

1. Record Nr.	UNINA9910478929203321
Autore	O'Meara Jodi
Titolo	RTI with differentiated instruction, grades K-5 [[electronic resource]] : a classroom teacher's guide // Jodi O'Meara
Pubbl/distr/stampa	Thousand Oaks, Calif., : Corwin London, : SAGE, 2011
ISBN	1-4522-3837-5 1-4522-2456-0
Descrizione fisica	1 online resource (225 p.)
Disciplina	371.9 371.904394
Soggetti	Remedial teaching - United States Response to intervention (Learning disabled children) Slow learning children - Education - United States Learning disabled children - Education - United States Reading (Elementary) - United States 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 and index.
Nota di contenuto	Contents; About the Author; Introduction; PART I: RTI, Differentiated Instruction, and Their Marriage; 1 - Principles of RTI and Implications in the Classroom; 2 - Principles of DI and Implications in the Classroom; 3 - The Merging of DI and RTI; PART II: Tier 1 RTI With Differentiated Instruction; 4 - Tier 1-Curriculum and Instruction; 5 - Tier 1-Assessment; 6 - Tier 1-The Environment; PART III: Tier 2, Tier 3, and the Problem-Solving Team; 7 - Tier 2-Instruction and Differentiation; 8 - Tier 2-Assessment and Problem Solving; 9 - Tier 3-Instruction, Assessment, and Problem Solving 10 - The Problem-Solving TeamResources; References; Index
Sommario/riassunto	Teachers are expected to tailor instruction for diverse learners in their classrooms. While most educators are familiar with differentiated instruction, the principles and practices of Response to Intervention/Instruction (RTI) are still emerging.

2. Record Nr.	UNINA9910790022303321
Autore	Takahashi Hidemitsu
Titolo	A cognitive linguistic analysis of the English imperative [[electronic resource]] : with special reference to Japanese imperatives / / Hidemitsu Takahashi
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., c2012
ISBN	1-280-49755-6 9786613592781 90-272-7476-2
Descrizione fisica	1 online resource (260 p.)
Collana	Human cognitive processing ; ; v. 35
Disciplina	425/.6
Soggetti	English language - Imperative English language - Syntax English language - Grammar, Comparative - Japanese Japanese language - Grammar, Comparative - English
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 and indexes.
Nota di contenuto	A Cognitive Linguistic Analysis of the English Imperative; Editorial page; Title page; LCC data; Table of contents; List of figures; List of tables; Abbreviations; Acknowledgments; Chapter 1. Introduction; 1.1 Aim and scope of the book; 1.2 Theoretical framework; 1.3 Data; 1.4 The structure of the book; 1.5 Key concepts; 1.5.1 Schema of the English imperative; 1.5.2 Prototype of the English imperative; 1.5.3 Force Exertion (outline); 1.5.4 Force Exertion (specific applications); 1.5.5 Second Person Subject; 1.5.6 Compatibility between constructions Chapter 2. Observing English imperatives in action 2.1 Introduction; 2.2 What are the most frequent verbs in English imperatives?; 2.3 Four most frequent verbs and their usage patterns; 2.3.2 tell; 2.3.3 let; 2.3.4 look; 2.4 Four other frequent verbs; 2.4.1 come and go; 2.4.2 give and take; 2.5 Overt negation; 2.6 Common accompaniments of the English imperative; 2.7 Summary; Notes; Chapter 3. The meaning of the English imperative; 3.1 Introduction; 3.2 Previous research; 3.2.1 Anti-force account; 3.2.2 Illocutionary force account 3.2.3 Cognitive Grammar accounts of indirect directive speech acts 3.3

Inadequacies of previous analyses; 3.4 Schema of the English imperative; 3.5 Prototype of the English imperative; 3.5.1 Force Exertion; 3.5.2 Specific applications; 3.5.3 Second Person Subject; 3.6 Summary; Notes; Chapter 4. Accounting for some of the findings in Chapter 2 and the choice between imperatives and i; 4.1 Introduction; 4.2 Accounting for some of the findings in Chapter 2; 4.2.1 Preference for first person objects; 4.2.2 The systematic appearance of overt negation with a specific class of verbs and adjectives 4.3 Choosing between plain imperatives and indirect directives 4.3.1 Previous claims; 4.3.2 Indirect directives in *The Sky is Falling*; 4.3.3 Plain imperatives in *The Sky is Falling*; 4.4 Summary; Notes; Chapter 5. Mixed imperative constructions: Passive, progressive, and perfective imperatives in English; 5.1 Introduction; 5.2 Constructions and compatibility between constructions; 5.3 Imperatives with passive verbs; 5.4 Imperatives with perfect verbs; 5.5 Imperatives with progressive verbs; 5.6 Summary; Notes; Chapter 6. Conditional imperatives in English; 6.1 Introduction 6.2 Previous findings and proposals 6.2.1 Non-Relevance Theoretic accounts; 6.2.2 Relevance Theoretic account; 6.3 Problems with Relevance Theoretic and non-RT analyses; 6.4 And conditional imperatives: A Construction Grammar account; 6.4.1 The and conditional imperative as a distinct construction; 6.4.2 Left-subordinating and; 6.4.3 The imperative in the and conditional imperative is not allowed to exert maximally strong force; 6.5 Or conditional imperatives: A Construction Grammar account; 6.5.1 Asymmetric or 6.5.2 The imperative in the or conditional imperative is not only prototypical but maximally strong

Sommario/riassunto

This volume offers the first comprehensive description of English imperatives made from a Cognitive Linguistic perspective. It proposes a new way of explaining the meaning and function of the imperative independently of illocutionary act classifications, which allows for quantifying the strength of imperative force in terms of parameters and numerical values. Furthermore, the book applies the theory of Construction Grammar to account for the felicity of imperatives in complex sentences. The model of description explains explicitly a wide range of phenomena, including frequency of use, prototype
