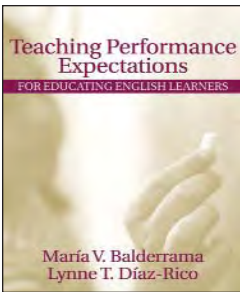
**Differentiated Early Literacy for English Language Learners: Practical Strategies**

**Paul Boyd-Batstone**

©2006 • 144 pp • \$36.99  
0205418066 / 9780205418060

Paul Boyd-Batstone draws on a wealth of classroom experience working with teachers and students to create a book that gives readers the critical information they need to

teach English language learners in an accessible format. This book is packed with strategies and activities that are directly applicable to the classroom and that focus on meeting the early literacy demands of No Child Left Behind. Early literacy strategies for English language learners are differentiated according to five levels of language proficiency.



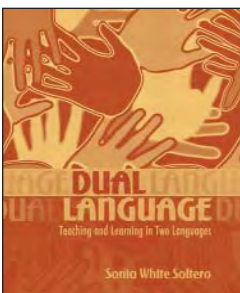
**Teaching Performance Expectations for Educating English Learners**

**Maria V. Balderrama  
Lynne T. Diaz-Rico**

©2006 • 368 pp • \$56.40  
0205422195 / 9780205422197

This timely book is designed to be a comprehensive source of teaching techniques and effective educational practices, particularly those that meet

California's standardized Teacher Performance Assessment that prospective teachers must take. This book specifically addresses those standards by presenting explicit expectations that challenge teachers in multilingual, multiethnic classrooms.



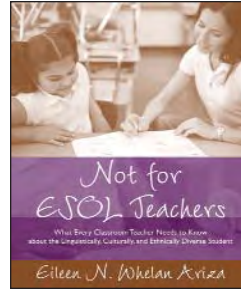
**Dual Language: Teaching and Learning in Two Languages**

**Sonia White Soltero**

©2004 • 192 pp • \$31.99  
0205343813 / 9780205343812

The ultimate practical, hands-on training guide in dual language instruction, leaves no stone unturned by directly addressing questions posed by practitioners, administrators, and parents regarding dual language fundamentals. The issues discussed

involve total immersion, and partial immersion, how the two languages should be distributed and organized, the parents' and family roles in the program, and which instructional strategies best support students' academic, linguistic and sociocultural development.



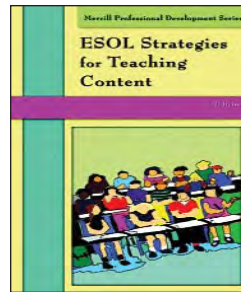
**Not for ESOL Teachers: What Every Classroom Teacher Needs to Know About the Linguistically, Culturally, and Ethnically Diverse Student**

**Eileen N. Whelan Ariza**

©2006 • 224 pp • \$28.99  
0205386903 / 9780205386901

Taking a hands-on approach to teaching English language learners, this book

provides mainstream classroom teachers with the basic understanding surrounding the teaching and learning of English language learners. Because today's classroom teachers become defacto ESL teachers as soon as they have non-native English learners in their classrooms, this book offers them the tools they need to teach the same content and curriculum to both native and non-native English speakers by presenting ways in which they can modify and adapt their instruction.



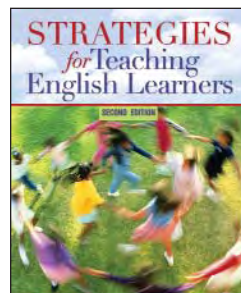
**ESOL Strategies for Teaching Content**

**Jodi Reiss**

©2005 • 112 pages • \$9.95  
0131708546 / 9780131708549

This book is designed for content area teachers in grades 3-12 who seek ways to reach and teach the English language learners in their classrooms. It is filled with detailed advice, suggestions, and guidelines of a very practical and applied nature for

teachers who would like to learn what they need to know and do.



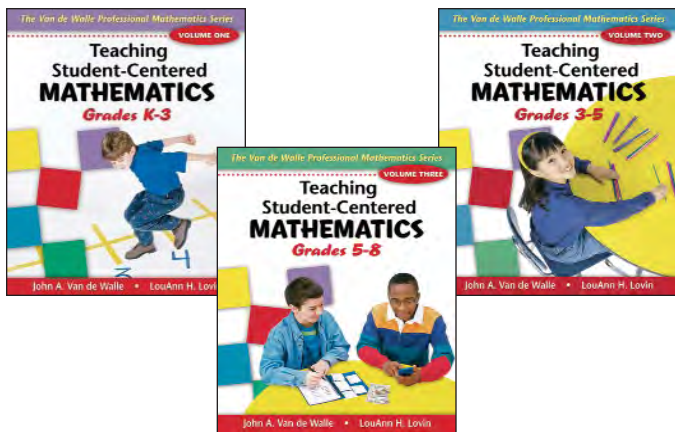
**Strategies for Teaching English Learners, 2/E**

**Lynne Diaz-Rico**

©2008 • 512 pp • \$60.40  
0205566758 / 9780205566754

This second edition continues to be a one-stop introduction to teaching English to speakers of other languages. It includes coverage of second language acquisition issues and techniques, as well as attention to such controversial topics as the influence of

culture on schooling, the cultural practices of schooling, and the sociopolitical context of education.



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

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

## Teaching Student-Centered Mathematics: Grades K-3

**John A. Van de Walle**  
**Lou Ann H. Lovin**

©2006 • 400 pp • \$32.99 • 0205408435 / 9780205408436

## Teaching Student-Centered Mathematics: Grades 3-5

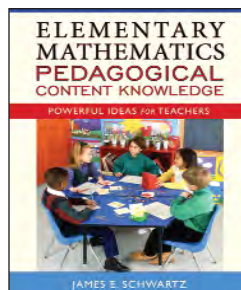
**John Van de Walle**  
**Lou Ann H. Lovin**

©2006 • 416 pp • \$32.99 • 0205408443 / 9780205408443

## Teaching Student-Centered Mathematics: Grades 5-8

**John Van de Walle**  
**Lou Ann H. Lovin**

©2006 • 400 pp • \$32.99 • 0205417973 / 9780205417971

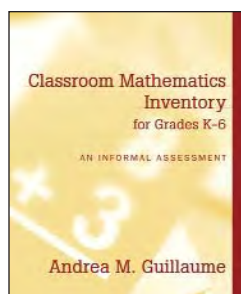


## Elementary Mathematics Pedagogical Content Knowledge: Powerful Ideas for Teachers

**James E. Schwartz**

©2008 • 368 pp • \$38.99  
0205493750 / 9780205493753

Designed to sharpen teachers' mathematics pedagogical content knowledge, the friendly writing style and vignettes relate math concepts to "real life" situations so that they may better present the content to their students. The five "powerful ideas" (composition, decomposition, relationships, representation, and context) provide an organizing framework and highlight the interconnections between mathematics topics. In addition, the book thoroughly integrates discussion of the five NCTM process strands.

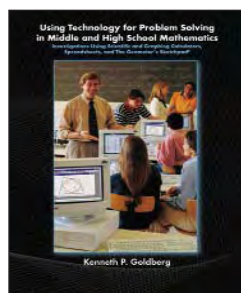


## Classroom Mathematics Inventory for Grades K-6: An Informal Assessment

**Andrea M. Guillaume**

©2005 • 304 pp • \$26.80  
020540264X / 9780205402649

Similar to an informal reading inventory, the CMI is an informal classroom assessment tool meant to spark conversations between teacher and student regarding the student's understanding, skills, and attitudes. Using scripted protocols and included manipulatives, the CMI aids teachers in determining students' performance across the strands of mathematics including: number; extended work with number; algebra; geometry; measurement; and data analysis, statistics, and probability.



