



Literacy Assessment & Intervention for Classroom Teachers

By Beverly A. DeVries



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The third edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every child succeed. The author thoroughly explores the major components of literacy, providing an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students skills. A focus throughout on the needs of English learners will assist teachers as they address the concerns of these students and help them to become literate in English. Several valuable appendices include assessment tools, instructions and visuals for creating and implementing the book's more than 150 instructional strategies and activities, and other resources.

Now in full color throughout, this new layout helps to enhance the book's various features and engage readers more fully.

New to the Third Edition:

The book's expanded focus now covers grades PreK through 8, providing much-needed activities and assessments to help older students struggling with literacy.

Important information is now included on educational models and frameworks such as Response to Intervention (RTI), the Common Core Standards, and 6 + 1 Trait Writing® Assessment and Instruction.

Critical literacy theory is introduced, together with information about how to include critical literacy in literacy instruction, assessment, and intervention.

Discussions of multimodal literacy explore how teachers can help their students develop these skills through interventions that incorporate multiple types of student response and assessment to measure such responses.

Scenarios featuring real teachers bookend the chapters and ground the content in an authentic context.

Chapter-opening vignettes feature guiding questions, which tie the scenarios to chapter content and provide a purpose for reading; chapter-ending vignettes, with reflective-learning questions, provide opportunities for readers to think back on the chapter content and apply what they've learned.

Other Key Features:

A section on motivation, which presents reasons for the decline in motivation to read and specific ways teachers can address this decline.

Detailed information on designing checklists and rubrics. Sample checklists are provided throughout the relevant chapters (and Appendix C includes more than 50 additional assessment tools).

More than 150 intervention activities, many of which are designed to be used with children's literature. Instructions and visuals for creating the strategies and activities described throughout the book are included in Appendix D.

Two additional appendices that provide helpful resources, book lists, pronunciation guides, common word families, and frequently used suffixes and prefixes.

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Editorial Review

Review

I am really excited about the inclusion of motivation and self-efficacy. Many times we as university professors look over the obvious, like motivation, but we must remember it is not always obvious to inexperienced preservice teachers. . . . The suggestions for motivating children to read will be a section that university candidates may look back on after graduation, when they have their own classrooms and need ideas. --Jerilou Moore, University of Mississippi

The attention to second language learners is one of this text's strengths. I particularly like that these learners and appropriate instructional strategies are provided in each chapter. --Jacqueline Peck, University of Akron

In one of my other courses where my students learn to do textbook evaluations, I brought in all the textbook options we were considering for this course, and allowed my students . . . to give their input into the decision. DeVries' book overwhelmingly won the approval of my students. Some of them who will not be taking the Assessment class asked if they could purchase the book anyway, wanting it for a teacher resource. That speaks very highly of this textbook, as students rarely get excited about purchasing textbooks that are not mandatory! --DiAnn McDown, University of Central Oklahoma

About the Author

Beverly DeVries, Ed.D., has been teaching at Southern Nazarene University in Oklahoma since 1993. She teaches reading diagnosis and primary and elementary literature/language arts. In all her courses, she demonstrates how teachers can use authentic assessment and instruction, using quality children's literature. She is presently on the Standards and Ethics Committee of the International Reading Association (IRA) and is the reading specialist on the Oklahoma Commission Program Advisory Board. She presents workshops on Writing Successful Reading Program Reports at the state and national level.

DeVries received her Ed.D. from Oklahoma State University. Before beginning her college teaching career, she spent most of her years in the middle school, teaching composition and reading. It was during those years that she recognized the importance of early literacy intervention.

Users Review

From reader reviews:

Rosalie Cox:

Why don't make it to become your habit? Right now, try to prepare your time to do the important act, like looking for your favorite book and reading a reserve. Beside you can solve your problem; you can add your knowledge by the e-book entitled Literacy Assessment & Intervention for Classroom Teachers. Try to stumble through book Literacy Assessment & Intervention for Classroom Teachers as your pal. It means that it can to become your friend when you experience alone and beside regarding course make you smarter than previously. Yeah, it is very fortuned for yourself. The book makes you considerably more confidence because you can know every little thing by the book. So , let me make new experience and also knowledge with this book.

Sandra Mendoza:

Spent a free time and energy to be fun activity to perform! A lot of people spent their sparetime with their family, or their very own friends. Usually they accomplishing activity like watching television, going to beach, or picnic in the park. They actually doing same thing every week. Do you feel it? Do you need to something different to fill your free time/ holiday? Could be reading a book might be option to fill your cost-free time/ holiday. The first thing that you will ask may be what kinds of book that you should read. If you want to attempt look for book, may be the publication untitled Literacy Assessment & Intervention for Classroom Teachers can be fine book to read. May be it may be best activity to you.

Christopher Decker:

Reading a book to get new life style in this season; every people loves to study a book. When you examine a book you can get a great deal of benefit. When you read books, you can improve your knowledge, mainly because book has a lot of information into it. The information that you will get depend on what types of book that you have read. If you would like get information about your study, you can read education books, but if you want to entertain yourself you can read a fiction books, these kinds of us novel, comics, along with soon. The Literacy Assessment & Intervention for Classroom Teachers will give you new experience in examining a book.

Ron Matthies:

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