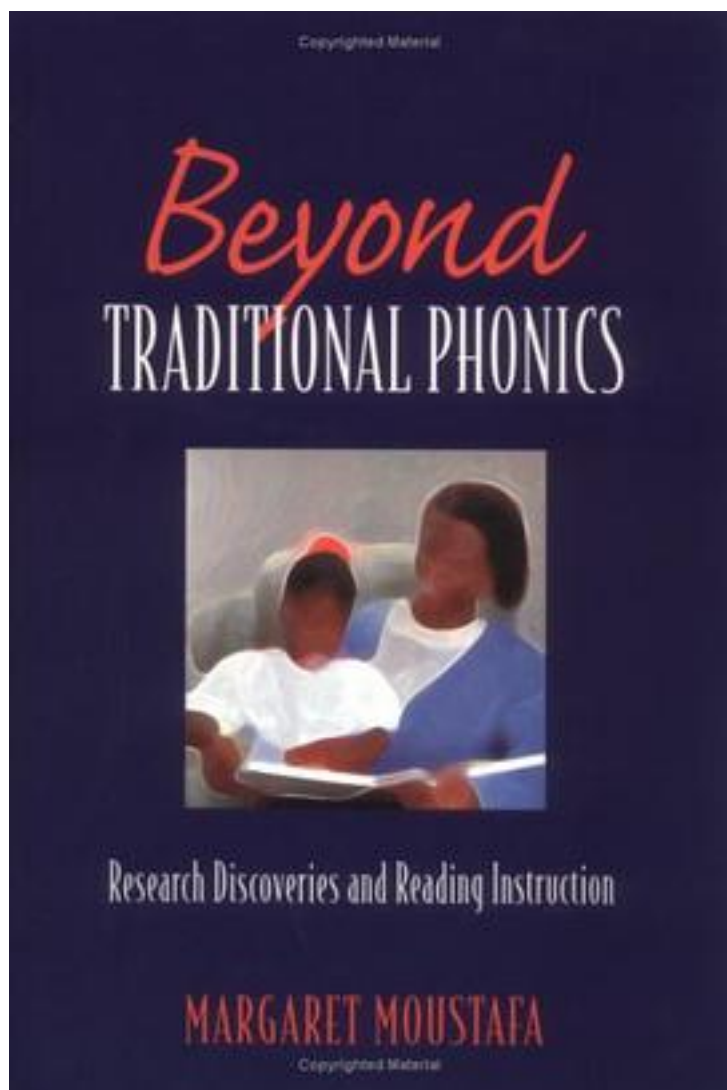


Beyond Traditional Phonics



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Looking beyond the print system involved in learning to read, researchers have made discoveries about the role of linguistic and cognitive systems. This text outlines this research which seeks to challenge traditional assumptions of how children learn to read, and relates these discoveries to reading instruction. It demonstrates discoveries about the linguistic processes that children use to figure out unfamiliar print words, how children learn letter-sound correspondences, how children begin their journey into literacy, and methods of teaching phonics based on children's natural learning strategies. It offers suggestions on creating a research-based infrastructure to support reading instruction.

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