

FALL 2022

# GUILFORD

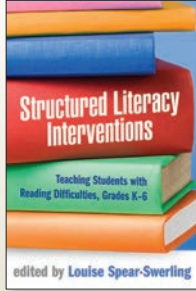
## Books to Support PreK-12 Literacy and Learning Recovery

**Free Shipping + 20% Off All Titles**  
Through 1/31/2023

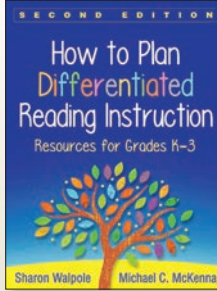
PROMOTIONAL CODE:

**FFLR2**

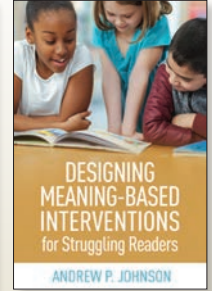
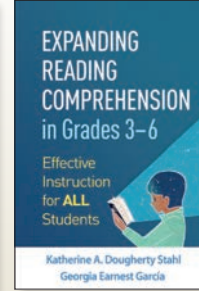
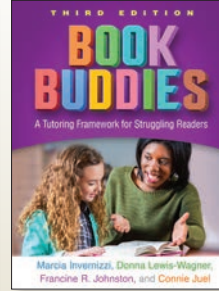
★ Instant Bestseller



★ Bestseller



An Essential Resource for Learning Recovery



Guilford Press  
370 Seventh Avenue, Suite 1200  
New York, NY 10001-1020  
www.guilford.com  
800-365-7006

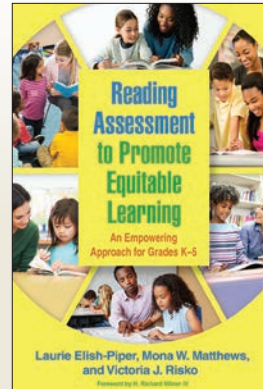
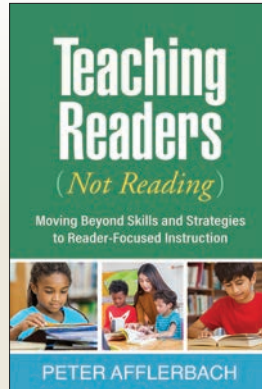
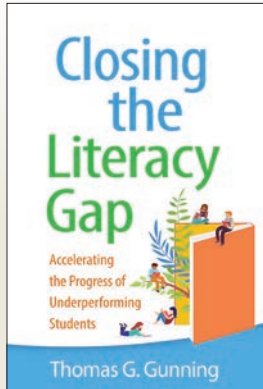
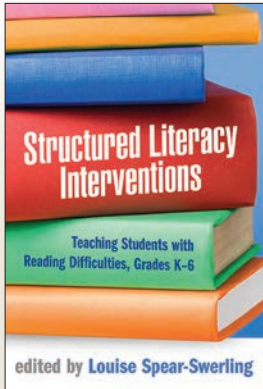
FALL 2022

# GUILFORD

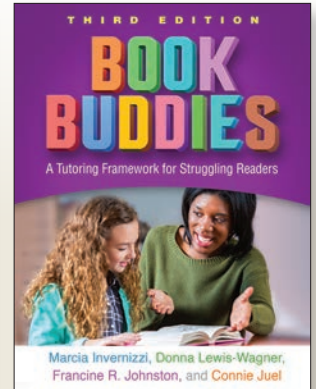
## Books to Support PreK-12 Literacy and Learning Recovery

**Free Shipping + 20% Off All Titles**  
Through 1/31/2023  
Promotional Code FFLR2

★ INSTANT BESTSELLER

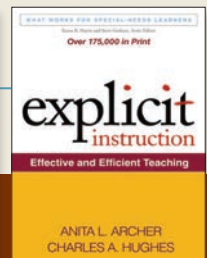
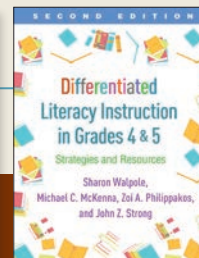
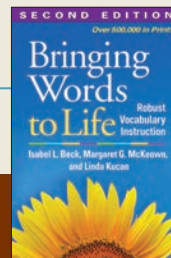


An Essential Resource for Learning Recovery



 Request Free Review Copies for Professional Development

★ BESTSELLERS



**Both Print and E-books Available**

★ **New–Instant Bestseller!**

## Structured Literacy Interventions

Teaching Students with Reading Difficulties, Grades K–6

Edited by **Louise Spear-Swerling, PhD**

Comprehensive and evidence-based, Structured Literacy (SL) approaches place a high value on explicit, systematic, and sequential instruction. This book brings together leading experts on key components of literacy to help K–6 teachers design and target SL interventions for particular student profiles. Chapters identify effective features of instruction for supporting phonological awareness, basic and multisyllabic word decoding, spelling, reading fluency, vocabulary, oral and reading comprehension, and written expression, especially for at-risk readers and those with disabilities.