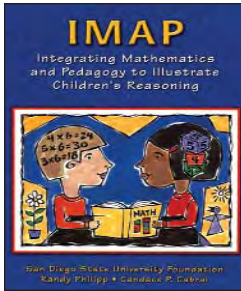
## Using Technology and Problem Solving in Middle and High School Mathematics: Investigations

**Using Scientific and Graphing Calculators, Spreadsheets, and The Geometer's Sketchpad**

**Kenneth P. Goldberg**

©2007 • 192 pp • \$22.95  
0131181815 / 9780131181816

Firmly rooted in the NCTM Principles and Standards, this book examines why technology is essential to today's mathematics classroom, and illustrates how using technology can encourage and enhance students' study and understanding of mathematics. Inquiry-based, this book provides both a five step model and twenty-three sample investigations that demonstrate how to help students become better problem solvers through the use of four types of instructional technology: the scientific calculator, the graphing calculator, spreadsheet software, and The Geometer's Sketchpad software.

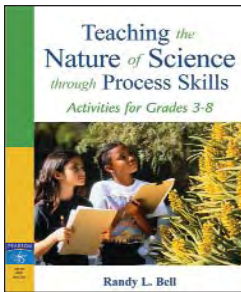


## **IMAP CD-ROM: Integrating Mathematics and Pedagogy to Illustrate Children's Reasoning**

**San Diego State University Foundation, Randy Philipp, Candace P. Cabral**

©2005 • CD-ROM • \$18.00  
0131198548 / 9780131198548

Because the instruction children find in the classroom can vary greatly from the intuitive ways individual children approach mathematics problems, getting to know the way children think mathematically can help classroom teachers better plan instruction. *IMAP* provides 25 video clips of children and adolescents from grades 1-6 illustrating how each solves a problem as they work with an independent reviewer. Vignettes include children solving problems in concrete and abstract ways.

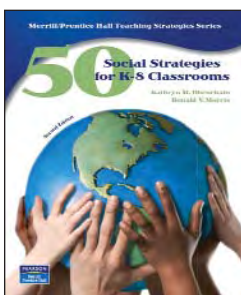


## **Teaching the Nature of Science Through Process Skills: Activities for Grades 3-8**

**Randy L. Bell**

©2008 • 224 pp • \$29.99  
0205433332 / 9780205433339

Through use of personal stories and a friendly tone, author Randy Bell links familiar process skills (like observation, inference) to key tenets of the nature of science and shows teachers how to use student-centered activities to help children in grades 3-8 understand these important, yet abstract, concepts. Each chapter provides an introductory vignette and/or overview of the topic, detailed descriptions of activities, illustrations of concepts and practical aspects of the lesson, useful teaching tips, and reproducible science notebook assignments.

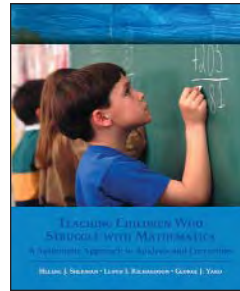


## **50 Social Studies Strategies for K-8 Classrooms, 2/E**

**Kathryn M. Obenchain  
Ronald V. Morris**

©2007 • 216 pp • \$28.00  
0131742493 / 9780131742499

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

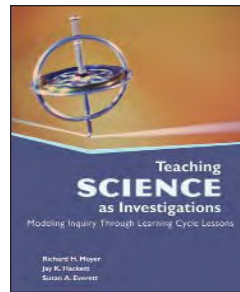


## **Teaching Children Who Struggle with Mathematics: A Systematic Approach to Analysis and Correction**

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

©2005 • 256 pp • \$29.95  
0130984639 / 9780130984630

Rich with case studies and assorted examples, this brief, targeted book is dedicated to helping teachers address the cognitive needs of children in Grades 1-6 who do not understand mathematical concepts and/or are not as skillful as they should be with those concepts. The authors present a systematic, three-step approach to assess students' math strengths and weaknesses and plan instruction accordingly.

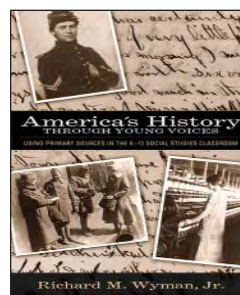


## **Teaching Science as Investigations: Modeling Inquiry Through Learning Cycle Lessons**

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

©2007 • 360 pp • \$37.95  
0132186276 / 9780132186278

This book provides an articulate and coherent sequence of science investigations addressing selected NSES Science Content Standards for grades K-4 and 5-8. Using the 5-E lesson model, each lesson is designed to guide inquiry instruction, in the true spirit of NSES. Organized to provide both content background knowledge and utilize best practice, this bank of science lessons offers a variety of grade level appropriate investigations sequentially developing students' understanding of critical science concepts.

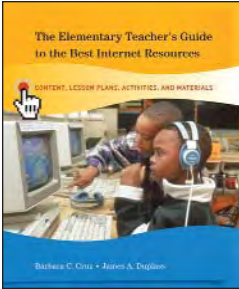


## **America's History Through Young Voices: Using Primary Sources in the K-12 Social Studies Classroom**

**Richard M. Wyman, Jr.**

©2005 • 192 pp • \$21.99  
0205395767 / 9780205395767

Children best learn history when it is presented in the form of a story. General and specific teaching activities for each primary source will assist the teacher in the effective use of these materials. American history is taught at 5th, 8th, and 11th grades in public schools. The periods of American history from which the primary sources were drawn correspond to those covered in a traditional social studies/American history class. The materials in Chapter 1 provide teachers with definitions and examples of the different types of primary sources along with instructional techniques on how to use these materials in the classroom. The national standards for Historical Thinking Skills are also introduced and discussed.



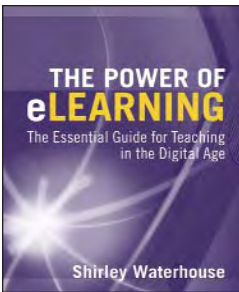
## The Elementary Teacher's Guide to the Best Internet Resources

**Barbara C. Cruz, James A. Duplass**

©2007 • 160 pp • \$19.95  
0132192705 / 9780132192705

This book offers annotated listings of websites and devotes a chapter to each content area. Preceding the content-area chapters are 4 foundational chapters

that present information on understanding Internet technology and terminology, elementary school teachers' uses of the Internet, selecting and cataloging Internet resources, and standards-based lesson planning with the Internet. Following the content-area chapters are chapters that address meeting the needs of diverse learners and Internet tools for teachers and students.



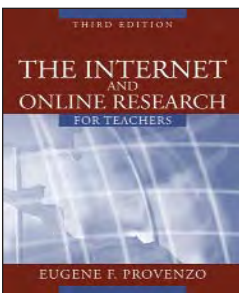
## The Power of eLearning: The Essential Guide for Teaching in the Digital Age

**Shirley Waterhouse**

©2005 • 288 pp • \$39.20  
0205375642 / 9780205375646

The power of eLearning does not come from technology alone. Rather, it is unleashed when teachers know how to use technology to create better instruction.

The focus of this book is on eLearning pedagogy. Straightforward and practical, many of the concepts are based on the common sense strategies experienced teachers discover through trial and error when using technology in the classroom.



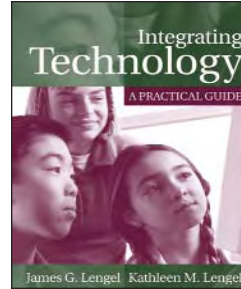
## The Internet and Online Research for Teachers, 3/E

**Eugene F. Provenzo, Jr.**

©2005 • 168 pp • \$18.80  
0205412556 / 9780205412556

By following the National Council for the Accreditation of Teacher Education (NCATE) guidelines on "Technology and the New Professional Teacher," and the International Society for the Study of Technology and Education's (ISTE)

National Standards for Teachers, the author provides a practical and engaging introduction to using the Internet and the World Wide Web. This new edition includes more discussion of doing research using online databases. This book is an ideal reference for all teachers in today's technology age—an era in which the Internet and the World Wide Web are continually redefining the ways in which students learn and teachers teach.



