



# When Children Read

**Clifford Lane**



## **When Children Read:**

How and Why to Read and Create Children's Digital Books Natalia Kucirkova, 2018-12-03 How and Why to Read and Create Children's Digital Books outlines effective ways of using digital books in early years and primary classrooms and specifies the educational potential of using digital books and apps in physical spaces and virtual communities With a particular focus on apps and personalised reading Natalia Kucirkova combines theory and practice to argue that personalised reading is only truly personalised when it is created or co created by reading communities Divided into two parts Part I suggests criteria to evaluate the educational quality of digital books and practical strategies for their use in the classroom Specific attention is paid to the ways in which digital books can support individual children's strengths and difficulties digital literacies language and communication skills Part II explores digital books created by children their caregivers teachers and librarians and Kucirkova also offers insights into how smart toys tangibles and augmented virtual reality tools can enrich children's reading for pleasure How and Why to Read and Create Children's Digital Books is of interest to an international readership ranging from trainee or established teachers to MA level students and researchers as well as designers librarians and publishers All are inspired to approach children's reading on and with screens with an agentic perspective of creating and sharing Praise for How and Why to Read and Create Children's Digital Books This is an exciting and innovative book not least because it is freely available to read online but because its origins are in primary practice The author is an accomplished storyteller and whether you know as yet little about the value of digital literacy in the storymaking process or you are an accomplished digital player this book is full of evidence informed ideas explanations and inspiration Liz Chamberlain Open University At a time when children's reading is increasingly on screen many teachers parents and carers are seeking practical straightforward guidance on how to support children's engagement with digital books This volume written by the leading expert on personalised e books is packed with app reviews suggestions and insights from recent international research all underpinned by careful analysis of digital book features and recognition of reading as a social and cultural practice Providing accessible guidance on finding choosing sharing and creating digital books it will be welcomed by those excited by the possibilities of enthusing children about reading in the digital age Cathy Burnett Professor of Literacy and Education Sheffield Hallam University Children's Reading Comprehension and Assessment Scott G. Paris, Steven A. Stahl, 2005-03-23 Originating in a recent CIERA conference held at the University of Michigan this book brings together the nation's most distinguished researchers to examine how readers understand text and how comprehension is assessed The first part provides both national and historical contexts for the study of reading comprehension The second part examines how vocabulary motivation and expertise influence comprehension and it includes analyses of the developmental course and correlates of comprehension Chapters in the third part consider how schools focus on comprehension for instruction and assessment The fourth part includes chapters on large scale assessment that analyze how test formats and psychometric

characteristics influence measures of reading comprehension At the end of each part is a commentary written by an expert that reviews the chapters critiques the main points and synthesizes critical issues Key features of this outstanding new book include Integration of Research and Practice provides a bridge between conceptual issues studied by researchers concerned with reading comprehension theories and practical issues addressed by educators concerned with classroom instruction and assessment Comprehension Focus provides a thorough history and rigorous research based analyses of reading comprehension Assessment Focus provides innovative approaches to comprehension assessment that include the influences of vocabulary decoding and motivation Synthetic Commentaries provides periodic summaries that analyze and synthesize research practices and issues discussed in each part Expertise contributing authors and commentators are highly respected authorities on reading comprehension see table of contents This text is appropriate for educational and psychological researchers reading educators and graduate students in education and psychology It is part of the CIERA series which includes the following volumes Taylor and Pearson Teaching Reading Effective Schools Accomplished Teachers 2002 Van Kleeck Stahl and Bauer On Reading Books to Children Parents and Teachers 2003 Hoffman and Schallert The Texts in Elementary Classrooms 2005 *Children's Reading and Spelling* Terezinha Nunes, Peter Bryant, 2009-02-09 This book extends models of early literacy analyzing how children's reading and spelling skills develop throughout their school career An account of how a child's reading and spelling develop which goes beyond the early years Shows that there are radical changes in the way children read and spell as they get older Describes a new theory about the learning that goes on in the later stages of reading and spelling Makes clear the educational implications of this theory The authors research has previously contributed to the literacy hour a government initiative to improve the teaching of literacy skills in UK schools

Help Your Child to Read: Teach Yourself Dee Reid, Diana Bentley, 2010-11-26 Help Your Child to Read Teach Yourself shows you how to develop your child's skills and foster a love of books from an early age From discovering the benefits of singing and rhyming together to learning letters and later helping them at school it gives you all the practical advice you need to confidently help your child whatever their age and reading ability Teach Yourself the world's leading learning brand is relaunched in 2010 as a multi platform experience that will keep you motivated to achieve your goals Let our expert author guide you through this brand new edition with personal insights tips energising self tests and summaries throughout the book Go online at [www.teachyourself.com](http://www.teachyourself.com) for tests extension articles and a vibrant community of like minded learners And if you don't have much time don't worry every book gives you 1 5 and 10 minute bites of learning to get you started Gives your child a head start Shows you how to read with your baby Explains how to teach basic letters Shows you how to help them make progress at school Motivation for Reading: Individual, Home, Textual, and Classroom Perspectives Allan Wigfield, John T. Guthrie, 2013-12-16 Based on research from the National Reading Research Center NRRRC at the Universities of Georgia and Maryland this issue presents the contributors synthesized work on reading motivation and engagement Articles

are devoted to the following topics the general motivation constructs related to reading home influences on reading motivation readers responses to different types of text influences of classroom contexts and types of assessment on children s motivation

**Non-Fiction Guided Reading Handbook** ,2004-03 *Educational Tests for Use in Elementary Schools* Charles Watters Odell,University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,Walter Scott Monroe,Marion Eugene Herriott,Thomas Tristram Hamilton,Max Dissette Engelhart,1929 Cornell Reading-courses ,1911 *Papers and Proceedings* American Library Association. Annual Conference,1928

**School work. with revisions, additions by J.W. Jarvis** Frederick John Gladman,1898 **The Journal of Proceedings and Addresses of the National Educational Association** National Educational Association (U.S.),1880 *Bulletin of the American Library Association* American Library Association,1917

**Peabody Journal of Education** ,1930 **Annual Report of the Department of Public Instruction of the State of Indiana** Indiana. Department of Public Instruction,1906 **Official Year Book of the Commonwealth of Australia** Australia. Commonwealth Bureau of Census and Statistics,1910 Issues for 1901 07 1901 20 include corrected statistics for the period 1788 to 1900

**Course of Study for State Graded Schools of Wisconsin** Wisconsin. Department of Public Instruction,1929 *Gospel Herald* ,1915 **The Filipino Teacher's Manual** Harry Couch Theobald,1906 **Children's Museum News** Brooklyn Institute of Arts and Sciences. Children's Museum,1924 **Education** ,1883

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