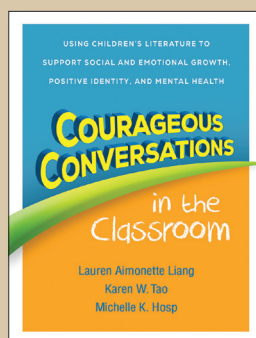
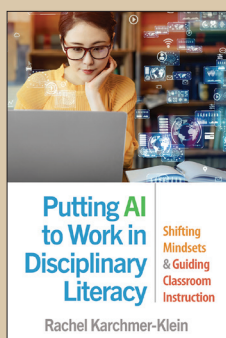
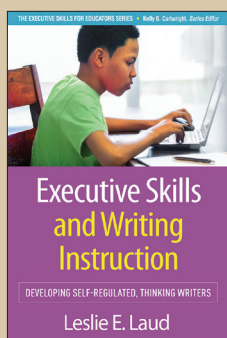
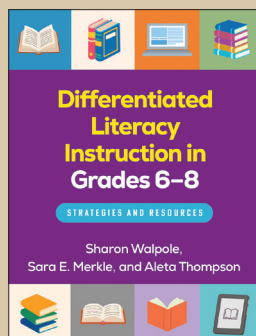
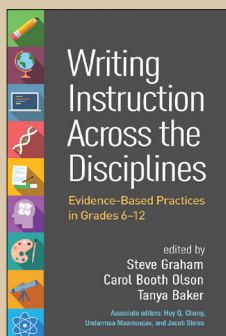
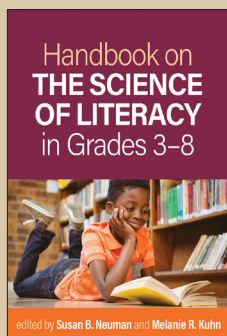


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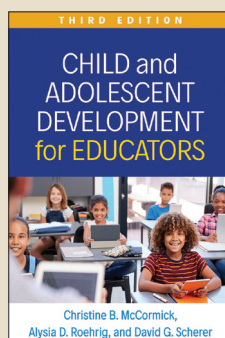
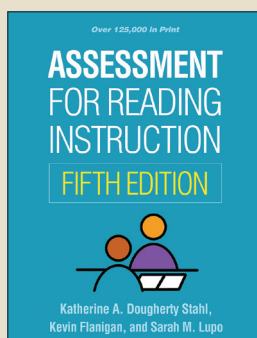
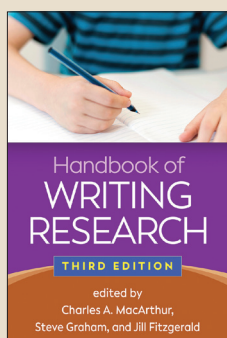
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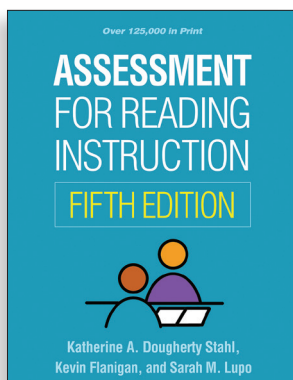


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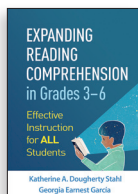
ABOUT THE AUTHORS

Katherine A. Dougherty Stahl, EdD, is a literacy consultant and author who focuses on translating literacy research into practice.

Kevin Flanigan, PhD, is Professor in the Literacy Department at West Chester University in Pennsylvania.

Sarah M. Lupo, PhD, is Associate Professor of Literacy Education in the College of Education at James Madison University.

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This trusted text and teacher resource is now in a revised and updated fifth edition, reflecting key advances in the science of reading. It covers the “whys,” “whats,” and “how-tos” of systematic reading assessment in grades K–8. The authors provide a roadmap and practical tools for evaluating students’ strengths and needs in each component of reading. In a convenient large-size format, the book includes 30 reproducible and downloadable tools, plus an online-only appendix with an additional multipage assessment.

