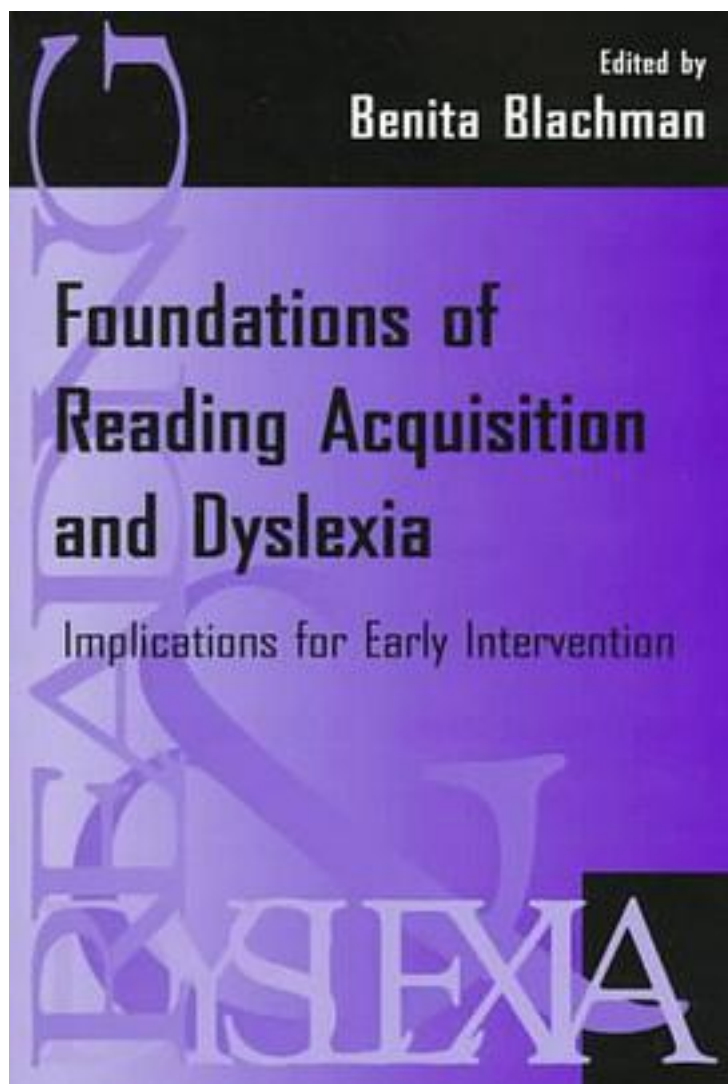


Foundations of Reading Acquisition and Dyslexia



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The chapters in this volume are based on presentations made at a recent conference on "Cognitive and Linguistic Foundations of Reading Acquisition: Implications for Intervention Research". This was the third in a series of meetings on the subject of brain development, language acquisition, reading, and dyslexia, with the embracing title of "The Extraordinary Brain". The researchers who participated have made contributions to the theoretical and empirical understanding of how children learn to read. They were asked to address not only what they have learned from their research, but also to discuss unsolved problems. This dialogue prompted numerous questions of both a theoretical and applied nature, generated heated debate, and fuelled optimism about the important gains that have been made in the scientific understanding of the reading process, especially of the critical role played by phonological abilities. This book is divided into four sections: theoretical foundations, subtypes of dyslexia, beginning to read and spell, and implications for intervention. The chapters represent the progress that is being made in basic and applied research with respect to understanding how children learn to read and why many children fail.

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