



Creating Literacy Instruction for All Students (7th Edition)

By Thomas G. Gunning

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Creating Literacy Instruction for All Students 7e emphasizes methods that have been validated by research and practice, while delivering the basics of all major aspects of reading and writing. The Seventh Edition continues to be one of the most comprehensive, practical texts on the market, and includes a new focus on Response to Intervention and assisting struggling readers and English language learners. *Creating Literacy Instruction for All Students* provides readers with step-by-step guidance for teaching reading and writing, including sample lessons for major literacy skills and strategies. Reflecting the author's ongoing work with schools coping with the demands of No Child Left Behind, the seventh edition includes teaching tips and materials that are more practical, effective, and, extensive than ever.

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Creating Literacy Instruction for All Students (7th Edition) By Thomas G. Gunning Bibliography

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Editorial Review

Review

“I appreciate that RTI is going to be addressed [in the Seventh Edition] in greater detail.... There will also be more stress on the English language learner and that, too is needed. Updates are so necessary on these topics.” —Deborah A. Farrer, California University of Pennsylvania

“Gunning’s literacy philosophy is one with which I am most comfortable, both as a literacy teacher and as an instructor of teacher candidates. This text provides a sound foundation for students to build their knowledge of methods and strategies for teaching in all areas of literacy. It is a flexible format, it is comprehensive, and it is easy to integrate into my course content.” —Beth A. Childress, Armstrong Atlantic State University

From the Back Cover

Distinguished author Tom Gunning delivers a new edition of his best-selling *Creating Literacy Instruction for All Students* that will continue to influence the way reading and writing are taught to future teachers. With its inclusive view of literacy, the seventh edition continues to emphasize methods that have been validated by research and practice while also delivering the basics of all major aspects of reading and writing. Reflecting the author’s ongoing, extensive, hands-on work with schools coping with the demands of No Child Left Behind and the implementation of Response to Intervention, the seventh edition stresses effective steps for helping every student become as fully literate as possible.

What Is New to This Edition?

- A new chapter two includes a thorough discussion of **Response to Intervention** and its implications for classroom teachers as well as coverage of the diversity of today’s students and what can be done to assist all of them.
- An increased emphasis on **helping struggling readers and writers and English language learners**.
- **A new feature emphasizing professional standards** near the beginning of each chapter and an overview of the standards on the inside front cover.
- **New end-of-chapter features** provide activities and suggest readings to help students meet the chapter’s standards.
- **A MyEducationLab interactive website** (www.myeducationlab.com) created specifically to accompany this edition that includes videos, simulations, case studies, activities, practice tests, study plans, an e-book, and more to help prepare students for teaching careers.

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What Do Reviewers Say about the Seventh Edition?

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Thomas G. Gunning is a professor emeritus at Southern Connecticut State University and an adjunct professor in the reading/language arts department at Central Connecticut State University. He has taught courses in reading and writing methods for more than 20 years and has served as a secondary English teacher, a reading specialist, and a consultant for Reading First as well as for Response to Intervention. His books include *Developing Higher-Level Literacy in All Students*, *Assessing and Correcting Reading and Writing Difficulties*, and *Closing the Literacy Gap*—all published by Allyn & Bacon.

About the Author

Thomas G. Gunning has taught courses in methods of teaching reading and writing for more than 20 years and was director of the Reading Clinic at Southern Connecticut State University. Before that, as a secondary English teacher, a reading specialist, and an elementary school reading consultant, he worked extensively with achieving and struggling readers and writers. Dr. Gunning, who recently served as a Reading First consultant, is currently working with elementary and middle school students to help them develop higher level literacy skills, as well as serving as an adjunct professor in the Reading/Language Arts Department at Central Connecticut State University. Over the years, Dr. Gunning’s research has explored reading interests, informal reading inventories, decoding strategies, readability, higher-level literacy skills, and response to intervention. As a result of this research, he has created a number of informal assessments and programs for developing decoding and comprehension skills.

Users Review

From reader reviews:

Marjorie Batchelder:

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