

Contents

Foreword	ix
<i>James Deese</i>	
1. The Interface of Lexical Competence and Knowledge of Written Words	1
<i>Edmund H. Henderson</i>	
2. Patterns of Orthographic Development into the Intermediate Grades	31
<i>Robert C. Schlagal</i>	
3. Concept of Word: A Pivotal Understanding in the Learning-to-Read Process	53
<i>Darrell Morris</i>	
4. The Relationship Between Word Recognition and Spelling	79
<i>J. Thomas Gill</i>	
5. The Vowel and What Follows: A Phonological Frame of Orthographic Analysis	105
<i>Marcia A. Invernizzi</i>	
6. The Prosody of Oral Reading and Stages of Word Knowledge	137
<i>Donald R. Bear</i>	
7. The Developmental Acquisition of Silent Letters in Orthographic Images	191
<i>William G. W. Barnes</i>	
8. An Integrated View of Word Knowledge: Correlational Studies of the Relationships Among Spelling, Reading, and Conceptual Development	213
<i>Jerry Zutell</i>	

9. Children's Spelling of English Inflectional Morphology	231
<i>Carol S. Beers and James W. Beers</i>	
10. Theory, Nature, and Pedagogy of Higher-Order Orthographic Development in Older Students	253
<i>Shane Templeton</i>	
11. Stages of Word Knowledge in Reading Disabled Children	279
<i>Mary P. Abouzeid</i>	
12. Review and Commentary: Stages of Spelling Development	307
<i>Linnea C. Ehri</i>	
13. A Summary and Synthesis: "Teaching the Lexicon to Read and Spell"	333
<i>Shane Templeton and Donald R. Bear</i>	
Afterword	353
<i>Frank Vellutino</i>	
Author Index	359
Subject Index	367