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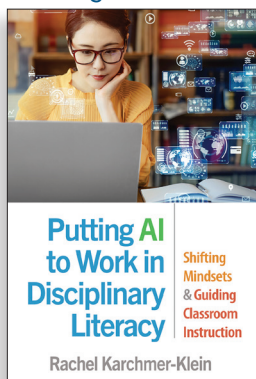
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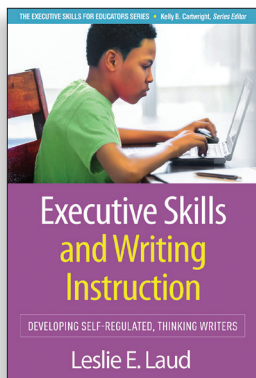
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New

Putting AI to Work in Disciplinary Literacy

Shifting Mindsets and Guiding Classroom Instruction

Rachel Karchmer-Klein, PhD, University of Delaware

Foreword by **Amy C. Hutchison, PhD**

Can generative AI support—not supplant—students’ reading, writing, critical thinking, and problem-solving skills? In this practical, literacy-centered guide, Rachel Karchmer-Klein shows how AI tools like ChatGPT and Copilot can be integrated into grades 6–12 instruction without compromising academic rigor or student voice. Grounded in the principles of disciplinary literacy, the book helps teachers shift their mindsets, explore ethical dilemmas, and design content-rich lessons that keep student thinking at the center. With ready-to-use lesson plans, classroom vignettes, Try It Out activities, discussion prompts, and reproducible planning forms, this resource empowers educators to reimagine learning in the age of AI.

CONTENTS: Foreword, *Hutchison* Introduction **I. How Does GenAI Intersect with the Literacy Skills Essential across Disciplines?** 1. GenAI Digital Literacies 2. Addressing the Fears of GenAI in Literacy Instruction 3. Reimagining Instructional Design and Selecting GenAI Tools **II. How Do We Reimagine Instruction for an AI-Infused World?** 4. Reimagining Instruction of Problem-Solving Skills 5. Reimagining Instruction of Critical Thinking 6. Reimagining Reading Instruction 7. Reimagining Writing Instruction **III. How Do We Prepare Students for an AI-Infused Workforce and Higher Education?** 8. Reimagining Teaching in the Age of GenAI

New

Executive Skills and Writing Instruction

Developing Self-Regulated, Thinking Writers

Leslie E. Laud, EdD, Director, thinkSRSD

Students learn to write well by developing fundamental literacy skills—and also by knowing how to get started, stay on track, and persist toward meaningful goals. From leading science-of-writing expert Leslie E. Laud, this is the first book that helps K–12 educators harness the power of executive skills in evidence-based writing instruction. Laud shows how self-regulation supports learning and growth in every step of the writing process, from planning to drafting, editing, and revising. The book is packed with sample lessons, writing prompts, extended examples, “Take It to the Classroom” tips, and reproducible/downloadable tools.

CONTENTS: 1. Executive Skills: What They Are, and Why They Matter in Learning to Write 2. The End Game: A Framework for Developing Self-Regulating Writers 3. Planning: Teach and Model the Writing Process 4. Organization: Text Structure 5. Cognitive Flexibility: The Key to Varied Vocabulary and Strong Sentences 6. Working Memory: Transcribing Ideas While Holding Them in Mind 7. Inhibition and Self-Monitoring: Goal-Driven Revision 8. Social Understanding: Audience Awareness and Peer Connections • Epilogue • Appendix



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New

Writing Instruction Across the Disciplines

Evidence-Based Practices in Grades 6–12

Edited by **Steve Graham, EdD**, Arizona State University
Carol Booth Olson, PhD, University of California, Irvine
Tanya Baker, EdD, Executive Director, National Writing Project

Associate Editors: **Huy Q. Chung, PhD**,
Undarmaa Maamuujav, PhD, and **Jacob Steiss, PhD**

This book translates the best current research on adolescent writing instruction into teacher-friendly practices that are easy to implement in today's diverse classrooms. Leading experts present instructional methods that are applicable across the curriculum as well as specific, proven techniques to build writing skills and promote critical thinking in English language arts, social studies, science, and math. Key chapters address multimodal writing and pedagogical uses of generative AI. Other essential topics include self-regulated strategy development, culturally sustaining writing practices, writing for college readiness, and teaching argument writing. **Guiding Questions, classroom examples, and Action Steps** in each chapter enhance the book's utility as a teacher resource and course text.

New Edition—A Major Revision!

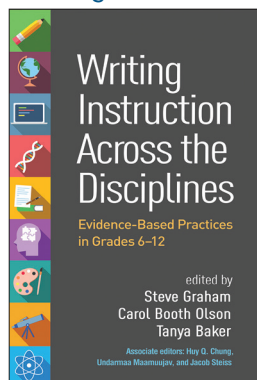
Handbook of Writing Research, THIRD EDITION

Edited by
Charles A. MacArthur, PhD, University of Delaware (Emeritus)
Steve Graham, EdD, Arizona State University
Jill Fitzgerald, PhD, University of North Carolina
at Chapel Hill (Emerita)

Synthesizing the breadth of current research on the teaching and learning of writing, the third edition of this definitive handbook has **more than 90% new content**, reflecting the growth and dynamism of the field. Leading scholars—including many international voices—review major theories, developmental issues, and instructional approaches for students at all grade levels. Cognitive and sociocultural aspects of writing are explored in depth, as are assessment principles and methods.

