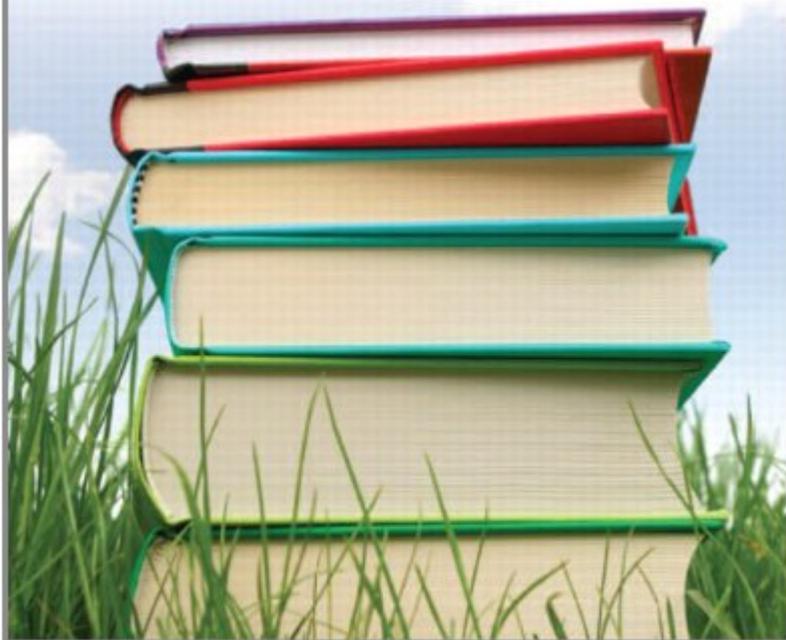


# Locating and Correcting Reading Difficulties

Tenth Edition

Ward A. Cockrum | James L. Shanker



# [Books] Locating And Correcting Reading Difficulties

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**Locating and Correcting Reading Difficulties**-Ward Cockrum 2012-06-18 This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. In this widely popular reading diagnosis and intervention handbook, beginning and experienced teachers alike find the assessment resources and tools they need to document a

child's strengths and areas of need-and get effective instructional strategies to teach skills that are missing. Locating and Correcting Reading Difficulties is organized around the sub-skills of reading and fits well with most major reading programs currently in use.

**Locating and Correcting Reading Difficulties**-Eldon E. Ekwall 1977

**Locating and Correcting**

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**Reading Difficulties**-James L. Shanker 1998 Guide for pre- and inservice teachers on methods of diagnosing and correcting reading difficulties in students.

**Locating and correcting reading difficulties**- 1981

### **Encyclopedia of Special**

**Education**-Emeritus

Professor of Educational Psychology Cecil R Reynolds, PhD 2007 Offers a thoroughly revised, comprehensive A to Z compilation of authoritative information on the education of those with special needs.

### **Ekwall/Shanker Reading**

**Inventory**-James L. Shanker

2013-05-28 This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. The Ekwall/Shanker Reading Inventory is a highly successful, research-based, and clinically verified reading inventory designed to help educators effectively assist

students in developing their reading ability. It features a great number of tests and number of tests—40 in this edition—and is adaptable to most reading programs It fits well with the Common Core State Standards for English Language Arts and can be used to assess a wide range of students' reading abilities. Educators can use the tests to measure oral and silent reading ability, listening comprehension, phonemic awareness, concepts about print, letter knowledge, basic sight vocabulary, phonics, structural analysis, context clues, dictionary skills, fluency skills, vocabulary, reading comprehension, and reading interests.

### **Learning and Learning Difficulties**-Peter S.

Westwood 2004 The book explores a number of different perspectives and theories on human learning and motivation. The author examines different types of learning across the curriculum and assesses the most effective types of teaching to facilitate different forms of learning. By

examining the way readers process text and identifying the knowledge and skills needed to become a proficient reader, the author explains why learning problems can sometimes occur and what can be done to prevent or overcome these difficulties.

**Children and Learning Difficulties**-Onita Nakra 1996

**Diagnosing and Correcting Reading Disabilities**-George Daniel Spache 1981 Offers specific techniques, methods, and strategies for diagnosing and remediating silent and oral reading disabilities stemming from visual, auditory, intellectual, and emotional problems

**Reading and Learning Disabilities**-Joyce N. French 1995 First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

**Resources in Education-**

1998

**Diagnosis and Remediation of Reading Disabilities**-Emerald V. Dechant 1981

**Teaching Students with Mental Retardation**-Glen E. Thomas 1996 This book emphasizes and identifies (1) a prioritized life goal curriculum planning approach to identify the functional skills and concepts needed by a student with mental retardation or severe disabilities to become as successful as possible in adult life, and (2) a diagnostic/prescriptive teaching approach to assess each student's abilities and progress toward those individual life goals.

**Students with Learning Disabilities**-Cecil D. Mercer 1997 This book addresses every aspect of learning disabilities, from assessment, definition, and characteristics through specific strategies for individual disorders. Based on a multi-theoretical foundation,

the new edition of *Students with Learning Disabilities* integrates numerous philosophical and practical perspectives into a supportive framework of best practices for diagnosis and intervention. A clear presentation of non-teaching factors and their affect upon teaching success explores such topics as homework, class size, parental involvement, and curriculum design. There have also been coverage expansions in topics such as cultural diversity, learning strategies, social skills training, affective development, phonological awareness development, successful transition factors, effective assessment, and teaching strategies. The coverage of social-emotional problems of LD students includes discussions of the use of socio-metric measures - such as peer status -- in assessment and planning. An updated reference section also helps familiarize readers with the latest available resources. By providing practical strategies, *Students with Learning Disabilities* is a valuable book for any parent, teacher, or school

administrator who must learn to cope with LD students.