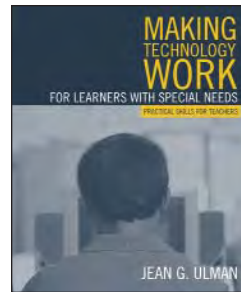
## Integrating Technology: A Practical Guide

**James G. Lengel, Kathleen M. Lengel**

©2006 • 272 pp • \$26.99  
0205459390 / 9780205459391

*Integrating Technology* was written for teachers, from elementary through university grades, who want to use technology in their teaching. It is a practical, hands-on, how-to guide that is based on the authors' decades of work

helping teachers to incorporate computers and the Internet into their work. It was designed for beginners who are just getting started and need ideas and support to move them along, as well as experienced users who need a handbook of concrete strategies and instructions for taking the next step.



## Making Technology Work for Learners with Special Needs: Practical Skills for Teachers

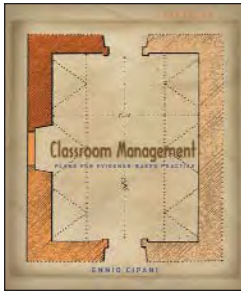
**Jean G. Ullman**

©2005 • 240 pp • \$23.80  
0205407455 / 9780205407453

*Making Technology Work for Learners with Special Needs* helps improve a teacher's computer skills with classroom-relevant hands-on exercises, provides suggestions for

using educational software and the Internet in the classroom, and helps instructors learn ways to adapt the computer and curriculum for learners with special needs.

# CLASSROOM MANAGEMENT



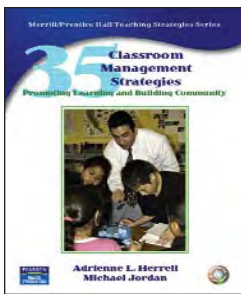
## Classroom Management for All Teachers: Plans for Evidence-Based Practice, 3/E

**Ennio Cipani**

©2008 • 216 pp • \$27.00  
0131991647 / 9780131991644

This book is based on the idea that a behavior management plan can be as effective in preventing problematic behavior as it is at managing it. The book utilizes

an evidence-based approach to problem solving and offers easy-to-implement, research-based plans for addressing problematic classroom behavior in two key areas: on-task/time assignment completion and disruption/rule violation. The author introduces a dozen behavior management plans in non-technical language.



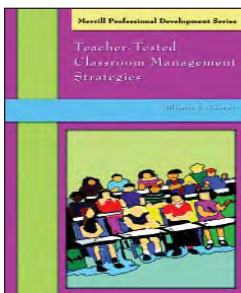
## 35 Classroom Management Strategies: Promoting Learning and Building Community

**Adrienne L. Herrell  
Michael L. Jordan**

©2007 • 256 pp • \$29.00  
0130990760 / 9780130990761

*35 Classroom Strategies: Promoting Learning and Building Community* is organized into sections related to the important themes in creating a community of learners. Within

each section, strategies are explained and steps in implementing the strategies are given. Two classroom examples are provided for each strategy in order to show how use of the strategies will differ according to the ages of the learners and the content of the curriculum.



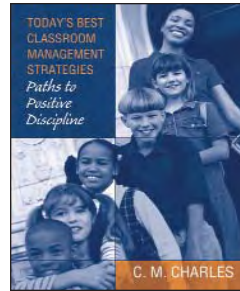
## Teacher-Tested Classroom Management Strategies

**Blossom Nissman**

©2005 • 128 pp • \$9.95  
0131708554 / 9780131708556

This booklet is designed to assist and encourage innovation in teaching and to present management methods that will give the classroom teacher the freedom to provide each child with maximum

opportunities to learn. In addition, a successful and original classroom management program is presented, providing the reader with guidelines for implementing this program.



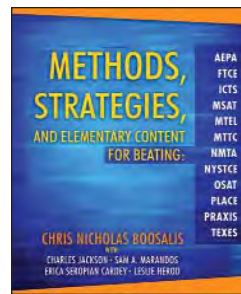
## Today's Best Classroom Management Strategies: Paths to Positive Discipline

**Carol M. Charles**

©2008 • 208 pp • \$35.91  
0205510701 / 9780205510702

The contents of this book are organized to address two major tasks that lead to highly effective discipline. The first task, which is addressed before the year or term begins

and put in place during the first week, involves initial implementation of an effective system of discipline to begin the year or term. The second task, accomplished over time after school begins, involves working with students and their parents and guardians to progressively enhance the discipline program.

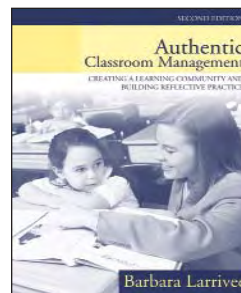


## Methods, Strategies, and Elementary Content for Beating AEPA, FTCE, ICTS, MSAT, MTEL, MTTC, NMTA, NYSTCE, OSAT, PLACE, PRAXIS, and TEXES

**Chris Nicholas Boosalis**

©2006 • 544 pp • \$29.99  
0205425607 / 9780205425600

This resource helps teachers pass the required elementary subject exams for earning a teaching credential in the following states: AZ, CO, FL, IL, MA, MI, NM, NY, OK, TX, as well as those states that require the PRAXIS I and II exams. This book has been designed to address the essential time-management methods, essay and multiple-choice strategies, and content that test takers must master in order to pass any section of the exam.



## Authentic Classroom Management: Creating a Learning Community and Building Reflective Practice, 2/E

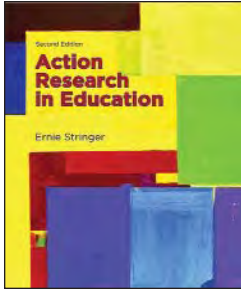
**Barbara Larrivee**

©2005 • 352 pp • \$51.00  
0205380883 / 9780205380886

This easy-to-read, practical book presents a broad theoretical background while focusing on the belief that effective

classroom management goes beyond learning discrete skills. The book promotes a multi-dimensional perspective for managing classrooms while integrating the process of becoming a reflective practitioner, prompting teachers to more successfully prepare to manage today's diverse classrooms.

## ACTION RESEARCH



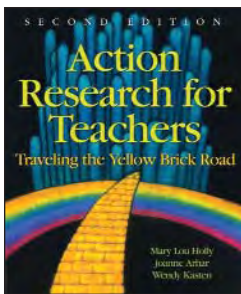
### Action Research in Education, 2/E

**Ernie Stringer**

©2008 • 288 pp • \$30.00  
0132255189 / 9780132255189

Informed by the author's years of field research, teaching, and consulting, this readable, accessible new volume will help novice researchers understand qualitative, action research. The author first defines action research and clarifies its nature,

providing a clear description of the relationship between qualitative and quantitative research. He then offers step-by-step procedures for planning, implementing, and evaluating the kind of research projects that help people use their own understanding and expertise to work systematically through a data gathering process, and, ultimately, find a solution to the problem they are investigating.



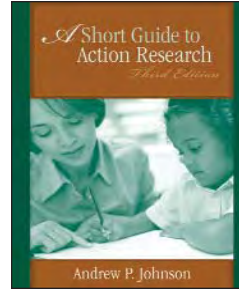
### Action Research for Teachers: Traveling the Yellow Brick Road, 2/E

**Mary Louise Holly, Joanne Arhar, Wendy C. Kasten**

©2005 • 416 pp • \$42.67  
0131185187 / 9780131185180

Appealingly styled as a “journey” on a “yellow brick road,” this compact book links all of the practical aspects of conducting action research with the

scholarly tools that support the cycle of reflective practice, thereby showing teachers how to make action research a natural part of their teaching.



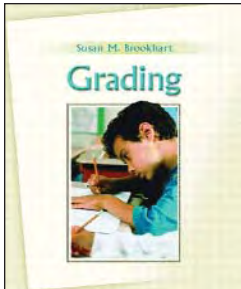
### A Short Guide to Action Research, 3/E

**Andrew P. Johnson**

©2008 • 224 pp • \$42.51  
0205509312 / 9780205509317

*A Short Guide in Action Research, Third Edition*, guides the learner through both qualitative and quantitative techniques in educational research methods and then describes all phases of the process, including selecting a topic; collecting, analyzing, and reporting data; reviewing the literature; and presenting the report.

