



## **Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package ... and Spelling Instruction (4th Edition)**

*By Gail E. Tompkins, Donald R. Bear*

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- Sales Rank: #1051207 in Books
- Published on: 2015-08-26
- Original language: English
- Number of items: 1
- Dimensions: 10.80" h x 1.20" w x 8.40" l, .0 pounds
- Binding: Loose Leaf

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## **Editorial Review**

### About the Author

Gail Tompkins I'm a teacher, first and foremost. I began my career as a first-grade teacher in Virginia in the 1970s. I remember one first grader who cried as the first day of school was ending. When I tried to comfort him, he sobbed accusingly, "I came to first grade to learn to read and write and you forgot to teach me." The next day, I taught that child and his classmates to read and write! We made a small patterned book about one of the stuffed animals in the classroom. I wrote some of the words and the students supplied the others, and I duplicated copies of the book for each child. We practiced reading it until everyone memorized our little book. The children proudly took their books home to read to their parents. I've never forgotten that child's comment and what it taught me: Teachers must understand their students and meet their expectations. My first few years of teaching left me with more questions than answers, and I wanted to become a more effective teacher so I started taking graduate courses. In time I earned a master's degree and then a doctorate in Reading/Language Arts, both from Virginia Tech. Through my graduate studies, I learned a lot of answers, but more importantly, I learned to keep on asking questions. Then I began teaching at the university level. First I taught at Miami University in Ohio, then at the University of Oklahoma, and finally at California State University, Fresno. I've taught preservice teachers and practicing teachers working on master's degrees, and I've directed doctoral dissertations. I've received awards for my teaching, including the Provost's Award for Excellence in Teaching at California State University, Fresno, and I was inducted into the California Reading Association's Reading Hall of Fame. Throughout the years, my students have taught me as much as I taught them. I'm grateful to all of them for what I've learned. I've been writing college textbooks for more than 20 years, and I think of the books I write as teaching, too. I'll be teaching you as you read this text. As I write a book, I try to anticipate the questions you might ask and provide that information. I also include students' samples so you can see concepts that I'm explaining.

Lori Helman Lori Helman is Assistant Professor in the Department of Curriculum and Instruction at the University of Minnesota, Twin Cities. Her research focuses on the reading and spelling development of students learning English as a new language. Helman was a bilingual teacher, a district literacy coordinator, and a new teacher leader in her region before coming to higher education. She teaches classes in reading development for diverse students, effective instruction for students with reading difficulties, and leadership skills for reading specialists. Donald R. Bear Donald Bear is Director of the E.L. Cord Foundation Center for Learning and Literacy at the University of Nevada, Reno, assessing and teaching students who experience difficulties learning to read and write. A former preschool and elementary teacher, Donald currently researches literacy development with a special interest in students who speak languages other than English, and he partners with schools and districts to consider assessment and literacy instruction. Marcia Invernizzi Marcia Invernizzi is Director of the McGuffey Reading Center at the University of Virginia exploring developmental universals in non-English orthographies. A former English and reading teacher, Marcia works with children experiencing difficulties learning to read and write in intervention programs such as Virginia's Early Intervention Reading Initiative and Book Buddies." " Shane Templeton Shane Templeton is Foundation Professor of Literacy Studies at the University of Nevada, Reno. A former classroom teacher at the primary and secondary levels, he researches the development of orthographic and vocabulary knowledge Francine Johnston Francine Johnston is Associate Professor in the School of Education at the University of North Carolina at Greensboro, where she teaches reading, language arts, and children's literature. A former first-grade teacher and reading specialist.

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