### **Assessing Students with Special Needs**

**James A. McLoughlin 2008** This comprehensive text for future teachers of learners with disabilities is grounded in the idea that assessment is at the center of all good teaching. Its hallmarks are its accessibility, balanced coverage of both this formal and informal assessment, plus thorough exploration of the link between gathering information and actually using it to make informed decisions. Offering a step-by-step Assessment Question Model on the inside front cover, it equips readers to understand the complete assessment process, from choosing the best tool, to adapting instruction to improving outcomes. Popular, as well as lesser-known, tools are examined in order to acquaint readers with promising procedures for assessing students with special needs.

### **Individual Evaluation**

**Procedures in Reading (IEP/r)**-Thomas A. Rakes 1983

**Directory for Secondary Reading Teachers**-René F. Phillips 1983

**The Special Education Sourcebook**-Michael S. Rosenberg 1994 Provides a listing of resources for educators of students with special needs

**Analytical Reading Inventory**-Mary Lynn Woods 2007 Analytical Reading Inventory is a thorough diagnostic reading inventory with clear step-by-step instructions for test administration. This instrument can be used to measure the reading progress of typical, remedial, and gifted readers. The Analytical Reading Inventory comes with a Readers' Passages booklet and two CDs. One CD walks listeners through a case study, while the second CD supports students' use of a study guide packet. These

CDs help them to understand how to complete each portion of the ARI to evaluate a student's reading level and performance, and why each assessment of the ARI is important. New to this edition is an alignment of the ARI tests to standards. Features: Audio CDs Listening segments for learning about each test component and for practicing test administration from a live case study. Allows users to experience a case study of reader taking the inventory, learn how to code miscues, and learn all components of an ARI session. Instruction Manual Examiner's Record Includes three forms of narrative passages and two forms of expository passages. Helps users assess readers agility with a variety of oral readings, as well as listening and silent reading. Separate Reading Passages Book Presents line-for-line match to the Examiner's Record requires no copying. Examiner's Records In a user-friendly format made up of easy-to-fill-in grids. Simplifies data collection and organizes information in a convenient, visually-appealing tool. Facilitates coding of miscues,

helps make it easy for examiners to follow along as the reader reads.

**Reading Assessment**-James F. Baumann 1988

**Reading to Learn in Grades 5 to 12**-Margaret Early 1984

**Books for the Retarded Reader**-James Albert Richardson 1977

**Assessment for Instruction**-Susan S. Evans 1986

**Teaching Students with Learning Problems**-Cecil D. Mercer 1985

**Learning to Teach Reading in the Elementary School**-Joanne P. Olson 1982

**Teaching Learners with Mild Disabilities**-Ruth Lyn Meese 2001 Uses the activities of fictional educators and students to

explore and apply the lessons of recent research to everyday classroom instruction.

**Dyslexia**-Martha M. Evans 1982 Over 2400 entries to English-language titles from, for the most part, the fields of medicine, education and psychology. Covers scientific journal articles, books, proceedings, conference reports, documents, dissertations, chapters, and articles from the popular press. Inclusion based on relevancy rather than recency. Creates "a bibliographic record of the evolution of thought in the field of reading disabilities that spans almost a hundred years." Classified arrangement. Each entry gives bibliographic information and nonevaluative abstract. Miscellaneous appendixes. Author, subject indexes.

**Instructors Manual**-Stephanie Blasi-Taylor 2003-01-28

**Teaching Reading**-Pose  
Lamb 1980

**Reading Effectiveness  
Program**-Indiana.  
Department of Public  
Instruction 1974

**The Publishers' Trade List  
Annual**- 1992

**Making Reading Possible  
Through Effective  
Classroom Management**-  
Diane Lapp 1980 Intended as  
a theoretical and practical  
step-by-step guide to the  
implementation of organized  
reading programs, the ten  
chapters in this book address  
issues that have hindered  
managed program  
implementation and suggest  
ways that classroom teachers  
can help students extend their  
basic skills through  
diagnostically planned  
learning tasks. The chapters  
provide information on the  
following topics: the  
underlying constructs of  
classroom organization; six  
factors that are important in  
establishing and maintaining

an effectively organized  
classroom; characteristics of  
effectively organized  
elementary school and  
secondary school reading  
programs; a design for  
planning a managed,  
individualized classroom;  
initial assessment for  
individualization; continuous  
assessment of instructional  
needs in reading; record  
keeping for effective reading  
instruction; how to eliminate  
stumbling blocks to  
organizational change; and  
how to assess the components  
of a managed curriculum. (FL)

**Minnesota Reading  
Quarterly**- 1972

**How to Increase Reading  
Ability**-Albert Josiah Harris  
1990 A guide to increasing  
reading ability, this book  
contains information on  
planning and organizing  
differential reading  
instruction. Intended to  
improve word recognition and  
reading comprehension, the  
text includes 2000  
bibliographic entries on a  
variety of work in reading

research.

**Corrective Reading**-Zelda R. Maggart 1990

**The reading teacher**- 1971

**Psychological Therapies with Children and Adolescents**- 2001

Contributed papers presented at a seminar; with reference to India.

**School Media Quarterly**- 1974

**Educational Research Quarterly**- 1980

**Children's Literature**-Masha Kabakow Rudman 1984  
Children's Literature: an issues approach is a unique teaching tool that shows teachers and others who work with children how to use children's books to teach about important social and personal issues. In the process of examining these issues as reflected in children's literature, the reader is shown how to develop in students critical reading, thinking, and evaluating skills. Responsible decision making, a growing concern of curriculum revisionists, is stressed throughout.