

Success In Reading Recovery Depends On The Development Of Phonological Processing Skills

Decoding **Success In Reading Recovery Depends On The Development Of Phonological Processing Skills**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Success In Reading Recovery Depends On The Development Of Phonological Processing Skills**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

Treatment of Childhood Disorders, Third

Edition Eric J. Mash 2017-02-13 This book has been replaced by Treatment of Disorders in

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Childhood and Adolescence, Fourth Edition,
ISBN 978-1-4625-3898-0.

Whole Language Lives on Louisa Cook Moats
2000

Report of the National Reading Panel : Teaching
Children to Read : an Evidence-based
Assessment of the Scientific Research Literature
on Reading and Its Implications for Reading
Instruction National Reading Panel (U.S.) 2000
*Success in Reading Recovery Depends on the
Development of Phonological Processing Skills*
James William Chapman 1999

**Linguistics and Language Behavior
Abstracts** 2007-02

**The Cognitive Foundations of Reading and
Its Acquisition** Wesley A. Hoover 2020-06-09

This book serves as a succinct resource on the cognitive requirements of reading. It provides a coherent, overall view of reading and learning to read, and does so in a relatively sparse fashion that supports retention. The initial sections of the book describe the cognitive structure of

reading and the cognitive foundation upon which that structure is built. This is followed by discussions of how an understanding of these cognitive requirements can be used in practice with standards, assessments, curriculum and instruction, to advance the teaching of reading and the delivery of interventions for students who encounter difficulties along the way. The book focuses on reading in English as its exemplar, but shows how its framework can be adapted to understand the broad cognitive requirements for reading and learning to read in any phonologically-based orthography. It provides a way for reading professionals to think about reading and its development and gives them mechanisms that, coupled with such understanding, will help them link what children must know to become strong readers to what teaching can best provide through the competent use of available tools. In this way, the book will help reading professionals be both efficient and effective in what they provide all

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their students and be much better equipped to support those students who struggle to learn to read.

The SAGE Handbook of Dyslexia Gavin Reid 2008-12-03 The SAGE Handbook of Dyslexia is a comprehensive overview of a complex field. It is a rich, critical assessment of past and present theory and current research, which also looks to the future. The editors have brought together key figures from the international academic world - both researchers and practitioners - to examine the relationships between theoretical paradigms, research and practice, and to map new areas of research. The book has 5 main sections: - neurological/genetic perspectives - cognitive and learning perspectives - educational influences - beyond school - international perspectives.

Current Issues in Developmental Disorders

Chloë R. Marshall 2013 Cognitive development in children is a highly complex process which, while remarkably resilient, can be disrupted in a

variety of ways. This volume focuses on two types of neurodevelopmental disorder: syndromic conditions such as fragile X syndrome, Down syndrome, Williams syndrome and velocardiofacial syndrome; and non-syndromic conditions including dyslexia, specific language impairment, autism spectrum disorder and attention deficit hyperactivity disorder. This book provides a state-of-the-art review of current research and covers key topics across the full range of developmental disorders. Topics covered include: diagnosis and comorbidity genetics longitudinal studies computational models distinguishing disorder from disadvantage language and culture the modern beginnings of research into developmental disorders The book also looks at how the study of developmental disorders has contributed to our understanding of typical development, and themes emerge that are common across chapters, including intervention and education, and the neurobiological bases of developmental

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disorders. The result is a fascinating and thought-provoking volume that will be indispensable to advanced students, researchers and practitioners in the fields of developmental psychology, neuropsychology, speech and language therapy, and developmental disorders. *Closing the Gap Between Research and Practice* Marion De Lemos 2002 Over the years two main approaches have emerged in the teaching and learning of reading and writing. One is the 'whole language' approach; the other concentrates more on instruction in phonics. This paper focuses on the theoretical assumptions underlying these two approaches to the teaching of literacy, and the studies which have been undertaken, in the international arena, to find out how children progress, from their earliest educational years, in attaining both initial reading skills and lifelong literacy. [Author abstract, ed]. *Dyslexia* Gavin Reid 2016-03-21 Newly updated, Gavin Reid's best-selling handbook remains an

essential resource for those helping dyslexic individuals of all ages, from preschoolers to adults in the workplace. Combines theoretical explanations, the latest research, and practical solutions with a focus on inclusion and meeting the individual's needs New and expanded coverage includes: multilingualism; the use of technology; co-existing conditions such as dyspraxia, dyscalculia, and ADHD; and positive dyslexia Assembles the latest policies and best practices for dyslexia from around the world, and makes current debates regarding education and literacy accessible to trainees and practitioners

