

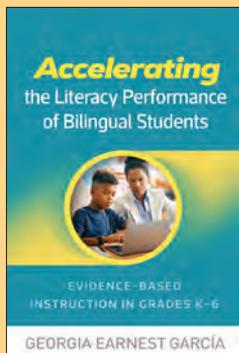
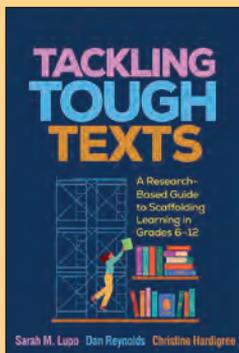
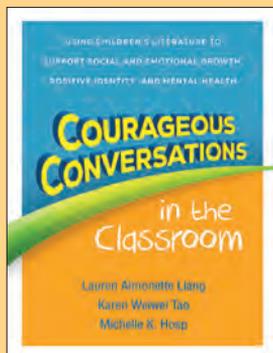
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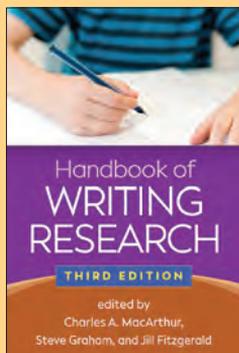
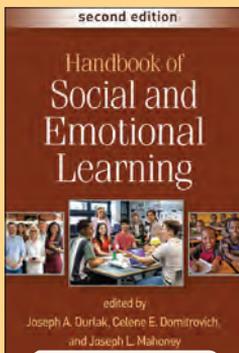
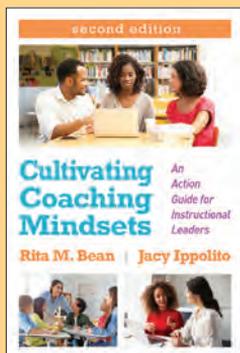
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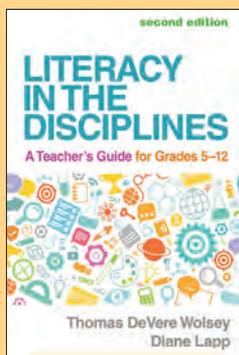
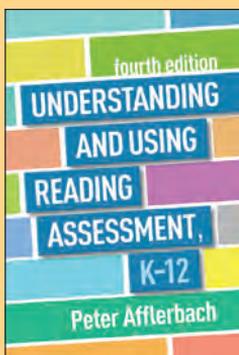
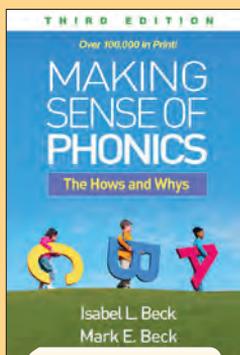
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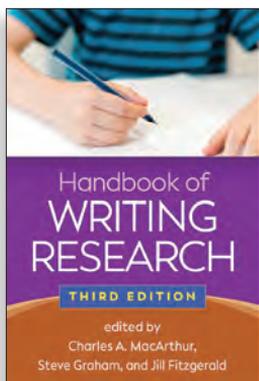
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ABOUT THE EDITORS

Charles A. MacArthur, PhD, is Professor Emeritus of Special Education and Literacy in the School of Education at the University of Delaware.

Steve Graham, EdD, is a Regents Professor and the Warner Professor in the Division of Leadership and Innovation at Mary Lou Fulton Teachers College, Arizona State University.

Jill Fitzgerald, PhD, is Research Professor and Professor Emerita in the School of Education at The University of North Carolina at Chapel Hill.

New Edition—A Major Revision!

Handbook of Writing Research, THIRD EDITION

Edited by **Charles A. MacArthur, PhD, Steve Graham, EdD,** and **Jill Fitzgerald, PhD**

Synthesizing the breadth of current research on the teaching and learning of writing, the third edition of this definitive handbook has **more than 90% new content**, reflecting the growth and dynamism of the field. Leading scholars—including many international voices—review major theories, developmental issues, and instructional approaches for students at all grade levels.

