

Reading Comprehension In Varied Subject Matter

"Dyslexia is a learning disorder that affects a large number of population of children and adults across the world leading them to feel dumb, depressed and isolated. As a result, many potential creative geniuses many Einstein's and Da Vincis have been stigmatized and pushed aside. In most cases, early diagnosis is the first step towards addressing their problems. How do these children cope with their condition? How to detect their learning disability? What should parents & teachers know about these children? This book takes a close look at these crucial issues. It also describes its causes and symptoms, ways of its diagnosis, and the teaching methods that work. It also incorporates real-life stories of some dyslexic children, brief biographical sketches & achievements of famous dyslexic personalities, films dealing with the problem of dyslexia, and reliable institutions that work with dyslexics and their families. Finally, it gives advice to parents and teachers addressing some specific questions related to dyslexia."

Successful students use comprehension skills and strategies throughout the school day. In this timely book, leading scholars present innovative ways to support reading comprehension across content areas and the full K–12 grade range. Chapters provide specific, practical guidance for selecting rewarding texts and promoting engagement and understanding in social studies, math, and science, as well as language arts and English classrooms. Cutting-edge theoretical perspectives and research findings are clearly explained. Special attention is given to integrating out-of-school literacies into instruction and developing comprehension in English language learners.

This popular series offers nonfiction reading passages with comprehension questions on a variety of subjects for students in second grade through junior high school and beyond. Topics and questions prepare students for standardized tests and provide valuable practice in nonfiction reading comprehension. The entire Reading Comprehension series is particularly useful in a classroom that has students of varying reading abilities. Themes such as Great Americans and What Do You Think? reappear in each book, with the exact focus of the passage changing according to the level of the material. Reading Comprehension Used successfully by classroom teachers, tutors, ESL teachers, and parents, these workbooks have been revised and updated, with the addition of new reading selections, new vocabulary, and a new writing exercise. Each workbook has 31 selections in these subject areas: social studies; science; literature; mathematics; philosophy, logic, and language; the arts; and combined subjects. Each book in this series is arranged thematically. The themes relate the selections to one another, show different aspects of a topic, and give students a broader knowledge of a subject. Each selection follows a consistent format 7-step format in presenting the passage, and includes exercises on vocabulary and writing. Skills Addressed: Story recall; Sequencing; Drawing conclusions; Vocabulary development; Main idea; Extending thoughts in writing; Inference."

Teaches & reinforces all aspects of reading comprehension, plus includes an extensive list of available materials & computer software to improve students' comprehension ability.

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?

Published in 1984, this volume presents methodologies for studying the ongoing psychological processes that occur as a person reads a text, as well as discussing the major findings that these methodologies have produced, to provide a handbook of reading comprehension research techniques. Focusing on the comprehension processes that occur when a person is reading, rather than the representation that remains after the text has been read, the methodologies use measures such as reading times that reflect ongoing processes, rather than relying exclusively on conventional measures of memory performance such as recall. These methods make use of computer technology for rapid and flexible stimulus representation and data acquisition. This book will allow researchers and students to select appropriate methodologies to investigate a range of fascinating questions about reading comprehension.

This book provides a refreshingly rational guide to the many issues involved in psychological assessment, taking dyslexia to be a remedial cognitive deficit. The author reviews the major tests in use for children and adults, while keeping the scientific purpose for their use firmly in view. Written primarily for assessment professionals, the book will appeal to parents and specialist teachers and all those with an interest in fair and objective methods for dealing with dyslexia. A guide to understanding and living with dyslexia for parents, teachers, and anyone who suffers from this common learning disability provides real-life role models and the latest research

This book presents a human development model for understanding and treating age-related deficits that seem to be characteristic of individuals with learning disabilities. It is the culmination of years of clinical experience, qualitative research, and scholarship in the search for a framework that would be useful for the treatment of learning disabilities. The ultimate purpose of this book is to present a strategy for designing day-to-day, individualized lessons for learning

disabled students from kindergarten through adulthood.

Quickly acquire the knowledge and skills you need to effectively understand, assess, and treat individuals struggling with dyslexia. *Essentials of Dyslexia Assessment and Intervention* provides practical, step-by-step information on accurately identifying, assessing, and using evidence-based interventions with individuals with dyslexia. Addressing the components that need to be considered in the assessment of dyslexia—both cognitive and academic—this book includes descriptions of the various tests used in a comprehensive dyslexia assessment along with detailed, evidence-based interventions that professionals and parents can use to help individuals struggling with dyslexia. Like all the volumes in the *Essentials of Psychological Assessment* series, each concise chapter features numerous callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as test questions that help you gauge and reinforce your grasp of the information covered. Providing an in-depth look at dyslexia, this straightforward book presents information that will prepare school psychologists, neuropsychologists, educational diagnosticians, special education teachers, as well as general education teachers, to recognize, assess, and provide effective treatment programs for dyslexia. The book is also a good resource for parents who are helping a child with dyslexia. A practical guide to understanding, assessing, and helping individuals who have dyslexia. Expert advice and tips throughout. Conveniently formatted for rapid reference. Other titles in the *Essentials of Psychological Assessment* series: *Essentials of Assessment Report Writing*, *Essentials of School Neuropsychological Assessment*, *Essentials of Evidence-Based Academic Interventions*, *Essentials of Response to Intervention*, *Essentials of Processing Assessment*, *Essentials of Conners Behavior Assessments*, *Essentials of Cross-Battery Assessment, Second Edition*, *Essentials of WISC-IV Assessment, Second Edition*.

A top-selling teacher resource line, *The 100+ Series* (TM) features over 100 reproducible activities in each book! --Organized by specific reading skills, this book is designed to enhance students' reading comprehension. The focused, meaningful practice and entertaining topics motivate students to learn. Lively reading passages present high-interest subjects in a variety of genres, including fiction, nonfiction, and poetry. Subject matter from across the curriculum--including topics from science, history, and literary classics--deepen student knowledge while strengthening reading skills.

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This series has a consistent format that allows students in the same class to use different levels. It builds reading comprehension skills, contextual vocabulary skills, and provides cross-curricular reading practice via content-area topics. This book addresses critical issues related to pre-adolescent and adolescent literacy learners with a focus on closing the achievement gap. Despite efforts by educators and policymakers during the past several decades, certain groups of students--primarily African American students, English language learners, and students from low-income homes--continue to underperform on commonly used measures of academic achievement. Too often, teachers and administrators lack both proper preparation and good ideas to confront these issues.

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