## ASSESSMENT

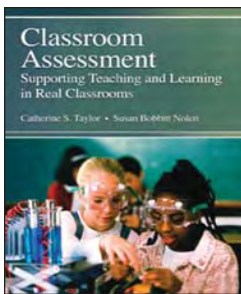


### **Grading** **Susan M. Brookhart**

©2004 • 224 pp • \$25.25  
0130423769 / 9780130423764

This straightforward book helps prospective teachers understand grading and learn to do it. Throughout the material, the focus is on explaining how grades function in schools and schooling, and on developing skills in grading work and creating report cards.

Based on current research and informed by the author's experience, the book is replete with detailed explanations, stories and illustrations, student work samples, sample report cards, and other school artifacts. After an introduction to the historical, social, legal, and psychological contexts of grading, chapters cover grading individual units of student work, followed by coverage of techniques for turning discrete grades into report-card marks.



### **Classroom Assessment:** **Supporting Teaching and Learning** **in Real Classrooms, 2/E**

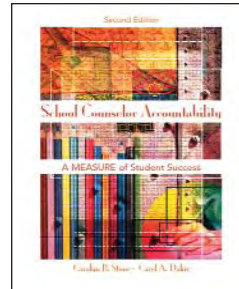
**Catherine Taylor**  
**Susan B. Nolan**

© 2008 • 448 pp • \$64.00  
0132335549 / 9780132335546

The second edition of this exceptionally lucid and practical assessment book provides a wealth of powerful concrete examples that help teachers to understand

assessment concepts and to effectively use assessment to support learning. The book offers unique coverage of ways to use assessment to support student learning across the developmental span from Kindergarten through high school. The book also provides more coverage than any other classroom assessment book of how to adapt assessment to the needs of students with disabilities and students whose first language is not English.

## COUNSELING



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

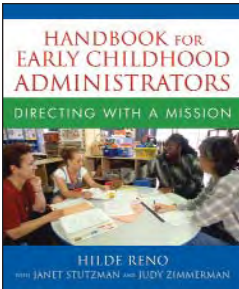
**Carolyn B. Stone, Carol A. Dahir**

©2007 • 144 pp • \$28.00  
0132232634 / 9780132232630

This book provides school counselors, counselor educators, and school administrators with the knowledge and skills to use data informed practice to

connect school counseling programs to school improvement. School counselors learn how to lead, advocate, and collaborate with colleagues for the ultimate goal of improving student achievement and student success in school. The book shows how to design and implement accountable programs and how to measure and report results. MEASURE is a tool that school counselors can use to align their work with the accountability requirements of state and national standards and of initiatives such as No Child Left Behind.

## EARLY CHILDHOOD



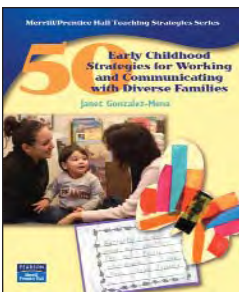
### **Handbook for Early Childhood Administrators: Directing with a Mission**

**Hilde Reno, Janet Stutzman, Judy Zimmerman**, Mailman Segal Institute

©2008 • 304 pp • \$43.99  
0205469809 / 9780205469802

This handbook invites readers to examine the many duties and responsibilities inherent in managing staff, budgets, and a quality program that conforms to all legal

and regulatory requirements. Each chapter carefully addresses one leadership or management task to provide concise, yet comprehensive coverage of every aspect of child care administration. Overall the book provides both practicing and future administrators a wealth of helpful support and resources, including forms, documents, recommended readings and websites, and reflective prompts.



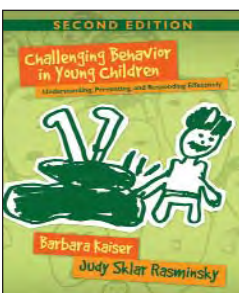
### **50 Early Childhood Strategies for Working and Communicating with Diverse Families**

**Janet Gonzalez-Mena**

©2007 • 144 pp • \$20.95  
0131888579 / 9780131888579

This practical, easy to use book presents key concepts, discusses them in research-based, accessible prose, and provides useful

strategies to facilitate communication and collaboration. The book focuses on family-centered care and education for young children and emphasizes partnering with families. Many of the strategies in this book address ideas about how to create a climate of trust by communicating in a collaborative way. The goal is to create inclusive programs that respect and honor differences in families and individuals.



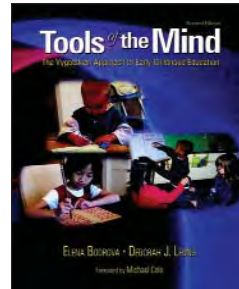
### **Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively, 2/E**

**Barbara Kaiser  
Judy Sklar Rasminsky**

©2007 • 320 pp • \$33.99  
0205493335 / 9780205493333

Making full use of Barbara Kaiser's 30 years of experience as a child care director

and teacher, the Second Edition of *Challenging Behavior in Young Children* provides an in-depth look into the latest research on understanding and preventing challenging behavior and offers practical and effective strategies for responding to it, including positive behavior support and functional assessment, as mandated by IDEA.



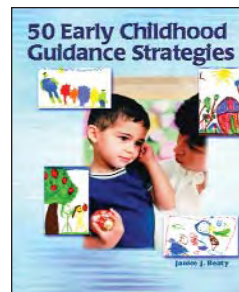
### **Tools of the Mind: The Vygotskian Approach to Early Childhood Education, 2/E**

**Elena Bodrova, Deborah Leong**

©2007 • 256 pp • \$28.00  
0130278041 / 9780130278043

As the only book of its kind, *Tools of the Mind* provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and

strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/kindergarten, and primary grades and on supporting those accomplishments, and elaborations of Vygotsky's ideas from neo-Vygotskians from Russia.



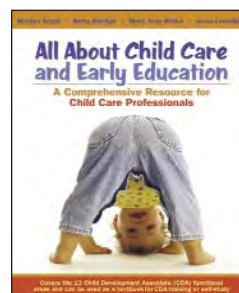
### **50 Early Childhood Guidance Strategies**

**Janice J. Beaty**

©2006 • 192 pp • \$16.51  
0131700146 / 9780131700147

This book presents an easy-to-use, easy-to-understand positive approach involving the young children themselves in eliminating their inappropriate behavior. Teachers and student teachers alike will quickly learn what to expect when children first enter the

early childhood classroom, how to assess children's behavior, how to redirect it, and how to get children involved in controlling their own actions. The 50 strategies include appropriate child behavior categories such as communicating feelings and conflict conversion, inappropriate behavior categories such as possession conflicts and power struggles, and teacher concerns such as intervention and time-out.



### **All About Child Care and Early Education: A Comprehensive Resource for Child Care Professionals**

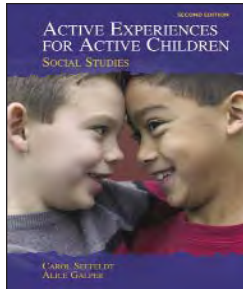
**Marilyn Segal, Betty Bardige,  
Mary Jean Woika, Jesse Leinfelder**

©2006 • 352 pp • \$44.40  
0205457894 / 9780205457892

*All About Child Care and Early Education* is a comprehensive resource for child care

practitioners—or those looking to become child care practitioners—including teachers, care givers, family child care providers, administrators, and directors. It provides practical suggestions for setting up classrooms, for developing curricula for infants, toddlers and preschoolers, for meeting children's social-emotional needs, and for working effectively with parents and staff.

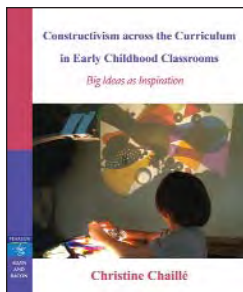
## EARLY CHILDHOOD



### **Active Experiences for Active Children: Social Studies, 2/E** **Carol Seefeldt, Alice Galper**

©2006 • 216 pp • \$25.33  
0131707485 / 9780131707481

This useful guide contains an overview of theory, many practical activities, observation forms, curriculum planning ideas and sample webs for teachers, and letters to parents for planning social studies curriculum for preschoolers and primary-grade students. Key changes include a new chapter on Different Kinds of Families, integrated social studies standards, and an emphasis on inquiry skills.

