

Executive Control Processes In Reading

Emerald Dechant

Executive Control Processes In Reading:

<u>Executive Control Processes in Reading</u> B. K. Britton, S. M. Glynn, 2013-10-28 First published in 1987 The first thing the reader of this volume needs to know is What is executive control in reading exactly Executive control processes coordinate the functioning of the human cognitive system This book seeks to examine how mature skilled readers use information about the difficulty and importance of text and of their comprehension tasks in allocating their reading time and effort

Executive Control Processes in Reading B. K. Britton, S. M. Glynn, 2013-10-28 First published in 1987 The first thing the reader of this volume needs to know is What is executive control in reading exactly Executive control processes coordinate the functioning of the human cognitive system This book seeks to examine how mature skilled readers use information about the difficulty and importance of text and of their comprehension tasks in allocating their reading time and effort

Comprehension Instruction, Second Edition Cathy Collins Block, Sheri R. Parris, 2008-04-22 This comprehensive professional resource and text is based on cutting edge research In each chapter leading scholars provide an overview of a particular aspect of comprehension offer best practice instructional guidelines and policy recommendations present key research questions still to be answered and conclude with stimulating questions for individual study or discussion Coverage includes such timely topics as differentiated instruction technology and reading comprehension teaching English language **Executive Function in Education, First Edition** Lynn learners and the implications of current neuroscientific findings Meltzer, 2011-03-17 This uniquely integrative book brings together research on executive function processes from leaders in education neuroscience and psychology It focuses on how to apply current knowledge to assessment and instruction with diverse learners including typically developing children and those with learning difficulties and developmental disabilities The role of executive function processes in learning is examined and methods for identifying executive function difficulties are reviewed Chapters describe scientifically grounded models for promoting these key cognitive capacities at the level of the individual child the classroom and the entire school Implications for teaching particular content areas reading writing and math are also discussed **Executive Skills and Reading Comprehension** Kelly B. Cartwright, 2023-01-25 This pioneering book is now in a revised and expanded second edition featuring the latest neuroscientific knowledge and instructional strategies Kelly B Cartwright provides a teacher friendly explanation of executive skills such as planning organization cognitive flexibility and impulse control and their role in reading comprehension Detailed examples illustrate how each skill is deployed by strong comprehenders and ways to tailor instruction for students who are struggling The companion website features reproducible planning and assessment forms from the book as well as supplemental card sorts to teach and assess cognitive flexibility all ready to download and print in a convenient 8 1 2 x 11 size New to This Edition Updated throughout with advances in theory research and instruction Chapter on word recognition with particular attention to dyslexia Information on the development of the brain's reading network Expanded emphasis on oral language

