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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Contents; Foreword; Preface; About the Author; Chapter 1 - Introduction; Crystallizing and Paralyzing Experiences; Children's Developmental Progressions; Chapter 2 - The Theory of Multiple Intelligences: A Vehicle for Learning; The Theory of Multiple Intelligences; Linguistic Intelligence; Logical-Mathematical Intelligence; Spatial Intelligence; Musical Intelligence; Bodily-Kinesthetic Intelligence; Intrapersonal Intelligence; Interpersonal Intelligence; The Teele Inventory of Multiple Intelligences; Chapter 3 - The Relationship of the Brain to Teaching Reading
	Connections in the Brain Stem, the Limbic System, and the Cerebral CortexRight and Left Hemispheres; Lobes of the Brain; Neural Branching and Pruning; The Relationship of the Brain to Reading; Three Brain Systems; How Children Acquire Language; Chapter 4 - The Process of Learning to Read; History of the English Language's Oral and Written System; Language and Learning; The Process of Learning to Read; Different Approaches to Teaching Reading; The Systematic Phonics Approach; The Literature-Based, Whole-Language Approach; Studies about Different Reading Approaches
	A Multifaceted, Integrated Approach to Teaching ReadingCharacteristics

of a Multifaceted, Integrated Model for Teaching Reading; Chapter 5 - The Reading Process: How Children Learn to Read; Phonics, Phonemic Awareness, and Phonological Awareness; Phonics; Phonemic Awareness; Ways to Teach Phonemic Awareness; Phonological Awareness; Alphabet Knowledge; Metalinguistic Awareness; Automaticity; Activities to Assist Beginning Readers in Relating Phonemic Awareness to Vocabulary Development; The Role of Spelling in the Reading Process; Sounds in Language; The Translation Process of Reading

Chapter 6 - Comprehension and Writing SkillsOral Language; Teaching Students to Comprehend What They are Reading; Comprehension Strategies, Approaches for Teaching These Strategies, and Intelligences That Match Each Strategy; Text Structure; Narrative; Exposition; Teaching Students to Write; The Progression from Reading to Writing; Chapter 7 - Structural Techniques That Assist Students in Improving Decoding, Comprehension, and Writing Skills; Venn Diagram; Timeline; Sequence-of-Events Chain; Clusters, Webs, and Maps; Synonym Web; Word Map; Semantic Word Map; Concept Map; Descriptive Map Word WebsDiagramming Sentences; Concept Wheel; Sound Wheel; Storyboard; Story Pyramid; Pictorial Input; T-Chart; Graphic Organizers and Multiple Intelligences; Chapter 8 - Strategies for Integrating the Theory of Multiple Intelligences into Teaching Reading; The Relationship of Spatial Intelligence to Reading; Integrating Musical Intelligence into Teaching Reading; Activities That Utilize Bodily-Kinesthetic Intelligence to Teach Decoding and Vocabulary Skills; Teaching Reading to Logical-Mathematical Learners

Activities Using Multiple Intelligences to Assist in Developing Comprehension Skills

Sommario/riassunto	This exciting resource helps teachers capitalize on the individual strengths of their students to unlock the door to literacy.