



Beginning to Read: Thinking and Learning about Print

By Marilyn Jager Adams

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Beginning to Read reconciles the debate that has divided theorists for decades over the "right" way to help children learn to read. Drawing on a rich array of research on the nature and development of reading proficiency, Adams shows educators that they need not remain trapped in the phonics versus teaching-for-meaning dilemma. She proposes that phonics can work together with the whole language approach to teaching reading and provides an integrated treatment of the knowledge and process involved in skillful reading, the issues surrounding their acquisition, and the implications for reading instruction.

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- Sales Rank: #314737 in Books
- Brand: imusti
- Published on: 1994-02-03
- Original language: English
- Number of items: 1
- Dimensions: 9.00" h x 6.25" w x 1.25" l, 1.51 pounds
- Binding: Paperback
- 504 pages

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Review

This book is destined to become a classic work on early reading instruction.

(Judith A. Bowey *Quarterly Journal of Experimental Psychology*)

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From the Back Cover

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