NEW TO THIS EDITION: ✓ Chapters on executive functions in writing; disciplinary writing in math, science, and social studies; the role of vocabulary in writing; and formative assessment. ✓ Chapters on source-based writing, source evaluation, and writing development and instruction for African American students. ✓ Chapters on sociocultural aspects of writing—from critical literacies to agency and identity, social justice issues, and more—plus an emphasis on integrating cognitive and sociocultural perspectives throughout.

“This handbook, now in its third edition, is an essential resource for graduate students and writing researchers, and is highly appropriate for courses in special education and educational and school psychology.”

—**Dolores Perin, PhD, Teachers College, Columbia University (Emerita)**

CONTENTS: Introduction **I. Theories and Models of Writing**

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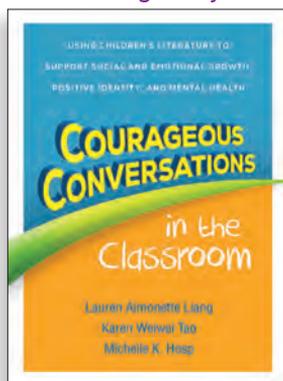
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Courageous Conversations in the Classroom

Using Children's Literature to Support Social and Emotional Growth, Positive Identity, and Mental Health

Lauren Aimonette Liang, PhD, University of Utah, Salt Lake City

Karen Weiwei Tao, PhD, University of Utah, Salt Lake City

Michelle K. Hosp, PhD, University of Massachusetts Amherst

A complete classroom toolkit for grades 3–6, this book empowers teachers to leverage high-quality children's literature to boost emotional well-being, positive self-identities, social awareness, and civic engagement. Nine thematic instructional units are built around carefully curated book sets. Teachers are guided to spark meaningful conversations and foster empathy by exploring challenging themes like friendship, bullying, racism, disability, and mental health, through read-alouds and expert-designed activities. Step-by-step lesson plans include ready-to-use scripts, activities, and discussion prompts. The Appendix features **30 reproducible and downloadable worksheets and handouts**; the large-size format facilitates photocopying.

CONTENTS: 1. Welcome to the Conversation 2. The Time to Start the Work Is Now I. **Supporting Children's Social and Emotional Growth through Literature** 3. Bully or Bestie? 4. The Experience of Loss II. **Supporting Children's Understanding of Communities Through Literature** 5. *It's Not Fair! What Can I Do?* 6. *And Then We Had to Leave* III. **Supporting Children's Positive Identity Formation Through Literature** 7. *Where Are You From?* 8. *I'm Me!* 9. *My Name* IV. **Supporting Children's Mental Health through Literature** 10. Feeling Fragile 11. Losing Hope **Appendix of Reproducible Materials**

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Cultivating Coaching Mindsets, SECOND EDITION

An Action Guide for Instructional Leaders

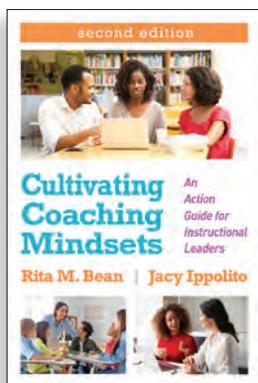
Rita M. Bean, PhD, University of Pittsburgh (Emerita)

Jacy Ippolito, EdD, Salem State University

Foreword by **Allison Swan Dagen, PhD**

Now in a revised and updated second edition for today's changing K–12 landscape, this book gives instructional coaches an innovative framework for building strong relationships and enacting positive change in schools. Vivid examples show how effective coaches draw on these mindsets in working with individual teachers and groups and in developing, implementing, and sustaining school-wide instructional programs.

NEW TO THIS EDITION: ✓ Broader scope—addresses coaching across all instructional areas, not just literacy. ✓ Discussions of virtual instruction and coaching, the coach's role in supporting equity, and other timely topics. ✓ Significantly revised case study chapter, with three new cases. ✓ Incorporates current research, lessons learned in the field, and the ongoing development of the mindsets model.



