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Titolo	7 strategies of highly effective readers : using cognitive research to boost K-8 achievement // Elaine K. McEwan ; cover designer, Tracy E. Miller
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2004 ©2004
ISBN	1-4833-6083-0 1-4833-6302-3
Descrizione fisica	1 online resource (225 p.)
Disciplina	372.41
Soggetti	Reading (Kindergarten) Reading (Elementary) Reading (Middle school) 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	<p>           ""Cover""; ""Contents""; ""Instructional Aids""; ""Preface""; ""The Goals of This Book""; ""Special Features of This Book""; ""Who This Book is for""; ""Overview of the Contents""; ""Acknowledgements""; ""About the Author""; ""Chapter 1 - The Power of Strategic Reading Instruction""; ""What is Strategic Reading?""; ""What is Strategic Reading Instruction?""; ""What are the Seven Strategies of Highly Effective Readers?""; ""What are the Prerequisites for Strategic Reading Instruction?""; ""When is a Strategy Not a Strategy?""; ""Instructional Activities are Not Cognitive Strategies""            ""Study Skills are Not Cognitive Strategies""""Reading Skills are Not Cognitive Strategies""; ""When is a Strategy a Cognitive Strategy?""; ""Whata€?s Ahead?""; ""Chapter 2 - Becoming a Strategic Teacher""; ""What Does a Strategic Teacher Look Like?""; ""The Teaching Moves of a Strategic Teacher""; ""Direct Instructing and Explaining""; ""Modeling""; ""Giving Directions""; ""Scaffolding""; ""Coaching""; ""Attributing""; ""Constructing Meaning""; ""The Challenges of Strategic Reading Instruction""; ""Time""; ""Staff Development""; ""Ambiguity""         </p>

""The Benefits of Strategic Reading Instruction""""Whata€?s Ahead?"";  
""Chapter 3 - Understanding the Seven Strategies""; ""Cognitive Strategy  
1: Activating""; ""Cognitive Strategy 2: Inferring""; ""Cognitive Strategy  
3: Monitoring-Clarifying""; ""Cognitive Strategy 4: Questioning"";  
""Cognitive Strategy 5: Searching-Selecting""; ""Cognitive Strategy 6:  
Summarizing""; ""Cognitive Strategy 7: Visualizing-Organizing"";  
""Whata€?s Ahead?""; ""Chapter 4 - Instructional Activities to Engage  
Your Students""; ""Turn on Your CPU (Central Processing Unit): Grades  
1a€?8""; ""Description""  
""Background Information""""Anticipatory Set""; ""I Do it: Modeling and  
Explaining the Strategy (Activity) for Students""; ""We Do it: Further  
Explaining and Guided Practice""; ""You Do it: Students Work in Small  
Groups or Individually""; ""Turn on Your Math CPU (Central Processing  
Unit): Grades 4a€?8""; ""Description""; ""Background Information"";  
""Anticipatory Set""; ""I Do it: Modeling and Explaining the Strategy  
(Activity) for Students""; ""We Do it: Further Explaining and Guided  
Practice""; ""You Do it: Students Work in Small Groups or Individually"";  
""Add it up: Grades 3a€?8""  
""Description""""Background Information""; ""Anticipatory Set""; ""I Do it:  
Modeling and Explaining the Strategy (Activity) for Students""; ""We Do  
it: Further Explaining and Guided Practice""; ""You Do it: Students Work  
in Small Groups or Individually""; ""A Dozen Ways to Infer: Grades 3a€?  
8""; ""Description""; ""Background Information""; ""Anticipatory Set""; ""I  
Do it: Modeling and Explaining the Strategy (Activity) for Students"";  
""We Do it: Further Explaining and Guided Practice""; ""You Do it:  
Students Work in Small Groups or Individually""  
""A Dozen Ways to Say a€œInfera€?: Grades 4a€?8""

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