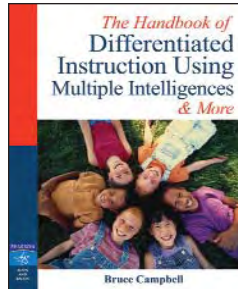


### **Constructivism across the Curriculum in Early Childhood Classrooms: Big Ideas as Inspiration** **Christine Chaillé**

©2008 • 208 pp • \$32.99  
0205348548 / 9780205348541

Former President of NAECTE and co-author of "The Young Child as Scientist," Christine Chaillé brings a Reggio Emilia inspired, fresh, friendly and innovative introduction to constructivist curriculum for educators in preschool to primary classrooms. By balancing theory and the realities of the classroom, this book helps teachers challenge themselves and their students with strategies for infusing new curriculum approaches in their classrooms without sacrificing what they need to accomplish in the process.

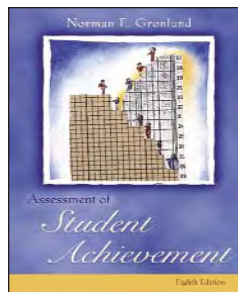
## EDUCATIONAL PSYCHOLOGY



### **The Handbook of Differentiated Instruction Using Multiple Intelligences and More** **Bruce Campbell**

©2008 • \$24.99  
0205569218 / 9780205569212

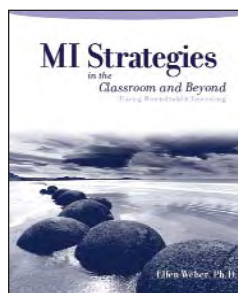
Addressing what matters most to teachers, *The Handbook of Differentiated Instruction Using Multiple Intelligences and More* combines practical applications of Gardner's "Theory of Multiple Intelligences" with differentiation so that teachers have a framework to respond to the increasing diversity of today's classrooms. Organized in a workbook style, the handbook shows teachers how to meet the needs of struggling and advanced students alike.



### **Assessment of Student Achievement, 8/E** **Norman E. Gronlund**

©2006 • 240 pp • \$52.20  
0205457274 / 9780205457274

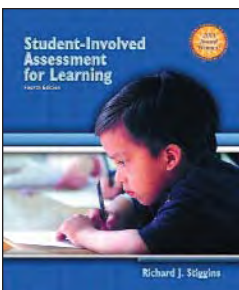
*Assessment of Student Achievement, Eighth Edition*, emphasizes that assessment is a broad term that includes testing and performance assessment, each used where it is most appropriate. Valid assessment is necessary for effective instruction with a goal of improved student learning. A portion of the book is devoted to each of the following topics: how to prepare and use classroom tests and performance assessments and how to assign grades and interpret standardized test scores to students and parents. The material is presented in an accessible, direct, and brief format.



### **MI Strategies in the Classroom and Beyond: Using Roundtable Learning** **Ellen Weber**

©2005 • 192 pp • \$32.20  
0205408257 / 9780205408252

The core theme of this book is to help teachers to develop and use a practical, five-step approach to engage students' strengths for deeper understanding in vibrant classroom communities. This book introduces practical lesson ideas from MITA's (Multiple Intelligences to Achievement) brain-based tools that help students to accomplish things they'd never accomplished before, by using parts of their brain that they never used before. The author devotes each chapter to one different and unique roundtable/cooperative setting that is marked by challenge and satisfaction.



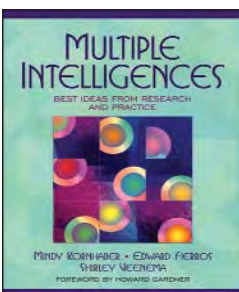
## An Introduction to Student-Involved Assessment for Learning, 5/E

**Richard Stiggins**

©2008 • 400 pp • \$64.00  
0136133959 / 9780136133957

This multiple award-winning book shows how to use assessment to accurately reflect student achievement AND how to benefit—not merely grade—student

learning. The book examines the full spectrum of assessment topics, from articulating targets, through developing quality assessments and communicating results effectively. It has an exceptionally strong focus on integrating assessment with instruction through student involvement in the assessment process.



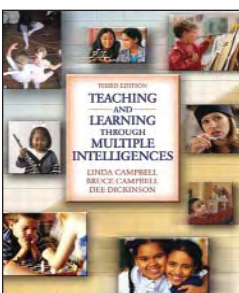
## Multiple Intelligences: Best Ideas from Research and Practice

**Mindy Kornhaber, Edward Fierros, Shirley Veenema**

©2004 • 240 pp • \$36.20  
0205342590 / 9780205342594

Based on a national investigation of more than 40 schools and on detailed case studies, this book illustrates how teachers in six real-life situations in a range of different public schools were able to construct

and implement curricula that enabled students to learn challenging disciplinary content through multiple intelligences. It also shows how the organizational practices within these teachers' schools supported strong classroom work. Written in a clear, practical style, this book highlights how educators everywhere can both integrate MI theory and foster exceptional student work.



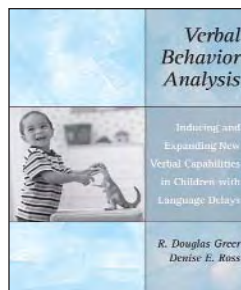
## Teaching and Learning Through Multiple Intelligences, 3/E

**Linda Campbell, Bruce Campbell, Dee Dickinson**

©2004 • 368 pp • \$44.40  
0205363903 / 9780205363902

Broad-based and comprehensive, this book describes applications for pedagogy, team teaching, student strengths, curriculum, assessment, community involvement, and

diverse classroom models. The authors devote one chapter to each of the eight intelligences. They define the intelligence, provide a checklist for identifying it, suggest environmental considerations, and offer related teaching strategies. Additional chapters survey Gardner's recent work on teaching for understanding, performance-based assessment, and model MI school programs and student outcomes.



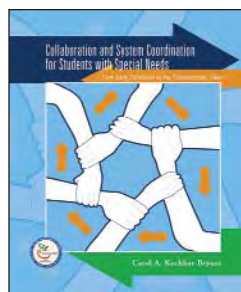
## Verbal Behavior Analysis: Inducing and Expanding New Verbal Capabilities in Children with Language Delays

**R. Douglas Greer, Denise E. Ross**

©2008 • 336 pp • \$39.99  
0205458378 / 9780205458370

*Verbal Behavior Analysis* describes newly identified tools to provide verbal capabilities to children who have language delays or

who lack language. This book assists teachers and parents in their efforts to help children produce novel and spontaneous verbal functions, acquire language incidentally, and become socially verbal. This book responds to the large demand for effective language development tools for children with no language and severe language delays related to autism and other disabilities by providing practitioners with means to advance verbal development.



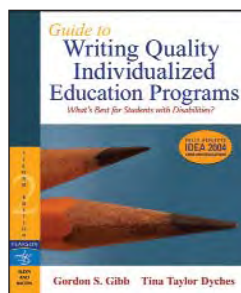
## Collaboration and System Coordination for Students with Special Needs: From Early Childhood to the Postsecondary Years

**Carol A. Kochhar-Bryant**

©2008 • 528 pp • \$66.67  
0131145193 / 9780131145191

This book provides a comprehensive presentation of the power and promise

of collaboration and system coordination — connecting students, professionals, parents, schools and community agencies in new ways. Placing students with special needs and families in the center, collaboration and system coordination are viewed from a developmental framework from early childhood through post-high school.



