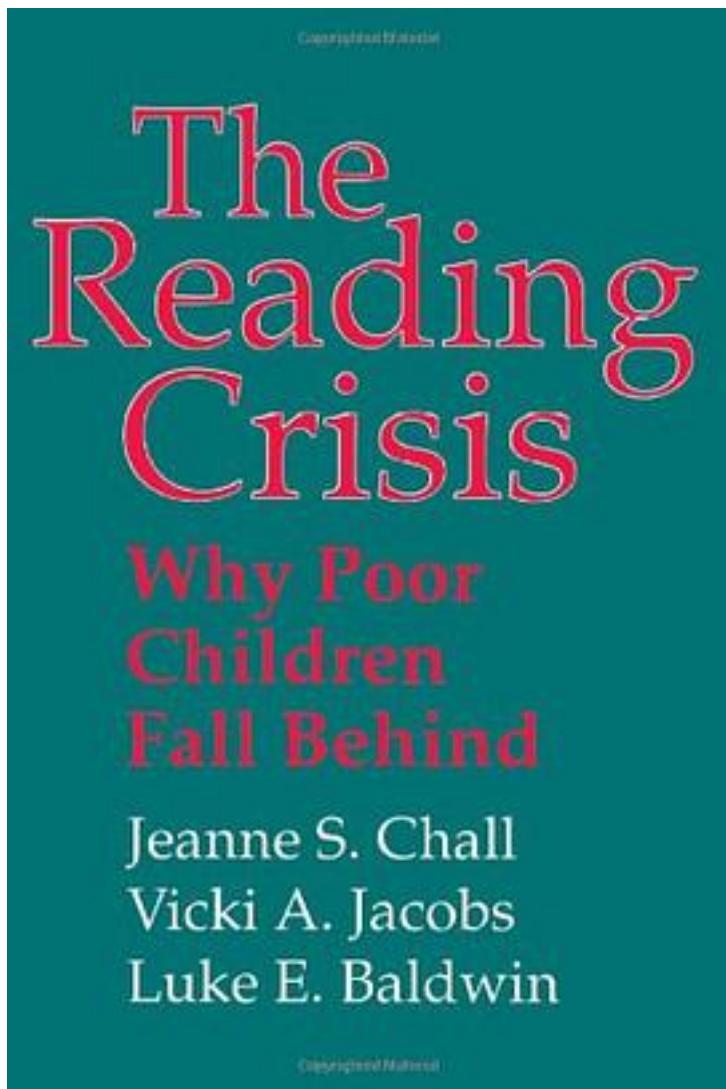


The Reading Crisis



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著者:Chall, Jeanne S.

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Children from culturally disadvantaged backgrounds often experience the "fourth-year slump", despite the fact that their cognitive abilities may be consistent with the norm. This book examines the causes of this disparity and suggests some remedies. Using Jeanne Chall's model of reading development, the authors examine the strengths and weaknesses in the reading, writing and language development of children from low-income families in an attempt to identify the onset of their difficulties. They show how, in the transition from learning the medium to understanding the message, the demands on children's reading skills become significantly more complex. The crucial point is fourth grade - or age nine - when students confront texts containing unfamiliar words and ideas that are beyond the range of their experience. According to Chall's findings, the lack of specific literary skills - not cognitive factors - explains the deceleration in the reading and writing development of low-income children. The authors outline an active role for the schools in remedying weaknesses in literacy development, and give suggestions for the home and community. Their recommendations address both practical issues in instruction and the teacher-student dynamic that fosters literacy development.

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