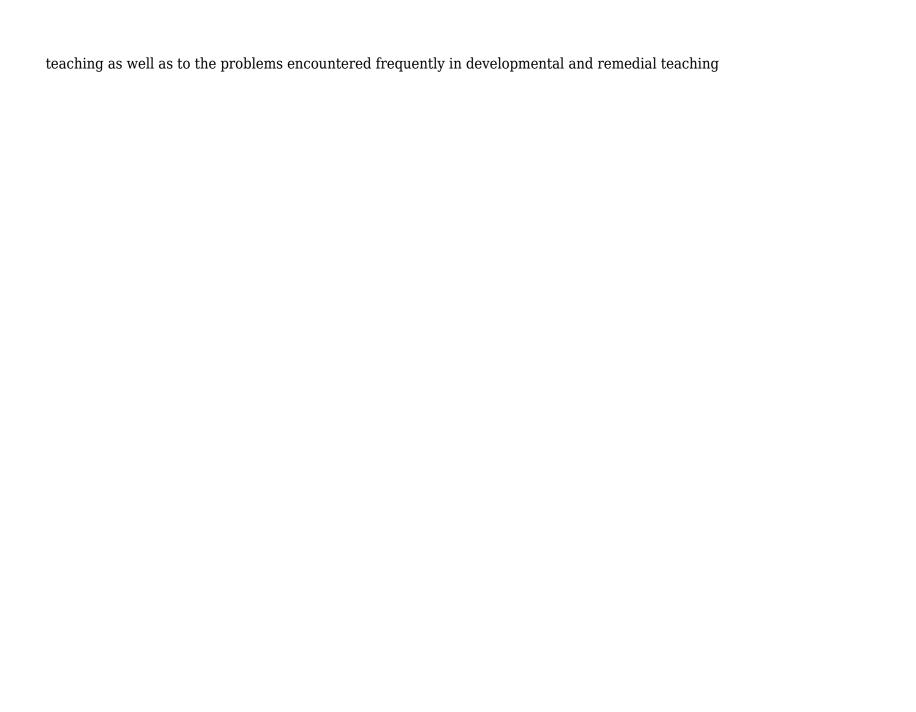
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with dyslexia Explore resilience and protective factors empowering dyslexic individuals to thrive amidst challenges while innovative interventions harness technology neuroplasticity and personalized approaches to promote reading skill development and academic success Whether you re a researcher educator or parent seeking comprehensive understanding and effective strategies for dyslexia this treatise offers invaluable insights and resources for navigating the complexities of dyslexia and supporting individuals on their journey to success **Developing Executive Control Processes in Reading** Teaching and Researching: Reading William Peter Grabe, Fredricka L. Stoller, 2013-11-26 Teaching John W. Jacobs, 1987 and Researching Reading was first written to help language professionals understand the complex nature of reading Now in a thoroughly updated and improved second edition the book expands connections from research on reading to instructional practices and teacher initiated action research Offering an updated overview of reading theory it summarises key ideas and issues in first and second language contexts In addition to providing insightful research analyses Grabe and Stoller offer practical advice for practitioners and researchers including evidence based teaching ideas and a multi step iterative process for conducting meaningful action research on reading related topics The volume outlines 29 projects for teacher adaptation and use as well as numerous new or substantially expanded resource materials that can be used for both action research and classroom instruction Learning aids featured throughout the volume include key concept boxes and a glossary of key terms quote boxes highlighting critical issues in the field resource lists of relevant journals books and websites Fully revised throughout with a range of new exemplary L1 and L2 research studies and an entirely new chapter on the move from research implications to instructional applications this second edition of Teaching and Researching Listening is an invaluable resource for teacher trainers practicing teachers materials writers and researchers alike **Learning to Read in a Digital** World Mirit Barzillai, Jenny Thomson, Sascha Schroeder, Paul van den Broek, 2018-08-15 With digital screens becoming increasingly ubiquitous in the lives of children from their homes to their classrooms understanding the influence of these technologies on the ways children read takes on great importance The aim of this edited volume is to examine how advances in technology are shaping children's reading skills and development The chapters in this volume explore the influence of various aspects of digital texts the child's cognitive and motivational skills and the child's environment on reading development in digital contexts Each chapter draws upon the expertise of scientists and researchers across countries and disciplines to review what is currently known about the influence of technology on reading how it is studied and to offer new insights and research directions based on recent work

Neural basis of reading acquisition and reading disability Li-Hai Tan, Charles A. Perfetti, Johannes Ziegler, Bruce D. McCandliss, 2023-07-04 Reading in a Second Language William Grabe, Junko Yamashita, 2022-09-08 Understanding reading abilities and their development is fundamental for language comprehension and human cognition Now in its second edition this book draws on research from multiple disciplines to explain reading abilities in both L1 and L2 and shows how this research can be applied in practice in order to support

