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Nota di contenuto	Reading for Understanding; PREFACE; FIGURES; TABLES; EXECUTIVE SUMMARY; ACKNOWLEDGMENTS; RAND READING STUDY GROUP AND RAND STAFF; Chapter One INTRODUCTION; STUDY METHODOLOGY; RESEARCH CHALLENGES; THE ISSUES MOTIVATING THIS STUDY; MUCH IS ALREADY KNOWN ABOUT IMPROVING COMPREHENSION; THE NEED FOR A DEFINITION OF READING COMPREHENSION; Chapter Two DEFINING COMPREHENSION; THE READER; THE TEXT; THE ACTIVITY; THE CONTEXT; Chapter Three VARIABILITY IN READING COMPREHENSION; VARIABILITY IN READERS; VARIABILITY IN TEXT; VARIABILITY IN ACTIVITY; VARIABILITY IN THE CONTEXT Chapter Four A RESEARCH AGENDA FOR IMPROVING READING COMPREHENSIONCOMPREHENSION INSTRUCTION; TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT IN READING COMPREHENSION; ASSESSMENT OF READING COMPREHENSION; Chapter Five STRATEGIES FOR DEVELOPING A RESEARCH PROGRAM ON READING COMPREHENSION; PREREQUISITES TO ESTABLISHING AN EXCELLENT EDUCATIONAL RESEARCH PROGRAM; Establishing Priorities; Building on Strengths; Improving the Status of Educational Research; METHODS APPROPRIATE TO THE TASK; THE RESEARCH INFRASTRUCTURE: ORGANIZING FOR PROGRAMMATIC RESEARCH ON READING

COMPREHENSION; AFTERWORD

Appendix A AN EXPANDED REVIEW OF THE RESEARCH ON VARIABILITY
IN READING COMPREHENSION Appendix B OUTLINE OF A SAMPLE
REQUEST FOR APPLICATION; REFERENCES; BIOGRAPHICAL SKETCHES

Sommario/riassunto

This is a study on how the US Department of Education's Office of Educational Research and Improvement (OERI) might improve the quality and relevance of the education research it funds. It develops a research agenda to address the most pressing issues in literacy and the teaching of reading.