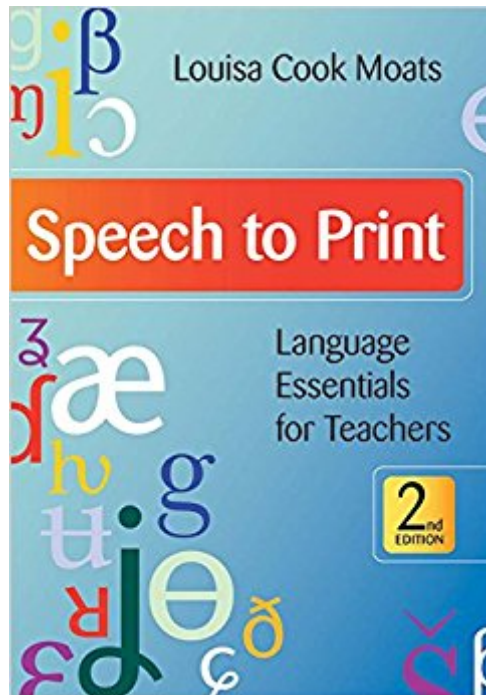




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Speech To Print: Language Essentials For Teachers, Second Edition



Synopsis

SAVE 10% when you order the text and workbook together! One of the most popular and influential reading textbooks of the past 10 years gets a comprehensive update in this highly anticipated second edition, straight from renowned NCTQ-recommended expert Louisa Moats. Updated meticulously with the very latest research, the new edition of this bestselling text helps elementary educators grasp the structure of written and spoken English, understand how children learn to read, and apply this foundational knowledge as they deliver explicit, high-quality literacy instruction. With extensive updates and enhancements to every chapter, the new edition of *Speech to Print* fully prepares today's literacy educators to teach students with or without disabilities. Teachers will get in-depth explanation of how the book aligns with the findings of current scientific research on reading, language, and spelling; expanded information on the critical elements of language, including orthography, morphology, phonetics, phonology, semantics, and syntax; new and improved exercises teachers can use to test and reinforce their own knowledge of language content; teaching activities that help teachers connect what they learn in their coursework with what they'll be doing in the classroom; new chapter objectives that make it easier to plan courses and review key concepts; more samples of student writing to help teachers correctly interpret children's mistakes; expanded sample lesson plans that incorporate the language concepts in the book; a cleaner, easier-to-navigate layout. A core textbook for every preservice course on reading instruction, this accessible text is also perfect for use in inservice professional development sessions. Educators will have the knowledge they need to recognize, understand, and resolve their students' reading and writing challenges—and improve literacy outcomes for their entire class.

Book Information

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Customer Reviews

"This text has been instrumental in deepening teachers' linguistic knowledge and improving their understanding of reading instruction. The second edition incorporates up-to-date research while providing a range of rich examples of how to put this knowledge into practice." (David Coker, Ed.D.)

Louisa Cook Moats, Ed.D., has published many book chapters, journal articles, and policy papers on reading instruction. Formerly Project Director at the District of Columbia Public Schools site of the National Institute of Child Health and Human Development (NICHD) Early Interventions Project, Dr. Moats is now an independent consultant and writer who specializes in the professional development of teachers of reading and writing. Dr. Moats spent the 1996-1997 school year as a visiting scholar at the Sacramento County Office of Education, where she authored and presented leadership training materials on early reading for the California State Board of Education. These materials are now required content in all of the professional development programs conducted under Assembly Bill 1086 in California. Dr. Moats received her Bachelor of Arts degree from Wellesley College, her Master of Arts degree from Peabody College of Vanderbilt University, and her doctorate of education in reading and human development from the Harvard Graduate School of Education. She worked as a teacher, neuropsychology technician, and specialist in learning disorders prior to her doctoral training. She was a licensed psychologist in private practice for 15 years in Vermont and a graduate instructor both at Harvard and at St. Michael's College in Winooski, Vermont, where she developed innovative courses for teachers linking the disciplines of linguistics and reading education. Specializing in reading development, reading disorders, spelling, and written language, she has written and lectured widely throughout the United States and abroad. She has taught courses in teacher education at the Greenwood Institute in Putney, Vermont, and at Simmons College in Boston. Her publications include this text's companion workbook, *Speech to Print Workbook: Language Exercises for Teachers* (Paul H. Brookes Publishing Co., 2003); journal articles; book chapters; a classroom basal spelling program; a book titled *Spelling: Development, Disability, and Instruction* (York Press, 1995); and a book for parents, co-authored with Susan L. Hall, *Straight Talk About Reading: How Parents Can Make a Difference in the Early Years* (Contemporary Books, 1999).

Great book! Quick service.

The book was in good shape - the subject is tedious, even if it is interesting, so I can't just 'love it'....
But the book met my expectations and I would purchase from this shipper again...

Love it!!

The author has covered the topic well. It is concise and full of information for professionals and teachers, an excellent guide book.

:)

The book came new, on time or better yet before the time they posted, and it's exactly what I needed for my course.

Anyone looking to fully understand the concept of phonemic awareness should purchase this book. It is a clear straightforward guide.

Least favorite class in grad school, and this book didn't make it any easier to understand the course.

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