Contents

Foreword by P. David Pearso. Acknowledgments ix	n v
PART I	

Chapter 1 Putting Word Recognition in Perspective 3

Chapter 2 Reading Words and Meaning: From an Age-Old Problem to a Contemporary Crisis 13

PART II Why Phonics? 29

Introduction 1

Chapter 3 Program Comparisons (And, by the Way, What Is Phonics?) 31

Chapter 4 Research on Prereaders 55

PART III What Needs to Be Taught? Hints from Skilled Readers 93

Chapter 5 Outside-In Models of Reading: What Skilled Readers Look Like They Do 95

Chapter 6 Analyzing the Reading Process: Orthographic Processing 107

Chapter 7 Analyzing the Reading Process: Use and Uses of Meaning 137
Chapter 8 Adding the Phonological Processor: How the Whole System Works Together 157
PART IV Thinking, Learning, and Reading 193
Chapter 9 The Nature of Learning (Words or Otherwise) 195
Chapter 10 On the Goals of Print Instruction: What Do We Want Students to Learn? 215
PART V Learning How to Read 235
Chapter 11 On Teaching Phonics First 237
Chapter 12 Phonological Prerequisites: Becoming Aware of Spoken Words, Syllables, and Phonemes 293
Chapter 13 Learning about Print: The First Steps 333
Chapter 14 To Reading from Writing 375
PART VI Summary and Conclusion 407
Chapter 15 The Proper Place of Phonics 409
Afterword by Dorothy Strickland and Bernice Cullinan 425
References 435 Name Index 475 Subject Index 485