Children's Speech Sound Disorders Caroline Bowen 2014-10-07 Speaking directly to experienced and novice clinicians, educators and students in speech-language pathology/speech and language therapy via an informative essay-based approach, *Children's Speech Sound Disorders* provides concise, easy-to-understand explanations of key aspects of the classification,

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assessment, diagnosis and treatment of articulation disorders, phonological disorders and childhood apraxia of speech. It also includes a range of searching questions to international experts on their work in the child speech field. This new edition of Children's Speech Sound Disorders is meticulously updated and expanded. It includes new material on Apps, assessing and treating two-year-olds, children acquiring languages other than English and working with multilingual children, communities of practice in communication sciences and disorders, distinguishing delay from disorder, linguistic sciences, counselling and managing difficult behaviour, and the neural underpinnings of and new approaches to treating CAS. This bestselling guide includes: Case vignettes and real-world examples to place topics in context Expert essays by sixty distinguished contributors A companion website for instructors at www.wiley.com/go/bowen/speechlanguagetherapy and a range of supporting materials on the

author's own site at speech-language-therapy.com Drawing on a range of theoretical, research and clinical perspectives and emphasising quality client care and evidence-based practice, Children's Speech Sound Disorders is a comprehensive collection of clinical nuggets, hands-on strategies, and inspiration.

Commonsense Methods for Children with Special Educational Needs Peter Westwood 2004-07-31 First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups National Reading Panel (U.S.) 2000

Transforming the Workforce for Children Birth Through Age 8 National Research Council 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace

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in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who

support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly

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advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children. [Handbook of Early Literacy Research](#) Susan B. Neuman 2017-05-08 Current research increasingly highlights the role of early literacy in young children's development--and facilitates the growth of practices and policies that promote success among diverse learners. The Handbook of Early Literacy Research presents cutting-edge knowledge on all aspects of literacy learning in the preschool years. Volume 1 covers such essential topics as major theories of early literacy; writing development; understanding learning disabilities, including early intervention approaches; cultural and socioeconomic contexts of literacy development; and tutoring programs and other special intervention efforts. *Report of the National Reading Panel : Teaching Children to Read : an Evidence-based*

~~*Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups*~~ National Reading Panel (U.S.) 2000 "In 1997, Congress asked the Director of the National Institute of Child Health and Human Development (NICHD), in consultation with the Secretary of Education, to convene a national panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read. The panel was charged with providing a report that should present the panel's conclusions, an indication of the readiness for application in the classroom of the results of this research, and, if appropriate, a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools" -- p. 1-1.

Off Track Louise Spear-swerling 2018-03-05 The identification of poor readers as "learning disabled" can be the first of many steps toward consigning students to a lifetime of reading

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failure. The very label that is meant to help children often becomes a burden that works against effective learning throughout their schooling. In this book, the authors identify the dangers of labeling children as reading or learning disabled, contending that a "reading disability" is not a unitary phenomenon. In order to diagnose and help children, educators and parents need to understand the multiple sources of reading difficulty before they can choose appropriate means to correct it. Drawing on recent research in cognitive psychology, the authors present a new theoretical model of reading disability that integrates a wide variety of findings across age and grade spans. Laid out in terms that are readily comprehensible to parents and practitioners, the model outlines the phases that are characteristic of the path to proficient reading, then describes four ways in which disabled readers may stray from this path. The key to the authors' work lies in the fact that youngsters who stray from the path of typical

reading acquisition often are not distinguishable from other children who are classified as "poor readers" rather than as "learning disabled." This model is an especially useful one for practitioners because it both provides a broader view of reading disability than have many previous models and shows how reading disability relates to typical reading acquisition. Using illustrative case studies, the authors describe the four patterns of reading disability, explain how to properly assess them, and suggest ways to conquer them.

Reading the Writing on the Wall Tom

Nicholson 2000 The debates and challenges in the controversial field of reading instruction covering the pendulum swings that have occurred historically in the teaching of reading, both in New Zealand and elsewhere. The trends that will shape reading instruction in the future is also discussed.

