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Altri autori (Persone)	SnowlingMargaret J HulmeCharles
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Nota di contenuto	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 9 Predicting Individual Differences in Learning to Read10 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
Part V: Disorders of Reading and Spelling 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
Glossary of Terms References; Author Index; Subject Index

Sommario/riassunto

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
