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KEY=FOR - BRYNN YAMILET

Children's Reading Comprehension and Assessment

Routledge Originating in a recent CIERA conference held at the University of Michigan, this book brings together the nation's most distinguished researchers to examine how readers understand text and how comprehension is assessed. The first part provides both national and historical contexts for the study of reading comprehension. The second part examines how vocabulary, motivation, and expertise influence comprehension, and it includes analyses of the developmental course and correlates of comprehension. Chapters in the third part consider how schools focus on comprehension for instruction and assessment. The fourth part includes chapters on large-scale assessment that analyze how test formats and psychometric characteristics influence measures of reading comprehension. At the end of each part is a commentary--written by an expert--that reviews the chapters, critiques the main points, and synthesizes critical issues. Key features of this outstanding new book include: *Integration of Research and Practice--provides a bridge between conceptual issues studied by researchers concerned with reading comprehension theories and practical issues addressed by educators concerned with classroom instruction and assessment. *Comprehension Focus--provides a thorough history and rigorous research-based analyses of reading comprehension. *Assessment Focus--provides innovative approaches to comprehension assessment that include the influences of vocabulary, decoding, and motivation. *Synthetic Commentaries--provides periodic summaries that analyze and synthesize research, practices, and issues discussed in each part. *Expertise--contributing authors and commentators are highly respected authorities on reading comprehension (see table of contents). This text is appropriate for educational and psychological researchers, reading educators, and graduate students in education and psychology. It is part of the CIERA series, which includes the following volumes: Taylor and Pearson: Teaching Reading: Effective Schools, Accomplished Teachers (2002) Van Kleeck, Stahl, and Bauer: On Reading Books to Children: Parents and Teachers (2003) Hoffman and Schallert: The Texts in Elementary Classrooms (2005)

Listening to Children Read Aloud

Data from NAEP's Integrated Reading Performance Record (IRPR) at Grade 4

Conducted as part of the 1992 Integrated Reading Performance Record (IRPR), a study investigated the oral reading proficiency of a subgroup of students participating in the 1992 reading assessment conducted by the National Assessment of Educational Progress (NAEP). Subjects, 1,136 fourth graders, read aloud one passage and were audiotaped as they responded to a series of questions about habits and attitudes related to both instructional and recreational reading. Subjects also completed measures of fluency and comprehension. Major findings were that (1) much can be learned and documented about children's abilities by listening to them read aloud; (2) 55% of the subjects were considered to be fluent, but only 13% could be described as consistently reading with appropriate phrasing and with at least minimal expressiveness; (3) oral reading fluency demonstrated a significant relationship with reading comprehension; (4) fluent reading appeared to be related to certain literacy activities; (5) 57% of the students were at least 96% accurate in their oral reading of the passage; (6) 61% of the students read the passage at a rate of at least 100 words per minute; and (7) accuracy and rate displayed some relationship to reading fluency. (Contains 11 tables and two figures of data. Appendixes present the interview guide, and a description of the procedures and methods of the IRPR.) (RS)

Formative Assessment for Literacy, Grades K-6

Building Reading and Academic Language Skills Across

the Curriculum

Corwin Press Grounded in research and practice, this resource shows elementary teachers how to use formative assessment to build students' language and literacy skills across the curriculum.

Building Communities of Engaged Readers

Reading for pleasure

Routledge Reading for pleasure urgently requires a higher profile to raise attainment and increase children's engagement as self-motivated and socially interactive readers. *Building Communities of Engaged Readers* highlights the concept of 'Reading Teachers' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means. Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers. Examining the interplay between the 'will and the skill' to read, the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children, teachers, families and communities. Importantly it provides compelling evidence that reciprocal reading communities in school encompass: a shared concept of what it means to be a reader in the 21st century; considerable teacher and child knowledge of children's literature and other texts; pedagogic practices which acknowledge and develop diverse reader identities; spontaneous 'inside-text talk' on the part of all members; a shift in the focus of control and new social spaces that encourage choice and children's rights as readers. Written by experts in the literacy field and illustrated throughout with examples from the project schools, it is essential reading for all those concerned with improving young people's enjoyment of and attainment in reading.

