



Multiple Paths to Literacy: Assessment and Differentiated Instruction for Diverse Learners, K-12 (8th Edition)

By Joan P. Gipe

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In this highly regarded resource, pre- and in-service teachers see how to recognize students' literacy strengths and needs, identify students with special needs, and plan and differentiate instruction. With a goal of making literacy accessible to all students, and taking into account each learner's talents and multiple intelligences, the book helps teachers meet the literacy needs of the diverse learners in today's classrooms. Included are discussions for helping readers connect instruction to the Common Core State Standards, understand the relationship between the analytic process and RTI, work successfully with English Language Learners and students with special needs, more easily explore relevant websites, and more. A number of helpful pedagogical aids are included to ensure comprehension of the important ideas—among them Spotlight on English Language Learners, Arts Connection, MI margin notes, vocabulary alert, chapter objectives, assessment resources appendixes, and a glossary. *Multiple Paths to Literacy* provides the perfect combination of analytical approach and practical strategies in a new edition that is updated and more accessible than ever.

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Editorial Review

Review

“Multiple Paths to Literacy is an excellent resource. I teach six different graduate reading courses and there are parts from this text that would be appropriate for each of the courses.” – **Carolyn R. Fehrenbach, Pittsburg State University**

“This is a great text for both presenting the foundations needed for literacy instruction (Chapters 1-6) and then examining each in turn and helping illuminate for students what the important features they must identify in student literacy behaviors (Chapters 7-14.) It’s perfect for use to expand on introductory courses in which basic concepts of reading components and developmental reading are presented.” – **Lisa Bauer, Wilmington College**

From the Back Cover

In this highly regarded resource, pre- and in-service teachers see how to recognize students’ literacy strengths and needs, identify students with special needs, and plan and differentiate instruction. With a goal of making literacy accessible to all students, and taking into account each learner’s talents and multiple intelligences, the book helps teachers meet the literacy needs of the diverse learners in today’s classrooms.

This new edition retains the features have made the text so popular, including: Spotlight on English Language Learners, Arts Connection, MI margin notes, vocabulary alert, chapter objectives, recommended websites, assessment resources appendixes, glossary, references, and index, as well as test-taking strategies. And the new Eighth Edition features:

- Ideas and suggestions for connecting instruction to the Common Core State Standards.
- Help for understanding the relationship between the analytic process and RTI.
- Recommendations for focusing on meeting the needs of all students, including ELLs and students with special needs such as autism spectrum disorder, with attention to Universal Design for Learning.
- More references to relevant websites.

About the Author

Joan P. Gipe is Research Professor Emeritus from the University of New Orleans and Lecturer Emeritus from California State University, Sacramento. She is currently engaged as a Contributing Faculty Member with Walden University, mentoring doctoral students working on their doctoral dissertations. Joan earned her degrees at the University of Kentucky (BA, MA), and Purdue University (Ph.D.), with an emphasis on reading education. She spent many years working with learners of all ages: in Kentucky as a reading specialist, in Indiana as a fifth-grade teacher, and in several university contexts as faculty, supervisor of student teachers, department chairperson, coordinator for teaching enhancement, liaison for professional development schools, coordinator of field-based teacher education cohorts, and now doctoral student mentor. In addition to many articles in professional journals and this text, Joan is co-author with Nancy Lee Cecil of *Literacy in Grades 4–8: Best Practices for a Comprehensive Program, 2nd Ed.* (2009 Holcomb Hathaway Publishers).

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