

1. Record Nr.	UNINA9910153107203321
Autore	McCormick Sandra
Titolo	Instructing students who have literacy problems // Sandra McCormick, Jerry Zutell
Pubbl/distr/stampa	Harlow, England : , : Pearson, , [2014] Â©2014
ISBN	1-292-03518-8
Edizione	[Sixth edition, Pearson new international edition.]
Descrizione fisica	1 online resource (523 pages)
Disciplina	372.43
Soggetti	Reading - Remedial teaching - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover -- Table of Contents -- 1. Basic Concepts and Definitions in Reading -- 2. Causes and Correlates of Individual Differences in Reading Ability -- 3. Assessment for Identification of Reading Problems -- 4. Assessment for Verifying General Reading Levels -- 5. Assessment for Identifying Specific Strengths and Weaknesses in Reading: Part I -- 6. Assessment for Identifying Specific Strengths and Weaknesses in Reading: Part II -- 7. Important Principles of Instruction for Delayed Readers -- 8. Word Recognition and Fluency -- 9. Word Identification -- 10. Knowledge of Word Meanings -- 11. Comprehension of Informational Text -- 12. Comprehension of Narrative Text -- 13. The Severely Delayed Reader and the Nonreader -- 14. English-Language Learners and Other Learners with Special Needs -- References -- Index.
Sommario/riassunto	Instructing Students Who Have Literacy Problems has long been valued because it covers both assessment and instructional strategies in a sound, research-based format. It reflects a balanced view of literacy instruction, comprehensively examining both word study and comprehension. It is the definitive research-based book on assessment and instruction of struggling readers. Four complete chapters on formal and informal assessment, plus chapters on instructional interventions, including reading instruction for special populations, allow professors the option of using the book for one inclusive course, or, using it across two courses in those universities where diagnosis

and instruction are taught separately. Many case studies of students, as well as vignettes of teachers in action, illustrate real-world applications of the textbook content. There are practical strategies suggested in the text for both elementary and secondary students and for students from a variety of language backgrounds. This valuable book will successfully guide teachers so they can best help students who have reading difficulties - difficulties of all types and at all levels of severity.
