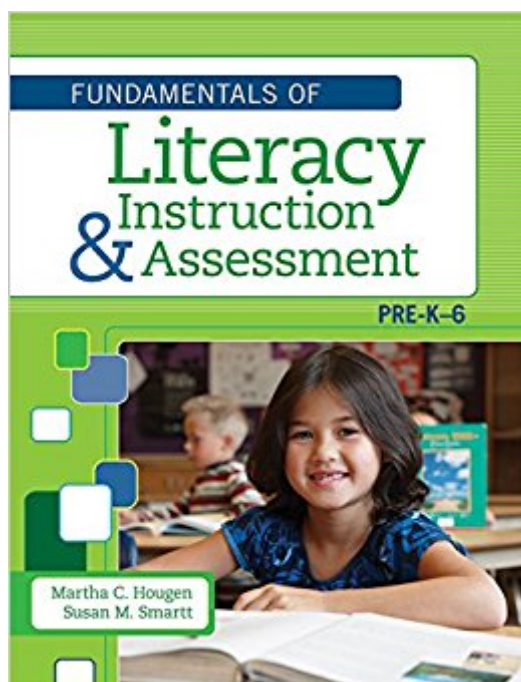


The book was found

The Fundamentals Of Literacy Instruction And Assessment, Pre-K-6



Synopsis

For future literacy teachers just beginning their professional education, nothing's more important than the first core text that builds their foundation for classroom success. That's why every preservice teacher should start with this introductory reading textbook, ideal for teaching fundamental literacy skills to students in pre-K–Grade 6. Based on cutting-edge research, best practices, and the newest professional standards, this core literacy textbook is a must for tomorrow's teachers because it

- Focuses on pre-K–Grade 6—critical years for mastering the basics of literacy and becoming a successful reader
- Covers every key element of reading: oral language, phonemic awareness, phonics, alphabetic principle, vocabulary, fluency, comprehension, handwriting, spelling, and writing
- Fully explains the new Common Core State Standards and links them explicitly with each key reading component
- Highlights best assessment practices for each reading component and makes clear connections between assessment and effective instruction
- Weaves RTI guidance throughout, so teachers can implement this highly effective model in their own classrooms
- Includes contributions from highly respected experts in reading instruction
- Advances differentiated instruction and inclusion, with guidance on teaching struggling students and English language learners
- Prepares educators for the real world of teaching, with ready-to-use tips on addressing all the elements of reading instruction in their allotted classroom time
- Examines current legislation, including the reauthorization of the Early and Secondary Education Act (ESEA) and what it means for classroom instruction

Expertly organized and student-friendly, this practical text makes complex material easy to learn with case studies and classroom examples, scripted demonstrations of lessons, in-class exercises, chapter objectives, glossary terms, engaging photos, and short summaries of key information. And each chapter includes sample assignments ideal for tutors or student teachers, so they can immediately translate their knowledge into effective instruction. The essential first step in every reading teacher's professional preparation, this accessible textbook lays a solid foundation for future coursework—and for a successful career of shaping confident, competent readers.

CORRECTIONPlease download Replacement Table 4.1. Guide to pronunciation of English sounds, from page 59, Fundamentals of Literacy Instruction and Assessment, Pre-K–6.

Book Information

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Customer Reviews

"The evidence-based, practical suggestions and resources will enhance your knowledge and help you provide student-focused, high quality instruction and productive practice." (Vicki Gibson, Ph.D.)

Martha Hougen, Ph.D. is the principal investigator of the College and Career Readiness Initiative: English/Language Arts Faculty Collaborative. Hougen's recent work focuses on improving preservice teacher education by providing university teacher educators with ongoing professional development and collaborative opportunities. She has worked with struggling readers as a general and special education teacher and administrator and as a university faculty member. She consults with state departments, universities, and school districts across the country on teacher education, reading, and special education. Susan M. Smartt, Ph.D., is Senior Research Associate, National Comprehensive Center for Teacher Quality, Vanderbilt University. She also teaches reading courses and provides consulting and professional development services to states and local school districts. Stephanie Al Otaiba, Ph.D., conducts research on response to intervention, early literacy intervention, and teacher training. As a professor, she also teaches related graduate courses. She has published numerous articles and chapters related to her research interests and serves on editorial boards. Suzanne Carreker is Director of Teacher Development at Neuhaus Education Center in Bellaire, Texas, and is a Certified Academic Language Therapist and Qualified Instructor. For 17 years, she has been involved with the preparation of teachers who provide instruction in basic literacy skills. She was a classroom teacher at and consultant to The Briarwood School in Houston for 13 years. Mrs. Carreker is a frequent speaker at national conferences and has authored several multisensory structure language curricula. She has served as president of the Houston

Branch of The International Dyslexia Association and currently is Vice President of the Academic Language Therapy Association Centers Council. Stephen Ciullo, Ph.D., Assistant Professor, Texas State University, and Meadows Center for Preventing Educational Risk, College of Education, 601 University Drive, San Marcos, TX 78666. Dr. Ciullo is an assistant professor of Special Education at Texas State University and a researcher for the Meadows Center for Preventing Educational Risk. His current research involves interventions to enhance content-area learning and reading comprehension for students with learning disabilities and Emotional or Behavioral Disorders.

This book is difficult to read, and hard to understand for beginning learners. As a professional development piece it is stronger, but for new teachers it is hard to follow. The typeface is very small, and there are not logical VISIBLE breaks between formal and casual register. Most text books that give colloquial examples have those sections italicized or other subtle differences. The figures, tables, and charts discussed are often two or three pages away from the paragraph in which they are mentioned. Phonics and Literacy are VERY important, and very dense subjects. This book does not break them down into small enough digestible chunks.

This is an EXCELLENT textbook. However, the printing that I received was a second printing from 2014. When it was printed there was apparently an error with the fonts because many characters are replaced with an empty box. This happens especially in examples or lists on phonemes or phonemic spellings. Instead of /a/ or /e/, for example, you will see /[]/ leaving you to guess as to what sound it is actually supposed to be.

This book provided a great review of literacy fundamentals that I learned in undergrad and graduate school. It helped me reevaluate how I teach and assess reading now that I am more aware of how the brain learns to read. I would highly recommend this read for any teacher.

Excellent book for those looking to teach literacy skills.

Hard to follow topics in every chapter

Lowest price around and it came fast!

Satisfied

I selected this book for a reading methods course and couldn't be more pleased. The text covers every aspect of language and literacy development from the big five to morphemic analysis and spelling. Each chapter/topic area is authored by a leading expert in the field, but the material is presented in a well-organized and user-friendly format. The best part was that, by the end of the semester, my teacher candidates felt well-prepared and confident in their ability to teach reading effectively. More importantly, they know how to assess and monitor their students' progress and use the results to target instruction for those who may need more support.

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