Developmental Spans in Event Comprehension and Representation

Bridging Fictional and Actual Events

Routledge This book is about building metaphorical bridges--all sorts of bridges. At the most basic level, it concerns the bridges that individuals build to understand the events that they experience--the bridges that connect the events in the mind's eye. At another level, it is about bridges that interconnect findings and theoretical frameworks concerning event comprehension and representation in different age groups, ranging from infancy to adulthood. Finally, it is about building bridges between researchers who share interests, yet may not ordinarily even be aware of each other's work. The success of the book will be measured in terms of the extent to which the contributors have been able to create a picture of the course of development across a wide span in chronological age, and across different types of events, from the fictional to the actual. The individuals whose work is represented in this book conduct their work in a shared environment--they all have an intellectual and scholarly interest in event comprehension and representation. These interests are manifest in the overlapping themes of their work. These include a focus on how people come to temporally integrate individual "snapshots" to form a coherent event that unfolds over time, to understand cause and effect, and to appreciate the role of the goal of events. Another overlapping theme involves the possibility of individual differences. These themes are apparent in work on the early development of representations of specific episodes and autobiographical memories, and comprehension of complex events such as stories involving multiple characters and emotions. The editors of this volume had two missions: * to create a development span by bringing together researchers working from infancy to adulthood, and * to create a bridge between individuals working from within the text comprehension perspective, within the naturalistic perspective, and with laboratory analogues to the naturalistic perspective. Their measure of success will be the extent to which they have been able to create a picture of the course of development across a wide span in chronological age, and across different types of events--from fictional to actual.

Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction

Resources in Education

Formative Assessment for Literacy, Grades K-6

Building Reading and Academic Language Skills Across the Curriculum

Corwin Press Grounded in research and practice, this resource shows elementary teachers how to use formative assessment to build students' language and literacy skills across the curriculum.

Reading Assessment and Instruction for All Learners

Guilford Publications Weaving together the latest knowledge and best practices for teaching children to read, this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners. Uniquely integrative, the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics. Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence-based instruction. Special features include Research Briefs, Tech Tips, Internet Resources, Reflection and Action Questions, and dozens of reproducible student activities and assessment tools.

Measuring Up

Advances in How We Assess Reading Ability

R&L Education "'Measuring Up: Advances in How We Assess Reading Ability" addresses the fundamental issues of measuring reading comprehension, in theory and in practice. In light of federal legislation towards common core standards and assessments, as well as significant national investments in reading and literacy education, it is a critical and opportune time to bring together the research and measurement community to address these issues"--

Assessment for Reading Instruction, Second Edition

Guilford Press Widely adopted for course use, this trusted teacher guide combines crucial background knowledge with hands-on tools. In a large-size format for easy photocopying, the book features more than two dozen reproducibles. It covers all the essentials of planning, administering, scoring, and interpreting a wide range of formal and informal assessments. Helpful examples illustrate effective ways to evaluate K/n-/8 students' strengths and weaknesses in each of the core competencies that good readers need to master. See also *Reading Assessment in an RTI Framework*, which offers systematic guidance for conducting assessments in all three tiers of RTI.

Reading Comprehension Difficulties

Processes and Intervention

Routledge Recognizing the characteristics of children with learning disabilities and deciding how to help them is a problem faced by schools all over the world. Although some disorders are fairly easily recognizable (e.g., mental retardation) or very specific to single components of performance and quite rare (e.g., developmental dyscalculia), schools must consider much larger populations of children with learning difficulties who cannot always be readily classified. These children present high-level learning difficulties that affect their performance on a variety of school tasks, but the underlying problem is often their difficulty in understanding written text. In many instances, despite good intellectual abilities and a superficial ability to cope with written texts and to use language appropriately, some children do not seem to grasp the most important elements, or cannot find the pieces of information they are looking for. Sometimes these difficulties are not immediately detected by the teacher in the early school years. They may be hidden because the most obvious early indicators of reading progress in the teacher's eyes do not involve comprehension of written texts or because the first texts a child encounters are quite simple and reflect only the difficulty level of the oral messages (sentences, short stories, etc.) with which the child is already familiar. However, as years go by and texts get more complex, comprehension difficulties will become increasingly apparent and increasingly detrimental to effective school learning. In turn, studying, assimilating new information, and many other situations requiring text comprehension -- from problem solving to reasoning with linguistic contents -- could be affected. Problems with decoding, dyslexia, and language disorders have attracted more interest from researchers than have specific comprehension problems and have occupied more room in specialized journals. Normal reading comprehension has also been a favorite with researchers. However, scarce interest has been paid to subjects who have comprehension difficulties. This book is an attempt to remedy this situation. In so doing, this volume answers the following questions: * Does a reading comprehension problem exist in schools? * How important and widespread is the problem? * Is the problem specific? * How can a reading comprehension difficulty be defined and identified? * Does the "syndrome" have a single pattern or can different subtypes be identified? * What are the main characteristics associated with a reading comprehension difficulty? * When can other well-identified problems add to our understanding of reading comprehension difficulties? * Which educational strategies are effective in preventing and treating reading comprehension difficulties? * What supplementary information can we get from an international perspective?