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Tackling Tough Texts

*A Research-Based Guide to
Scaffolding Learning in Grades 6–12*

Sarah M. Lupo, PhD, James Madison University

Dan Reynolds, PhD, John Carroll University

Christine Hardigree, PhD, Iona University

Filling a crucial need, this book provides concrete ways to support *all* students in grades 6–12 as they engage with rigorous grade-level texts in English language arts, science, and social studies. The authors offer fresh insights into adolescent reading and what makes a given text “tough”—including knowledge demands, text structure and complexity, vocabulary, and more.

CONTENTS: 1. What Is Comprehension and What Should Teachers Know about It? 2. What Makes Texts Tough? 3. What Do Adolescents Bring to Texts? 4. Why Should Students Read? 5. What Should Students Read? 6. How Can Teachers Scaffold Dense Texts? 7. How Can Teachers Scaffold Knowledge Demands? 8. How Can Teachers Scaffold Text Structure Challenges? 9. How Can Teachers Scaffold Challenging Vocabulary and Language? 10. How Can Teachers Scaffold Word Reading? 11. From Planning to Implementation: What Does Scaffolding in Action Look Like?

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Literacy in the Disciplines

SECOND EDITION

A Teacher’s Guide for Grades 5–12

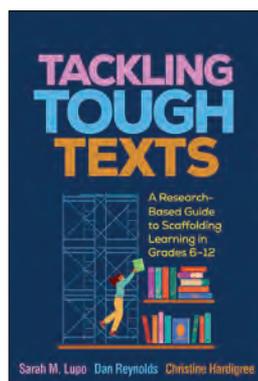
Thomas DeVere Wolsey, EdD,

independent education consultant, Salou, Spain

Diane Lapp, EdD, San Diego State University; instructional coach, Health Science High and Middle College, San Diego, CA

This successful guide—**now in a revised and expanded second edition**—gives teachers effective strategies to support adolescents’ development of relevant literacy skills in specific disciplines. Demonstrating why disciplinary literacies matter, the authors discuss ways to teach close reading of complex texts; discipline-specific argumentation, communication, and writing skills; academic vocabulary; and more.

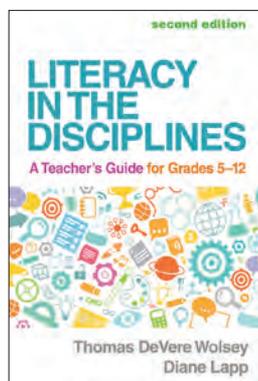
NEW TO THIS EDITION: ✓ Chapter on assessment.
✓ Chapter on disciplinary literacies beyond school—in civic, professional, and personal life. ✓ Expanded coverage of math, more attention to evidence and sources used in different disciplines, new and updated expert interviews, and advice on how both teachers and students can use AI tools productively. ✓ Anticipation guides that invite reflection on key questions before, during, and after reading most chapters.



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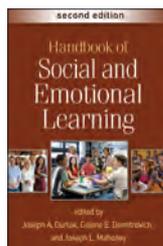
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Handbook of Social and Emotional Learning, SECOND EDITION

Edited by **Joseph A. Durlak, PhD, Celene E. Domitrovich, PhD,** and **Joseph L. Mahoney**

The world's leading social and emotional learning scholars describe state-of-the-art interventions that build students' competencies for managing emotions, showing empathy for others, forming supportive relationships, and making responsible decisions. The second edition reflects a decade of significant advances in research, policy, and implementation, among other changes.

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Smart but Scattered, SECOND EDITION

The Revolutionary Executive Skills Approach to Helping Kids Reach Their Potential

Peg Dawson, EdD, Richard Guare, PhD, BCBA-D, and **Colin Guare, MS, BCBA**

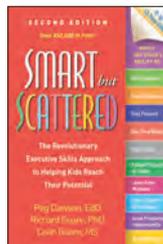
The bestselling book is now in a revised and updated second edition, with new research, a new chapter on technology, and a greatly expanded school chapter. It provides keys to understanding “smart but scattered” kids, boosting skills that are lacking, and troubleshooting everyday routines.