The Science of Reading Margaret J. Snowling
2013-04-22 The Science of Reading: A Handbook

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brings together state-of-the-art reviews of reading research from leading names in the field, to create a highly authoritative, multidisciplinary overview of contemporary knowledge about reading and related skills. Provides comprehensive coverage of the subject, including theoretical approaches, reading processes, stage models of reading, cross-linguistic studies of reading, reading difficulties, the biology of reading, and reading instruction. Divided into seven sections: Word Recognition Processes in Reading; Learning to Read and Spell; Reading Comprehension; Reading in Different Languages; Disorders of Reading and Spelling; Biological Bases of Reading; Teaching Reading. Edited by well-respected senior figures in the field.

New Zealand Schools 1999

Education for Inclusion and Diversity Adrian Ashman 2014-08-01 For special education courses in schools of early childhood, primary and secondary education. Education for

Inclusion and Diversity 5e continues to build on the concept of inclusive curriculum and the diversity of learning needs. This Australian text gives students a broad understanding of the principles of inclusive education, and the ways in which teachers can accommodate the differing learning needs of their students. It has been written by experts in the field of inclusion and special needs education with the particular aim of teaching students how to apply the ideas that have been presented in each chapter.

Handbook of Reading Research Michael L. Kamil 2011-03-17 The Handbook of Reading Research is the research Handbook for the field. Each volume has come to define the field for the period of time it covers. Volume IV follows in this tradition. The editors extensively reviewed the reading research literature since the publication of Volume III in 2000, as portrayed in a wide array of research and practitioner-based journals and books, to identify the themes and topics covered. As in previous volumes, the

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focus is on reading research, rather than a range of literate practices. When taken as a set, the four volumes provide a definitive history of reading research. Volume IV brings the field authoritatively and comprehensively up-to-date.

New Frontiers for Self Research Herbert Marsh 2006-07-01

Handbook of Language and Literacy, Second Edition C. Addison Stone 2016-05-27

An acclaimed reference that fills a significant gap in the literature, this volume examines the linkages between spoken and written language development, both typical and atypical. Leading authorities address the impact of specific language-related processes on K-12 literacy learning, with attention to cognitive, neurobiological, sociocultural, and instructional issues. Approaches to achieving optimal learning outcomes with diverse students are reviewed. The volume presents research-based practices for assessing student needs and providing effective instruction in all aspects of literacy:

word recognition, reading comprehension, writing, and spelling. New to This Edition

- *Chapters on digital literacy, disciplinary literacy, and integrative research designs.
- *Chapters on bilingualism, response to intervention, and English language learners.
- *Incorporates nearly a decade's worth of empirical and theoretical advances.
- *Numerous prior edition chapters have been completely rewritten.

Reading Across International Boundaries Roger Openshaw 2007-06-01

Reading Across International Boundaries, edited by Roger Openshaw and Janet Soler, clearly demonstrates these broader characteristics of debates about the teaching of reading. It sets the educational issues firmly in the context of the social, cultural and political dynamics that inform and animate them and give them their meaning. It does so by setting out to understand their historical and comparative dimensions. Establishing the historical context highlights the origins and also

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the longevity of the problems and conflicts that are now widely familiar. The comparative approach also gives purchase on the wide range of approaches taken to these issues in nations around the world. More than this, however, this collection takes us into the realm of international influences. It underlines how debates in this area are not simply national, but are international and global in their scale. Moreover this is the case not only in relation to the broad fabric of policy debate, but also in the everyday struggles of pupils, parents and teachers in schools, classrooms and homes. Such an agenda is unsettling and provocative. It has the potential to challenge received opinion, to hustle preconceptions. It may also propose alternative visions for the improvement of teaching in this area that might be taken up and taken seriously in different localities or even more broadly. Most of all, it enables us to enrich and broaden our understanding of the learning and the teaching of reading at a time when

awareness and vision are sorely needed. This collection of articles by leading scholars based in several different countries will be a significant contribution to the research field, but also a major resource when put to good use by policy makers and practitioners, as it should surely be.

Excellence and Equity in Literacy Education

William Tunmer 2015-06-13 Literacy is arguably the most important goal of schooling as, to a large extent, it determines young children's educational and life chances and is fundamental in achieving social justice. New Zealand's literacy education programme has long been regarded as one of the world's most successful approaches to teaching literacy skills to young children. Excellence and Equity in Literacy Education questions this widely held assumption. In the late 1990s the New Zealand government developed a national literacy strategy aimed at reducing persistently large inequities in literacy achievement outcomes. The chapters in this edited volume present evidence

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indicating that the national literacy strategy has failed, examine the major factors responsible for the continuation of New Zealand's comparatively wide spread of scores in literacy achievement, and describe the most effective strategies for reducing the literacy achievement gap and achieving excellence and equity in New Zealand literacy education.