## Guide to Writing Quality Individualized Education Programs, 2/E

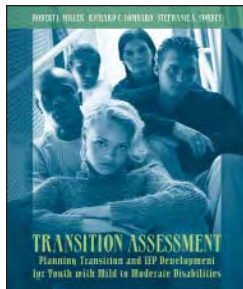
**Gordon S. Gibb, Tina Taylor Dyches**

©2007 • 112 pp • \$26.99  
0205495451 / 9780205495450

This bestselling guide helps users reduce the complexity of IEP development to seven basic steps, based on the requirements of IDEA 2004. It helps prepare teacher

candidates with excellent IEP-writing skills, and gives inservice teachers an accurate resource for their continuing professional development in this critical area.

# SPECIAL EDUCATION

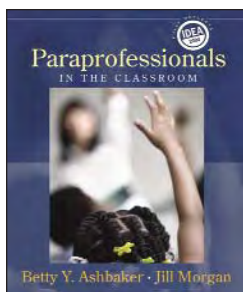


## **Transition Assessment:** Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities

**Robert J. Miller, Richard C. Lombard,  
Stephanie A. Corbey**

©2007 • 320 pp • \$37.99  
0205327273 / 9780205327270

Extremely practical and comprehensive, this new book demonstrates how to use transition assessment information to plan and design IEP goals and objectives. Theory, practice and application are tied together to develop the readers knowledge and skill in transition assessment. As such, the reader is provided with what to assess as well as how to assess. Finally, the book is structured to allow the reader to practice and demonstrate his or her understanding of transition assessment.



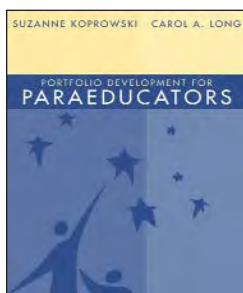
## **Paraprofessionals in the Classroom**

**Betty Y. Ashbaker, Jill Morgan**

©2006 • 272 pp • \$33.99  
0205436889 / 9780205436880

This book honors the paraprofessional role of support to the teacher and to student learning. It has been extensively field-tested with educators in both rural and urban settings, and in several states. It models the techniques of effective instruction in a

friendly, comprehensive, practical, and jargon-free manner, while providing concepts in basic classroom skills. Each of the chapters presents new information in small steps with frequent reviews, provides examples of good practice of teachers and paraprofessionals working with students, and guides trainees through practice activities.



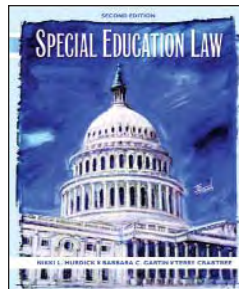
## **Portfolio Development for Paraeducators**

**Suzanne M. Koprowski  
Carol A. Long**

©2005 • 160 pp • \$19.99  
0205434649 / 9780205434640

This book provides a comprehensive, hands-on format to guide the paraeducator through the portfolio development process from start to finish. Practical application suggestions are provided, as are suggestions

for reflective documentation of skills and knowledge to help paraeducators meet federal standards mandated under the "No Child Left Behind Act."



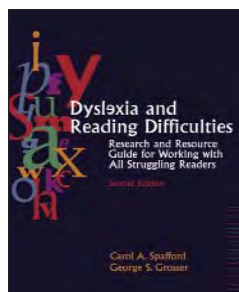
## **Special Education Law, 2/E**

**Nikki L. Murdick, Barbara Gartin,  
Terry Lee Crabtree**

©2007 • 320 pp • \$34.51  
0131175718 / 9780131175716

With IDEA 2004 and its accompanying regulations as its foundation, *Special Education Law, Second Edition*, provides the most up-to-date and accurate information on the laws affecting the field of special education today. In a highly readable

format, this comprehensive book enables readers to examine current legislation from a historical perspective and to understand the evolving nature of special education legislation and how it is interpreted by case law.



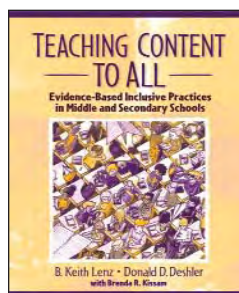
## **Dyslexia and Reading Difficulties: Research and Resource Guide for Working with All Struggling Readers, 2/E**

**Carol S. Spafford, George S. Grosser**

©2005 • 384 pp • \$39.99  
0205428568 / 9780205428564

Drawing on several hundred scientifically based research studies and informed teaching practices, this book provides

teachers and parents with a repertoire of strategies and interventions to build rich, literacy environments. It guides teachers in creating a social network of support while nurturing the development of individual resiliency so that individuals with dyslexia can lead successful and fulfilling lives.



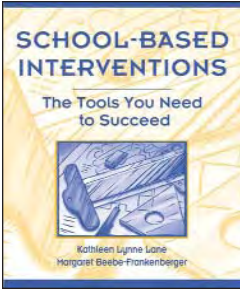
## **Teaching Content to All:** Evidence-Based Inclusive Practices in Middle and Secondary Schools

**B. Keith Lenz, Donald D. Deshler,  
Brenda R. Kissam**

©2004 • 400 pp • \$40.99  
0205392245 / 9780205392247

*Teaching Content to All* includes what every secondary teacher needs to know about instructing students with different learning needs. It helps secondary teachers

understand academic diversity among students and then plan for and implement instruction that reaches all students. The book addresses the unique challenges faced by secondary educators committed to inclusion and to meeting standards for all students.



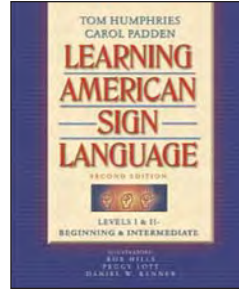
## **School-Based Interventions:** The Tools You Need To Succeed

**Kathleen L. Lane**  
**Margaret Beebe-Frankenberger**

©2004 • 304 pp • \$28.99  
0205386059 / 9780205386055

This book is the consummate guide to teaching and implementing best practices in intervention. It provides definitive real-life examples, vignettes, and forms that teach educators, clinicians, and researchers how

to implement empirically proven and effective intervention procedures for all students who need them. Beginning with a review of the fundamental concepts of assessment, this book later focuses on teaching readers to use methods of social validity, treatment integrity, and generalization and maintenance.



## **Learning American Sign** **Language: Levels I &**

**II—Beginning & Intermediate, 2/E**

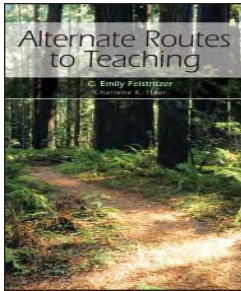
**Tom L. Humphries, Carol A. Padden**

©2004 • 384 pp • \$54.99  
0205275532 / 9780205275533

Written by two leading authorities in the field, the book includes lessons that are structured around language needed for common-life situations, as well as examples

presented in the form of dialogues coupled with grammar and vocabulary instruction. Information is also included about the culture of Deaf people in the United States. The book is supported by a new videotape.

# EDUCATIONAL LEADERSHIP

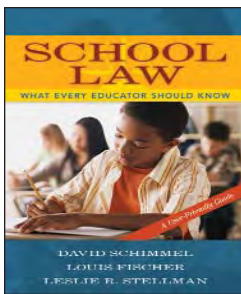


## Alternate Routes to Teaching C. Emily Feistritzer, Charlene K. Haar

©2008 • 224 pp • \$33.00  
0131750410 / 9780131750418

This book provides a broad picture of alternate routes — pathways to teaching that appeal to those from many walks of life who want to teach. This timely book was written by a leader in Alternate Routes to Teacher Certification and answers the questions:

- What are alternate routes to teaching and how did they develop?
- How did new national programs and federal involvement promote alternate route participation?
- What makes up State Alternate Routes to Teacher Certification and how are they implemented?