Classroom Literacy Assessment

Making Sense of what Students Know and Do

Guilford Press Showcasing assessment practices that can help teachers plan effective instruction, this book addresses the real-world complexities of teaching literacy in grades K-8. Leading contributors present trustworthy approaches that examine learning processes as well as learning products, that yield information on how the learning environment can be improved, and that are conducted in the context of authentic reading and writing activities. The volume provides workable, nuts-and-bolts ideas for incorporating assessment into instruction in all major literacy domains and with diverse learners, including students in high-poverty schools and those with special learning needs. It is illustrated throughout with helpful concrete examples.

Reading Acquisition

Routledge Originally published in 1992. This book brings together the work of a number of distinguished international researchers engaged in basic research on beginning reading. Individual chapters address various processes and problems in learning to read - including how acquisition gets underway, the contribution of story listening experiences, what is involved in learning to read words, and how readers represent information about written words in memory. In addition, the chapter contributors consider how phonological, onset-rime, and syntactic awareness contribute to reading acquisition, how learning to spell is involved, how reading ability can be explained as a combination of decoding skill plus listening comprehension skill, and what causes reading difficulties and how to study these causes.

Reading Comprehension Activities Kit

Ready-to-use Techniques and Worksheets for Assessment and Instruction

Center for Applied Research in Teaching & reinforces all aspects of reading comprehension, plus includes an extensive list of available materials & computer software to improve students' comprehension ability.

Recent Advances in Assistive Technologies to Support Children with Developmental Disorders

IGI Global The greatest advantage of modern technology is its ability to improve the lives of all. In particular, new technologies have the potential to greatly mitigate cognitive, motor, and social impairments stemming from genetic or environmental factors. *Recent Advances in Assistive Technologies to Support Children with Developmental Disorders* raises awareness of disabled children and what can be done to help them grow and develop alongside their peers. Bringing together personal experiences with academic investigation, this book is an essential reference for doctors, pediatricians, pre- and primary school educators, and scientists working to enhance the impact assistive technologies have on the youngest members of society.

Teaching Our Children to Read

The Components of an Effective, Comprehensive Reading Program

Corwin When the First Edition of this book was written, there was a great deal of controversy about the role of direct skill instruction in teaching children to read. In the past five years, scientific research and studies of effective teaching practices have quelled the controversy. Today, except of a few holdouts, there is general consensus that in addition to varied language- and literature-based activities, reading instruction should include explicit and systematic instruction in the basic skills that help students become fluent, automatic readers. Across the country, policy-makers, educators, and publishers have begun to respond. The real challenge is how to implement what we know are the best research-based practices in reading materials adopted, in training teachers, and in school leadership. This Second Edition has grown out of the experiences of scores of dedicated teachers and their success in the classroom. It provides an updated overview of important research and instructional strategies that will bring all students to higher levels of literacy. Expanded sections on phonics instruction; connected practice with decodable text; fluency; multisyllabic word instruction; spelling; vocabulary and concept development; strategic reading; text organization; book discussions; and literacy benchmarks, assessment and intervention included. New tables are provided in Resource A. There are also revisions to the Frequently Asked Questions and the major points discussed in Resource B.