Including case studies, sample intervention activities, lesson plans, and end-of-chapter application activities, the book contains several reproducible tools that can be downloaded and printed in a convenient 8½" x 11" size.

### CRITICAL ACCLAIM

“This is an exceptional book that bridges the research-to-practice divide. Practitioners who teach struggling readers will find themselves returning to this book frequently. The contributors are a ‘who’s who’ of literacy experts who focus on key elements of SL and systems of language.... This is the seminal book every educator of struggling readers deserves.” –**Pamela M. Kastner, EdD, Literacy Statewide Lead, Pennsylvania Training and Technical Assistance Network**

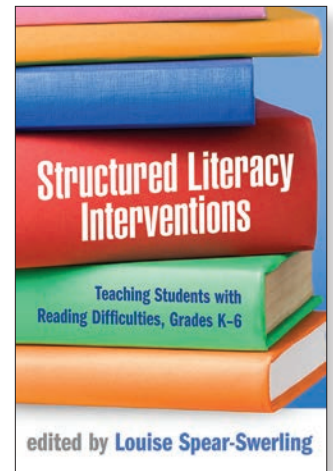
“Coherent and accessible, the book shows the full breadth of what is meant by SL, including applications for specific reader profiles. A significant contribution, this book will be a useful tool for reading interventionists in schools and clinical practice, as well as for courses on reading instruction.” –**Jack M. Fletcher, PhD, ABPP-CN, University of Houston**

“Finally! A book for K–6 teachers, school administrators, and teacher educators that tackles SL in a format that guarantees engagement and learning.... The application questions and activities in each chapter allow readers to test and develop their understanding. I can see educators in myriad settings welcoming this work—from novices in university methods classes to veterans in master’s programs and district professional learning communities. Educators will reach for this book time and again to expand their knowledge of best practices for helping struggling readers become successful.” –**Kathleen J. Brown, PhD, University of Utah Reading Clinic**

### CONTENTS

1. An Introduction to SL and Poor-Reader Profiles, *Spear-Swerling*
2. SL Interventions for Phonemic Awareness and Basic Word Recognition Skills, *Al Otaiba et al.*
3. SL Interventions for Reading Long Words, *Kearns et al.*
4. SL Interventions for Spelling, *Moats*
5. SL Interventions for Reading Fluency, *Hudson et al.*
6. SL Interventions for Vocabulary, *Coyne & Loftus-Rattan*
7. SL Interventions for Oral Language Comprehension, *Zipoli & Merritt*
8. Structured Reading Comprehension Intervention for Students with Reading Difficulties, *Stevens & Austin*
9. Structured Language Interventions for Written Expression, *Lambrech Smith & Haynes*
10. Multicomponent SL Interventions for Mixed Reading Difficulties, *Spear-Swerling*

See contributor details:  
[www.guilford.com/p/spear-swerling](http://www.guilford.com/p/spear-swerling)



Includes Reproducible Tools

GRADE RANGE: K-6

2022, 7" x 10" Paperback, 244 Pages  
ISBN 978-1-4625-4878-1, \$35.00

Hardcover:  
ISBN 978-1-4625-4879-8, \$85.00

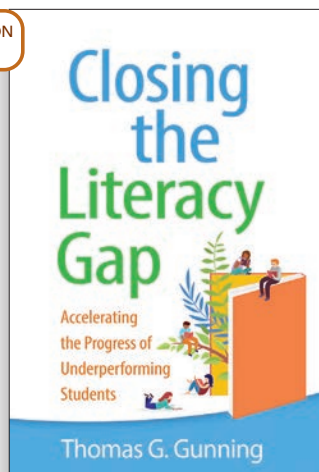
### ABOUT THE EDITOR



**Louise Spear-Swerling, PhD,** is Professor Emerita in the Department of Special Education at Southern Connecticut State University. Her research interests focus on children’s reading development and literacy difficulties, as well as teacher knowledge for reading instruction.

COMPANION  
WEBSITE

PD



Includes Reproducible Forms and Handouts

GRADE RANGE: K-6

2022, 7" x 10" Paperback, 284 Pages  
ISBN 978-1-4625-4974-0, \$35.00

Hardcover:  
ISBN 978-1-4625-4975-7, \$85.00

Global Certified Accessible ePub 

New

## Closing the Literacy Gap

*Accelerating the Progress of Underperforming Students*

**Thomas G. Gunning, EdD**, Southern Connecticut State University (Emeritus)

Foreword by **Raven Jones Stanbrough, PhD**

Packed with practical tools, this book provides K–6 educators with a research-based framework for accelerating the reading and writing growth of underperforming students. Strategies and resources are included for building foundational skills, comprehension, and vocabulary; engaging students with independent reading and periodicals; developing writing; and implementing tutoring and other extra supports. The book gives special attention to helping those most affected by the literacy gap—Black and Latinx students, students living in poverty, and students with reading disabilities. It describes dozens of high-quality intervention programs, assessments, activities, and materials, many of which can be accessed for free at the companion website. **Reproducible forms and handouts can be downloaded and printed in a convenient 8½" x 11" size.**

### CRITICAL ACCLAIM

“Gunning provides a roadmap for creating an equitable reading program that meets students where they are and gives them the best opportunity to grow in their reading. I definitely will be returning to, highlighting, and sticky-noting this book!”

