



Strategies for Reading Assessment and Instruction in an Era of Common Core Standards: Helping Every Child Succeed, Pearson eText with Loose-Leaf Version - Access Card Package (5th Edition)

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

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A quick, effective, point-of-teaching resource that gives future and practicing teachers access to the best teaching strategies for today's classrooms.

This best seller is a much-used primary text in reading/literacy assessment and instruction courses, a popular reference compendium for practicing educators and pre-service teachers, and a success-proven resource for ongoing professional development. Readers can quickly turn to current information on evidence-based assessment and instruction strategies and determine the best teaching strategies using the authors' popular "IF-THEN" approach and charts. Featured in this new edition are clear explanations of the Common Core State Standards for English Language Arts for every grade level, with links to evidence-based assessment and teaching practices.

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Editorial Review

From the Back Cover

A quick, effective, point-of-teaching resource that gives future and practicing teachers access to the best teaching strategies for today's classrooms.

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New to the Fifth Edition:

- **Pre- and in-service teachers see how to use the Common Core State Standards for the English Language Arts to map student growth** and match learning strategies to meet their needs through the authors' clear, common sense style.
- **Carefully revised "IF-THEN" strategy guides are linked to the Common Core State Standards** to help teachers quickly match assessment data from the strategies presented to the best teaching strategies for meeting the needs of each student in the class.
- **Teachers see which new technologies to use and how to use them effectively** in reading instruction—including new and innovative applications (Apps).
- **Communicating with parents and sharing means for supporting student learning** is presented in success-proven strategies for making home-school connections.
- **Readers get up-to-date information on free online tools they can access** to augment their literacy instruction, including Response to Intervention (RTI).
- **New chapters** cover up-to-date topics of importance to today's reading and literacy teachers, among them:
- **Suggestions for teaching English learners and learners with special needs** are integrated in Chapters 3 through 12.

About the Author

D. Ray Reutzel is the Emma Eccles Jones Distinguished Professor and Endowed Chair of Early Literacy at Utah State University. He has taught kindergarten, first grade, third grade, and sixth grade. Dr. Reutzel is the author of more than 200 refereed research reports, articles, books, book chapters, and monographs published in *The Elementary School Journal*, *Early Childhood Research Quarterly*, *Reading Research Quarterly*, *Journal of Literacy Research*, *Journal of Educational Research*, *Reading Psychology*, *Literacy Research and Instruction*, *Language Arts*, *Journal of Adolescent and Adult Literacy*, and *The Reading Teacher*, among others. He has received more than \$8 million in research and professional development funding from private, state, and federal agencies including the Institute of Education Sciences and the U.S. Department of Education.

Dr. Reutzel is the past editor of *The Reading Teacher* and *Literacy Research and Instruction* and current Executive Editor of *The Journal of Educational Research*. He is author or coauthor of several chapters published in the *Handbook of Classroom Management*, the *Handbook of Research on Literacy and Diversity*, and the *Handbook of Reading Research* (Vol. IV) and editor of the *Handbook of Research-Based Practice in Early Education* published by Guilford Press. Dr. Reutzel received the 1999 A.B. Herr Award from the College Reading Association for outstanding research and published contributions to reading education. Dr. Reutzel was given the John C. Manning Public School Service Award from the International Reading Association in May 2007 for his many years of working in schools with teachers and children. Dr. Reutzel has also served as past president of the College Reading Association/Association for Literacy Educators and Researchers and as a member of the board of directors of the International Reading Association from 2007 to 2010. Dr. Reutzel was inducted as a member of the Reading Hall of Fame in 2011 and currently serves on the Board of Directors of the Literacy Research Association.

Robert B. Cooter, Jr., currently serves as Ursuline Endowed Professor and Dean of the Annsley Frazier Thornton School of Education at Bellarmine University in Louisville, Kentucky. Dr. Cooter served from 2006 to 2011 as editor of *The Reading Teacher*, the largest circulation literacy education journal worldwide. His research is focused on the improvement of literacy acquisition for children living in poverty. In 2008 Dr. Cooter received the A.B. Herr Award from the Association of Literacy Educators and Researchers for contributions to the field of literacy.

Earlier in his career Dr. Cooter served as an elementary classroom teacher and Title I reading specialist. In public school administration, he served as the first “Reading Czar” (associate superintendent) for the Dallas Independent School District. He was named Texas State Champion for Reading by the governor for development of the acclaimed Dallas Reading Plan for some 3,000 elementary school teachers. Dr. Cooter later designed and served as principal investigator of the Memphis Striving Readers Program, a \$16 million middle school literacy research project funded by the U.S. Department of Education. In 2007 Dr. Cooter and colleagues J. Helen Perkins and Kathleen Spencer Cooter were recipients of the Urban Impact Award from the Council of Great City Schools for their work in high poverty schools.

Dr. Cooter has authored or coauthored over 20 books in reading education and more than 60 journal articles. His books include the bestselling *Strategies for Reading Assessment and Instruction* (co-authored with D. Ray Reutzel) used at over 200 universities; *The Flynt-Cooter Comprehensive Reading Inventory–2*, a norm-referenced classroom reading assessment with English and Spanish versions; and *Perspectives on Rescuing Urban Literacy Education: Spies, Saboteurs, and Saints*. He is currently working on a new book with his wife and colleague, Professor Kathleen Cooter, entitled *Urban Literacy Education: Helping City Kids in Regular and Special Education Classrooms*. Dr. Cooter lives in Prospect, Kentucky, and enjoys family time on their houseboat, *Our Last Child*, with his bride, grandchildren, and golden retrievers. He sometimes appears in reunion concerts with The George Washington Bridge Band, a Nashville-based rock group he cofounded and toured with during the 1960s and 70s.

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