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Nota di contenuto	Cover -- Title Page -- Copyright -- Dedication -- Table of Contents -- Acknowledgments -- Preface -- Introduction: Why Use Sustained Silent Reading? -- Part 1: What Is Sustained Silent Reading -- Chapter 1: Creating Lifelong Readers -- Chapter 2: Encouraging Student Progress -- Chapter 3: Organizing and Running an SSR Program -- Part II: What Do People Say About Sustained Silent Reading? -- Chapter 4: Common Questions About SSR -- Chapter 5: Comments from Students, Teachers, and Administrators -- Chapter 6: Research Regarding SSR -- Part III: Where do We Go from Here? -- Chapter 7: Connecting Reading and Writing -- Chapter 8: Starting Your Own Program -- References -- Index -- About the Author -- Related ASCD Resources -- Search this Book.
Sommario/riassunto	Building Student Literacy Through Sustained Silent Reading offers a powerful solution for teachers who want to improve their students' reading ability: Let students choose what they read and give them the

time to read it. For 27 years, high school teacher Steve Gardiner has used the sustained silent reading (SSR) program in his English classes to help students of all abilities and backgrounds improve their literacy. Gardiner writes with refreshing candor about his own experiences developing a sustained silent reading program. He demonstrates convincingly that giving students 15 minutes of uninterrupted reading time each day can help them discover their own abilities and develop enduring reading habits. Gardiner also explores SSR's effect on the various dimensions of literacy-reading and writing proficiency, vocabulary and spelling skills, and content comprehension-by summarizing current research and sharing feedback from teachers, students, and administrators. Finally, he demonstrates how teachers can adapt SSR for their classes' unique needs without interfering with mandated curriculum or lesson plans. In an environment where reading is an essential part of all subjects, *Building Student Literacy Through Sustained Silent Reading* shows how a simple and inexpensive program can not only help students achieve greater success in school, but give them a valuable gift: the joy of reading.

2. Record Nr.	UNINA9910968409303321
Titolo	Focus on Ireland / / edited by Jeffrey Kallen
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ISBN	1-283-35836-0 9786613358363 90-272-7574-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (278 pages)
Collana	Varieties of English around the world. General series, , 0172-7362 ; ; v. 21
Altri autori (Persone)	KallenJeffrey L
Disciplina	427/.9417
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Nota di contenuto

FOCUS ON IRELAND; Editorial page; Title page; Copyright page; Table of contents; Preface; REFERENCES; Abbreviations; Maps; REFERENCES; Irish English Context and Contacts; 1. The study of Irish English; 1.1. Irish English and language contact; 1.2. Further development in the study of Irish English; 2. The spread of Irish English; 2.1. The introduction of English in Ireland; 2.2. Bilingualism, diglossia, and the spread of English; 2.3. The status of Irish English; 3. Irish English and linguistic variation; REFERENCES; Bilingualism and Substrate InfluenceA Look at Clefts and Reflexives
1. Introduction; 2. Cleft sentences; 3. Reflexives; 4. Summary; 5. Discussion; Acknowledgements; NOTES; REFERENCES; The Influence of Irish on Perfect Marking in Hiberno-English The Case of the ""Extended-now"" Perfect; 1. Introduction1; 2. Hiberno-English perfects; 3. Meanings and uses of the extended-now perfect in HE dialects; 4. The origins of the EP; 4.1. Superstratum vs. substratum accounts; 4.2. The case for the Irish substratum reconsidered; 5. Conclusion; NOTES; REFERENCES; The Emerging Irish Phonological Substratum in Irish English; 1. Language contact
2. The distribution of the Irish dialects; 3. Emerging cross-linguistic links; 4. The palatalization/velarization contrast; 4.1. The labial consonants; 4.2. The velar consonants; 4.2.1 Velar stops preceding the diphthong /ai/; 5. The alveolar/dental consonants; 6. The sonorants; 6.1. R-types; 7. Length and the vocalic system; 7.1. Length distinctions; 7.2. The raising of mid vowels; 8. Conclusion; REFERENCES; The Syntax Of Belfast English; 1. Introduction; 2. Standard Belfast English; 2.1. Inversion in embedded questions; 2.2. Inverted imperatives; 2.3. Subject contact relatives
3. Local forms which are not strongly stigmatized; 3.1. Singular concord; 3.2. The historic present; 3.3. For-to infinitives; 3.4. Topic structures; 4. Stigmatized structures; 4.1. Non-standard past tenses and past participles; 4.2. Demonstratives; 4.3. Negative concord; 5. Stability and change; NOTES; REFERENCES; Aspects of Prosody in Hiberno-English; The Case of Belfast; 1. Defining prosody and overcoming notions of standardness; 2. The neglect of prosody and the need for an analytic framework; 3. Intonation and the Anglo-Irish bias: The consequences
4. Background to Belfast and northern Hiberno-English intonation; 4.1. Rises as a relic of Irish English?; 5. Intonation in British English and Hiberno-English: Establishing units; 6. A model for analysing Belfast English intonation; 6.1. Intonational divisions in Belfast English; 6.2. Acoustic correlates of prominence in Belfast intonation: primacy of obtrusion; 6.3. Pitch movement; 6.4. The phonetic basis for identifying more than one prominence per tone sequence; 7. Tonal characteristics of prominences in Belfast intonation; 8. Non-prominent components of the tone sequence; 8.1. Leading segment types

Sommario/riassunto

Irish English is both the oldest overseas variety of English and, thanks to its co-existence with Irish Gaelic, one of the longest-documented examples of a contact-influenced language variety. The dual aspects of substratal influence and dialectal conservatism, together with the spread of this variety in the Irish diaspora and its use in literature, provide the main impetus for research into Irish English. This volume brings together 12 original papers which use a variety of methods to examine these aspects of English in Ireland. Following a historical introduction which looks critically at received views of language diffusion in Ireland, three papers directly address the role of the Irish-language substrate in Irish English. Detailed studies also describe non-standard syntax in Belfast, systems of dental and alveolar phonemic

contrast, contemporary sound change in Galway, Irish English prosody, dialect wordlists, and the uses of Irish English, notably Ulster Scots, in contemporary literature. The North American perspective investigates the role of Irish English in Newfoundland, and examines a corpus of 18th-century documents which reflects the language brought to the United States in the early development of American English. The range of approaches and data included make this book relevant to all those interested in language contact, diffusion, change, and variation.
