

1. Record Nr.	UNINA9910163068003321
Autore	Bunn Christopher
Titolo	Ghiaccio e Fuoco
Pubbl/distr/stampa	TBD : , : Christopher Bunn, , 2014 ©2014
ISBN	1-63339-488-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (58 p.)
Altri autori (Persone)	VilleriVittorio
Soggetti	Fantasy fiction Miners in literature
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	Quando i minatori del Re rinvergono uno strano rubino ricolmo di fuoco nel cuore delle montagne, il Re e felicissimo. C'e un problema, ovviamente. La gemma appartiene alle ombre che dimorano nella miniera. Il Re, tuttavia, fara qualsiasi cosa per mettere le sue avide mani sul rubino, anche se cio significhera una catastrofe per il regno. Tocchera al figlio del capo minatore, Peter Snow, rimettere le cose a posto.

2. Record Nr.	UNINA9910963034203321
Titolo	Explaining individual differences in reading : theory and evidence // edited by Susan A. Brady, David Braze, Carol A. Fowler
Pubbl/distr/stampa	New York : , : Psychology Press, , 2011
ISBN	1-136-73283-7 1-283-15118-9 9786613151186 1-136-73284-5 0-203-81796-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (277 p.)
Collana	New directions in communication disorders research : integrative approaches
Classificazione	PSY000000PSY020000
Altri autori (Persone)	BradySusan A BrazeDavid FowlerCarol A
Disciplina	418/.4019
Soggetti	Reading disability Reading - Physiological aspects Phonetics
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 and indexes.
Nota di contenuto	pt. 1. Theoretical foundations : phonology and reading -- pt. 2. Phonological factors in learning to read -- pt. 3. Sources of individual differences beyond phonological deficits -- pt. 4. Unraveling the biology of reading and reading differences.
Sommario/riassunto	"Research into reading development and reading disabilities has been dominated by phonologically guided theories for several decades. In this volume, the authors of 11 chapters report on a wide array of current research topics, examining the scope, limits and implications of a phonological theory.The chapters are organized in four sections. The first concerns the nature of the relations between script and speech that make reading possible, considering how different theories of phonology may illuminate the implication of these relations for reading development and skill. The second set of chapters focuses on phonological factors in reading acquisition that pertain to early

language development, effects of dialect, the role of instruction, and orthographic learning. The third section identifies factors beyond the phonological that may influence success in learning to read by examining cognitive limitations that are sometimes co-morbid with reading disabilities, contrasting the profiles of specific language impairment and dyslexia, and considering the impact of particular languages and orthographies on language acquisition. Finally, in the fourth section, behavioral-genetic and neurological methods are used to further develop explanations of reading differences and early literacy development. The volume is an essential resource for researchers interested in the cognitive foundations of reading and literacy, language and communication disorders, or psycholinguistics; and those working in reading disabilities, learning disabilities, special education, and the teaching of reading"-- Provided by publisher.
