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| Nota di contenuto | Book Cover; Title; Copyright; Contents; Preface; I Basic Processes in Beginning Word Recognition; 1 Grapheme-Phoneme Knowledge Is Essential for Learning to Read Words in English; 2 The Role of Analogies in the Development of Word Recognition; 3 Issues Involved in Defining Phonological Awareness and Its Relation to Early Reading; 4 Spoken Vocabulary Growth and the Segmental Restructuring of Lexical Representations: Precursors to Phonemic Awareness and Early Reading Ability; 5 The Endpoint of Skilled Word Recognition: The ROAR Model; II Processes and Instruction for Disabled Readers 6 Phonological Processing Deficits and Reading Disabilities 7 Consistency of Reading-Related Phonological Processes Throughout Early Childhood: Evidence From Longitudinal-Correlational and Instructional Studies; 8 Interactive Computer Support for Improving |

Phonological Skills; 9 A Beginning Literacy Program for At-Risk and Delayed Readers; III Word Recognition in Context; 10 The Impact of Print Exposure on Word Recognition; 11 Home Experiences Related to the Development of Word Recognition Linda Baker; 12 Why Spelling? The Benefits of Incorporating Spelling Into Beginning Reading Instruction
13 Phonics and Phonemes: Learning to Decode and Spell in a Literature-Based Program
14 Motivating Contexts for Young Children's Literacy Development: Implications for Word Recognition; 15 Effective Beginning Literacy Instruction: Dialectical, Scaffolded, and Contextualized; Author Index; Subject Index

Sommario/riassunto

This edited volume grew out of a conference that brought together beginning reading experts from the fields of education and the psychology of reading and reading disabilities so that they could present and discuss their research findings and theories about how children learn to read words, instructional contexts that facilitate this learning, background experiences prior to formal schooling that contribute, and sources of difficulty in disabled readers. The chapters bring a variety of perspectives to bear on a single cluster of problems involving the acquisition of word reading ability. It is
