Strategies for Reading Assessment and Instruction: Helping Every Child Succeed
For the many teachers, reading coaches, students, and professional colleagues who have given me far more than I have given them. Thank you for sharing your challenges so that we could work on them together!

—DRR

For all the small children for whom school is a place of hope.

—RBC
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About the Authors

D. Ray Reutzel is Dean of the College of Education at the University of Wyoming. Previous to his current position, he was the Emma Eccles Jones Distinguished Professor and Endowed Chair of Early Literacy Education at Utah State University, a position he held for 14 years. He is the author of more than 230 published research reports in top tier research journals, articles, books, book chapters, and monographs. He is the co-author of the best selling textbook on the teaching of reading, Teaching Children to Read: The Teacher Makes the Difference, 8th Edition published by Pearson Education, Boston, MA. He has received more than 17 million dollars in research/professional development grant funding. He has been active in securing legislative and private foundations gifts in excess of 40 million dollars. He is the past Editor of – Literacy Research and Instruction, The Reading Teacher and the current Executive Editor of the Journal of Educational Research. He received the 1999 A.B. Herr Award and the 2013 ALER Laureate Award from the Association of Literacy Researchers and Educators. Ray served as President of the Association of Literacy Educators and Researchers, ALER, from 2006–2007. He was presented the John C. Manning Public School Service Award from the International Reading Association, May 2007 in Toronto, Canada and served as a member of the Board of Directors of the International Reading Association from 2007–2010. Ray was a member of the Literacy Research Association’s Board of Directors from 2012–2015. Dr. Reutzel was elected a member of the Reading Hall of Fame in 2011 and is serving as its President from 2017–2019. Ray was also named as a member of the International Literacy Association’s prestigious Literacy Research Panel from 2018–2021. He is also an author of school-based literacy instructional materials with Curriculum Associates® and is a newly appointed member of the prestigious Literacy Research Panel of the International Reading Association (ILA) until 2021.
Robert B. Cooter, Jr. is Professor Emeritus of Literacy Education and Research at Bellarmine University. His primary work focuses on translating evidence-based research into systemic, real classroom approaches for improving literacy learning for children living at the poverty level. Cooter previously served as editor of The Reading Teacher (International Literacy Association) and his best-selling college textbooks are used at over 200 universities include: Teaching Children to Read: The Teacher Makes the Difference (8th ed.), Strategies for Reading Assessment and Instruction (6th ed.), and The Flynt/Cooter Comprehensive Reading Inventory-3 (CRI-3).

In the public schools, Dr. Cooter previously served as the “Reading Czar” (associate superintendent) for the Dallas Independent School District (TX) and was named a Texas State Champion for Reading by the governor for DISD’s literacy improvement successes. Robert and Kathleen Spencer Cooter and their colleague, J. Helen Perkins, are recipients of the Urban Impact Award from the Council of Great City Schools for their work designing and implementing effective training programs for teachers serving children in low SES elementary schools in Dallas and Memphis. Later, Cooter and his team were awarded a $16 million academic literacy research project in Memphis funded by the U.S. Department of Education using his literacy academy model for teachers. These and other projects in various states are the basis for much of Cooter’s writing and literacy work with schools today.
Preface

Teaching reading effectively in today’s schools is arguably as much science as it is art. To meet the literacy needs of all students, teachers necessarily begin their work with knowledge as to how reading and writing develop based on evidence-based research and the English Language Arts Common Core Standards. Effective literacy teachers are able to assess student progress quickly and efficiently, and then provide effective literacy instruction to meet their needs. All of this and more must be delivered in real time, with real children, in real classroom situations.

New to This Edition

MyLab Education

One of the most visible changes in the sixth edition, also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning. Designed to bring learners more directly into the world of K-12 classrooms, the online resources in MyLab Education include:

• **Application Exercises** utilize case studies and video to provide practice assessing reading, analyzing results, and making instructional decisions. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

• **Video Examples** illustrate assessment and instruction strategies in action and provide you with a clear understanding of how these strategies are used in the classroom.

• **Teacher Resources** provide print- and download-friendly versions of documents that are needed to carry out specific assessment and instruction strategies provided in the text (e.g. flash cards, scoring sheets, etc.)

