

# High Interest Low Readability Nonfiction Volume 1

The Highlow Report Assessing and Correcting Reading and Writing Difficulties High Interest / Low-Readability Inventions Tools for Matching Readers to Texts High interest - low readability Reading in the Secondary School Classroom Diagnosis and Remediation of Reading Disabilities Reaching Young People Through Media Journal of Reading Bulletin of Education Bulletin of Education Forward Kliatt Young Adult Paperback Book Guide American Reference Books Annual Reaching Adolescents ARBA Guide to Education Readability Revisited The Reading Teacher Journal of Youth Services in Libraries School Library Journal Thomas G. Gunning Carson-Dellosa Publishing, LLC Heidi Anne E. Mesmer Prue Potiphar Robert C. Aukerman Emerald V. Dechant Nancy Bach Pillon University of Kansas. School of Education Bohdan S. Wynar Arthea J. S. Reed Deborah J. Brewer Jeanne Sternlicht Chall

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this text provides numerous examples and thorough coverage of procedures for assessing and instructing struggling readers of all ages in keeping with current theory the text emphasizes prevention and early intervention it is based on the premise that student performance is variable and that assessment and

instruction are planned and modified to meet the varied needs and levels of students gunning does not subscribe to a medical model that emphasizes deficiencies but rather focuses on what students can do this text calls for inclusion not exclusion but recognizes that struggling learners need expert carefully planned assessment and instruction assessment coverage includes a grounding in basic concepts of tests and measurement while formal standardized measures are described emphasis is placed upon informal but highly regarded techniques such as the informal reading inventory miscue analysis running records observation think alouds holistic scoring of writing and portfolio assessment in addition to chapters devoted specifically to assessment ways to connect assessment and instruction are mentioned throughout the text coverage of instructional techniques is thorough and practical nine chapters are devoted to instructional techniques

the book includes engaging articles to stimulate and hold the interest of students who are reading below grade level lower reading levels are achieved through the use of controlled vocabulary simple sentence structure and clear illustrations the questions and student activity sheets are designed to improve the reading comprehension skills of remedial readers the articles and activities can be used as part of a teacher directed lesson or assigned as independent work

selecting reading materials at the appropriate level for each student is an essential component of promoting literacy and a number of tools for determining text difficulty are now available this unique much needed reference helps teachers choose from a wide array of approaches and implement them effectively provided is a thorough integrative review of recently developed applications such as lexiles as well as traditional readability formulas and systems for beginning readers detailed vignettes clearly illustrate how teachers have used these tools in real classrooms and provide tips and pointers for success rich with charts tables and resources this practical guide includes an appendix on two electronic book matching programs accelerated reader and reading counts

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in readability revisited dr jeanne chall and the late dr edgar dale present an introduction and historical overview of the original dale chall readability formula its purposes and uses over nearly five decades and its relation to other measures of readability the second chapter of readability revisited presents the new revised dale chall readability formula which is based on a new set of criterion passages an updated familiar word list and better rules for measuring the two factors of word familiarity and sentence length the authors have also simplified the instructions and computations required to apply the formula three worksheets included in the book combine the revised dale chall formula with assessments of the cognitive and structural elements of the written material the characteristics of the target readers and their purpose for reading the material together these provide a new and powerful tool for assessing the reading difficulty of written materials book jacket title summary field provided by blackwell north america inc all rights reserved

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