
Contents

Acknowledgments	vii
About the Authors	ix
Introduction	1
1. On the Nature of Reading	5
The Importance of Learning to Read	6
Why Learning to Read Is So Difficult	7
The Basics of Reading	13
Reflective Questions	16
2. What Happens in the Brain When Children Read Words?	17
Brain Basics	18
Reading Problems With a Biological Basis	30
Attention and Memory Systems	35
Reflective Questions	43
3. Building a Foundation for Reading: Birth to Age 3	45
Reading Relies on Early Language Skills	46
The Beginnings of Language	49
The Language Explosion: 1 to 2 Years	51
Precursors to Writing in the First 3 Years	55
Reflective Questions	58
4. Emerging Literacy During the Preschool Years	59
Mirror Neurons Drive Learning	61
Oral Language and Vocabulary	62
Print Awareness and Alphabet	67
Developing Writing Skills	69
Reflective Questions	72

5. Beginning to Read: Ages 5 and 6	73
Instruction Essentials for Emerging Readers	74
The Brain’s Memory Systems	81
Breaking Away From Static Teaching Tradition	89
More Priming Skills for 5- and 6-Year-Olds	91
Reflective Questions	96
6. Breaking the Reading Code: Learning to Read Through Instruction	97
Reading and Language Arts Guidelines for Kindergarten and First Grade	98
Structuring the Brain for Decoding	99
Word Recognition Gains Sophistication	106
Teaching Encoding: Spelling and Writing	108
Reading Beyond Encoding and Decoding	110
Reflective Questions	114
7. Assessing and Responding to Readers at Risk	115
The Case for Early Assessment	116
English Language Learners	118
Assessment of Students With Regularly Developing Reading Skills	121
Differences in Brain Development	121
Assessment and Reading Standards	125
Response to Intervention: Reading Models	126
School Interventions That Work	128
Reflective Questions	133
8. Comprehension and Vocabulary: Challenges for Second Grade	135
Reading and Language Arts Guidelines for Second Grade	136
Instruction for Vocabulary and Comprehension	137
Ways to Teach the Curious Brain	138
Building the Brain for Comprehension	144
Strategic Reading With Comprehension in Mind	151
Reflective Questions	156
9. Putting Reading Skills to the Task: Expectations for Third Grade and Beyond	157
Reading and Language Arts Guidelines for Third Grade	158
Factors Affecting Reading Fluency	159
The Brain’s Rate of Processing	161
Developing Reading Fluency	164

Final Comments	171
Reflective Questions	173
10. Conclusion	175
A Child's Brain and Reading: A Dozen Key Learnings	176
Glossary	181
Instructional Resources	189
References and Further Reading	193
Index	205

Figure 2.5 Diagram of information processing model.

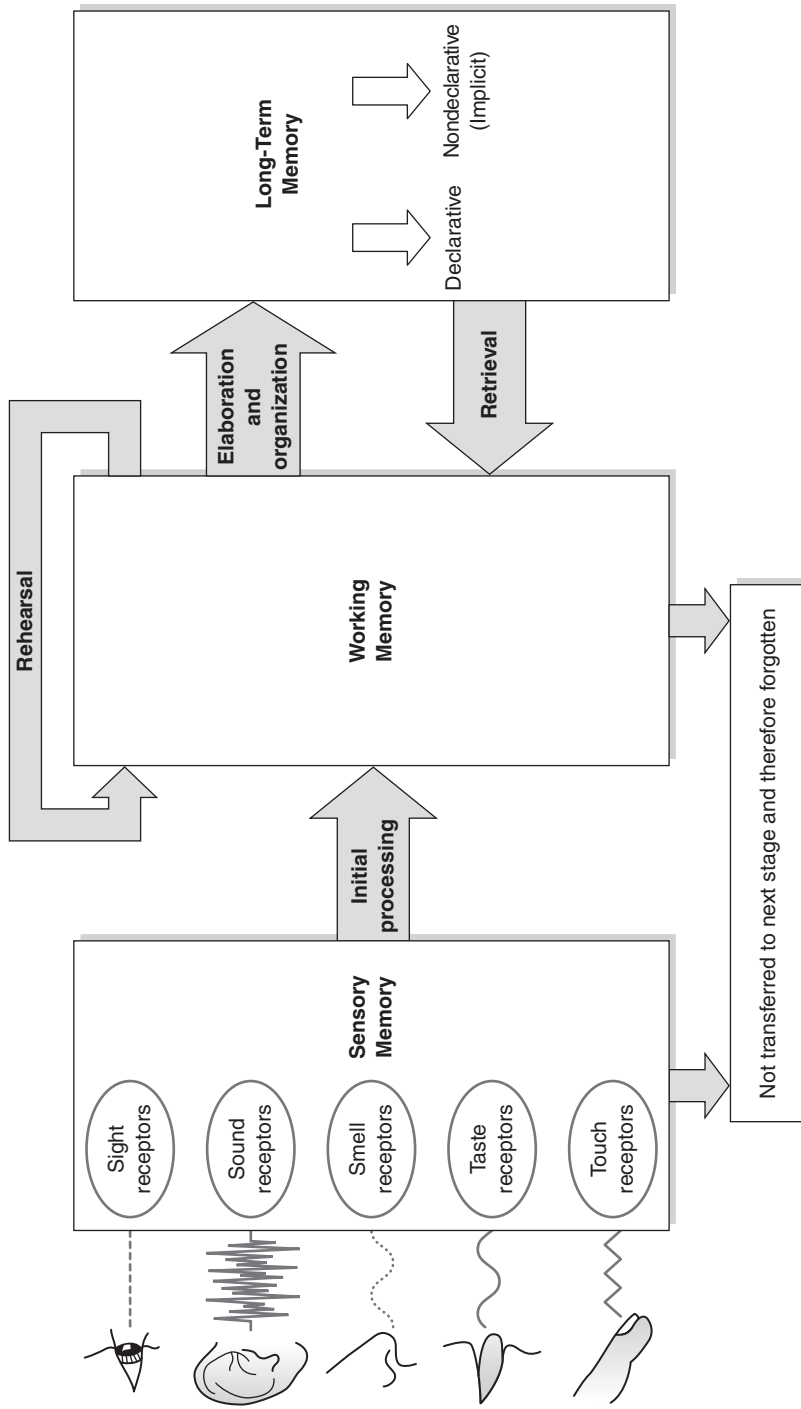


Figure 5.1 Diagram of information processing model with association loop.