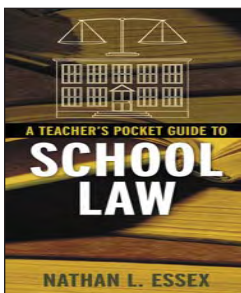
## School Law: What Every Educator Should Know, A User Friendly Guide

David Schimmel, Louis Fischer, Leslie R. Stellman

©2008 • 224 pp • \$29.99  
0205484050 / 9780205484058

A brief, user-friendly book organized around a question and answer format for all teachers who need to understand how legal issues affect them. The book is designed so

that teachers can easily find answers to critical questions on topics such as NCLB, Vouchers, School Choice, Discipline, Academic Freedom, Due Process, Search and Seizure, Child Abuse, and more.



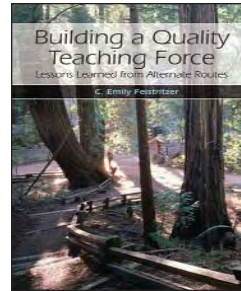
## A Teacher's Pocket Guide to School Law

Nathan L. Essex

©2006 • 240 pp • \$19.99  
0205452159 / 9780205452156

This is a very concise, easy to read, reference to critical aspects of school law for any teacher. This book can be used to discuss current legal issues in public schools. You will find this book to be practical, informative, easy to understand,

entertaining, and extremely useful for teacher educators of the 21st century.



## Building a Quality Teaching Force: Lessons Learned from Alternate Routes

C. Emily Feistritzer

©2008 • 160 pp • \$33.00  
0132382121 / 9780132382120

This book presents the evidence gleaned from people who have been at the forefront of working with alternate route programs. The authors describe lessons learned in key

areas of demonstrated success in building a quality teaching force through alternate routes to teaching:

- Recruitment and selection of candidates for successful teaching
- Mentoring and support
- Program content and curriculum

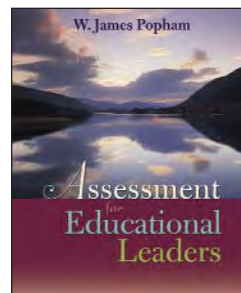


## Guide for Alternate Route Teachers: Strategies for Literacy Development, Classroom Management and Teaching and Learning

Frances A. Levin  
Mary Alice McCullough

©2008 • 160 pp • \$24.00  
0205515711 / 9780205515714

This unique book is designed to address all of the important topics that new teachers encounter as they begin the school year, including classroom management, literacy, inclusion, and ELLs. The overarching goal of this book is to provide alternate route teachers with the confidence and basic knowledge they need to begin their new careers and their responsibilities as teachers.



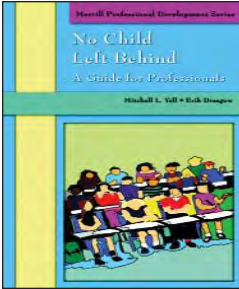
## Assessment for Educational Leaders

W. James Popham

©2006 • 416 pp • \$61.67  
0205424007 / 9780205424009

The content of the book is unabashedly practical, addressed specifically to the assessment-related needs of today's school administrators. The real-world orientation of the book, based on the author's extensive and continuing work in the nation's public

schools, makes the book attractive to those instructors who teach assessment courses taken by prospective school administrators. School administrators will recognize immediately that this book is not loaded with dry, abstruse content about measurement and psychometric exotica. Readers will sense immediately that this book deals with the real-world measurement issues that today's educational leaders will most certainly encounter.



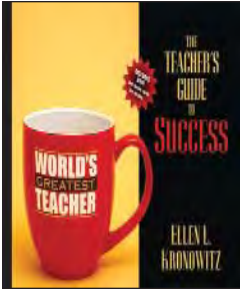
## **No Child Left Behind**

**Mitchell L. Yell, Erick Drasgow**

©2005 • 128 pp • \$9.95  
0131708597 / 9780131708594

This booklet offers a thorough, though not exhaustive, examination of the No Child Left Behind Act of 2001 (NCLB) and its effect on American public education. Coverage provides a description of the legal structure of NCLB, along with a succinct summary of the law's purpose and major

principles. The authors explain the Act's relationship to its predecessor, the Elementary and Secondary School Act, and explore the implications for teachers, principals, and school administrators of this significant and controversial expansion of the federal government's role in education today.



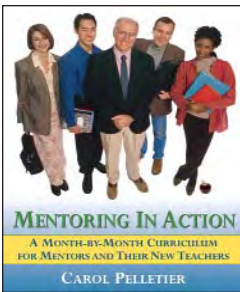
## The Teacher's Guide to Success (with DVD)

**Ellen L. Kronowitz**

©2008 • 416 pp • \$32.99  
0205456197 / 9780205456192

This dynamic book offers a realistic view of today's classrooms and presents a very practical approach to preparing to teach. Teachers are provided tried and true experience-based suggestions and research-based strategies and solutions to meet

classroom challenges. Organized by 8 topical units that address common, overriding concerns in the classroom, teachers are taken from the first day to the end of the school year. Paired with a powerful DVD, readers are given tips from leading authorities in education, examples from live classrooms, and printable resources ready for immediate use in the classroom.



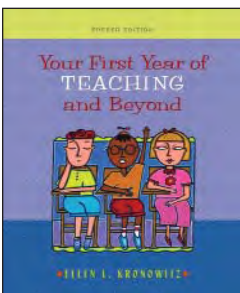
## Mentoring in Action: A Month-by-Month Curriculum for Mentors and Their New Teachers

**Carol M. Pelletier**

©2006 • 288 pp • \$33.99  
0205438989 / 9780205438983

- Contains a month-by-month guide for both mentors and new teachers.
- Contains numerous forms and practical tips for creating effective mentoring meetings for both the new teacher and the student teacher.

- Outlines how to identify and discuss difficult issues as mentors and new teachers work together.
- Includes classroom management and discipline ideas for beginners.



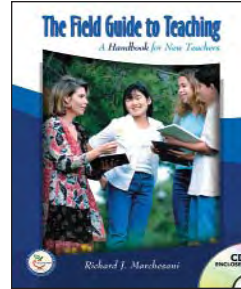
## Your First Year of Teaching and Beyond, 4/E

**Ellen L. Kronowitz**

©2004 • 272 pp • \$35.99  
0205381561 / 9780205381562

Based on extensive actual research conducted at California State University, San Bernardino, this new and improved Fourth Edition offers an expanded and improved balance of theory and practice in preparation for student teaching or

practicum. Material throughout the book is specifically geared to the interests of elementary, middle, and high school teachers. Based on research obtained from teachers working in urban, suburban, and rural communities, the book covers a large scope of material, making it applicable for student teachers in all regions as well as all grade levels.



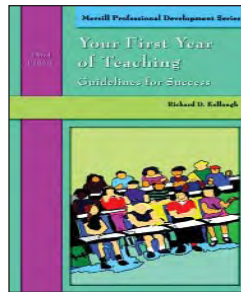
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**Richard J. Marchesani**

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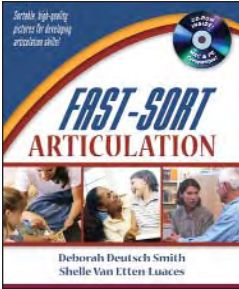
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**Richard D. Kellough**

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For a public school classroom teacher, the first year of teaching or the beginning year at a new school can be extremely difficult. By providing practical guidelines for the areas that concern most beginning teachers, this book will help prevent new teachers

from becoming frustrated and discouraged. This book will also aid in making the first year of teaching one that is intrinsically rewarding for the teacher and emotionally and academically successful for the teacher and the students.



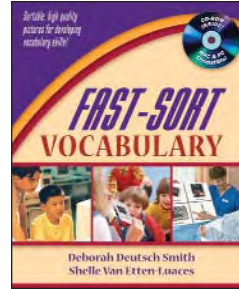
## Fast-Sort: Articulation

**Deborah Deutsch Smith**  
**Shelle VanEtten-Luaces**

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This unique software program provides the picture cards every teacher and speech pathologist needs. In the past, professionals used pre-packaged cards that could be bent and lost. But with *Fast-Sort Articulation*, you can create individualized picture sets

right on your computer. Flip through them on screen or print them for your students to practice at home. It just takes the click of the mouse to create a customized articulation card set.



