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Titolo	Phonics exposed [[electronic resource]] : understanding and resisting systematic direct intense phonics instruction // Richard J. Meyer
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Descrizione fisica	1 online resource (197 p.)
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Soggetti	Reading - Phonetic method - United States English language - Phonetics - Programmed instruction Electronic books.
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 (p. 158-167) and indexes.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Foreword; Preface; 1 Why Another Book on Phonics?; 2 Phonics Lessons; 3 What Is Reading?; 4 Phonics Programs, Teacher Knowledge, and Teacher Identity; 5 A Closer Look at the Children; 6 Phonics Programs and Curriculum; 7 Phonics, Reading, and Culture; 8 Phonics, Reading, and Politics; 9 Teachers, Activism, and Hope; Appendix: Maybe Rules Are Not the Way to Teach Phonics; References; Author Index; Subject Index
Sommario/riassunto	What are the implications of teaching phonics via a systematic direct intense program that mandates all children to experience the same scripted lesson at the same time? This book addresses the question through an in-depth play-by-play description of a phonics lesson as it occurred in a real classroom, followed by chapters that look at it from different angles by ""zooming in"" on one facet to analyze it closely: *Reading. What is reading? What definition of reading is presented (implicitly) in the phonics lesson? What do competing definitions from the reading resea

