

1. Record Nr.	UNISA996201145703316
Titolo	The Cambridge companion to the fin de siecle / / edited by Gail Marshall [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2007
ISBN	1-107-48139-2 1-107-48628-9 1-139-00156-6
Descrizione fisica	1 online resource (xvii, 266 pages) : digital, PDF file(s)
Collana	Cambridge companions to literature
Disciplina	820.9/008
Soggetti	English literature - 19th century - History and criticism Art and literature Decadence (Literary movement) Literature, Modern - 19th century - History and criticism Great Britain Civilization 19th century Europe Civilization 19th century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 09 Nov 2015).
Nota di bibliografia	Includes bibliographical references (p. 241-253) and index.
Nota di contenuto	Psychology at the fin de siecle / Jenny Bourne Taylor -- Decadence and aestheticism / Dennis Denisoff -- Sexual identity at the fin de siecle / Richard A. Kaye -- Socialism and radicalism / William Greenslade -- Empire / Ross G. Forman -- Publishing industries and practices / Margaret D. Stetz -- The visual arts / Shearer West -- The new woman and feminist fictions / Sally Ledger -- Realism / Stephen Arata -- The fantastic fiction of the fin de siecle / Nicholas Ruddick -- Varieties of performance at the turn of the century / John Stokes -- Poetry / Marion Thain.
Sommario/riassunto	Situated between the Victorians and Modernism, the fin de siecle is an exciting and rewarding period to study. In the literature and art of the 1890s, the processes of literary and cultural change can be seen in action. In this, more than any previous decade, literature was an active and controversial participant within debates over morality, aesthetics, politics and science, as Victorian certainties began to break down. Oscar Wilde, Aubrey Beardsley, H. G. Wells, Bram Stoker and Olive

Schreiner were among the most prominent, occasionally even notorious, writers and artists of the period, challenging establishment values and producing a distinctive literature of their own. This volume includes the main currents of radical and innovative thinking in the period, as well as the attempts to resist them. It will be of great interest to students of Victorian and twentieth-century literature, art and cultural history.

2. Record Nr.	UNINA9910779372703321
Autore	Antonacci Patricia
Titolo	Promoting literacy development [[electronic resource]] : 50 research-based strategies for K-8 learners / / Patricia A. Antonacci, Catherine M. O'Callaghan
Pubbl/distr/stampa	Thousand Oaks, [Calif.] ; ; London, : SAGE, c2012
ISBN	1-4522-3816-2 1-4522-3063-3 1-4522-2413-7
Descrizione fisica	1 online resource (xxix, 299 p.) : ill
Classificazione	EDU010000
Altri autori (Persone)	O'CallaghanCatherine M
Disciplina	372.6
Soggetti	Language arts (Elementary) Language arts (Middle school)
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	Cover; Contents; Preface; Introduction; Section 1: Essential Strategies for Teaching Phonemic Awareness; Section II: Essential Strategies for Teaching Phonics; Section III: Essential Strategies for Teaching Reading Fluency; Section IV: Essential Strategies for Teaching Vocabulary; Section V: Essential Strategies for Teaching Story Comprehension; Section VI: Essential Strategies for Teaching Comprehension of Informational Text; Section VII: Essential Strategies for Teaching Questioning for Understanding; Section VIII: Essential Strategies for Teaching Discussion for Understanding Section IX: Essential Strategies for Teaching Narrative Writing Section X: Essential Strategies for Teaching Writing Across the Curriculum; Index;

## About the Authors

### Sommario/riassunto

This book presents the essential literacy strategies that are used by classroom teachers for teaching reading and writing to children in elementary schools. Intended as a supplement to primary texts that are utilized in the reading methods courses the book will be used principally in undergraduate and graduate teacher education programmes.