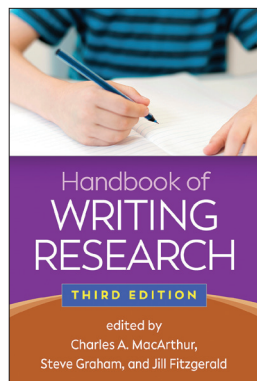
NEW TO THIS EDITION: ✓ Chapters on executive functions in writing; disciplinary writing in math, science, and social studies; the role of vocabulary in writing; and formative assessment. ✓ Chapters on source-based writing, source evaluation, and writing development and instruction for African American students. ✓ Chapters on sociocultural aspects of writing—from critical literacies to agency and identity, social justice issues, and more.

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New

Handbook on the Science of Literacy in Grades 3–8

Edited by **Susan B. Neuman, EdD**, New York University
Melanie R. Kuhn, PhD, Purdue University

Foreword by **Sharon Vaughn, PhD**

From foremost authorities, this needed work demonstrates the importance of a science of literacy perspective for teaching and learning beyond the primary grades. Contributors present cutting-edge research on reading and writing development in grades 3–8 and review evidence-based classroom practices and professional learning frameworks. The *Handbook* explores how to support upper elementary and middle grades learners in improving morphological knowledge and vocabulary, understanding text complexity, and building comprehension. It describes effective ways to meet the instructional needs of struggling readers and writers, including multilingual students and those with learning disabilities.

TOPICS: What Does the Research Say about Language and Vocabulary? • What Does the Research Say about Text Complexity and Comprehension? • What Does the Research Say about Supporting Struggling Readers? • What Does the Research Say about Writing Instruction? • Teacher Knowledge and Professional Development
 ► **Complete Contents with Contributor Details:** www.guilford.com/p/neuman3

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Child and Adolescent Development for Educators

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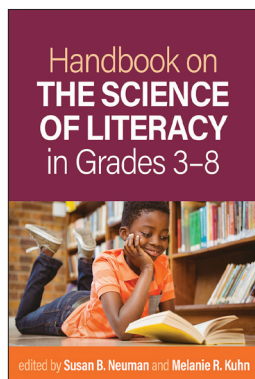
Christine B. McCormick, PhD, University of Massachusetts, Amherst (Emerita)

Alysia D. Roehrig, PhD, Florida State University

David G. Scherer, PhD, University of Massachusetts, Amherst (Emeritus)

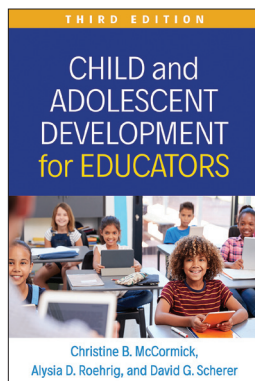
Focusing on what educators need to know about child and adolescent development, the revised third edition of this established text incorporates timely issues and research advances. The book reviews major theories of development and presents cutting-edge knowledge about key areas.

NEW TO THIS EDITION: ✓ Reflects key developments in cognitive science, neuroscience, genetics, and other areas; nearly 25% of the research citations are new. ✓ Expanded coverage of executive functioning, dyslexia, social-emotional learning, character education, ethnic-racial identity development, and gender diversity. ✓ Practical discussions of timely topics: media and mental health, cyberbullying, the impact of the COVID-19 pandemic, and more.



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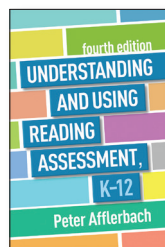
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New Edition—Revised & Updated!**Understanding and Using Reading Assessment, K-12****FOURTH EDITION****Peter Afflerbach, PhD**

Well established as a teaching resource and course text, this guide to reading assessment is **now in a thoroughly revised fourth edition**. Peter Afflerbach succinctly introduces major types of assessments, including formative and summative performance assessments, teacher questioning, and high-stakes testing.

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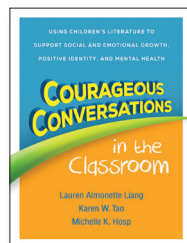
Using Children's Literature to Support Social and Emotional Growth, Positive Identity, and Mental Health

Lauren Aimonette Liang, PhD, Karen W. Tao, PhD, and Michelle K. Hosp, PhD

A complete classroom toolkit for grades 3–6, this book empowers teachers to leverage high-quality children's literature to boost emotional well-being, positive self-identities, social awareness, and civic engagement. Nine thematic instructional units are built around carefully curated book sets.

