

1. Record Nr.	UNINA990008538500403321
Autore	Powel, Samuel
Titolo	A journal of Samuel Powel : (Rome, 1764) / edited by Sarah Jackson
Pubbl/distr/stampa	Firenze : S.P.E.S., 2001
Descrizione fisica	107 p. ; 24 cm
Collana	American travelers to Italy in the eighteenth century
Disciplina	914
Locazione	FLFBC
Collocazione	914 POW 1
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNISA996214595103316
Titolo	The science of reading [[electronic resource]] : a handbook / / edited by Margaret J. Snowling and Charles Hulme
Pubbl/distr/stampa	Malden, MA, : Blackwell Pub., 2005
ISBN	1-118-71230-7 0-470-75763-9 1-281-32112-5 9786611321123 1-281-21458-2 1-78034-197-0 9786611214586 1-4051-6594-4 0-470-75764-7 1-4051-4150-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (680 p.)
Collana	Blackwell handbooks of developmental psychology
Altri autori (Persone)	SnowlingMargaret J HulmeCharles
Disciplina	428.4
Soggetti	Reading Reading - Research Reading, Psychology of

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [550]-642) and indexes.
Nota di contenuto	<p>The Science of Reading: A Handbook; Contents; List of Contributors; Preface; Acknowledgments; Part I: Word Recognition Processes in Reading; Editorial Part I; 1 Modeling Reading: The Dual-Route Approach; 2 Connectionist Approaches to Reading; 3 Visual Word Recognition: Theories and Findings; 4 The Question of Phonology and Reading; 5 Eye Movements During Reading; Part II: Learning to Read and Spell; Editorial Part II; 6 Theories of Learning to Read; 7 Writing Systems and Spelling Development; 8 Development of Sight Word Reading: Phases and Findings</p> <p>9 Predicting Individual Differences in Learning to Read</p> <p>10 Social Correlates of Emergent Literacy; 11 Literacy and Cognitive Change; Part III: Reading Comprehension; Editorial Part III; 12 Comprehension; 13 The Acquisition of Reading Comprehension Skill; 14 Children's Reading Comprehension Difficulties; Part IV: Reading in Different Languages; Editorial Part IV; 15 Orthographic Systems and Skilled Word Recognition Processes in Reading; 16 Early Reading Development in European Orthographies; 17 Learning to Read in Chinese; 18 The Nature and Causes of Dyslexia in Different Languages</p> <p>Part V: Disorders of Reading and Spelling</p> <p>Editorial Part V; 19 Developmental Dyslexia; 20 Learning to Read with a Hearing Impairment; 21 Learning to Read with a Language Impairment; 22 Acquired Disorders of Reading; 23 Spelling Disorders; Part VI: The Biological Bases of Reading; Editorial Part VI; 24 Genetics of Dyslexia; 25 Functional Brain Imaging Studies of Skilled Reading and Developmental Dyslexia; Part VII: Teaching Reading; Editorial Part VII; 26 Teaching Children to Read: What Do We Know about How to Do It?; 27 Recent Discoveries on Remedial Interventions for Children with Dyslexia</p> <p>Glossary of Terms</p> <p>References; Author Index; Subject Index</p>
Sommario/riassunto	<p>The Science of Reading: A Handbook brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction. Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and</p>