Language Development and Learning to Read

The Scientific Study of How Language Development Affects Reading Skill

MIT Press Research on reading has tried, and failed, to account for wide disparities in reading skill even among children taught by the same method. Why do some children learn to read easily and quickly while others, in the same classroom and taught by the same teacher, don't learn to read at all? In *Language Development and Learning to Read*, Diane McGuinness examines scientific research that might explain these disparities. She focuses on reading predictors, analyzing the effect individual differences in specific perceptual, linguistic, and cognitive skills may have on a child's ability to read. Because of the serious methodological problems she finds in the existing research on reading, many of the studies McGuinness cites come from other fields—developmental psychology, psycholinguistics, and the speech and hearing sciences—and provide a new perspective on which language functions matter most for reading and academic success. McGuinness first examines the phonological development theory—the theory that phonological awareness follows a developmental path from words to syllables to phonemes—which has dominated reading research for thirty years, and finds that research evidence from other disciplines does not support the theory. McGuinness then looks at longitudinal studies on the development of general language function, and finds a "tantalizing connection" between core language functions and reading success. Finally, she analyzes mainstream reading research, which links reading ability to specific language skills, and the often flawed methodology used in these studies. McGuinness's analysis shows the urgent need for a shift in our thinking about how to achieve reading success.

Developing Literacy in Preschool

Guilford Press Preschoolers are passionate about learning, and a high-quality preschool program offers rich learning experiences in the areas of language and literacy. This engaging book gives teachers and other professionals fresh ideas, inspiration, and practical tools for integrating age-appropriate literacy instruction into the preschool curriculum. Including helpful vignettes, sample lesson plans, and reproducibles, the book shows how to create a motivating classroom environment, balance child-initiated exploration with structured activities, and support students' developing skills in reading, writing, speaking, and comprehension. Essential topics include preschool assessment and working with English language learners.

Beginning Reading

A balanced approach to literacy instruction in the first three years of school

Routledge Most children learn to read, irrespective of the method of instruction. Yet up to a fifth of children struggle with reading in their first few years at school. Unfortunately, those who struggle in the early years will continue to struggle throughout their school career. Yola Center offers a systematic, research-based guide to teaching reading in the first three years of school. Her aim is to ensure that teachers can work with at-risk or reluctant readers in the regular classroom as effectively as with children for whom reading seems to come naturally. Taking an analytic approach to reading, *Beginning Reading* shows how children can be moved through the key stages of early reading acquisition. Each chapter includes an overview of relevant research, practical classroom strategies and guidelines for lesson planning. Center adopts a balanced view of reading instruction, stressing the importance of phonological processes at the beginning of literacy instruction, as well as semantic and syntactic ones. This supports at risk children in regular classrooms, who are provided with the maximum opportunity to develop the accurate and fluent word recognition skills that are needed in order to extract meaning from print. 'At last! A book that combines an overview of recent research findings and their implications for the teaching of reading with sensible and practical suggestions for classroom teachers.' Morag Stuart, Professor in the Psychology of Reading, University of London 'This is an excellent book. It comprehensively reviews the research literature and shows how to apply it to the nuts and bolts of teaching reading in the first few years of school. It is a must-read for teachers.' Professor Tom Nicholson, University of Auckland, New Zealand 'This is the book that we have all been waiting for. It is the only book that I have seen that focuses on a theoretically sound approach to the teaching of reading with a focus on children who experience difficulties in the regular classroom.' Ruth Fielding-Barnsley, Queensland University of Technology 'It is indeed rare when a reading scientist can explain the intricacies of reading development, reading difficulties, and reading instruction with such clarity and comprehensiveness. Most importantly, Dr Center provides a masterful synthesis of the most current converging scientific evidence available that defines what research-based reading instruction is all about.' G. Reid Lyon, PhD, National Institutes of Health, USA

State of the Art

Transforming Ideas for Teaching and Learning to Read

Based on research findings and practical experience, this booklet presents 10 interrelated ideas to transform instruction in reading and heighten literacy learning for all students. The booklet notes that research has led to new understandings about basic cognitive and instructional processes (particularly those involved in reading comprehension). The 10 ideas discussed in the booklet are: (1) children, when reading, construct their own meaning; (2) effective reading instruction can develop engaged readers who are knowledgeable, strategic, motivated, and socially interactive; (3) phonemic awareness is one of the best predictors of later success in reading; (4) modeling is an important form of classroom support for literacy learning; (5) storybook reading, done in the context of sharing experiences, ideas, and opinions, is a highly demanding mental activity for children; (6) responding to literature helps students construct their own meaning which may not always be the same for all readers; (7) children who engage in daily discussions about what they read are more likely to become critical readers and learners; (8) expert readers have strategies that they use to construct meaning before, during, and after reading; (9) children's reading and writing abilities develop together; and (10) the most valuable form of reading assessment reflects current understanding about the reading process and simulates authentic reading tasks. A 12-item list of suggested reading is attached. Contains 56 references. (RS)

