

|                         |  |
|-------------------------|--|
| 1. Record Nr.           | UNINA9910814245403321  |
| Titolo                  | Writing development in children with hearing loss, dyslexia, or oral language problems : implications for assessment and instruction / / edited by Barbara Arfe, Julie Dockrell, and Virginia Berninger ; contributors John Albertini [and forty nine others]  |
| Pubbl/distr/stampa      | New York : , : Oxford University Press, , 2014<br>©2014  |
| ISBN                    | 0-19-023178-5<br>0-19-982729-X   |
| Descrizione fisica      | 1 online resource (385 p.)   |
| Disciplina              | 371.9/0446   |
| Soggetti                | Children - Writing<br>Children with disabilities<br>Child development  |
| Lingua di pubblicazione | Inglese  |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| Note generali           | Includes index.  |
| Nota di bibliografia    | Includes bibliographical references and index.   |
| Nota di contenuto       | Cover; Writing Development in Children with Hearing Loss, Dyslexia, or Oral Language Problems; Copyright; Dedication; Contents; Preface; Contributors; Introduction; Part One Models and Perspectives on Writing Development; 1 Cognitive Processes in Writing: A Framework; 2 Linguistic Perspectives on Writing Development; 3 Two Metaphors for Writing Research and Their Implications for Writing Instruction; Part Two The Impact of Oral Language Problems on Written Text Production; Children with Hearing Loss; 4 Spelling in Deaf Children with Cochlear Implants: Implications for Instruction<br>5 Spelling Acquisition in French Children with Cochlear Implants: A Case-Study Investigation6 Spelling Abilities in Hebrew-Speaking Children with Hearing Loss; 7 The Influence of Verbal Working Memory on Writing Skills in Children with Hearing Loss; 8 Composing Academic Essays: Using Dictation and Technology to Improve Fluency; 9 Examining Early Spelling and Writing Skills: A Comparative Analysis of Kindergarteners with Speech and Oral Language Impair; 10 Morphological Awareness and Spelling Difficulties in French-Speaking |

Children

11 Writing Abilities of Pre-adolescents with and without  
Language/Learning Impairment in Restructuring an Informative Text12  
Writing Development of Spanish-English Bilingual Students with  
Language Learning Disabilities: New Directions in Constructing  
Individual Profiles; 13 Written Narratives from French and English  
Speaking Children with Language Impairment; Children with Dyslexia;  
14 A Review of Dyslexia and Expressive Writing in English; 15 Written  
Spelling in French Children with Dyslexia; 16 Written Spelling in  
Spanish-Speaking Children with Dyslexia  
17 The Writing Development of Brazilian Children with Dyslexia: An  
Evidence-Based Clinical Approach18 Expressive Writing in Swedish 15-  
Year-Olds with Reading and Writing Difficulties; 19 Improving  
Expressive Writing in Children with Learning Disabilities: The Effects of  
a Training Focused on Revision; Part Three Linking Research to Practice  
in Oral and Written Language Assessment and Intervention; 20  
Integrating Language Assessment, Instruction, and Intervention in an  
Inclusive Writing Lab Approach  
21 Integrating Oral and Written Language into a New Practice Model:  
Perspectives of an Oral Language Researcher22 Integrating Writing and  
Oral Language Disorders: Perspectives of a Writing Researcher; 23 The  
Role of Oral Language in Developing Written Language Skills: Questions  
for European Pedagogy?; Bridging Research and Practice: Conclusions;  
Untitled

---

Sommario/riassunto

Writing is challenging for the majority of learners. For students with language problems, difficulties with written expression are considered one of the most common learning challenges. There is much to learn about the ways in which oral language skills impact on the acquisition of written language in children. Writing Development in Children with Hearing Loss, Dyslexia, or Oral Language Problems focuses on the nature of the writing problems experienced by children with oral language problems. Three clinical groups are considered: children with hearing loss, oral language difficulties, and dys

---