## Fast-Sort: Vocabulary

**Deborah Deutsch Smith**  
**Shelle VanEtten-Luaces**

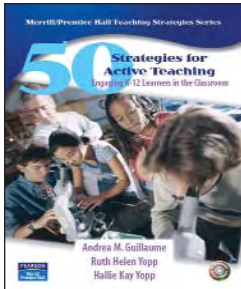
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Brings advances in technology together with the need for excellent picture stimulus materials to elicit speech sounds for use in remediation of speech problems. CD allows speech/language therapists to create individualized sets of pictures clustered by

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Easy-to-use program allows the user to select pictures by groups of sounds in various positions or to select individual pictures from numerous different sounds that are common articulation errors experienced by children. Offers a sound option so individuals working on computers can hear sound output providing a correct model of the target sounds found in the word shown in the picture.

# GENERAL EDUCATION

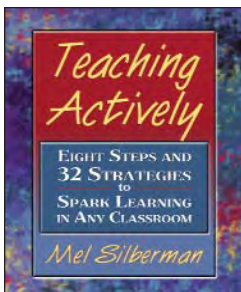


## 50 Strategies for Active Teaching: Engaging K-12 Learners in the Classroom

**Andrea M. Guillaume**  
**Ruth Yopp-Edwards**  
**Hallie Yopp-Slowik**

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From three experts in teaching comes a 50 strategies book that is useful for teachers up and down the grade levels and across the curriculum. The book embeds strategies within a theoretical framework of active learning. The step-by-step format helps teachers prepare easily and troubleshoot to maximize success. Strategies are referenced by their usefulness for English learners and readers at different stages of development.



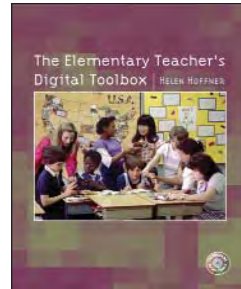
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**Mel Silberman**

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*Teaching Actively* is a comprehensive plan teachers can follow rather than a collection of ideas from which to pick and chose. The book outlines an eight-step plan for any teacher who has students with basic skills in “reading, writing, and arithmetic” and the ability to collaborate with fellow classmates.

It is applicable for all grades and focuses on the idea that it’s not what you tell your students that counts but rather what they take away from the classroom. From engaging students to presenting ideas, *Teaching Actively* is an approach to teaching that any teacher can utilize to improve the learning in his or her classroom. Silberman offers practical suggestions on involving students in their own learning and addresses specific ways to encourage peer-learning and incorporate technology into the lesson.



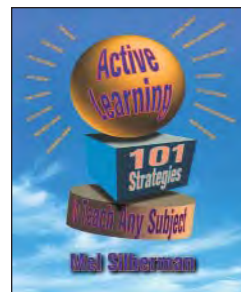
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**Helen Hoffner**

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This book and CD set welcomes new teachers to the field and offers guidance on topics such as classroom management, lesson planning, and standards. The digital format enables users to customize and print materials such as lesson plan outlines,

checklists for classroom management, reading logs and homework forms. *The Elementary Teacher's Digital Toolbox* puts the experience of a veteran teacher into the hands of a novice.



## Active Learning: 101 Strategies to Teach Any Subject

**Mel Silberman**

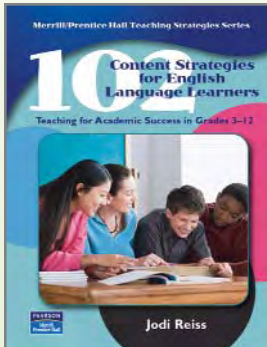
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The only book to teach active learning in the middle or secondary classroom, *Active Learning: 101 Strategies to Teach Any Subject* is a sourcebook of hundreds of instructional strategies to engage students in learning for any subject. Specific, practical strategies

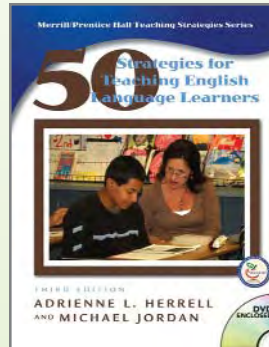
include ways to get students active from the start through activities that build teamwork and immediately get them thinking about the subject matter. This book is effective for anyone teaching in middle schools, high schools, colleges, and centers for adult education.

# 50 TEACHING STRATEGIES SERIES

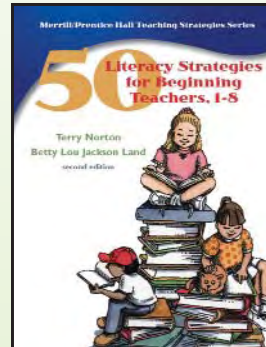
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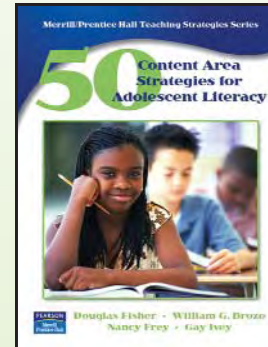
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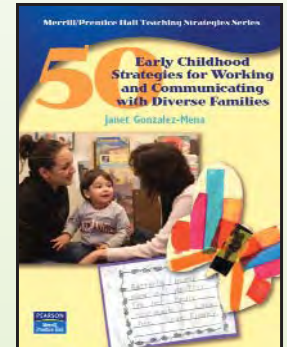
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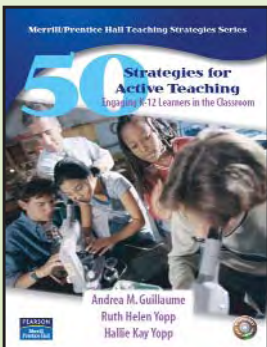
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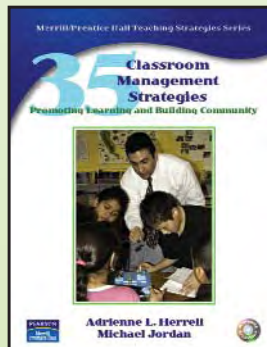
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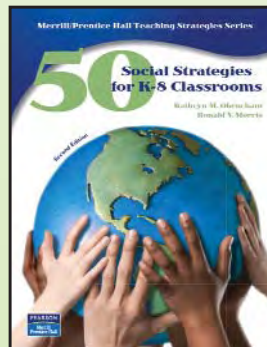
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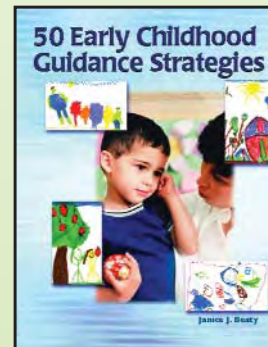
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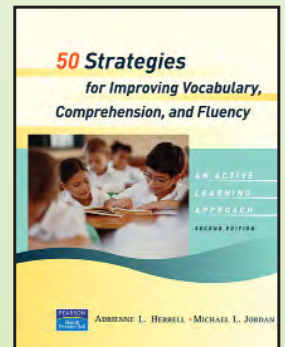
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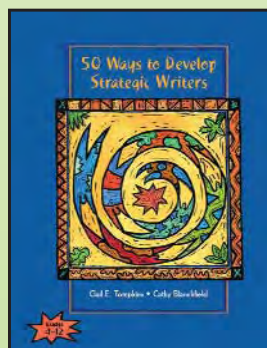
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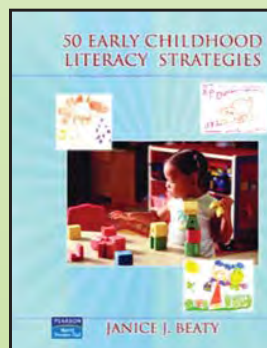
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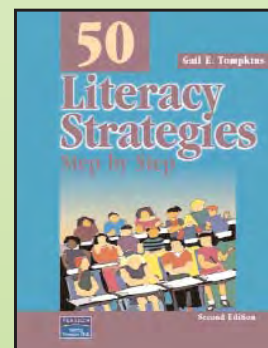
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