—Kari Richards, MEd, fifth-grade teacher, Carmel Elementary School, Clarksville, TN

“This book presents an eminently readable and practical approach to closing the literacy gap, from an author who knows his stuff...Gunning offers actionable approaches and resources that can make a true difference in the literacy lives of all students.”

—Timothy Rasinski, PhD, Kent State University

New

## Expanding Reading Comprehension in Grades 3-6

*Effective Instruction for All Students*

**Katherine A. Dougherty Stahl, EdD**, New York University

**Georgia Earnest García, PhD**, University of Illinois at Urbana-Champaign (Emerita)

Grounded in research, this book presents effective practices for integrating literacy instruction with literature, science, and social studies. Chapters address text selection, vocabulary development, strategy instruction, discussion formats, writing to express and expand comprehension, assessment, and more. Ways to meet the needs of emergent bilingual and culturally diverse students are highlighted throughout. The book includes classroom vignettes, text boxes with easy-to-read instructional procedures, and curriculum resources. **Helpful reproducible forms can be downloaded and printed in a convenient 8½" x 11" size.**

### CRITICAL ACCLAIM

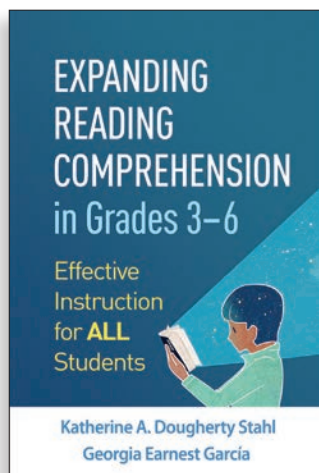
“Content literacy, disciplinary literacy, real-world applications of how to teach students in the middle grades—this book has it all! School leaders and classroom teachers in English language arts, science, and social studies can use this book to guide their planning for integrated curriculum design.”

—Caitlin McMunn Dooley, PhD, State Deputy Superintendent for Teaching and Learning, GA

“Stahl and García offer practical guidance related to challenging issues, such as how to select texts for intermediate-grade students, prepare them for reading in different disciplines, and organize discussions that deepen students’ thinking about text.”

—Gina N. Cervetti, PhD, University of Michigan  
▶ See also the authors’ related book on the primary grades, *Developing Reading Comprehension*:  
[www.guilford.com/p/stahl3](http://www.guilford.com/p/stahl3)

PD



Includes Reproducible Forms

GRADE RANGE: 3-6

2022, 7" x 10" Paperback, 210 Pages  
ISBN 978-1-4625-4935-1, \$32.00

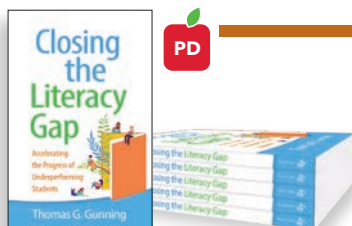
Hardcover:  
ISBN 978-1-4625-4936-8, \$82.00

Global Certified Accessible ePub 

### REQUEST FREE REVIEW COPIES FOR PROFESSIONAL DEVELOPMENT

Guilford is pleased to accommodate schools and other institutions that need quantities of a particular title. Contact your favorite distributor or our Senior Account Manager, James Chan, for title recommendations, information on our bulk discount policy, or to place an order. Staff developers can request free review copies of up to two titles for each of their training programs; visit [www.guilford.com/PD](http://www.guilford.com/PD) for details.

**James Chan**  
Senior Account Manager,  
International, Special Market,  
and Educational Sales  
(800) 365-7006, ext. 258  
[james.chan@guilford.com](mailto:james.chan@guilford.com)



New

## Teaching Readers (Not Reading)

*Moving Beyond Skills and Strategies to Reader-Focused Instruction*

**Peter Afflerbach, PhD**, University of Maryland, College Park

This book guides K–8 educators to understand and address other scientifically supported factors that influence each student’s literacy learning, including metacognition, motivation and engagement, social–emotional learning, self-efficacy, and more. Afflerbach uses classroom vignettes to illustrate the broad-based nature of student readers’ growth, and provides concrete suggestions for instruction and assessment. The book’s utility is enhanced by end-of-chapter review questions and activities and a reproducible tool, the Healthy Readers Profile, which can be downloaded and printed in a convenient 8½" x 11" size.