*Strategies for Reading Assessment and Instruction* has gained popularity as a quick and effective reference tool for teachers of reading analogous to the Physicians' Desk Reference that many doctors use when treating patients. Our sixth edition of *Strategies for Reading Assessment and Instruction* is a “point-of-teaching” resource that offers teachers the following new and updated content:

• State Standards in the English Language Arts (K–5) clearly aligned to assessment and teaching strategies in our newly designed chapters

• New If-Then Strategy Guides, our popular and time-saving charts connecting student assessment data to appropriate teaching strategies (i.e., if students need to learn X, then these are the teaching strategies I could use to help them)

• New chapters containing the most up-to-date information about implementing a Response to Intervention (RTI) model to differentiate instruction in your classroom according to students’ needs

• Easy to implement tools and strategies for using assessment data to plan instruction
• Video links developed especially for this book are provided to help you apply assessment and teaching strategies in your classroom
• New English Learner (EL) assessment and teaching strategies in Chapters 3-10
• Assessment case study application exercises provided to assist you in applying what you learn in Chapters 3-10
• Technology applications and strategies provided throughout in Chapters 3-10
• Lesson plan examples are provided in Chapters 3-10 to help you apply new strategies in your classroom
• New research-proven ideas for Professional Learning Communities (PLCs)
• Fresh ideas for increasing family involvement
• Successful strategies for overcoming children’s summer learning loss
• Updated Background Briefings for Teachers on important literacy research and trends in such areas as oral language development, phonemic awareness, concepts about print, phonics, vocabulary, comprehension, new literacies, and fluency
• New chapters on assessing and teaching literature and information texts specifically referenced to the State Standards
• New suggestions for teaching English language learners and learners having special needs, integrated in Chapters 3 through 10

Resources Behind This Edition
The scholarly and practical resources behind the strategies in this book are many. We based the contents of this book on our direct experiences as project designers on federally and state-funded reading reform projects, most especially in high-poverty schools associated with the Reading First and Striving Readers projects funded by the U.S. Department of Education (USDOE); from practices shared by incredibly talented literacy coaches in the Dallas, Memphis, Ogden, Granite, Louisville, Wyoming, and San Juan school districts, to name just a few; from ideas published in *The Reading Teacher* (International Reading Association) during our respective tenures as past editors of that journal; and from our own direct experiences in the classroom. For contemporary trends in assessment, we drew on research reported in literacy professional and research journals and books along with these landmark reports: the Report of the National Reading Panel (2000), Developing Literacy in Second-Language Learners; Report of the National Literacy Panel on Language-Minority Children and Youth (2006); The National Early Literacy Panel (2008); What Works Clearinghouse; and a variety of Institute of Education Sciences Practice Guides.

For The Practicing Educator
Classroom reading teachers will also discover that *Strategies for Reading Assessment and Instruction* provides an extensive and recently updated selection of evidence-based instructional practices and assessment tools that (1) inform instruction, (2) meet the needs of individual learners, (3) specifically meet the challenges of the new English Language Arts (K–5) Common Core State Standards, and (4) develop an understanding of the essentials of evidence-based reading instruction in a Response to Intervention (RTI)/multitiered systems of support (MTSS) instructional environment. Because of our emphasis on RTI/MTSS models for meeting student needs, those who teach in special education resource rooms, Title I reading programs, and university reading clinics will find that this fifth edition is particularly useful for teaching groups of students with diverse and special needs.
Advantages for Preservice Teachers

For preservice teachers, this sixth edition of *Strategies for Reading Assessment and Instruction* offers a practical resource for understanding past and present issues in reading instruction and assessment. It also provides an introduction to assessment purposes, types, and evidence, as well as access to information about RTI instructional models and practices. Teachers in training will also find the updated, ready-to-use instructional strategies useful in teacher education practicum experiences, classroom observations, clinical experiences, and in student teaching.

Using This Edition as a Tool for Professional Development Workshops

Codistributed and published with the endorsement of the International Reading Association (IRA), now International Literacy Association (ILA), *Strategies for Reading Assessment and Instruction* is a proven tool for ongoing professional development in this age of evidence-based reading assessment and instruction. Widely used in such states as Ohio, Florida, and Pennsylvania as an approved inservice reference, this book contains the latest in research on assessment purposes, types, and tools, along with new information about RTI/MTSS models of classroom instruction for more effectively meeting the needs of students within the regular education classroom setting. In addition, the updated and newly revised Chapters 1, 2, and 9 through 12 provide practicing teachers access to highly effective, reliable, valid, and classroom-proven assessments and teaching strategies that address the higher demands of the ELACCs (K–5), and presenting this information in an easy-to-use format that makes the implementation of effective reading assessment and appropriately selected instruction strategies in the classroom quick and easy. In fact, each of the previous four editions of *Strategies for Reading Assessment and Instruction* has been used as the primary resource in literally thousands of professional development study groups, professional learning communities (PLCs), and workshop sessions on evidence-based, effective, and standards-based reading instruction across the United States.

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Thank you for choosing to purchase and use this fifth edition of *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*, 6th Edition. We know from long experience and many thousands of comments from previous readers that it will assist you in your efforts to develop effective, efficient reading assessment and instruction plans. Please send us your comments and observations about whether we have achieved our aim.

Best wishes as you work to help every child become a successful reader and realize his or her full potential as an individual.

D. Ray Reutzel
ray.reutzel@uwyo.edu

Robert B. Cooter, Jr.
rcooter@bellarmine.edu