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As always, I dedicate this work to Charlie, my parents (miss you, Mom and Dad), and my loyal companion, Cocoa, who has survived another edition with me, her third.

I dedicate this work to my husband, Paul, my two sons, my four grandchildren, and my great grandchild. Thanks also to my two daughters-in-law.
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Teaching is very hard work. It requires a view of oneself as a lifelong learner. Our best teachers also view themselves as researchers, constantly questioning their methods and trying new ideas that might help them meet the needs of all the students entrusted to them. Our best teachers resist efforts to work mainly as technicians of a particular program; rather, they deserve to be recognized as valued and trusted professional educators capable of making instructional decisions that benefit their students. Throughout this text we hope to demonstrate the profound respect we have for teachers as knowledgeable, thinking professionals.

Just as classroom teachers are continually developing as professionals, so are we, as authors of this text. Between editions we read professional literature, attend conferences and webinars, work with students who struggle with literacy, and discuss ideas with colleagues for the express purpose of identifying the methods and theories related to literacy assessment and instruction that represent the best of what is known in the field of literacy education. As in prior editions, we offer information based on the most current research in the field and the best thinking of literacy experts representative of a variety of viewpoints to present a comprehensive look at what we educators can do to help all learners, of all ages, achieve literacy. A continuing goal is also to provide teacher education students, classroom teachers, literacy coaches, and reading teachers with a guide and a resource for meeting the needs of their diverse learners, including English learners and students with special needs found in most classrooms throughout the United States. The use of quality multicultural literature as a means to help learners broaden their understanding of their own and others’ cultures remains a recommendation of this edition, and one that is practical in educating for a democratic society.

In this edition, we continue to strongly support a view of literacy development that includes multiple forms of literacy. From text-based forms to technology-related literacy to visual literacy and the performing arts, incorporating a variety of forms is essential to meeting the needs of learners in today’s world. The conceptual framework that best illuminates this view is Howard Gardner’s (1983, 1999) multiple intelligences (MI) theory, which provides the foundation for the instructional recommendations made in this edition. Also, MI theory supports differentiated instruction, and this text describes analytic teaching as essential to achieving effective differentiation. The conceptual framework offered by MI theory is also consistent with the response to intervention (RTI) paradigm. The similarity between RTI and the analytic process needs to be recognized as all U.S. states and the District of Columbia now support, at some level, implementation of a tiered academic and behavior framework like RTI (17 states as of 2013 require RTI). Additionally, the underlying premise of the text has been, and remains, an emphasis on making literacy education equally available for all students, a premise consistent with another topic discussed, that of Universal Design for Learning (UDL). In this edition, we make explicit what has been an underlying premise in earlier editions—that is, an emphasis on educating students in ways that make literacy education equally available for all students. For example, in a new chapter we show how the arts can provide support to the literacy learning of all learners, including those from low socioeconomic circumstances, learners who struggle academically, and those who are culturally, racially, and linguistically diverse. Such a
focus is certainly consistent with the concept of differentiated instruction and multiple intelligences theory.

We have made a conscious effort to present techniques appropriate to, or easily modified for, any grade level from primary through secondary school. Students can experience difficulty at any point in their literacy development. Difficulty might be first noticed when students are asked to read expository text that requires strategic reading behaviors different from reading narrative text. Difficulties also occur with expository writing, or academic writing. We recognize that competence in reading and writing is critical to entry into the world of knowledge and societal power. In fact, our hope is for all students to acquire the skills, knowledge, and dispositions needed to respond to their public responsibilities as citizens. We also hope to help teachers empower all students to enjoy the confidence that good readers and writers share, identify and solve problems of social injustice, and act as wise consumers and decision-makers in our technologically advancing society. This we see as the main task of literacy instruction.

What Is New in This Edition?

We continue to provide teachers with an analytic approach consistent with RTI and techniques for (1) recognizing learners’ literacy strengths and needs, (2) identifying learners’ special needs, (3) planning and differentiating instruction that considers the special talents and learning preferences of their students, and (4) meeting the Common Core State Standards. New to this edition are the following elements.

• A new chapter for supporting K-high school students’ literacy development through the arts that offers arts theory, teaching strategies, and students’ arts/literacy connections, explains how the Common Core State Standards affirm the arts, and how the Every Student Succeeds Act supports the arts as a core academic subject.

• A new section on disciplinary literacy has been added to Chapter 13 to address the needs of teachers responsible for content-area learning, and the current emphasis on text complexity and increased use of informational text at all grade levels.

• More integration of technology and digital resources occurs throughout the text with linkages to relevant video clips, linkages to glossary terms, and updated websites focused on digital resources, annotated and located at the end of each chapter. An updated listing of key search terms for use with one’s personal choice of search engine for locating the most current and relevant websites for the topics contained in each chapter is provided. By providing these search terms, the problem of obsolete or nonfunctioning links is avoided.

• A new explicit connection to students with special needs is made in each Part II chapter titled Spotlight on Learners with Special Needs, similar in format to the current Spotlight on English Learners. Teachers need to be aware of strategies effective for students with special needs, including ELLs.