### CRITICAL ACCLAIM

“This book offers a much-needed turn from focusing on the singular ‘science of reading’....It helps teachers across grade levels to reflect on their practice and address the dynamic, interactive influences on students’ developmental trajectories. It describes practical classroom-based assessments, including the valuable, easy-to-use Healthy Readers Profile.”

—Kathryn Champeau, MS,  
reading specialist/literacy consultant; past president, Wisconsin State Reading Association

“The title of this groundbreaking book says it all, affirming that educators must abandon a slavish loyalty to a prepackaged curriculum in pursuit of what is unique about each child....To truly understand readers, we must attend to the will and the thrill of reading along with the skill. Afflerbach shows us how.”

—P. David Pearson, PhD, University of California, Berkeley (Emeritus)

New

## Reading Assessment to Promote Equitable Learning

*An Empowering Approach for Grades K–5*

**Laurie Elish-Piper, PhD**, Northern Illinois University  
**Mona W. Matthews, PhD**, Georgia State University (Emerita)  
**Victoria J. Risko, EdD**, Vanderbilt University (Emerita)

Foreword by **H. Richard Milner IV, PhD**

From expert authors, this book guides educators in planning and conducting meaningful, equitable assessments that empower K–5 teachers and students, inform responsive instruction, and help to guard against bias. The book’s holistic view of reading encompasses areas from text comprehension and constrained skills to building trusting relationships and promoting students’ agency. Twenty-eight assessment strategies are explained in step-by-step detail, including helpful implementation examples and 32 reproducible forms that teachers can download and print in a convenient 8½" x 11" size.

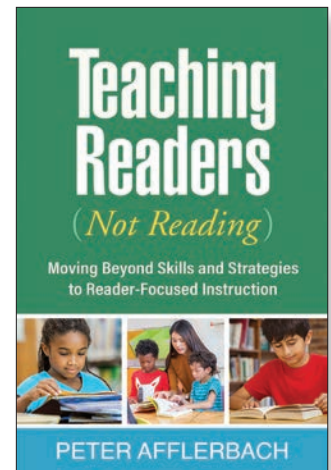
### CRITICAL ACCLAIM

“Building on their extensive experience and research with children and families, the authors make teachers and students visible, and show what standard assessments fail to tell us. The book features authentic vignettes with roadmaps to guide literacy professionals in implementing assessments in a diversity of school settings across different geographic locations.”

—Doris Walker-Dalhouse, PhD, Marquette University

“Elish-Piper, Matthews, and Risko definitively place assessment back in the hands of teachers and their students....The book is packed with how-to suggestions, theoretical knowledge, and classroom vignettes. Teachers, administrators, and teacher educators will find clear guidance on a full suite of assessments that move beyond standardized measures toward ways to promote deeper engagement and learning.”

—Dana A. Robertson, EdD, Virginia Tech

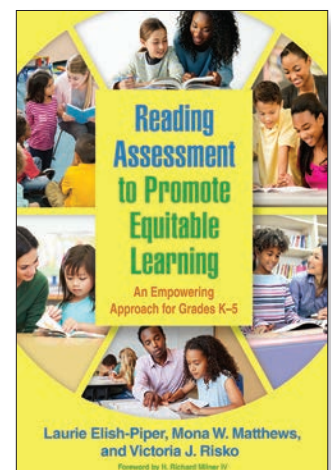


Includes Reproducible Materials

GRADE RANGE: K-8

2022, 6" x 9" Paperback, 190 Pages  
ISBN 978-1-4625-4861-3, \$32.00

Hardcover:  
ISBN 978-1-4625-4862-0, \$82.00



Includes Reproducible Forms

GRADE RANGE: K-5

2022, 7" x 10" Paperback, 340 Pages  
ISBN 978-1-4625-4997-9, \$35.00

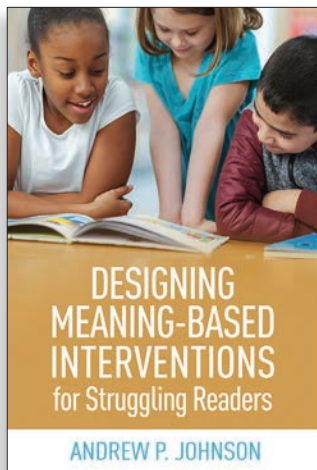
Hardcover:  
ISBN 978-1-4625-4998-6, \$85.00

 Global Certified Accessible ePub

RECEIVE EXCLUSIVE OFFERS VIA EMAIL  
Plus Book News, Downloadable Sample Chapters, and More  
[www.guilford.com/e-alerts](http://www.guilford.com/e-alerts)

SIGN UP  
& SAVE!





