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and How Should It Be Measured?; Part IV: Developmental Patterns of Reading Proficiency and Reading Difficulties  
17 Shifting Perspectives in Emergent Literacy Research  
18 Developmental Patterns of Reading Proficiency and Reading Difficulties;  
19 Vocabulary Development and Implications for Reading Problems; 20 Reading Comprehension and Reading Disability; 21 Writing Difficulties; 22 Motivation and Reading Disabilities; 23 The Contribution of Discussion to Reading Comprehension and Critical Thinking; Part V: Developmental Interventions; 24 Expert Classroom Instruction for Students with Reading Disabilities: Explicit, Intense, Targeted ... and Flexible  
25 Cultural Modeling: Building on Cultural Strengths as an Alternative to Remedial Reading Approaches  
26 Interventions to Develop Phonological and Orthographic Systems; 27 Interventions to Develop Decoding Proficiencies; 28 Interventions to Enhance Fluency and Rate of Reading; 29 Interventions to Enhance Vocabulary Development; 30 Interventions to Enhance Narrative Comprehension; 31 Interventions to Enhance Informational Text Comprehension; 32 Peer Mediation: A Means of Differentiating Classroom Instruction  
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### Sommario/riassunto

Bringing together a wide range of research on reading disabilities, this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions (What is the nature or causes of reading disabilities? How are reading disabilities assessed? How should reading disabilities be remediated? To what extent is remediation possible?) but fro

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