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Titolo	The Cognitive Foundations of Reading and Its Acquisition : A Framework with Applications Connecting Teaching and Learning // by Wesley A. Hoover, William E. Tunmer
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Descrizione fisica	1 online resource (279 pages)
Collana	Literacy Studies, Perspectives from Cognitive Neurosciences, Linguistics, Psychology and Education, , 2214-0018 ; ; 20
Disciplina	418.4019
Soggetti	Literacy Psycholinguistics Learning, Psychology of Educational psychology Psycholinguistics and Cognitive Linguistics Instructional Psychology Educational Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	The Rationale, Focus, Features , and uses of the Book -- Overview of the Cognitive Foundations Framework -- The Cognitive Foundations of Reading -- The Cognitive Foundations of Reading Acquisition -- Summary of the Cognitive Foundations Framework -- Understanding Reading Development and Difficulty -- Understanding Reading across Writing Systems -- Overview of the Main Tools used in Teaching Reading -- Standards and the Cognitive Foundations Framework -- Assessments and the Cognitive Foundations Framework -- Curriculum and Instruction and the Cognitive Foundations Framework -- Using the Cognitive Foundations Framework to Support Struggling Readers -- Using the Cognitive Foundations Framework to Create Coherence in Reading Practices.
Sommario/riassunto	This book serves as a succinct resource on the cognitive requirements

of reading. It provides a coherent, overall view of reading and learning to read, and does so in a relatively sparse fashion that supports retention. The initial sections of the book describe the cognitive structure of reading and the cognitive foundation upon which that structure is built. This is followed by discussions of how an understanding of these cognitive requirements can be used in practice with standards, assessments, curriculum and instruction, to advance the teaching of reading and the delivery of interventions for students who encounter difficulties along the way. The book focuses on reading in English as its exemplar, but shows how its framework can be adapted to understand the broad cognitive requirements for reading and learning to read in any phonologically-based orthography. It provides a way for reading professionals to think about reading and its development and gives them mechanisms that, coupled with such understanding, will help them link what children must know to become strong readers to what teaching can best provide through the competent use of available tools. In this way, the book will help reading professionals be both efficient and effective in what they provide all their students and be much better equipped to support those students who struggle to learn to read. .