Monthly Catalogue, United States Public Documents

Approaching Difficulties in Literacy Development

Assessment, Pedagogy and Programmes

SAGE Approaching Difficulties in Literacy Development: Assessments, Pedagogy and Programmes considers the complexity of literacy difficulties, showing how research into literacy difficulties has to be multi-faceted and multi-disciplinary and involve a range of research approaches and methods. The chapters show that this is necessary to accommodate the wide range of issues that can, potentially, explain literacy difficulties and suggest strategies and interventions to ease those difficulties. This Reader is relevant to all postgraduate students of Literacy, as well as educators, professionals and policy makers.

Research in Education

Annual Index

Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties

An Independent Report from Sir Jim Rose to the Secretary of State for Children, Schools and Families

Research Awards Index

The Cognitive Development of Reading and Reading Comprehension

Routledge Learning to read may be the most complex cognitive operation that children are expected to master, and the latest research in cognitive development has offered important insights into how children succeed or fail at this task. The Cognitive Development of Reading and Reading Comprehension is a multidisciplinary, evidence-based resource for teachers and researchers that examines reading comprehension from a cognitive development perspective, including the principal theories and methods used in the discipline. The book combines research into basic cognitive processes—genetics, perception, memory, executive functioning, and language—with an investigation of the effects that context and environment have on literacy outcomes, making clear how factors such as health, family life, community, policy, and ecology can influence children's cognitive development.

Alternative Assessment Techniques for Reading &

Writing

Jossey-Bass This practical resource helps elementary classroom, remedial reading, and LD teachers make the best possible informal assessment of a child's specific reading, writing, and spelling strengths and weaknesses and attitudes toward reading. Written in easy-to-follow nontechnical language, it provides a multitude of tested informal assessment strategies and devices, such as "kid watching," retellings, journals, IRIs, writing surveys, portfolios, think alouds and more-- including more than 200 reproducible assessment devices ready for immediate use! You'll find a detailed description of each informal assessment techniques along with step-by-step procedures for its use and, wherever possible, one or more reproducible sample devices. Complete answer keys for each device are included with the directions. Among the unique topics covered are the innovative Individual Reading Inventory, San Diego Quick Assessment List, El Paso Phonics Survey, QAD Chart, Holistic scoring of writing and Reproducible devices for portfolio assessment. In short, *Alternative Assessment Techniques for Reading and Writing* offers a wealth of tested, ready-to-use informal assessment information and devices that should save the teacher a great deal of time and energy in making a useful assessment of any student's literacy ability!

PISA 21st-Century Readers Developing Literacy Skills in a Digital World

Developing Literacy Skills in a Digital World

OECD Publishing Literacy in the 21st century is about constructing and validating knowledge. Digital technologies have enabled the spread of all kinds of information, displacing traditional formats of usually more carefully curated information such as encyclopaedias and newspapers.

Teaching Reading Comprehension

Harcourt School

The Reading Teacher's Survival Kit

Ready-to-Use Checklists, Activities and Materials to Help All Students Become Successful Readers

Jossey-Bass The strategies and materials presented here provide the best of whole language and phonics instruction for setting up an appropriate, well-paced reading program that meets the needs of individual students, small groups, or the entire class, grades K-8. For quick and easy access, the Kit is organized into eight sections and includes such practical information as: * Over 80 stimulating hands-on games and activity sheets to build students' skills in letter-name knowledge, sight word recognition, word structure, and more. * Up-to-date information and materials for teaching reading to students with special needs * Comprehensive lists of fiction and nonfiction trade books that reinforce the learning of essential reading skills

Classroom Learning Centers

Individualized, Personalized Instruction

Fearon Teacher Aids Practical teaching strategies, activities, and materials geared toward each subject in the elementary school curriculum help teachers personalize and individualize classroom instruction and develop learning centers

The Science of Reading

A Handbook

John Wiley & Sons The Science of Reading: A Handbook brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction. Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading. Edited by well-respected senior figures in the field

