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Altri autori (Persone)	FullertonSusan King
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Soggetti	Reading Reading comprehension Word recognition
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Front Matter; Title Page; Copyright; Dedication; About the Authors; Acknowledgments; Preface; Contents; One--What Does It Mean to Be Strategic?; What Is Involved in Strategic Processing?; Why Is Strategic Processing Important?; What Are Cognitive Strategies?; What Are the Characteristics of Good Strategy Users?; Why Students Do Not Use Strategies; Summary; Two--Critical Elements of Strategies Instruction: Designing Effective Environments; Strategy Instruction Formats and Their Criticisms; The Critical Elements of Strategies Instruction Model; Summary Individual Informal Assessments of Strategic ProcessingGroup-Administered Informal Assessments Related to Strategic Processing; Generating Hypotheses about Students' Strategy Use; Summary; Five--Why Students Struggle with Comprehension; Defining Comprehension; Students Who Struggle with Comprehension; Sources of Comprehension Difficulties; Summary; Six--Strategy Instruction That Enhances Comprehension; Implicit Instruction of Comprehension Strategies; Explicit Instruction of Comprehension Strategies; Summary; Seven--Strategy Instruction That Enhances Word Recognition How Do Readers Learn to Recognize Words?What Strategies Do Readers

Use to Recognize Words?; Coordinating Flexible Use of Sets of Strategies; Summary; Eight--The Path to Becoming a Successful Strategies Teacher; Growth as Teachers of Strategic Processing; Examples of Teachers' Growth and Development; Painless Aspects; Challenging Aspects; In Their Own Words; Summary; Nine--Conclusions: Putting It All Together; Putting It All Together: Strategies Instruction across a Day and across the Week; Summary; References; Children's Literature; Index

Sommario/riassunto

This accessible teacher resource and course text shows how to incorporate strategy instruction into the K-8 classroom every day. Cutting-edge theory and research are integrated with practical guidance and reflections from experienced teachers of novice and struggling readers. The book describes the nuts and bolts of creating classroom contexts that foster strategy use, combining explicit comprehension instruction with scaffolded support, and providing opportunities for students to verbalize their thinking. It features reproducible learning activities and planning and assessment tools.

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