1. Record Nr. UNINA9910797312003321

Autore	McEwan-Adkins Elaine K. <1941->
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)
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 -- 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? -- What'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 -- The Benefits of Strategic Reading Instruction -- What'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 -- What's Ahead? -- Chapter 4. Instructional Activities to Engage Your Students -- Turn on Your CPU (Central Processing Unit): Grades 1-8 -- 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 4-8 -- 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 3 -- 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 3-8 -- 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 Infer: Grades 4-8.