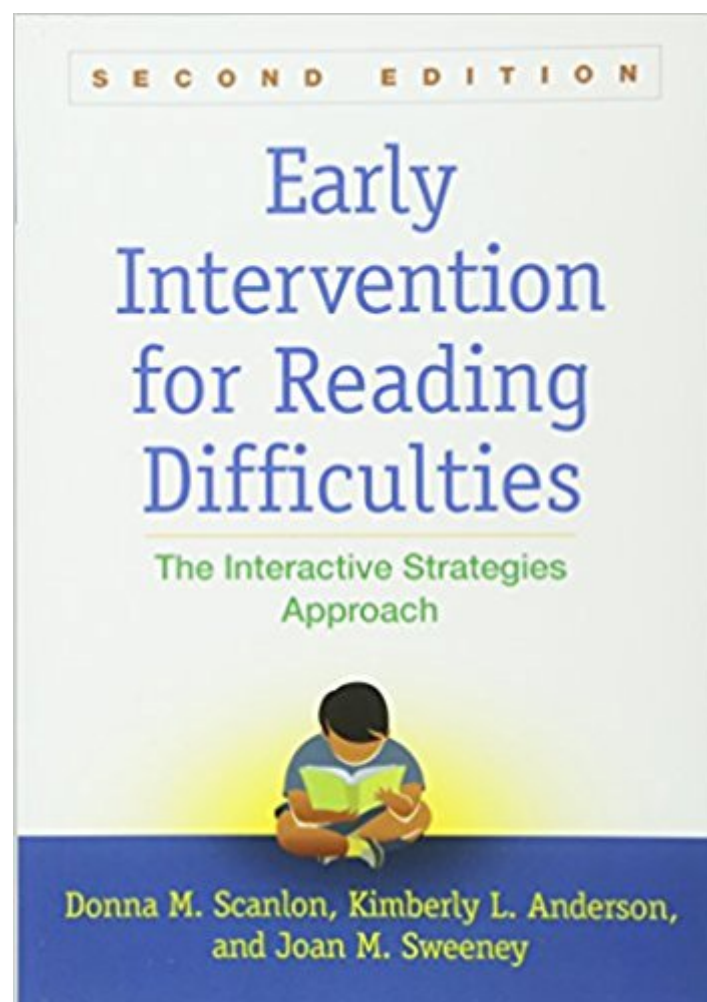




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Early Intervention For Reading Difficulties, Second Edition: The Interactive Strategies Approach (Solving Problems In The Teaching Of Literacy)





Synopsis

Grounded in a strong evidence base, this indispensable text and practitioner guide has given thousands of teachers tools to support the literacy growth of beginning and struggling readers in grades K–2. The interactive strategies approach (ISA) is organized around core instructional goals related to enhancing word learning and comprehension of text. The book provides guidance for assessment and instruction in whole-class, small-group, and one-to-one settings, using the curricular materials teachers already have. Purchasers get access to a companion website where they can download and print 26 reproducible forms in a convenient 8 1/2" x 11" size. Of special value, the website also features nearly 200 pages of additional printable forms, handouts, and picture sorts that supplement the book's content. New to This Edition

- *Incorporates the latest research on literacy development and on the ISA.
- *Describes connections to the Common Core State Standards (CCSS).
- *Explains how to use the ISA with English learners.
- *Chapter on fluency.
- *Expanded coverage of morphological knowledge.
- *Companion website with downloadable reproducible tools and extensive supplemental materials.

Book Information

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Customer Reviews

"A lot of people talk about research-based practice, but Scanlon and colleagues deliver. They draw on their own and others' research to show how we can greatly reduce the prevalence of reading difficulties. The book addresses many facets of literacy development--from phonological

awareness to reading comprehension--and shows how to organize instruction to respond to each child's needs. I am thrilled that the authors have developed a second edition of this book! I used the first edition in my preservice literacy methods course and as a trusted resource in my work with practicing teachers, and the second edition provides even more guidance. If you are an early literacy teacher educator, coach, or specialist, I strongly urge you to put this book on your reading list. You won't be disappointed."--Nell K. Duke, EdD, School of Education, University of Michigan