GRADE RANGE: K-8

2021, 7" x 10" Paperback, 260 Pages  
ISBN 978-1-4625-4577-3, \$32.00

Hardcover:  
ISBN 978-1-4625-4578-0, \$82.00

## Designing Meaning-Based Interventions for Struggling Readers

Andrew P. Johnson, PhD, Minnesota State University, Mankato

This highly practical book helps K–8 teachers implement effective reading interventions that support meaningful comprehension and engage students with interesting, age-appropriate texts. Packed with illustrative figures, the book provides guidance and tools for assessing reading problems, combining and adapting interventions for particular students, planning writing activities to enhance reading, aligning efforts within a response-to-intervention framework, and designing individualized education programs. Johnson candidly targets “educational malpractice” and helps readers puzzle through the controversies surrounding dyslexia diagnoses and special education decision making.

### CRITICAL ACCLAIM

“This book masterfully synthesizes the latest literacy acquisition research and provides critical pedagogical practices for targeting each student’s learning needs. It is an essential resource for preservice teachers, classroom teachers, reading interventionists, and special education teachers interested in capitalizing on responsive decision making. Johnson presents interventions that are cleverly designed to support accelerative progress, ensuring *all* students learn to read.”

—Mary R. Van Etten, MEd, Muskogee Public Schools, OK

“Johnson’s presentation of a meaning-based approach in the design of interventions for all struggling readers is well written and convincingly argued. This instructional plan is appropriate for any child experiencing difficulties acquiring reading proficiencies....If only every teacher preparing to become a reading specialist or special educator could read this book before they began their student teaching apprenticeship!”

—Richard L. Allington, PhD, The University of Tennessee, Knoxville (Emeritus)

### ★ Bestseller

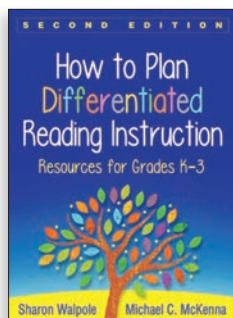
## How to Plan Differentiated Reading Instruction

SECOND EDITION

Resources for Grades K-3

Sharon Walpole, PhD,  
University of Delaware  
Michael C. McKenna, PhD

95,000  
In Print



Large, Easy-to-  
Reproduce Format  
+ Downloadable  
Materials

GRADE RANGE: K-3

2017 • 284 Pages  
8" x 10½" Paperback  
ISBN 978-1-4625-3151-6  
\$33.00

Tens of thousands of K–3 teachers have relied on this book to plan and deliver effective literacy instruction tailored to each student’s needs. The authors provide a detailed framework for implementing differentiated small-group instruction over multiweek cycles. Each component of the beginning reading program is addressed—phonological awareness, word recognition, fluency, vocabulary, and comprehension.

“A smart, ‘must-have’ book for teachers, interventionists, and literacy coaches. Walpole and McKenna present a roadmap for a coordinated approach to assessment and instruction, while keeping the focus on the needs of individual students. The volume offers cost-effective models of instruction to meet the diverse needs of young learners.”

—Jennifer Allen, Waterville Public Schools, ME

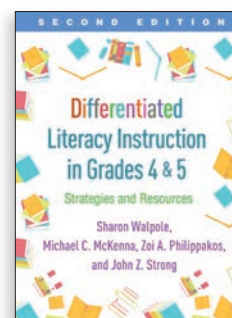
### ★ Bestseller

## Differentiated Literacy Instruction in Grades 4 and 5

SECOND EDITION

Strategies and Resources

Sharon Walpole, PhD,  
University of Delaware  
Michael C. McKenna, PhD  
Zoi A. Philippakos, PhD,  
University of Tennessee  
John Z. Strong, PhD,  
State University of New York at Buffalo



Large, Easy-to-  
Reproduce Format  
+ Downloadable  
Materials

GRADE RANGE: 4-5

2020 • 306 Pages  
8" x 10½" Paperback  
ISBN 978-1-4625-4081-5  
\$35.00

This trusted book guides upper elementary teachers to design and implement a research-based literacy program. The expert authors show how to teach and assess students in differentiated small groups, and explain how instruction works in a tiered response-to-intervention model.

“This book is genuinely useful for improving fourth- and fifth-grade literacy instruction. The sample daily schedules are quite helpful in organizing grade-level instruction and differentiated instruction for a variety of reading levels.”

—Judy Mullins, MEd, EdS, Spartanburg School District 6, SC (retired)

### Special Offers for Teachers!

To help build your professional library, Guilford offers a special discount just for PreK-12 teachers!  
[www.guilford.com/teachers](http://www.guilford.com/teachers)

## An Essential Resource for Learning Recovery

### Book Buddies

THIRD EDITION

A Tutoring Framework for Struggling Readers

Marcia Invernizzi, PhD

Donna Lewis-Wagner, MEd

Francine R. Johnston, EdD

Connie Juel, PhD

This indispensable guide shows how reading tutors—including educators, volunteers, and parents—can deliver individualized lessons for struggling students in grades K–3. Chapters offer step-by-step guidance for providing effective one-on-one instruction at the emergent, beginning, and transitional stages of reading, and address the needs of English language learners. **In a large-size format for easy photocopying, the manual features 39 reproducible handouts and forms.** Tutor training is facilitated by videos of sample sessions (at the companion website). The website also gives book purchasers access to downloadable copies of the handouts and forms.

