



Locating and Correcting Reading Difficulties (10th Edition)

By Ward Cockrum, James L. Shanker

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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.

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Bibliography

- Sales Rank: #561859 in Books
- Brand: Brand: Pearson
- Published on: 2012-05-21
- Original language: English
- Number of items: 1
- Dimensions: 9.90" h x 1.20" w x 8.00" l, 1.96 pounds
- Binding: Paperback
- 576 pages

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Editorial Review

From the Back Cover

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. The book is organized around the sub-skills of reading—phonemic awareness and letter recognition, decoding skills of sight words, phonics, structural analysis, use of context clues, and dictionary use—and fits well with most major reading programs currently in use.

Each chapter is packed with ready-to-use lesson ideas and assessments and each presents a definition of the reading skill covered, followed by a section on assessing the skill, a section on teaching the skill, and a section on how the skill might impact English Language Learners.

Using this resource, teachers are able to:

- Define each of the sub-skills
- Know how to observe the development of the skill
- Do quick assessments of the skill where appropriate
- Do in-depth assessments when needed

15 Appendices give teachers access to material to supplement their instruction of the subskills of reading. The teacher can find lists of books appropriate for providing instruction to emergent readers, lists of basic sight words in sentences, phonograms and words that contain the phonogram, lists of prefixes and suffixes, and more in the Appendices.

Outstanding features of this new edition include:

- **Assessments pulled into the chapters** covering the appropriate sub-skill
- Coverage of **different levels of assessment**—observation, quick, and in-depth
- Three or more **new teaching ideas** in each major sub-skills reading chapter
- **New checklists** for keeping track of the sub-skill development of each student

About the Author

Ward A. Cockrum has been involved in literacy education for more than 30 years. His teaching experience includes his positions as a reading specialist in a K–4 school, a middle school reading/science teacher, a fifth-grade teacher and a Pre-first grade teacher. Currently a professor at Northern Arizona University, he directs the Reading Specialist Endorsement Program and teaches a variety of reading education courses at the undergraduate and graduate levels. Cockrum is the co-author, with James Shanker, of the fifth edition of the *Ekwall/Shanker Reading Inventory*.

Users Review

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