

**READING PROBLEMS: ASSESSMENT AND
TEACHING STRATEGIES (7TH EDITION) BY
JOYCE HOLT JENNINGS, JOANNE SCHUDT
CALDWELL, JANET W. LERNER**

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Review

“This textbook offers a comprehensive approach for students as they learn to work with individuals with reading problems. It offers research-based approaches for assessment and instruction.”

—Donna M. Harkins, University of West Georgia

From the Back Cover

Current and future teachers, reading specialists, and reading coaches get multiple approaches to teaching students with reading problems, complete with practical strategies, informal assessment tools, and extensive descriptions of tests—from a well-respected author team. A comprehensive survey of teaching strategies, formal and informal assessment, theory, and research, *Reading Problems* combines invaluable information from the field of reading with allied fields such as special education, bilingual education, medical science, and policy studies to provide a coherent framework for helping students with reading problems.

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About the Author

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In this well-respected text, multiple approaches to teaching students with reading problems are presented with practical strategies, extensive descriptions of tests, and its own IRI. A comprehensive survey of teaching strategies, formal and informal assessment, theory, and research, Reading Problems by Jennings, Lerner, and Caldwell combines invaluable information from the field of reading with allied fields such as special education, bilingual education, medical science, and policy studies. The new Seventh Edition encourages the collaboration of general education teachers and reading teachers; offers strategies for ELL students; discusses both formal and informal assessment; emphasizes early literacy for young children; covers both reading and writing; includes information on specific reading skills, word recognition, phonics, fluency, vocabulary, and comprehension; updates on Special Education legislation; discusses the impact of the Common Core State Standards on literacy instruction and assessment.

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By T. Lodesky

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