#### CRITICAL ACCLAIM

“This book provides all the ingredients that educators need to provide effective tutoring. The program has been designed, implemented, and tested by expert educators who have made important contributions to reading research. During and after the COVID-19 era, many children will continue to require a great deal of support for getting onto the page. This book enables educators to offer thousands of students the lifeline they desperately need.”

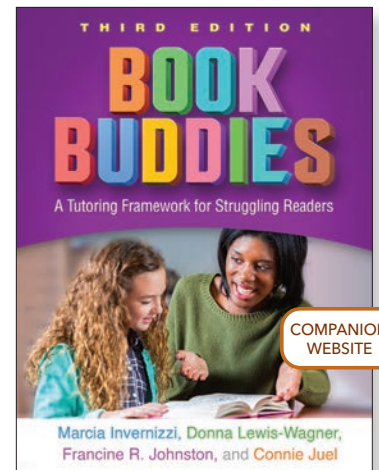
—Elfrieda H. Hiebert, PhD, President and CEO, TextProject

“More than 20 years ago, I tutored my first Book Buddy, Ishmael. Guiding him from a shy, struggling student to a confident reader was one of the most rewarding experiences of my professional life. *Book Buddies* has long been my go-to resource for tutoring young readers, whether in the school setting, privately, virtually, or with my own children.”

—Heather Warley, PhD, Benchmark School, Media, PA

#### CONTENTS

1. The Book Buddies Tutoring Framework
  2. Getting Started with Book Buddies
  3. Book Buddies Assessment
  4. General Tutoring Plan for the Emergent Reader
  5. General Tutoring Plan for the Beginning Reader
  6. General Tutoring Plan for the Transitional Reader
- Appendices.** Materials for Coordinators and Tutors



COMPANION WEBSITE



Large, Easy-to-  
Reproduce Format +  
Downloadable Materials

GRADE RANGE: K-3

2021, 8" x 10½" Paperback, 245 Pages  
ISBN 978-1-4625-4549-0, \$35.00

Hardcover:  
ISBN 978-1-4625-4550-6, \$85.00

#### ABOUT THE AUTHORS

**Marcia Invernizzi, PhD**, is the Edmund H. Henderson Professor Emerita of Reading Education at the University of Virginia.

**Donna Lewis-Wagner, MEd**, is a reading specialist and coordinator of the University of Virginia's America Reads federal work-study program.

**Francine R. Johnston, EdD**, taught courses in literacy and coordinated the Reading Master's Program at the University of North Carolina at Greensboro until her retirement in 2012.

**Connie Juel, PhD**, is Professor Emerita of Education at Stanford University.

**FORM A. Assessment Summary Sheet**

Child \_\_\_\_\_ Age \_\_\_\_\_ Testing Dates \_\_\_\_\_  
Examiner \_\_\_\_\_ Teacher/Grade \_\_\_\_\_

	Test Date 1	Test Date 2	Test Date 3
	___/___/___	___/___/___	___/___/___
	% Accuracy	% Accuracy	% Accuracy
<b>Word List Reading: Form C</b>			
Preprimer (20)			
Primer (20)			
First Grade (20)			
Second Grade (20)			
Third Grade (20)			
<b>Letters and Sounds: Forms E.1, E.2, and E.3</b>			
Letter Identification (26)			
Letter Production (26)			
Letter-Sound Production (26)			
Initial Phoneme Awareness (8)			
Phonics/Spelling (40)			

**FORM E.2. Initial Phoneme Awareness (Child's Copy)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Ask the child to find the picture to the right that begins with the same sound as the picture in the first column. Model the first one. Name the pictures in each row together. See page 38 for further directions. Record the number correct on Form A.

1				
2				
3				
4				

Includes 39 Reproducible  
Handouts and Forms!



## MENTAL HEALTH AND EDUCATION RESOURCES

As a leading publisher of education, parenting, and psychology titles, Guilford Press is pleased to offer a selection of free materials to teachers, school practitioners, and general readers. Visit our Mental Health and Education Resource Page for a wide range of audio, print, and video resources from our books, plus tips, resources, and more featuring Guilford authors. [www.guilford.com/MHE-resources](http://www.guilford.com/MHE-resources)

## Making Sense of Phonics, SECOND EDITION

*The Hows and Whys*

**Isabel L. Beck, PhD,**

University of Pittsburgh (Emerita)