Theoretical Models and Processes of Reading

Robert B. Ruddell 2004 Accompanying CD-ROM provides supporting articles targeted to each of the four sections of the text.

Educational Psychology: Constructing Learning

Dennis M McInerney 2013-08-15 Educational Psychology: Constructing Learning 6e sets the standard for educational psychology texts in Australia and New Zealand, with its comprehensive, authoritative and research-based coverage of the subject. This edition includes completely updated content to reflect recent advances in the discipline, including revised theory into practice features from 39

international developmental psychologists. The author has retained the constructivist approach that made previous editions so engaging and relevant to student teachers, and content has been constructed around the new Australian Profession Standards for Teachers.

Evidence Check 1 House of Commons Science and Technology 2009 This report (HCP 44, session 2009-10, ISBN 9780215542663) from the Science and Technology Committee looks at literacy programmes evidence check and concludes that expectations by the Department for Children, Schools and Families of the quality of the evidence base for reading programmes are worryingly low. It urges the Government to commission randomised controlled trials (RCTs). The Committee also states it is particularly concerned about the quality of evidence demonstrating cost-effectiveness of different programmes and further recommends that the Government reviews its guidelines on RCT design; it says even Wikipedia is more thorough

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and informative. The Committee also concludes, that: the Government's focus on early literacy interventions and phonics-based teaching is based on the best available evidence; the use of Reading Recovery is based on a lower quality of evidence than the Committee is comfortable with and that the decision to introduce Reading Recovery nationally is not evidence based. The Committee further expressed alarm that there was a complete lack of randomised controlled trials using standardised test scores for the Reading Recovery programme in the UK school system, before national implementation of the programme.

Handbook of Psychology, Educational

Psychology Irving B. Weiner 2003-01-03

Includes established theories and cutting-edge developments. Presents the work of an international group of experts. Presents the nature, origin, implications, an future course of major unresolved issues in the area.

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James W. Chapman 1999-04-01 Examines the relationship between the development of phonological processing skills & the effectiveness of Reading Recovery (RR) in a whole language instructional context. Participants were 5-year-old school entrants taking part in a New Zealand-based longitudinal study of beginning literacy achievement. Success in RR was closely associated with phonological processing skills: children who derived modest benefits from RR significantly outperformed those who derived minimal benefits. RR can be more effective in a whole language instructional context if greater emphasis is placed on the development & use of word-level skills & strategies involving phonological information.

Reading Development and Difficulties Kate Cain 2010-06-21 Reading Development and Difficulties is a comprehensive and balanced introduction to the development of the two core

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aspects of reading: good word reading skills and the ability to extract the overall meaning of a text. Unique in its balanced coverage of both word reading and reading comprehension development, this book is an essential resource for undergraduates studying literacy acquisition. Offers wide coverage of the subject and discusses both typical development and the development of difficulties in reading. Accessibly written for students and professionals with no previous background in reading development or reading difficulties. Provides a detailed examination of the specific problems that underlie reading difficulties.

Wrightslaw Peter W. D. Wright 2002 Aimed at parents of and advocates for special needs children, explains how to develop a relationship with a school, monitor a child's progress, understand relevant legislation, and document correspondence and conversations.

Language Acquisition and Development Brian Tomlinson 2007-04-01 Examines language

acquisition and development across a wide range of languages and contexts
Educational Research in Practice Joanna Swann 2004-09-19 Offering valuable insights into the education and social research community, eight researchers representing contrasting approaches—from the United Kingdom, New Zealand and North America—explain what they do, why they do it, its methodological basis, and perceived outcomes. Main themes are then analyzed and discussed by the editors, both experienced teachers of research methodology and methods.

Success for All Robert E. Slavin 2001 *Success for All* is a comprehensive reform model for elementary school that combines state-of-the-art curriculum, research-based instructional methods, assessments, and professional development with one-to-one tutoring, extensive family support services, and other strategies to ensure that every child is successful in the early grades and then builds on that success.