"If you really want to know how to teach young children to read, this is a good place to start. In their second edition, the authors have perfected the ISA, based on hundreds of hours of work with beginning readers. What is truly remarkable is the degree of detail about every aspect of the beginning reading lesson, from phonological awareness to fluency. I would use this book as a primary text in an elementary methods course or in a graduate reading specialist or special education course."--Heidi Anne E. Mesmer, PhD, School of Education, Virginia Tech

"What a fantastic resource for anyone who teaches reading in the primary grades! What sets the second edition apart for me is that every section now includes an excellent discussion of possible challenges for English learners (ELs), along with recommendations for instructional modifications, making it a great resource for EL educators as well as reading teachers."--Karen L. Ford, PhD, Curry School of Education, University of Virginia

"A valuable resource for all early elementary teachers, whether they want to improve their implementation of reading interventions or build knowledge about effective reading instruction more generally. Detailed descriptions of research-based practices, along with many practical tools, make intervention planning and implementation more feasible."--Jeanne Wanzek, PhD, Department of Special Education, Vanderbilt University

"I used the first edition of this text in professional development courses with practicing teachers, reading specialists, and administrators, and I'm delighted to see the second edition. The ISA is responsive to students and it empowers teachers as professional decision makers. This is a refreshing approach in contrast to prepackaged intervention materials or scripted reading programs. The content in this text is firmly based on sound research and is presented in an approachable manner."--Seth A. Parsons, PhD, College of Education and Human Development, George Mason University

Donna M. Scanlon, PhD, is Professor in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York. Dr. Scanlon has spent most of her career studying children's reading difficulties. Her studies have focused on the relationships between instructional characteristics and success in learning to read and on developing and

evaluating approaches to preventing and remediating reading difficulties. Findings from studies that she and her colleagues conducted contributed to the emergence of response to intervention as a process for preventing reading difficulties and avoiding inappropriate and inaccurate learning disability classifications. Most recently, Dr. Scanlon's work has focused on the development of teacher knowledge and teaching skill among both preservice and inservice teachers for the purpose of helping teachers to prevent reading difficulties in young children and remediate reading difficulties among older children. Kimberly L. Anderson, PhD, is Assistant Professor at East Carolina University in Greenville, North Carolina, where she teaches K-2 literacy methods courses in the Department of Literacy Studies, English Education, and History Education. Her current research focuses on improving small-group, supported literacy instruction in the kindergarten classroom and the relationships between teacher knowledge, teacher practice, and student outcomes with regard to the foundations of reading development. Dr. Anderson worked for several years as a research associate at the Child Research and Study Center, University at Albany, and has contributed to the research on the Interactive Strategies Approach (ISA) by serving as an intervention teacher in an early study; by providing professional development for teachers learning to implement the ISA in the early primary grades in both classroom and intervention settings; and by collaborating with preservice educators from institutions across New York State on enhancing preservice teacher knowledge related to early literacy development and instruction. Joan M. Sweeney, MEd, is a Reading/Literacy Specialist in the North Colonie Central School District in Latham, New York. Previously, she was a research associate in the Child Research and Study Center, University at Albany, where she provided intervention for struggling readers, supervised intervention teachers, and coached classroom teachers utilizing the ISA to support children's literacy development.

This is a great resource for anyone teaching kindergarten or first grade or anyone teaching reading intervention. It focuses on tier 1 instruction and the relationship between classroom instruction and intervention. It provides a lot of information about how children learn to read and activities to facilitate their learning. It focuses on formative assessment and the importance of good classroom instruction. There are checklists as well as classroom activities and model scripts. It does not promote one program over another, but discusses research-based instructional strategies that can be incorporated with any program. As an early literacy coach, I absolutely love this book! I would recommend that all of our lower elementary classroom teachers read it.

Fabulous book that I am sharing with colleagues. Research base is solid, with clear explanations and practical suggestions for shifting to more effective methods when working with struggling readers. While meaty, the material is engaging, with many examples throughout how the interactive reading method makes a difference to students.

Great book to help teach children reading and writing strategies. Great book to have if you are planning to be a reading teacher.

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