



Abordando el Déficit en la Lectoescritura en Niños de Segundo Grado [

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text (article)

Analítica

The literacy deficit in second grade children represents a significant challenge that not only affects their academic performance, but also their emotional well-being. This problem covers a wide range of difficulties, ranging from cognitive aspects to emotional factors, and requires early and personalized interventions to be effectively addressed. Difficulties in reading and writing can manifest themselves in poor academic performance, generating frustration and anxiety in children, which can have a negative impact on their self-esteem and motivation to learn. This effect is especially pronounced in those children who have a diagnosis of dyslexia or other disorders related to reading and writing. To face these difficulties, it is crucial to carry out exhaustive evaluations that allow us to identify the specific needs of each student and design pedagogical strategies adapted to their profile. In addition, the importance of inclusive education that encourages the development of literacy skills in all children, regardless of their difficulties, is emphasized. In this sense, the balanced use of digital technologies can be a valuable tool in the educational process, facilitating access to teaching materials and offering more dynamic and attractive learning alternatives. Close collaboration between educators, parents and health professionals is essential to provide comprehensive support to children with literacy difficulties. This collaboration may include implementing early intervention programs, counseling parents on home support strategies, and coordinating with specialists to assess and address each child's needs holistically. Ultimately, this collaborative approach aims to not only improve children's academic performance, but also their emotional well-being and motivation to learn

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Título: Abordando el Déficit en la Lectoescritura en Niños de Segundo Grado electronic resource].]

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Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es