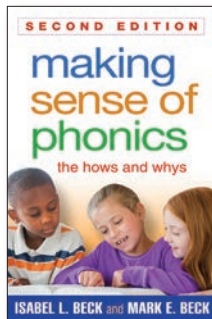
**Mark E. Beck, MEd,** Manchester

Academic Charter School, Pittsburgh, PA

95,000  
In Print

COMPANION  
WEBSITE

PD



**Includes  
Reproducible Forms**  
**GRADE RANGE: K-3**

2013 • 238 Pages  
7" x 10" Paperback

ISBN 978-1-4625-1199-0  
\$32.00

This book provides indispensable tools and strategies for explicit, systematic phonics instruction in K–3. The volume is packed with engaging classroom activities, many specific examples, and research-based explanations. **More than 30 reproducible forms and word lists are included in the appendices.**

“I recommend this second edition as a text for preservice and inservice teacher education courses. The book not only demonstrates how to teach a variety of phonics strategies, but also explains why the strategies need to be taught this way. Teachers will appreciate the examples of students’ misconceptions, as well as the word lists and assessment tools in the appendices.” —**Barbara R. Foorman, PhD, Florida State University**

## Explicit Instruction

*Effective and Efficient Teaching*

**Anita L. Archer, PhD,**

independent educational  
consultant, Portland, OR

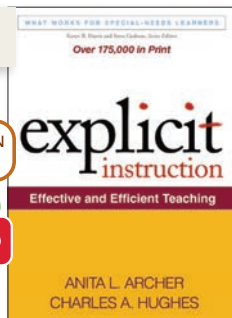
**Charles A. Hughes, PhD,**

The Pennsylvania State University

175,000  
In Print

COMPANION  
WEBSITE

PD



Large, Easy-to-  
Reproduce Format  
+ Downloadable  
Materials

**GRADE RANGE: K-12**  
2011 • 290 Pages  
8" x 10½" Paperback

ISBN 978-1-60918-041-6  
\$47.00

This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area. The authors are leading experts who provide clear guidelines for identifying key concepts, skills, and routines to teach; designing and delivering effective lessons; and giving students opportunities to practice and master new material.

“This book breaks down how to deliver explicit instruction for a variety of content areas, skill sets, and strategies in a way that will effectively reach a diverse group of learners...I have had a tremendous amount of success with all of my students by utilizing the principles outlined in this book.”

—**Courtney Dexter, MEd, Bellefonte Area Middle School, PA**

## Bringing Words to Life SECOND EDITION

*Robust Vocabulary Instruction*

**Isabel L. Beck, PhD,** University

of Pittsburgh (Emerita)

**Margaret G. McKeown, PhD,**

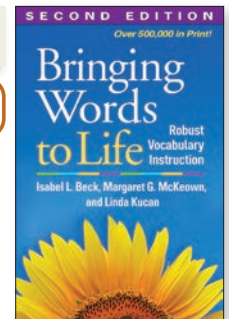
University of Pittsburgh

**Linda Kucan, PhD,** University of Pittsburgh

500,000  
In Print

COMPANION  
WEBSITE

PD



**GRADE RANGE: K-12**

2013 • 210 Pages

6½" x 9¾" Paperback

ISBN 978-1-4625-0816-7

\$33.00

Hundreds of thousands of teachers have used this highly practical guide to help K–12 students enlarge their vocabulary and get involved in noticing, understanding, and using new words. Sample lessons and vignettes, children’s literature suggestions, “Your Turn” learning activities, and a Study Guide for teachers enhance the book’s utility as a classroom resource, professional development tool, or course text.

“*Bringing Words to Life* is, without doubt, one of the best and most influential books ever published on the topic of teaching and developing vocabulary...This book should be required reading for anyone seeking teacher or reading specialist certification.”

—**John Pikulski, PhD, University of Delaware (Emeritus)**

## Assessment for Reading Instruction

*FOURTH EDITION*

**Katherine A. Dougherty Stahl, EdD,**

New York University

**Kevin Flanigan, PhD,**

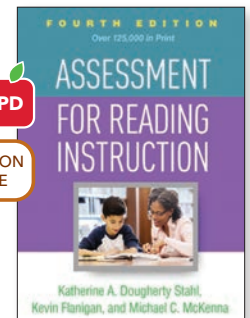
West Chester University

**Michael C. McKenna, PhD**

125,000  
In Print

COMPANION  
WEBSITE

PD



Large, Easy-to-  
Reproduce Format  
+ Downloadable  
Materials

**GRADE RANGE: K-8**  
2020 • 345 Pages  
8" x 10½" Paperback

ISBN 978-1-4625-4157-7

\$44.00

This accessible text has given hundreds of thousands of preservice and inservice teachers vital tools for systematic reading assessment in grades K–8. The book explains how to use both formal and informal assessments to evaluate students’ strengths and needs in all components of reading.

