



Understanding, Assessing, and Teaching Reading: A Diagnostic Approach, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (7th Edition)

By Michael Opitz, James Erikson

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In *Understanding, Assessing, and Teaching Reading, 7/e*, pre- and in-service get the background they need to assess, make diagnoses and improve integral parts of their reading programs. This comprehensive, practical, and easy-to-use resource presents a well-respected combination of theory, practical applications, and basic knowledge and skills, setting the stage for effective reading diagnosis and improvement. It describes various assessment measures teachers can use to assess and diagnosis students' reading performance, and presents reading content and instruction. Using the book's applied model of assessment and teaching, teachers learn how to determine the strengths and needs of each individual reader, forming the basis for effective differentiated instruction in the classroom. The Enhanced Pearson eText features embedded video.

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Editorial Review

Review

This text is a thorough and thoughtful presentation of literacy assessment and instruction. The authors present the essential, research-based strategies for assessment and instruction in a practical and hands-on manner that makes the text accessible and useful for both pre-service and practicing teachers. It grounds the strategies in research, but does not overwhelm the reader with theory that they can't envision implementing with students. -- **Lindsey Moses, University of Vermont**

Reading Diagnosis and Improvement: Assessment and Instruction is one of the better reading diagnosis texts on the market. The reading level is appropriate for my students, and the text is filled with helpful informal assessments that teachers can readily use in a classroom. -- **Linda K. Lilienthal, Midwestern State University**

Its layout and design are excellent. The materials presented in each unit are easy to follow and provide students with a greater depth of information, which helps to enhance their engagement with this text. -- **Dylinda Wilson-Younger, Ph.D., Alcorn State University**

From the Back Cover

Understanding, Assessing, and Teaching Reading, 7/e describes various assessment measures of students' reading performance and presents reading content and instruction, setting the stage for effective diagnosis and reading improvement. Using the text's applied model of assessment and instruction, teachers learn how to determine the strengths and needs of each individual reader, forming the basis for effective differentiated instruction in the classroom.

NEW! The Seventh Edition retains the many powerful assessment instruments and techniques that have made the text so widely used, and now includes:

- Reordered and revised chapters designed to fit the specific needs of those working with readers in reading centers, tutoring programs, or intervention programs.
- A new chapter on fluency.
- A renewed and clear focus on negotiating today's demands to account for student learning using standardized tests.
- Woven throughout this edition is a new approach to scaling individualized assessment.
- Embedded videos throughout the eText illustrate text content in real classrooms.

About the Author

Michael F. Opitz is professor emeritus of reading education from the University of Northern Colorado. He is the author and coauthor of numerous books, articles, and reading programs. Currently he is a literacy consultant who provides in-service and staff development and presents at state and international conferences. He also works with K-6 teachers to plan, teach, and evaluate demonstration lessons focused on

different aspects of literacy.

James Erikson is associate professor of reading education at University of Northern Colorado. He has published articles and book chapters on assessment, fluency, and children's literature. His new book, *Engaging Minds in Social Studies Classrooms: The Surprising Power of Joy* (ASCD, 2013), is designed to help teachers keep motivation front and center in the academic curriculum. He is coauthor with Michael Opitz and Michael Ford on *Accessible Assessment* (Heinemann, 2010), and is currently conducting research with K-12 teachers on how best to present meaningful data about young readers to school administrators and parents.

Users Review

From reader reviews:

Kevin Serna:

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Carlos Tabor:

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Luis Hahn:

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