reading development Research into reading has progressed a great deal since the first edition was published so this edition has been completely updated and revised in order to reflect these advances All chapters present updated research studies and completely new chapters are included on the neurocognition of reading reading writing relationships and digital reading If you want to know how reading works no matter the language s involved as well as how it can be taught effectively this book provides a persuasive research foundation and many practical insights It is essential reading for academic researchers and students in Applied Linguistics and TESOL Handbook of Reading Research, Volume II Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P. David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who s who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy. The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy. The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection Lenses on Reading, Second Edition Diane H. Tracey, Lesley Mandel Morrow, 2012-05-09 This widely adopted text explores key theories and models that frame reading instruction and research Readers learn why theory matters in designing and implementing high quality instruction and research how to critically evaluate the assumptions and beliefs that guide their own work and what can be gained by looking at reading through multiple theoretical lenses For each theoretical model classroom applications are brought to life with engaging vignettes and teacher reflections Research applications are discussed and illustrated with descriptions of exemplary studies New to This Edition Current developments in theory research and instructional practices Useful pedagogical features in every chapter framing questions discussion ideas and learning activities Classroom applications give increased attention to English language learners and technology integration Coverage of additional theories Third Space Theory and theorists Bakhtin and Bourdieu Visual Attention in Children Kenneth A. Lane, 2012 In typical child development attention controls many aspects of learning including memory motor control and problem solving Attention organizes the constant influx of information that needs to be absorbed by children Inside Visual Attention in Children Theories and Activities Dr Kenneth A Lane describes the positive aspects of attention that are needed for children to be successful in the classroom such as concentration and vigilance as opposed to negative aspects that can lead to failure such as distractibility and confusion This book is divided into two parts The first eight chapters of the book explain attention and its relationship to vision and visual stimuli The core topics discussed here include Autism ADHD Dyslexia Executive Function

and Memory The second half outlines a Vision Therapy program and consists of activities for improving visual attention in children Over 100 activities are explained and illustrated Visual Attention in Children Theories and Activities is anchored on current theories in five areas of attention that shape child development Theories Described Include Focused Attention The ability to respond discreetly to visual auditory and tactile stimuli Selective Attention The ability to maintain behavioral or cognitive abilities in the face of distracting or competing stimuli Shifting Attention The ability to rapidly shift attention from one object to another Sustained Attention The ability to maintain a consistent behavioral response during a continuous or repetitive activity Divided Attention The ability to engage in more than one attention focused task at one time Visual Attention in Children Theories and Activities is the perfect tool for occupational therapy students and clinicians as well as other professionals specializing in child development and learning who are looking to enhance their understanding of this topic and who need unique ideas and activities to add to their visual therapy training programs **Lenses on Reading** Diane H. Tracey, Lesley Mandel Morrow, 2024-05-31 Now in a revised and updated fourth edition incorporating current advances in research and instructional practices this well established text accessibly introduces prominent theories and models related to reading The book is organized chronologically from classical approaches to contemporary cognitive social learning physiological and affective perspectives It emphasizes that the more lenses educators possess for examining reading processes the better equipped they will be to understand and facilitate children's literacy development Pedagogical features include framing and discussion questions learning activities teacher anecdotes and examples of how each model is applied in classroom practice and research New to This Edition Chapter on digital literacy Expanded discussions of direct explicit instruction social and emotional learning critical literacy theory critical race theory culturally responsive teaching social equity and justice the science of reading and neuroscientific lenses All chapters updated with the latest research many new classroom anecdotes added Links to recommended YouTube videos illustrating the theories and models Understanding and Teaching Reading Emerald Dechant, 2013-09-13 In the words of Aldous Huxley Every man who knows how to read has it in his power to magnify himself to multiply the ways in which he exists to make his life full significant and interesting Few people question the value of reading in fact most extol its virtues As our culture becomes more complex reading plays an increasingly greater role in satisfying personal needs and in promoting social awareness and growth In the last 20 years the teaching of this invaluable skill has focused so intensely on comprehension and prediction from context that it has lost sight of the significance of automaticity and fluency in the word identification process Reading is a synthesis of word recognition and comprehension thus this text is about these basic processes and their integration A common plea from teachers today is that research and psychology be translated into teaching behavior Therefore the aim of this book is twofold one to identify report organize and discuss those bits of data research and theory that are most relevant to the teacher's understanding of the reading process and two to help educators to interpret and apply theory and research data to everyday classroom



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