To Dorothy Rubin
For conceiving the original and allowing us to continue her legacy.

M.F.O., J.A.E., and R.K.S.
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Preface

Understanding, Assessing, and Teaching Reading: A Diagnostic Approach, Eighth Edition, is based on the premise that a diagnostic approach to assessment and instruction involves asking and answering questions about each child’s reading. Our goal is to provide key knowledge about the teaching of reading, to model how to ask and answer assessment questions based on this knowledge, and then to provide teaching strategies that fit best with common answers to assessment questions. To achieve this goal we have combined theory, knowledge, and skills with practical application.

The demand is greater than ever for teachers who understand why they do what they do in reading assessment. We emphasize the importance of teachers and explain the roles they play for young readers. Good teachers must understand factors that affect reading and also assessment techniques they can use to better understand how these factors affect individual readers. Good teachers ask questions about each student to help teachers select, administer, and interpret the most appropriate assessments. When information is gathered to answer questions about students, assessment is a powerful process. When teachers administer assessments based only on mandates and requirements, the validity of assessment is compromised. With the right information, teachers can make much better decisions about how to help readers. To this end, we present many reading skills, strategies, and teaching techniques that are appropriate follow-ups to appropriate assessments. We make no assumption that any one strategy or teaching technique will meet the needs of all students, so we encourage teachers to look for students’ strengths first and then to find teaching strategies and techniques that build on these strengths.

We know the term diagnostic assessment can be intimidating. In Chapter 1 we set the stage by describing our beliefs about the diagnostic approach clearly and in student-centered ways. We hope this introduction will help teachers demystify and humanize reading diagnosis.

In Chapters 2 through 5 we present information on specific aspects of assessment each teacher must be able to apply with understanding. They have been written in a specific order to prioritize techniques that provide immediately useful information about each child as a reader. These chapters are oriented to three guiding questions that help teachers choose the most appropriate assessment techniques: What do I want to know? Why do I want to know it? How can I best discover this information?

In Chapters 6 through 13 we focus on assessment and teaching of specific aspects of reading and writing. Each of these chapters follows a standard format and is written to stand alone, to be read and used in any order. We have provided titles for many children’s literature texts that could be used with young readers to give teachers a head start on carrying out as much assessment and instruction as they can with authentic texts.

In Chapter 14 we provide suggestions on partnering with parents, other teachers, and the broader community to help readers grow.

A full Informal Reading Inventory is provided in the Appendix to enable full implementation of the IRI as presented in Chapter 4 without requiring the purchase of supplemental books. We have streamlined the IRI process of scoring and interpretation to match our diagnostic approach.
New to This Edition

Understanding, Assessing, and Teaching Reading: A Diagnostic Approach is a teacher-friendly book designed to boost teachers’ confidence in helping young readers. We have kept this goal in mind in making the following substantial revisions to the current edition:

- A dedicated chapter on writing. Writing is fundamental to literacy growth, and many students’ strengths and needs in writing can be related to their growth as readers.
- Bridge exercises have been added between the subsections of the chapters to show readers how teachers would make decisions from understanding reading to assessing readers, and from assessing readers to teaching them, and how teaching leads to further understanding. These exercises can help instructors improve student interaction with text. The bridges are found in 2–3 locations in each chapter, to mark transition between subheadings: Understanding, Assessing, and Teaching.
- Each content chapter (Chapters 8–13) features video examples newly selected to demonstrate best practices described in the book. By linking to visual media, readers will be able to see and hear what is being taught in the book.
- Application Exercises have been added to each chapter, offering students opportunities to apply what they are learning to realistic classroom situations. The specific challenges of assessing and teaching English learners are featured strongly in each set of exercises. These exercises are found throughout each chapter near the “bridge” sections.
- Updated children’s literature references are inserted throughout the book. More recent books will match better what teachers will find in public and school libraries. A special focus on updated children’s literature is given in Chapter 7.
- The updated research base and references include review of 110 research articles and chapters published since the last edition, with dozens of references added or changed to refresh the book’s identification with current research. The text connects readers to the most up-to-date information on diagnostic assessment, reading engagement, teaching with texts, factors that affect reading achievement, comprehension, vocabulary, phonics, reading fluency, and the role of teachers. These new references can be found in each chapter’s endnotes.
- Printable sample assessment forms are included. Readers can see what assessment record keeping looks like, with both blank masters and copies filled in with teacher coding. These documents are linked within Chapters 8–13.

Video-Enhanced Pearson eText

Understanding, Assessing, and Teaching Reading: A Diagnostic Approach is available for the first time as a Pearson eText. The affordable, convenient, interactive version of this text includes tools to help navigate and understand important, current content. The Pearson eText is available with a black-and-white, loose-leaf printed version of the text.

Features of the Pearson eText include:

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Support Materials for Instructors
The following resources are available for instructors to download on pearsonhighered.com/educator. Click the “Support for Educators” link, then click Download Supplements and enter the author or title of this book, select this particular edition of the book to log in, and download textbook supplements.

Test Bank (0135178576)
The Test Bank includes a robust collection of test items. Some items (lower-level questions) simply ask students to identify or explain concepts and principles they have learned. But many others (higher-level questions) ask students to apply those same concepts and principles to specific classroom situations—that is, to actual student behaviors and teaching strategies.

PowerPoint Slides
These lecture slides (0135465974) highlight key concepts and summarize key content from each chapter of the text.

Acknowledgments
We appreciate the editing work of Mirasol Dante and Padma Rekha Madhukannan, who improved the book with their careful review of the manuscript and all the resources in the new edition. We would like to thank the reviewers of this edition: Cynthia Walters, University of Central Florida; Nance Wilson, SUNY Cortland; Patricia Ann Jenkins, Albany State University.