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throughout the elementary years. Started in 1987, it is the most widely used of all reform designs. It is currently in about 1800 schools serving more than a million U.S. children, mostly in high-poverty schools. It is also the most extensively researched comprehensive reform program, with two dozen evaluations carried out in eight research institutions. Success for All: Research and Reform in Elementary Education is the first edited volume presenting research on Success for All in the U.S. and in five other countries for which the program has been adapted. This book presents a description of Success for All, an overall summary of all achievement studies, reviews of research, original presentations of new research, and discussions of the impacts and the implications of this research and dissemination for educational policy and practice in many arenas. **Improving Early Literacy Outcomes** Nic Spaul 2019 La 4e de couv. indique : "Learning to read and write for meaning and pleasure are

arguably the two most important competences that children acquire in primary school. Yet, in 2019 more than one half of children worldwide do not reach this first rung on the literacy ladder. Improving Early Literacy Outcomes aims to address this head-on, by foregrounding the work of more than 40 researchers, most of them living in, and working on, developing countries. Through probing analyses of research, policy, and practice, the book highlights the common experiences of high aspirations repeatedly confronting harsh realities. Sixteen interconnected chapters cast an ever-vigilant and deflationary eye on the temptation to take an unrealistic approach to early literacy, and also caution against lumping all languages, contexts, and policy-challenges into a single heap."

Child Neuropsychology Margaret Semrud-Clikeman 2009-06-15 During the past decade, significant advances have been made in the field of neurodevelopmental disorders, resulting in a

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considerable impact on conceptualization, diagnostics, and practice. The second edition of *Child Neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders* brings readers up to speed clearly and authoritatively, offering the latest information on neuroimaging technologies, individual disorders, and effective treatment of children and adolescents. Starting with the basics of clinical child neuropsychology and functional anatomy, the authors present a transactional framework for assessment, diagnosis, and intervention. The book carefully links structure and function—and behavioral and biological science—for a more nuanced understanding of brain development and of pathologies as varied as pervasive developmental disorders, learning disabilities, neuromotor dysfunction, seizure disorders, and childhood cancers. This volume features a range of salient features valuable to students as well as novice and seasoned practitioners alike, including: Overview chapters that discuss the

effects of biogenic and environmental factors on neurological functioning. New emphasis on multicultural/cross-cultural aspects of neuropsychology and assessment. Brand new chapters on interpretation, neuropsychological assessment process, and report writing. An integrative model of neurological, neuroradiological, and psychological assessment and diagnosis. Balanced coverage of behavioral, pharmacological, and educational approaches to treatment. Case studies illustrating typical and distinctive presentations and successful diagnosis, treatment planning, and intervention. Important practice updates, including the new HIPAA regulations. *Child Neuropsychology, 2nd Edition*, is vital reading for school, clinical child, and counseling psychologists as well as neuropsychologists. The book also provides rich background and practical material for graduate students entering these fields.

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1999

Beginning Reading Yola Center 2020-07-31
Most children learn to read, irrespective of the method of instruction. Yet up to a fifth of children struggle with reading in their first few years at school. Unfortunately, those who struggle in the early years will continue to struggle throughout their school career. Yola Center offers a systematic, research-based guide to teaching reading in the first three years of school. Her aim is to ensure that teachers can work with at-risk or reluctant readers in the regular classroom as effectively as with children for whom reading seems to come naturally. Taking an analytic approach to reading, *Beginning Reading* shows how children can be moved through the key stages of early reading acquisition. Each chapter includes an overview of relevant research, practical classroom strategies and guidelines for lesson planning. Center adopts a balanced view of reading instruction, stressing the importance of

phonological processes at the beginning of literacy instruction, as well as semantic and syntactic ones. This supports at risk children in regular classrooms, who are provided with the maximum opportunity to develop the accurate and fluent word recognition skills that are needed in order to extract meaning from print. 'At last! A book that combines an overview of recent research findings and their implications for the teaching of reading with sensible and practical suggestions for classroom teachers.' Morag Stuart, Professor in the Psychology of Reading, University of London 'This is an excellent book. It comprehensively reviews the research literature and shows how to apply it to the nuts and bolts of teaching reading in the first few years of school. It is a must-read for teachers.' Professor Tom Nicholson, University of Auckland, New Zealand 'This is the book that we have all been waiting for. It is the only book that I have seen that focuses on a theoretically sound approach to the teaching of reading with

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~~a focus on children who experience difficulties in~~ the regular classroom.' Ruth Fielding-Barnsley, Queensland University of Technology 'It is indeed rare when a reading scientist can explain the intricacies of reading development, reading difficulties, and reading instruction with such clarity and comprehensiveness. Most importantly, Dr Center provides a masterful synthesis of the most current converging scientific evidence available that defines what research-based reading instruction is all about.' G. Reid Lyon, PhD, National Institutes of Health, USA

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