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| Autore                  | Meek Margaret   |
| Titolo                  | Achieving literacy : longitudinal studies of adolescents learning to read<br>// Margaret Meek with Stephen Armstrong ... [et al.]   |
| Pubbl/distr/stampa      | London ; ; New York, : Routledge & K. Paul, 1983  |
| ISBN                    | 1-136-51080-X<br>1-280-77679-X<br>9786613687180<br>0-203-14753-7<br>1-136-51081-8   |
| Edizione                | [1st ed.]   |
| Descrizione fisica      | 1 online resource (379 p.)  |
| Collana                 | Routledge library editions. Education ; ; v. 116  |
| Disciplina              | 428.00712   |
| Soggetti                | Language arts - Remedial teaching<br>Literacy   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | First published in 1983 by Routledge & Kegan Paul.  |
| Nota di bibliografia    | Includes bibliographical references.  |
| Nota di contenuto       | Cover; Halftitle; Title; Copyright; Contents; Preface; Acknowledgements;<br>1. A view of the task; 2. Features Of The Starting Point; A language for<br>life; Reading experts or expert readers?; The group gathers; 3. The<br>compromise; Fiona; Elizabeth; Vicky; Steve; Judith; 4. Reading, without<br>tests; 5. Early encounters; Opening moves; Andy and Fiona; Sharon and<br>Vicky; Chris and Elizabeth; Trevor and Judith; John and Steve; My<br>Holiday; What the teachers learned; 6. Two sources of evidence; The<br>tape transcribed; What the video reveals; 7. What progress looks like<br>Vicky and Tracy - confirming the role of the reader Judith and Trevor -<br>what happens to the pupil's view of himself as a reader?; Elizabeth and<br>Chris - progress exemplified; Small steps forward; Steve and Tom - a<br>very special case; 8. Reflexions; The elusive joy; Implications and<br>implementations; Notes |
| Sommario/riassunto      | How children learn to read well and what kind of teaching helps them is<br>a scarcely penetrated mystery. This book is a fascinating and<br>informative research report by a group of teachers who set out to teach<br>children who have failed to acquire a useful degree of literacy; in it they<br>discuss their experiences. The authors are presenting evidence about a  |

central and constant problem in education, an essential kind of evidence which is often ignored, because it is so difficult to collect and present. The report presents enough case-notes and recordings of lessons and discussions to allow readers

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