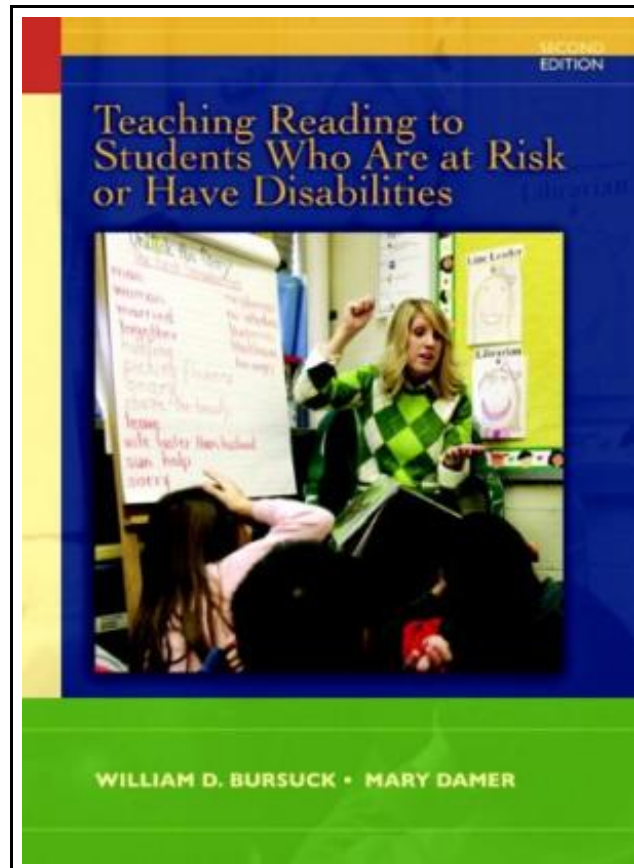


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


(Ms. Lora West Jr.)

TEACHING READING TO STUDENTS WHO ARE AT-RISK OR HAVE DISABILITIES: A MULTI-TIER APPROACH, 2ND EDITION



To read **Teaching Reading to Students Who Are At-Risk or Have Disabilities: A Multi-Tier Approach, 2nd Edition** PDF, please access the link below and download the ebook or gain access to additional information which might be in conjunction with TEACHING READING TO STUDENTS WHO ARE AT-RISK OR HAVE DISABILITIES: A MULTI-TIER APPROACH, 2ND EDITION book.

Pearson, 2010. Book Condition: New. Brand New, Unread Copy in Perfect Condition. A+ Customer Service! Summary: New edition includes more direction for teaching older readers, increased coverage of RTI, expanded assessment and spelling coverage as well as content on ELL. The public focus on children who struggle with learning to read has never been greater. Bursuck and Damer have done an extraordinary job of answering that exact charge--to help all students succeed at reading--in writing this extraordinary book. Organized according to the Reading First categories of reading development and instruction as presented in the report of the National Reading Panel, the book uses a systematic, explicit, success-oriented approach for teaching struggling readers in today's accountability-driven schools. Teachers will appreciate the authentic, research-validated reality-based strategies and the accessible language used throughout. All of the strategies presented are research-based, and have been field-tested with at-risk children in both rural and urban teaching settings. Most of the strategies have resulted from the authors' work in K-3, inner-city schools, working every day with at-risk children, including children of poverty, children for whom English is not their primary language, and children with learning and behavioral disabilities, not just findings from research articles! The text covers the 5 key elements of reading, delineated in the National Reading Panel Report in order to help teachers learn how to differentiate instruction within each of these areas for a range of learners, using systematic, explicit teaching strategies within a multi-tier RTI framework. Teachers can also rest assure that all of the strategies not only follow the guidelines put forth by the National Reading Panel, but cover the essential areas of phonemic awareness, alphabetic principle (phonics), reading fluency, vocabulary, and comprehension, and are carefully tied to specific assessments, producing a level of accountability that is required of all teachers in today's...

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