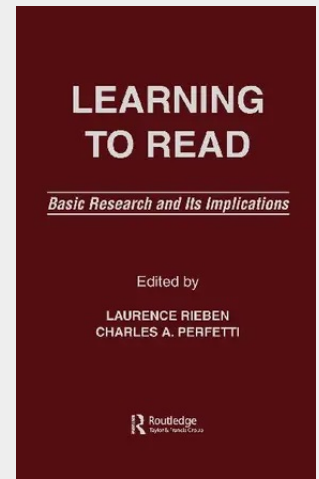


Learning To Read

Basic Research and Its Implications

How does a young child begin to make sense out of squiggles on a page? Is learning to read a process of extending already acquired language abilities to print? What comprises this extension? How children learn to read, and especially how children are taught to read, are problems of sustained scientific interest and enduring pedagogical controversy. This volume presents conceptual and theoretical analyses of learning to read, research on the very beginning processes of learning to read, as well as research on phonological abilities and on children who have problems learning to read. In so doing, it reflects the important discovery that learning to read requires mastering the system by which print encodes the language. The editors hope that some of the work offered in this text will influence future research questions and will make a difference in the way instructional issues are formulated.

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