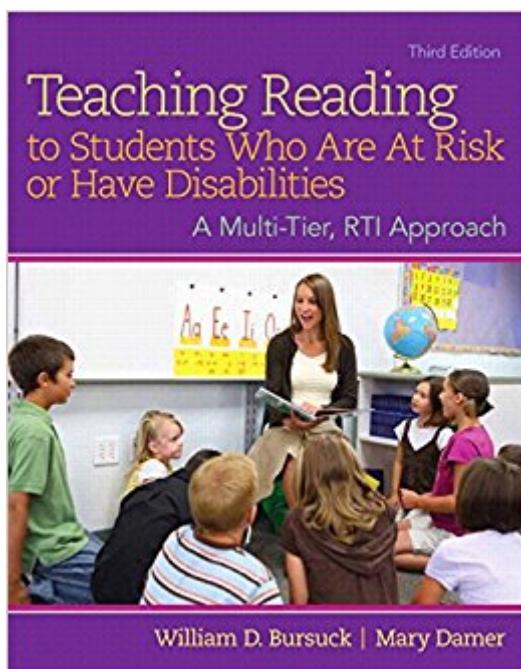


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Teaching Reading To Students Who Are At Risk Or Have Disabilities: A Multi-Tier, RTI Approach, Enhanced Pearson EText -- Standalone Access Card (3rd Edition)



Synopsis

NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This access code card provides access to the new Enhanced Pearson eText . At a time when public focus on children who struggle with learning to read has never been greater, Bursuck and Damer's Teaching Reading to Students Who Are at Risk or Have Disabilities, 3/e does an extraordinary job of answering the charge to help all students succeed at reading. Now in a newly updated Third Edition, this text describes, in a clear, step-by-step fashion, how to implement a systematic, explicit, success-oriented approach for teaching struggling readers in today's accountability-driven schools. When recently evaluated in terms of relating to the Common Core Standards in Early Reading, this book was described as one of the few textbooks "comprehensively and rigorously covering the scientific basis and instructional elements of the five essential components of effective reading instruction." Integrated throughout are authentic, research-validated, reality-based strategies, accessible language and video demonstrations, and checks for student understanding. The Enhanced Pearson eText features embedded video, assessments, and links to related content on the web. The new edition features: Chapter Summaries. Pop Up checks for understanding. Increased emphasis on the needs of Tier 3 students in Response to Intervention programs. Coverage of the new DIBELS Next assessments and norms and AIMSweb Rate of Improvement scores. An expanded chapter on fluency. Additional strategies for a more in-depth approach to teaching comprehension. A look at issues related to the differentiation of reading instruction for students who are at risk given the increased text complexity demands required by the Common Core Standards. Improve mastery and retention with the Enhanced Pearson eText* This access code card provides access to the new Enhanced Pearson eText, a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. Experience the advantages of the Enhanced Pearson eText for 40% to 65% less than a print bound book. *The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or

iPad iOS 5.0 or later. Â Â Â Â

Book Information

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Customer Reviews

At a time when public focus on children who struggle with learning to read has never been greater, Bursuck and Damerâ„¢s *Teaching Reading to Students Who Are at Risk or Have Disabilities*, 3/e does an extraordinary job of answering the charge to help all students succeed at reading. Now in a newly updated Third Edition, this text describes, in a clear, step-by-step fashion, how to implement a systematic, explicit, success-oriented approach for teaching struggling readers in todayâ„¢s accountability-driven schools. When recently evaluated in terms of relating to the Common Core Standards in Early Reading, this book was described as one of the few textbooks â„¢comprehensively and rigorously covering the scientific basis and instructional elements of the five essential components of effective reading instruction.â„¢ Integrated throughout are authentic, research-validated, reality-based strategies, accessible language and video demonstrations, and checks for student understanding. Â The new edition features: Chapter Summaries. Pop Up checks for understanding. Increased emphasis on the needs of Tier 3 students in Response to Intervention programs. Coverage of the new DIBELS Next assessments and norms and AIMSweb Rate of Improvement scores. An expanded chapter on fluency. Additional strategies for a more in-depth approach to teaching comprehension. A look at issues related to the differentiation of reading instruction for students who are at risk given the increased text complexity demands required by the Common Core Standards.

Bill Bursuck is currently a Professor at the University of North Carolina at Greensboro. Dr. Bursuck has been interested in reading instruction ever since teaching reading as an inner-city elementary school teacher in Buffalo New York. In search of better answers to the literacy puzzle, Dr. Bursuck first pursued a Masterâ„¢s degree in special education from the University of Vermont, and then further training as a Ph.D. student at the University of Illinois at Urbana-Champaign. Since that time he has been involved in preparing special and general education teachers to employ the systematic and explicit instruction needed to effectively teach students who are at-risk or have disabilities to read. Dr. Bursuck has been the principal Investigator for millions of dollars in federal grants, including Project PRIDE, the model-demonstration research grant that provided the basis for the multi-tier practices in this text. He has published numerous research articles and is the co-author of a best-selling textbook on inclusive practices with Dr. Marilyn Friend. Mary Damer is currently coordinating a multi-tiered reading project in seven Ohio special education charter schools through Multi-Tier LLC, a consulting company she co-founded that works with school districts to increase reading achievement through an intensive, prevention-based, multi-tiered model... A former visiting professor at The Ohio State University, Mary also has past experience as a principal and behavior consultant which led to her keen interest in preventing reading problems. Mary observed that a large proportion of students referred for behavior problems could not read near grade level and eventually documented the role that inadequate reading skills played in the book she co-authored, *Managing Unmanageable Students: Practical Solutions for Administrators*. Her desire to reduce disruptive behavior in schools by increasing the numbers of students who could read at grade level eventually influenced her to take the role of field director for Project Pride, a federally funded early literacy model demonstration program.

Absolutely amazing! A practical text that should be used long after leaving college!

Excellent read very helpful, especially for those work with special needs children.

I hate downloadable books that you only have access to for a period of time. I'd rather have the paper book.

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