Group Story Mapping

A Comprehension Strategy for Both Skilled and Unskilled Readers

Preventing Reading Difficulties in Young Children

National Academies Press While most children learn to read fairly well, there remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, *Preventing Reading Difficulties in Young Children* examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

Children's Prose Comprehension

Research and Practice

International Reading Assn Designed to provide an exchange of ideas about children's reading comprehension, this book has gathered insights and perspectives from both educators and psychologists concerning the comprehension process. The first section of the book consists of three chapters devoted to literature reviews, each dealing with an aspect of comprehension. Specific areas covered in the reviews are: basic research on the development of prose comprehension, experimental manipulations designed to promote comprehension, and successful instructional materials and practices used for teaching children to comprehend. The second section of the book contains three discussant chapters that provide critical commentary on the literature reviews. The book concludes with a summary chapter and a comprehensive listing of references. (FL)

Research in Education

Struggling Readers

Assessment and Instruction in Grades K-6

Guilford Press This practical book focuses on three distinct types of struggling readers that teachers will instantly recognize from their own classrooms--the Catch-On Reader, the Catch-Up Reader, and the Stalled Reader. Detailed case studies bring to life the specific problems these students are likely to face and illustrate research-based instructional strategies that can help get learning back on track. The book also illuminates the causes and consequences of literacy difficulties, giving K-6 teachers a better understanding of how to meet the needs of each child. A comprehensive appendix provides dozens of informal assessment devices, ready to photocopy and use. Other user-friendly features include annotated bibliographies of key research, descriptions of commercial materials and curricula designed for each type of learner, and information on technology resources. Photocopy Rights: The Publisher grants individual book purchasers nonassignable permission to reproduce selected materials in this book for professional use. For details and limitations, see copyright page. Key Features: * Struggling readers are a major focus of current teaching and legislation. * Extended case studies provide realistic instructional examples. * Research base evident throughout. * Covers the causes and consequences of reading difficulties as well as how to help.

Understanding and Teaching Reading Comprehension

A handbook

Routledge The ultimate aim of reading is not the process but to understand what we read and comprehension can take place at many different levels. There has been an increasing emphasis on the importance of reading comprehension in recent years but despite this there is very little written on this vital topic accessible to trainee and practicing teachers. The *Handbook of Reading Comprehension* presents an overview of recent findings on reading comprehension and comprehension problems in children. It provides a detailed examination of the characteristics of children who have reading comprehension difficulties, and examines ways in which comprehension can be supported and improved. It is accessibly written for students and professionals with no previous background in

the psychology of reading or reading problems. This indispensable handbook asks the question 'what is comprehension?' The authors consider comprehension of different units of language: understanding single words, sentences, and connected prose and outline what readers (and listeners) have to do to successfully understand an extended text. This book also considers comprehension for different purposes, in particular reading for pleasure and reading to learn and explores how reader characteristics such as interest and motivation can influence the comprehension process. Different skills contribute to successful reading comprehension. These include word reading ability, vocabulary knowledge, syntactic skills, memory, and discourse level skills such as the ability to make inferences, knowledge about text structure, and metacognitive skills. The authors discuss how each one contributes to the development of reading comprehension skill and how the development of these skills (or their precursors) in pre-readers, provides the foundation for reading comprehension development. Areas covered include:- Word reading and comprehension Development of comprehension skills Comprehension difficulties Assessment Teaching for improvement Throughout the text successful experimental and classroom based interventions will be highlighted, practical tips for teachers and summary boxes detailing key points and explaining technical terms will be included in each chapter

Historical Foundations of Educational Psychology

Springer Science & Business Media This volume represents a beginning effort to compile a history of educational psychology The project began, innocuously enough, several years ago when we decided to add mon material about the history of educational psychology to the undergraduate course we were teaching. What seemed like a simple task became very complex as we searched in vain for a volume dealing with the topic. We ended up drawing on various histories of psychology that devoted anywhere from a few paragraphs to several pages to the topic and on a very few articles addressing the issue. We were startled, frankly, by the apparent lack of interest in the history of our field and decided to attempt to compile a history ourselves. As is the case with any edited volume, the contributing authors deserve credit for its positive features. They uniformly made every effort asked of them and taught us much about educational psychology. Any errors or omissions are our responsibility alone.