• A new section on neurological disorders, in Chapter 4, addresses obsessive-compulsive disorder (OCD). Often teachers confuse ADHD with OCD, but they are different disorders. Knowing the characteristics of both disorders should help to clarify any confusion.

• Separate assessment chapters have been condensed into one chapter containing material on both summative and formative assessments.
New attention to IRI administration and interpretation, as well as associated video clips, can be found in Chapter 5, the assessment chapter.
Updates were made throughout the text for content and references. Updates to the References include updates to new editions cited and the addition of nearly 100 current references.

How Is This Edition Organized?

For teachers to effectively build cooperative learning communities and provide opportunities for critical thinking and problem-solving—important goals in a democratic society—they first need to know their students’ learning profiles. The bulk of this text explains how to profile students through assessment, identify their individual needs and learning preferences, and address students’ needs in a variety of ways. The organization of this text supports these important teaching goals.

The text is divided into two major sections: Part I, “Foundations,” and Part II, “The Major Domains.” Part I presents the fundamental dimensions of literacy, the concept of civic literacy, prevalent views about literacy instruction, and the goals of effective literacy programs; describes analytic teaching and the analytic process as data-driven decision making and their relationship to differentiated instruction and RTI; summarizes perspectives on linguistic diversity as related to literacy education; discusses factors that influence literacy learning, such as physical and developmental, psychological, and environmental correlates; and describes ways to assess and evaluate literacy performance, using both summative and formative means. Part II provides specific information on instructional techniques and integrating multiliteracies through visual and communicative arts. The literacy domains addressed are early literacy; literacy development through the arts; oral and written language, including spelling and academic writing; word recognition; reading vocabulary; reading comprehension; comprehending narrative text; expository text and disciplinary literacy; and study skills, including test-taking strategies. The extensive coverage of research-based instructional techniques for all literacy domains and applicable to all grade levels is a particular strength of this text, with a comprehensive listing of these strategies highlighted on the inside covers of the text.

The chapters in Part I are best studied in the order presented, whereas the chapters in Part II are independent of one another and can be studied in any order. The text organization corresponds especially well to a course organization that includes action research, a field experience, or a practicum or clinic experience. Although the basis of the text is well supported by research and theory, the overall flavor of the text remains applied and practical.

Special Features

Certain format features aid learning from the text. Each chapter begins with a list of learning objectives and important vocabulary words. The terms listed as important vocabulary for each chapter are boldfaced within the text for quick location. There is also a glossary that provides definitions for these boldfaced terms. These features aid the reader in preparing to read each chapter and in studying the material, and they aid the instructor in anticipating topics that may need additional explanation or hands-on experience. Within each domain chapter, margin notes make explicit connections between teaching practices or strategies
and the specific Common Core State Standard(s) a strategy addresses. In addition, within each domain chapter there are Spotlight on English Learners and Spotlight on Students with Special Needs features that highlight particularly effective strategies for learners who are still learning English, or who have a specific disability or other special need.

The Assessment Resources found in the appendixes provide a compendium of assessment tools for both teachers and students. These tools include materials for assessing instructional environments, determining students’ areas of literacy strength and instructional need, examining readers’ attitudes toward reading and self-concept, determining spelling development, analyzing writing samples, communicating student progress to parents, self-assessment for phonics terminology, and many more. A glossary and index are provided for quick reference.

Supplements for Instructors

The following supplements comprise an outstanding array of resources that facilitate learning about reading assessment and differentiated instruction. For more information, ask your local Pearson Education representative or contact the Pearson Education Faculty Field Support Department at 1-800-526-0485. For technology support, please contact technical support directly at 1-800-677-6337 or http://247.pearsoned.com. Many of the supplements can be downloaded from the Instructor Resource Center at www.pearsonhighered.com/irc.

Help your students get better grades and become better teachers.

Instructor’s Resource Manual and Test Bank. For each chapter, the instructor’s manual features a summary of important concepts and terms with their definitions, in-class activities, field-based activities, and journal questions. The summary gives an overview of what is discussed in each text chapter. The important terms highlight the major concepts of each chapter. The in-class activities provide ideas for experiences that can be accomplished within the university setting to enhance understanding of the concepts presented in the text. The field-based activities help build professional portfolio materials. The journal questions help students engage personally with the concepts. The manual also provides resource pages that can be used either as handouts or as transparency masters. The test bank provides multiple-choice questions for each chapter (available for download from the Instructor Resource Center at www.pearsonhighered.com/irc).

Acknowledgments

Thanks to colleagues and students across the country, and to the staff at Pearson Education, this text is now in its ninth edition. Suggestions for improving the instructional strategies offered and the explicit text connections to differentiated instruction come from a variety of valuable sources. First, the feedback from my own students from the University of New Orleans and California State University, Sacramento, over the years, as well as from other instructors and students who used the previous editions provided the impetus for the changes in this edition. I sincerely thank all who offered suggestions for this new edition. Second, I extend a special thank you to reviewers Lisa Bauer, Wilmington College; Carolyn R. Fehrenbach, Pittsburg State University; Margaret Phillips, Tiger Creek Elementary, Tunnel Hill, GA; and Tobi Thompson, Northeastern State University. Your thorough and thoughtful reviews and comments were invaluable in the development of this new edition. Special
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Joan P. Gipe