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Nota di contenuto	Raising Kids Who Read: What Parents and Teachers Can Do; Copyright; Contents; About the Author; Acknowledgments; Introduction: Have Fun, Start Now; Chapter 1: The Science of Reading; The Role of Sound in Reading; The Visual Task in Learning to Read; Learning Letter-to-Sound Mappings; Learning to Hear Speech Sounds; The Role of Knowledge in Comprehension; Building Meaning across Sentences; What's a "Good Reader"?; So Where Do You Get Broad Knowledge?; Motivation; Attitudes toward Reading; The Origins of Emotional Attitudes; Reading Self-Concept; Notes; Part I: Birth Through Preschool Chapter 2: Preparing Your Child to Learn to Decode Helping Your Child Hear Speech Sounds; Motherese; Wordplay; Learning Letters; Teaching Letter Names; Print Referencing; Letters in the Wild; When Should Reading Instruction Start?; Notes; Chapter 3: Creating a Thirst for Knowledge; Building Vocabulary; Building Knowledge; Reading Aloud; How Do You Get Started?; Dialogic Reading; Commonsense Read-Aloud Tips; Electronic Books for Read-Alouds; Notes; Chapter 4: Seeing Themselves as Readers before They Can Read; Indirect Influences; Indirect Influences on Attitudes

Indirect Influences on Self-Concept; Getting Young Children to Read; How Do We Choose?; Making Reading the Most Attractive Choice; Keeping Screen Time under Control; Teaching Independence; Notes; Part II: Kindergarten Through Second Grade; Chapter 5: Learning to Decode; What's Happening at School; Two Traditional Methods of Teaching Reading; Who's Right?; Reading Classrooms Today; Reading with Your Child; Teaching Your Child; When to Be Concerned; Notes; Chapter 6: Banking Knowledge for the Future; Understanding Longer Texts; Capturing Big Ideas; Background Knowledge Revisited; What's Happening at School; Slowly Increasing Demands on Comprehension; The Importance of Acquiring Background Knowledge; Making Time; What to Do at Home; Talking; Reading; Playing; Gaining Independence; Notes; Chapter 7: Preventing a Motivation Backslide; What's Happening at School; Self-Concept; Attitudes; Features of Great Classrooms; What to Do at Home; Keep It Up; How Parents Can Shape Reading Self-Concept; Your Attitude toward Your Child's Reading; Practice via Practical Literacy; Notes; Part III: Third Grade and Beyond; Chapter 8: Reading with Fluency; The Second Type of Decoding: Reading via Spelling; Fluency and Attention; Fluency and Prosody; Learning to Read via Spelling; What's Happening at School; What to Do at Home; Is There a Problem?; What Does a Dysfluent Reader Need?; The Indirect Route; Digital Difference; Notes; Chapter 9: Working with More Complex Texts; What's Happening at School; Noticing When Comprehension Fails; Reading Comprehension Strategies; A Little Is Enough; A New Demand: Working with Texts; Digital Literacy; What to Do at Home; Knowledge in the Digital Age; When a Lack of Knowledge Hurts Comprehension; Notes; Chapter 10: The Reluctant Older Reader

Sommario/riassunto

How parents and educators can teach kids to love reading in the digital age. Everyone agrees that reading is important, but kids today tend to lose interest in reading before adolescence. In *Raising Kids Who Read*, bestselling author and psychology professor Daniel T. Willingham explains this phenomenon and provides practical solutions for engendering a love of reading that lasts into adulthood. Like Willingham's much-lauded previous work, *Why Don't Students Like School?*, this new book combines evidence-based analysis with engaging, insightful recommendations for the future. Intellectually ric

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