
Contents

Foreword by P. David Pearson v
Acknowledgments ix

PART I

Introduction 1

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

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