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Nota di contenuto	Contents; Preface; Acknowledgments; About the Editors; About the Contributors; PART I: METACOGNITION AND THEORY; PART II: METACOGNITION AND ASSESSMENT; PART III: METACOGNITION AND LITERACY INSTRUCTION; PART IV: METACOGNITION AND PROFESSIONAL DEVELOPMENT; Final Reflections: Metacognition in Literacy Learning: Then, Now, and in the Future; Author Index; Subject Index
Sommario/riassunto	This volume provides the first comprehensive, research-based examination of metacognition in literacy learning. Bringing together research findings from reading, linguistics, psychology, and education, it is logically organized as follows: Part I provides the theoretical foundation that supports the teaching of metacognition; Parts II and III provide new methods for metacognitive assessment and instruction in literacy contexts at all grade levels; and Part IV provides new information on integrating metacognition into professional development programs.Key features include:*<b