“The fourth edition addresses the ‘whats,’ ‘whys,’ and ‘how-tos’ of assessing students’ reading skills. It provides a comprehensive framework and set of tools for teachers and interventionists to identify students’ needs and provide targeted instruction...This is the best reading assessment text available.” —**Lori M. Strong, PhD, College of Saint Rose**



Visit [www.guilford.com/edu](http://www.guilford.com/edu) to see all our education titles, including hundreds of other important resources in literacy, special education, school psychology, and other areas. If your school or district is looking for effective ways to spend grant funds from the American Rescue Plan, Title I, Title II, ESSA, IDEA, or other federal programs, you can also find recommended books that meet the goals of these initiatives.

**Craig Thomas** • Senior Editor, Education • [craig.thomas@guilford.com](mailto:craig.thomas@guilford.com)

## SPECIAL OFFERS

### ★ **Bestseller**

## Teaching Word Recognition SECOND EDITION

*Effective Strategies for Students with Learning Difficulties*

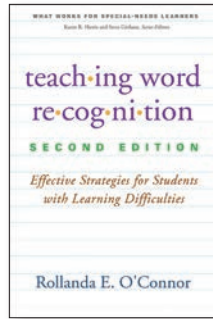
**Rollanda E. O'Connor, PhD,**

University of California, Riverside

This highly regarded teacher resource synthesizes the research base on word recognition and translates it into step-by-step instructional strategies, with special attention to students who are struggling. Ideal for use in primary-grade classrooms, the book also offers specific guidance for working with older children who are having difficulties.

“Essential reading for teachers... The tone is reader-friendly, but the content is substantial. This book addresses all aspects of learning to read words.”

—Yvonne N. Bui, PhD, San Francisco State University



Includes  
Reproducible Assessment  
Tools & Word Lists

**GRADE RANGE: K-12**

2014 • 206 Pages

7" x 10" Paperback

ISBN 978-1-4625-1619-3

\$32.00



### FREE REVIEW COPIES FOR PROFESSIONAL DEVELOPMENT

If you are conducting school- or districtwide professional development or training initiatives, learn more about how you can request free review copies. • [www.guilford.com/PD](http://www.guilford.com/PD)



### SPECIAL OFFERS FOR TEACHERS!

Visit our page just for K-12 schools and teachers, where you can find seasonal discounts, free resources, professional development recommendations, and more.

[www.guilford.com/teachers-schools](http://www.guilford.com/teachers-schools)

### FREE SHIPPING



Enjoy everyday free shipping on all pre-paid U.S. online orders.

Canada: Use promotional code FFLR2 to add free shipping to your order (valid through 1/31/2023).

Find more special offers at [www.guilford.com/offers](http://www.guilford.com/offers)

## ORDERING INFORMATION

Promotional Code

**FFLR2**

**Expiration Date:** 1/31/2023

**20% Off +  
Free Shipping!**

### FOUR EASY WAYS TO ORDER!

Be sure to use the above promotional code when you order to receive 20% off & free shipping in the U.S. and Canada.

- 1 **Online:** [www.guilford.com](http://www.guilford.com)
- 2 **Toll-Free:** (800) 365-7006
- 2 **Email:** [orders@guilford.com](mailto:orders@guilford.com)
- 3 **Download and print an order form** which you can use to mail your order: [www.guilford.com/orderform](http://www.guilford.com/orderform)

### Satisfaction Guaranteed

30-Day No-Risk/Full-Return Privilege • You may return Guilford books (undamaged) within 30 days of receipt for a full refund.

*The prices displayed in this brochure are suggested retail prices for the book that we believe to be charged by retailers, and are valid in the U.S. and Canada. The 20% discount offered in this brochure will be applied to the suggested retail prices of a book when you order directly from Guilford with promotional code FFLR2. Similarly, special offers are valid in the U.S. and Canada only.*



### Course Copies for Professors

Go to [www.guilford.com/professors](http://www.guilford.com/professors) to obtain free and 60-day examination copies of Guilford books for your course needs. Many titles are available in both print and e-book inspection format.



### Request a Catalog

View and print more subject catalogs at [www.guilford.com/request-catalogs](http://www.guilford.com/request-catalogs)



### Request Free Review Copies for Professional Development

Guilford is pleased to accommodate schools and other institutions that need quantities of a particular title. Contact your favorite distributor or our Senior Account Manager, James Chan, for title recommendations, for information on our bulk discount policy, or to place an order. Staff developers can request free review copies of up to two titles for each of their training programs. Visit [www.guilford.com/review](http://www.guilford.com/review) for details.

James Chan, Senior Account Manager  
800-365-7006, ext. 258  
[james.chan@guilford.com](mailto:james.chan@guilford.com)

## Guilford Press

370 Seventh Avenue, Suite 1200, New York, NY 10001-1020  
Toll-Free: (800) 365-7006 • [www.guilford.com](http://www.guilford.com)



**Need an order form for  
yourself or a colleague?**  
[www.guilford.com/orderform](http://www.guilford.com/orderform)