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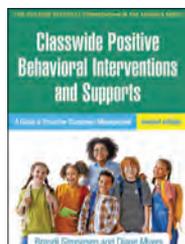
A Guide to Proactive Classroom Management

Brandi Simonsen, PhD and **Diane Myers, PhD**

The authors provide a vital classroom management and behavior support toolkit with a primary focus on universal (Tier 1) support. The second edition features an expanded focus on culturally responsive and inclusive practice and increased attention to connecting with students and families, among other changes.

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★ *New*

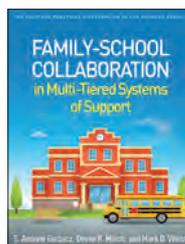
Family-School Collaboration in Multi-Tiered Systems of Support

Andy Garbacz, PhD, Devon R. Minch, PhD, and **Mark D. Weist, PhD**

This timely resource provides an equity-focused, culturally responsive framework for embedding family collaboration within multi-tiered systems of support. The field-leading authors present best practices for involving families in data-based decision making and problem solving at Tiers 1, 2, and 3.

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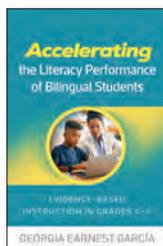
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Accelerating the Literacy Performance of Bilingual Students*Evidence-Based Instruction in Grades K-6***Georgia Earnest García, PhD**

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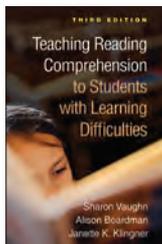
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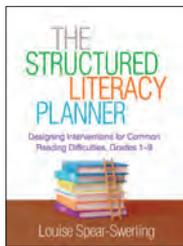
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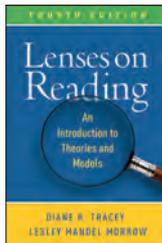
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Isabel L. Beck, PhD, University of Pittsburgh (Emerita)

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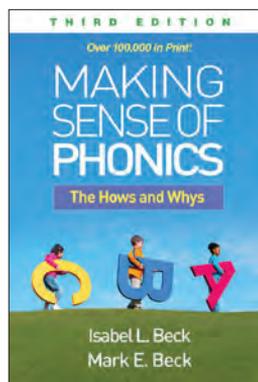
New Edition—Revised & Updated!

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Peter Afflerbach, PhD, University of Maryland, College Park

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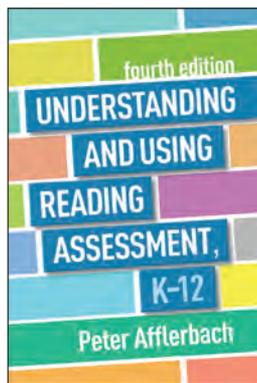
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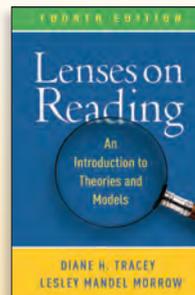
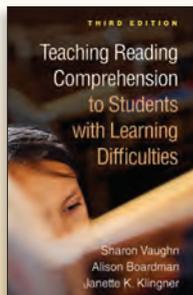
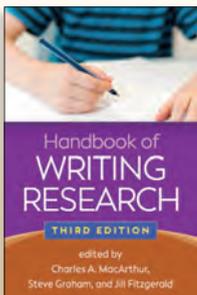
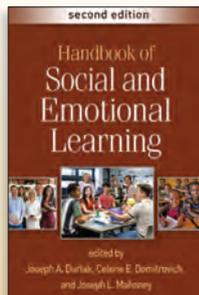
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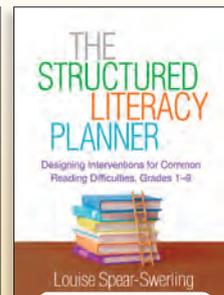
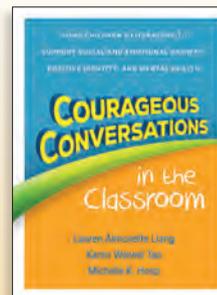
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