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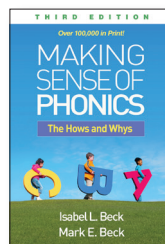
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**Making Sense of Phonics, THIRD EDITION***The Hows and Whys***Isabel L. Beck, PhD and Mark E. Beck, MEd**

Now in a revised and updated third edition incorporating a decade of additional research and classroom experience, this book presents innovative approaches to assessing and teaching letter–sound relationships, blending, Word Building, multisyllabic decoding, fluency, and more.

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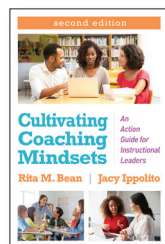
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In Print****New Edition—Revised & Updated!****Cultivating Coaching Mindsets, SECOND EDITION***An Action Guide for Instructional Leaders***Rita M. Bean, PhD and Jacy Ippolito, EdD**

This book gives instructional coaches an innovative framework for building strong relationships and enacting positive change in schools. Emphasizing a systems approach, the authors explain the multiple roles of the coach as change agent, facilitator, designer, and advocate.

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New

Differentiated Literacy Instruction in Grades 6–8

Strategies and Resources

Sharon Walpole, PhD

Sara E. Merkle, EdD

Aleta Thompson, MA

This practical guide presents a field-tested framework for promoting students' reading, writing, and collaborative learning in the middle school years. The expert authors describe ways to scaffold the development of content knowledge and core literacy skills using challenging, full-length anchor texts and connected text sets. They provide differentiation strategies and instructional routines, emphasizing culturally responsive practice. The book shows how students with varying support needs can engage productively in lessons focused on reading, discussion, grammar and language, writing, and research. **In a convenient large-size format, the book includes links to two complete lesson modules, numerous "Try It Yourself!" activities for teachers, and 19 reproducible/downloadable forms.**

"Deeply respectful of both the research and standards that guide curriculum and the teachers and students who experience it, this book is sure to be a valuable resource for English language arts teachers and literacy leaders working in middle schools, as well as preservice teachers preparing to teach in diverse schools and classrooms."

—John Strong, PhD,
University at Buffalo, State University of New York

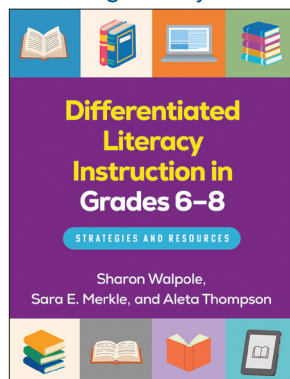
"The authors provide teacher-friendly routines that make instruction more effective and sustainable. From semantic morphology to peer discussion and writing routines, every component supports middle school learners as they are—curious, growing, and deeply in need of meaningful literacy instruction."

—Ashley Karkkainen, MA, literacy coach,
Menominee County Intermediate School District, MI

CONTENTS

1. Introduction
2. Middle School Students and Their Teachers
3. Feasible Differentiation in Middle School
4. Choosing Anchor Texts and Building Text Sets
5. Planning for Equity
6. Routines for Knowledge Building
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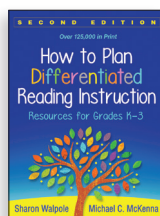
ABOUT THE AUTHORS

Sharon Walpole, PhD, is Professor in the School of Education at the University of Delaware.

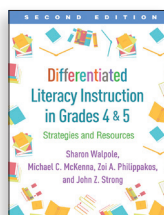
Sara E. Merkle, EdD, is a School Success Specialist at the University of Delaware's School Success Center and teaches courses in the College of Education and Human Development.

Aleta Thompson, MA, has been an educator for 50 years as a teacher, literacy and instructional coach, and curriculum writer.

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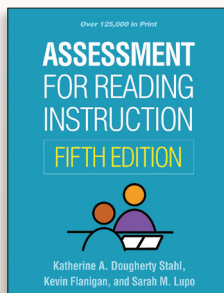
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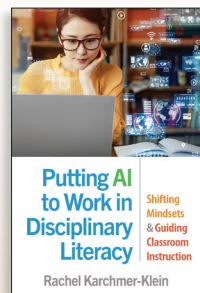
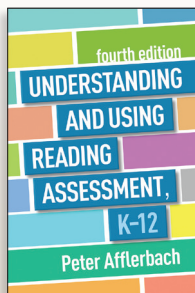
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