



Beyond Traditional Phonics

By Margaret Moustafa

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In recent years, our understanding of how children learn to read has undergone monumental change. Looking beyond the "visible" (print) system involved in learning to read, researchers have made exciting discoveries about the critical role of "invisible" (linguistic and cognitive) systems. Although the instructional implications of these discoveries are extraordinary, these research findings have not yet become part of our general cultural knowledge. And, as inevitably happens when deeply-rooted, traditional belief systems are challenged, the backlash has begun.

In *Beyond Traditional Phonics*, Margaret Moustafa fills you in on these exciting new research discoveries of how children learn to read and relates them to reading instruction. This book gives a comprehensive yet accessible picture of how children learn to read, describing:

- the origins of our traditional assumptions about beginning reading and problems research has uncovered about these assumptions
- discoveries about the linguistic processes children use to figure out unfamiliar print words
- discoveries about how children learn letter-sound correspondences
- discoveries about how children begin their journey into literacy
- a new method of teaching phonics based on children's natural learning strategies
- suggestions on creating a research-based infrastructure to support reading instruction.

Moustafa maintains that learning to read doesn't have to be hard or frustrating. It can and should be a joyous adventure. The key is to make that journey a happy and successful one.

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Editorial Review

Review

“This book is a must-read! Never before have I encountered such a readable and concise treatment of the reading process and research on the learning and teaching of phonics. . . . I plan to use this book with my preservice teachers and to recommend it to parents, as well as teachers, administrators, and other educators.”—Constance Weaver

About the Author

Margaret Moustafa is a Professor of Education at California State University at Los Angeles. She is an experienced elementary school teacher and author of *Beyond Traditional Phonics: Research Discoveries and Reading Instruction* (Heinemann, 1997), "Children's productive phonological recoding" (*Reading Research Quarterly*, 1995), and co-author of "Whole-to-parts phonics instruction: Building on what children know to help them know more" (*Reading Teacher*, 1999). Using the research findings of other scholars as well as her own research findings on how children learn a phonic system, she developed whole-to-parts phonics instruction as a powerful, systematic, explicit way of teaching children a phonic system which is compatible with their natural cognitive processes.

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