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| 1. Record Nr. | UNISALENT0991002475949707536 |
| Autore | Glaser, Rebecca Elena |
| Titolo | How to sell dreams : principles of luxury fashion brand management / Glaser, Rebecca Elena |
| Pubbl/distr/stampa | Saarbrucken : Mueller, 2010 |
| ISBN | 9783639258516 |
| Descrizione fisica | II, 76 p. ; 22 cm |
| Disciplina | 658.827 |
| Soggetti | Beni di lusso - Marketing |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| 2. Record Nr. | UNINA9910790673303321 |
| Autore | Clarke Paula J. |
| Titolo | Developing reading comprehension / / Paula J. Clarke, Emma Truelove, Charles Hulme and Margaret J. Snowling ; illustrations by Dean Chesher |
| Pubbl/distr/stampa | Hoboken, : Wiley Blackwell, 2013 |
| ISBN | 1-118-60674-4 1-118-60671-X 1-118-60673-6 |
| Descrizione fisica | 1 online resource (211 p.) |
| Disciplina | 371.3 |
| Soggetti | Reading -- Computer-assisted instruction -- Software Reading comprehension -- Study and teaching (Elementary) Reading comprehension Reading comprehension - Study and teaching (Elementary) Education Social Sciences Theory & Practice of Education Lectura Ensenyament assistit per ordinador Comprensió de la lectura Llibres electrònics |

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| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di contenuto | <p>Developing Reading Comprehension; Copyright; Contents; List of Figures; List of Boxes; Foreword by Jean Gross CBE; Acknowledgements; Chapter 1 What is Reading Comprehension?; Models of Reading Comprehension; The Importance of Reading Comprehension; Summary; Chapter 2 The Poor Comprehender Profile; Factors that Contribute to Poor Reading Comprehension; Language Skills; Understanding the Meaning of Words; Understanding the Structure and Organisation of Words, Sentences and Connected Text; Early Indicators; Working Memory; Working with Text; Making Inferences; Monitoring Understanding</p> <p>Environmental InfluencesSummary; Chapter 3 The York Reading for Meaning Project: An Overview; Theoretical Aims; Practical Aims; Intervention Design; Research Design; Understanding Causality; Randomised Controlled Trials; Sample Considerations; Random Allocation; Blinding; Attendance and Attrition; Control Groups; Establishing Long-Term Educational Significance; Control Task; Assessment; Findings; Summary and Conclusions; Appendices; Chapter 4 Teaching Principles; Vygotskian Principles; Peer Learning; Individualisation; Scaffolding; Modelling; Reciprocal Teaching; Distributed Practice; Themes</p> <p>Passage ChoiceSummary; Chapter 5 Intervention Materials: Oral Language Programme; 1. Vocabulary; What Kinds of Words Should We Teach?; After Choosing the Word, How Is It Taught?; Supplementary Activities; Pictures and Photographs; Mind Maps; Memory Aids; Verbal Reasoning; Summary of Vocabulary; 2. Reciprocal Teaching with Spoken Language; Clarification; Summarisation; Prediction; Question Generation; Complementary Activities; Activating Background Knowledge; Developing Visual Representations; Summary of Reciprocal Teaching with Spoken Language; 3. Figurative Language; Idioms; Jokes; Riddles</p> <p>Simile and MetaphorSummary of Figurative Language; 4. Spoken Narrative; Sequencing and Story Structure; Creating Extended Stories; Summary of Spoken Narrative; Chapter Summary; Answers to Riddles; Chapter 6 Intervention Materials: Text Level Programme; 1. Metacognitive Strategies; Reread; Look-Back; Think-aloud; Thinking in Pictures; Looking at Pictures and Illustrations; Completing Incomplete Pictures; Creating Pictures with Pen and Paper; Explain and Reflect; Strategy Choice; Summary of Metacognitive Strategies; 2. Reciprocal Teaching with Written Language; Clarification; Summarisation PredictionQuestion Generation; Complementary Activities; 3. Inferencing; Cohesive Inferences; Bridging Inferences; Predictive Inferences; Evaluative Inferences; Activating Prior Knowledge; Summary of Developing Inferencing Skills; 4. Written Narrative; Summary of Developing Narrative Skills; Chapter Summary; Chapter 7 Intervention Materials: Combined Programme; Summary; Chapter 8 Feedback and Evaluation; Feedback from Teaching Assistants; The Personal and Professional Development of Teaching Assistants; Overall Evaluation and Next Steps; Children's Reflections; Parents' Feedback; Summary Chapter 9 Theoretical and Practical Implications</p> |
| Sommario/riassunto | Presents cutting-edge, evidence-based interventions for dealing with specific difficulties of reading comprehension in children aged 7-11. |

An in-depth introduction to the 'poor comprehender profile', which describes children who despite being fluent readers have difficulty extracting meaning from text. Sets out a range of practical interventions for improving reading skills in this group - along with comprehensive guidance on assessment and monitoring, and insightful accounts of professionals' experience in delivering the techniques described. Includes an overview
