



Instructing Students Who Have Literacy Problems, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (7th Edition)

By Sandra McCormick, Jerry Zutell

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Long valued for its coverage of both assessment and instructional strategies, this widely popular reading diagnosis text presents a balanced view of literacy instruction, thoroughly examining interventions for students having difficulties with word study and reading comprehension. *Instructing Students Who Have Literacy Problems, 7/e* incorporates chapters on both formal and informal assessment with instructional interventions, allowing instructors to use this versatile text for one inclusive course or for two separate courses on diagnosis and instruction. Student case studies, as well as vignettes of teachers in action, illustrate real-world applications based on extensive research and the theoretical foundations of reading intervention. The new edition is available as an enhanced eBook, includes suggestions for using technology to teach struggling readers, addresses the Common Core State Standards, and includes numerous other features that establish the text as an influential and invaluable resource in the fields of reading assessment, diagnosis, and remediation. The Enhanced Pearson eText features embedded video.

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Editorial Review

Review

This textbook provides the basic foundational knowledge necessary to understand teaching literacy. It is a valuable resource because it can be used for all grade levels. It provides a wealth of knowledge on the foundations of literacy, current issues in education, and a refined focus on assessment and instruction, going in depth with what many feel to be a very intimidating process.

The textbook lays out activities and strategies that are considered top-down and bottom-up, therefore covering the whole spectrum to help teachers choose methods for a balanced approach. -- **Shawn Lee Coskey, East Stroudsburg University**

This book is easy to read, comprehend, and apply. It has a very good overview of assessment, basic reading problems, and adaptive measures. The authors have done an excellent job including the most important topics for an assessment/clinical experience course. Although challenging, it is simplistic in format. Many students would appreciate this as it appears to be the essential “capsule” for intervention. -- **Patricia J. Pollifrone, Ph.D., Gannon University**

A comprehensive textbook about assessing and working with literacy in the classroom. The text provides wonderful, concrete examples for the classroom, and has quite a few research-to-practice materials for future teachers. The strategies incorporated into this text were very engaging and would help future teachers set up lesson plans for their students. -- **Dr. Patricia L. Jones, Tennessee Wesleyan College**

From the Back Cover

Long valued for its coverage of both assessment and instructional strategies, this widely popular reading diagnosis text presents a balanced view of literacy instruction, thoroughly examining interventions for students having difficulties with word study and reading comprehension. *Instructing Students Who Have Literacy Problems, 7/e* incorporates chapters on both formal and informal assessment with instructional interventions, allowing instructors to use this versatile text for one inclusive course or for two separate courses on diagnosis and instruction. Student case studies, as well as vignettes of teachers in action, illustrate real-world applications based on extensive research and the theoretical foundations of reading intervention.

McCormick and Zutell introduce practical strategies for both elementary and secondary students, including English language learners and students from a variety of cultural backgrounds. This valuable assessment, diagnosis, and remediation text will guide teachers to help students with literacy difficulties of all types become successful, capable readers. New to this edition are:

- **NEW! Suggestions for using technology to teach struggling readers.**
- **NEW! Addresses the Common Core State Standards (CCSS) in each chapter**, particularly how they apply to less-able readers.
- **NEW! The Teacher’s Lesson Plan Book feature** includes representative pages from a lesson plan book frequently used by teachers.

- **NEW! Numerous comprehensive instructional procedures for delayed readers.**
- **NEW! Several new assessment procedures that help teachers make decisions about instruction are described.**
- **NEW! An extensive section on matching text to readers** addresses the renewed interest in text readability and complexity generated by the Common Core State Standards.
- **NEW! A Lesson Plan Format for Assessment Sessions** helps teachers manage assessment and analyze results
- **NEW! Seventeen new figures and six new tables** help to clarify information for students, provide examples, and offer actual teaching and testing materials for use in future classrooms.
- **NEW! Learning Outcomes at the beginning of each chapter.**
- **NEW! A section on the emerging body of neuroscience research.**

About the Author

Sandra McCormick is a Professor Emerita and former Director of the Reading Clinic at the Ohio State University. She is an author of six previous editions of this popular text, the graduate-level textbook, *Remedial and Clinical Reading Instruction* (Merrill), and numerous articles on delayed readers published in Reading Research Quarterly, The Reading Teacher, Journal of Learning Disabilities, Language Arts, and other journals. Dr. McCormick has served on the Board of Directors of the International Reading Association and was coeditor, with Jerry Zutell, of the National Reading Conference Yearbook.

Jerry Zutell is a Professor Emeritus and former Director of the Reading Clinic at the Ohio State University. He is a noted researcher and writer about oral reading fluency, spelling development, and related instructional practices. He is the developer of the Directed Thinking Spelling Activity (DSTA), an innovative student-active cycle of word study instruction, and the Theme-Context-Roots-Reference-Review (TC3R) model of vocabulary instruction. Dr. Zutell is a senior author of *Spell It – Write!* (Zaner-Bloser, 1998), coauthor of *Essential Strategies for Word Study* (Scholastic, 2010), and author of the vocabulary series, *Word Wisdom* (Zaner-Bloser, 2005, 2013). Dr. Zutell was coeditor, with Sandra McCormick, of the National Reading Conference Yearbook.

Users Review

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Lori Leavitt:

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Alexandra Dickey:

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Glen Hall:

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