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| Descrizione fisica | 1 online resource (272 p.) |
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| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Preliminaries; Contents; 1 The Literacy Research We Have; 2 Policy Shaping Early Literacy Education and Practice Potentials for Difference and Change; 3 Home Literacy Environments What We Know and What |

We Need to Know; 4 Reconsidering Adolescent Literacy From Competing Agendas to Shared Commitment; 5 Adolescent Literacy Where We Are Where We Need to Go; 6 Research in Writing Instruction What We Know and What We Need to Know; 7 Integrating Literacy and Science The Research We Have the Research We Need
8 Marconi Invented the Radio So People Who Can't Afford TVs Can Hear the News Research on Teaching Powerful Composition Strategies We Have and Research We Need
9 The Role of Research in the Literacy Policies We Have and the Policies We Need; 10 What We Have Learned since the National Reading Panel Visions of the Next Version of Reading First; 11 Concluding Reflections; Index

Sommario/riassunto

In the era of No Child Left Behind, what literacy research is still needed? How should it be conducted? And what role does research play in determining the kinds of literacy experiences that actually take place in classrooms? This forward-thinking book brings together leading authorities to address these vital and hotly debated questions. Contributors analyze the existing knowledge on core aspects of literacy education, describe how science is currently informing practice, and identify important methodological challenges and research directions. A highlight of the book is a chapter i
