



Language and Reading Disabilities (3rd Edition) (Allyn & Bacon Communication Sciences and Disorders)

By Alan G. Kamhi, Hugh W. Catts

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Written by leading experts, the third edition of “Language and Reading Disabilities”, maintains its strong clinical focus and thorough coverage of the identification, assessment, and treatment of reading and writing disorders.

This text explores the differences between spoken and written language, the basic factors in reading and language development, the stages of reading development, as well as how to define and classify reading disabilities and understand their clinical implications. Coverage includes how to assess phonemic awareness, word recognition, reading comprehension and the relationship between spelling and other literacy skills, and writing foundations and processes.

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- Sales Rank: #415124 in Books
- Published on: 2011-06-27
- Original language: English
- Number of items: 1
- Dimensions: 9.00" h x .80" w x 7.30" l, 1.20 pounds
- Binding: Paperback
- 320 pages

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Editorial Review

From the Back Cover

Now more than ever, increased attention has been given to students achieving adequate levels of reading proficiency. Maintaining its strong clinical and research basis, the third edition of *Language and Reading Disabilities* successfully keeps pace with the rapid changes in our knowledge about language and reading disabilities by providing readers with the most up-to-date advances in research and instruction in reading disabilities. This edition continues to cover a wide variety of theories by comparing and noting the similarities and differences between spoken and written language. This text is broad-based in its coverage of identification, assessment, and treatment of reading and writing disorders.

New to This Edition:

- **A new chapter on reading comprehension (Chapter 6)** addresses definitional issues that affect the way reading is assessed and taught. Additionally, a model of comprehension is presented to help readers develop appropriate measures of understanding.
- **A new chapter on spelling (Chapter 8)** covers the innovative 4-block model of spelling while also providing numerous suggestions to help readers assess and treat students with spelling difficulties.
- **Updated and consolidated information on defining and classifying reading disabilities** has been incorporated into a new, stand-alone chapter (Chapter 3).
- **Expanded information about RTI and subgroups of poor readers** has been added to Chapter 3.
- **New topics include** comprehension development (Chapter 2), RTI and subgroups of poor readers (Chapter 3), auditory processing deficits and poor comprehenders (Chapter 4), development of literate vocabulary and complex syntactic structures (Chapter 7), and cognitive linguistic skills in writing (Chapter 10).
- **An updated Chapter 9** now includes additional instructions about how to write genre-specific texts.

About the Author

Author Bio

Alan G. Kamhi, Ph.D.

Department of Communication
University of North Carolina at
Greensboro, Greensboro, NC

Hugh W. Catts, Ph.D.

Department of Speech-Language-
Hearing: Sciences and Disorders
University of Kansas, Lawrence, KS

Contributors

Cheryl M. Scott, Ph.D.

Department of Communication Disorders
Rush University Medical Center,

Chicago, IL

Carol E. Westby, Ph.D.

Research Center for Family and Community
Albuquerque, NM

Stephanie Al Otaiba, Ph. D.

Florida State University
Tallahassee, FL

Marcia L. Kosanovich Ph. D.

Florida Center for Reading Research
Tallahassee, FL

Joe K. Torgesen, PhD.

Florida Center for Reading Research
Florida State University,
Tallahassee, FL

Suzanne L. Adlof, Ph.D.

University of Kansas
Department of Speech-Language-Hearing: Sciences and Disorders,
Lawrence, Kansas

Kenn Apel, PhD; Danielle Brimo, M.A.

School of Communication Science and Disorders,
The Florida State University,
Tallahassee, FL

Julie Masterson, PhD

Communication Sciences and Disorders
Missouri State University,
Springfield, MO

Users Review

From reader reviews:

Dick McAlister:

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