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| Nota di contenuto | Cover -- Title Page -- Copyright Page -- Contents -- Introduction: Setting Off Down the Path -- Learning to Read Is Work -- A Responsibility to Break the Cycle -- Learning How to Teach Reading Is Work -- The Spark for This Book -- What You Will Find in This Book -- Chapter 1: What Do You Mean I Have to Teach Reading? -- The Whole Is Greater Than the Sum of Its Parts -- Underlying Considerations in Teaching Reading -- 1. Sometimes Reading Is Hard -- 2. Structures of Language Support Reading Instruction -- 3. The Components of Reading Need to Be Taught Daily -- 4. Every Teacher Is a Reading Teacher -- 5. Meaningful Relationships Are Key -- 6. Students Need Good Reasons to Read -- 7. Teachers Must Be Readers -- 8. Reading Engagement Leads to the Goal: Capable, Passionate, Lifelong Readers -- 9. Reading Skills and Motivation Factors Are Synergistic -- Chapter 2: Decoding: On the Path to Fluency -- Before Children Read, They Talk -- Learning the Sounds of Language -- Code Breaking -- When Guessing Doesn't Cut It -- Make It Fun -- Is Decoding for Older Readers Too? -- From Talk to Print -- Love at First "Sight" -- The Place for Assessment -- Key Strategies to Help You Teach Decoding -- 1. Lead Guided Reading Groups -- 2. Teach Decoding through Shared Reading -- 3. Inspire Students to Be Word Detectives -- 4. Put Their Names in Lights -- 5. Get Older Students Decoding -- 6. Provide Write-to-Read Activities -- 7. Choose the Right Books -- Chapter 3: Fluency: |

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Sommario/riassunto

Teaching strategies such as mentor texts, guided reading, poetry, and reading conferences are used to encourage students to be proficient and tenacious even when reading is hard. Teachers learn how to weave the factors of motivation into their daily instructional practices.
