

Teaching Phonics Today

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Teach Your Child

to Read in 100 Easy Lessons

Teaching Phonics, Phonemic Awareness, and Word Recognition

How parents and educators can teach kids to love reading in the digital age Everyone agrees that reading is important, but kids today tend to lose interest in reading before adolescence. In *Raising Kids Who Read*, bestselling author and psychology professor Daniel T. Willingham explains this phenomenon and provides practical solutions for engendering a love of reading that lasts into adulthood. Like Willingham's much-lauded previous work, *Why Don't Students Like School?*, this new book combines evidence-based analysis with engaging, insightful recommendations for the future. Intellectually rich argumentation is woven seamlessly with entertaining current cultural references, examples, and steps for taking action to encourage reading. The three key elements for reading enthusiasm—decoding, comprehension, and motivation—are explained in depth in *Raising Kids Who Read*. Teachers and parents alike will appreciate the practical orientation toward supporting these three elements from birth through adolescence. Most books on the topic focus on early childhood, but Willingham understands that kids' needs change as they grow older, and the science-based approach in *Raising Kids Who Read* applies to kids of all ages. A practical perspective on teaching reading from bestselling author and K-12 education expert Daniel T.

Willingham Research-based, concrete suggestions to aid teachers and parents in promoting reading as a hobby Age-specific tips for developing decoding ability, comprehension, and motivation in kids from birth through adolescence Information on helping kids with dyslexia and encouraging reading in the digital age Debunking the myths about reading education, Raising Kids Who Read will empower you to share the joy of reading with kids from preschool through high school.

Teaching Systematic Synthetic Phonics in Primary Schools

An easy and fun approach to teaching your child to read A stand-alone phonics & reading program, flexible for use in either kindergarten or first grade A workbook filled with lessons, instructions, and suggested hands-on activities for a full semester of study Suggested hands-on activities will utilize materials typically found in the kitchen or playroom (e.g., crayons, markers, flour, rice, play-dough) This unique curriculum will take your student on a journey from the beginning of creation to the Resurrection of Christ as they learn each letter and corresponding sound. Designed to meet the needs of students who are ready to begin writing, as well as those who may not have mastered the hand-eye coordination skills yet that are needed for writing.

Teaching Phonics Today

While most children learn to read fairly well, there

remain many young Americans whose futures are imperiled because they do not read well enough to meet the demands of our competitive, technology-driven society. This book explores the problem within the context of social, historical, cultural, and biological factors. Recommendations address the identification of groups of children at risk, effective instruction for the preschool and early grades, effective approaches to dialects and bilingualism, the importance of these findings for the professional development of teachers, and gaps that remain in our understanding of how children learn to read. Implications for parents, teachers, schools, communities, the media, and government at all levels are discussed. The book examines the epidemiology of reading problems and introduces the concepts used by experts in the field. In a clear and readable narrative, word identification, comprehension, and other processes in normal reading development are discussed. Against the background of normal progress, Preventing Reading Difficulties in Young Children examines factors that put children at risk of poor reading. It explores in detail how literacy can be fostered from birth through kindergarten and the primary grades, including evaluation of philosophies, systems, and materials commonly used to teach reading.

Understanding Phonics and the Teaching of Reading

Teaching Reading and Phonics to Children with Language and Communication Delay is an accessible

and jargon-free book full of practical ideas for teaching the first stages of reading and phonics to children who have speech and language delay. Written by a bestselling author, this invaluable toolkit covers approaches to the teaching of reading for a variety of needs so that no child is left behind. Features include:

- a wide range of practical activities
- useful checklists at the end of each chapter for assessing progress and further planning
- links to example photo books to demonstrate how reading can be personalised and interactive
- tips for teaching reading and motivating children in their learning
- template material which can be photocopied and downloaded as eResources

Packed with helpful illustrations and examples that can be used in lessons, this book offers a variety of methods of teaching reading, including an emphasis on visual strategies which are well suited to children with language delay and complex communication needs. Clear explanations and step-by-step instructions mean the book can be used by parents as well as non-specialist teachers and teaching assistants, and the book will be ideal reading for any educators working with young children to improve their literacy.

Beginning to Read

In a Fresh Look at Phonics, Wiley Blevins, author of the blockbuster Phonics from A-Z, explains the 7 ingredients of phonics instruction that lead to the greatest student gains, based on two decades of research in classrooms. For each of these seven must-haves, Wiley shares lessons, routines, word lists, tips

for ELL and advanced learners, and advice on pitfalls to avoid regarding pacing, decodable texts, transition time, and more. A Fresh Look at Phonics is the evidence-based solution you have been seeking that ensures all students develop a solid foundation for reading.

Teaching Phonics for Balanced Reading

A guide to helping teachers or parents teach the logic of the English language.

Teaching Early Reading and Phonics

The authors offer ideas for developing strategies including word sorts, cluster analyses, homophone pairs, silent letter searches, cumulative charts and word webs.

Phonics from A to Z

A step-by-step program that shows parents, simply and clearly, how to teach their child to read in just 20 minutes a day.

Research-based Methods of Reading Instruction, Grades K-3

Written by two highly respected educators, TEACHING PHONICS IN CONTEXT describes how phonics can be taught as children learn to read and write. The book looks at classrooms that shimmer and shine as children learn phonics through reading picture books,

having fun with rhymes, playing with words and writing meaningful texts. It explains how within these contexts children learn the sounds of the English language and the letters of the alphabet and the relationship between them. Teaching Phonics in Context presents guidelines for teaching letter-sound patterns while debunking the myth that there is a single valid sequence of instruction and revealing commercial programs to be unnecessary and often flawed. The book also includes 'teacher knowledge' sections to provide teachers with the confidence to teach phonics through meaningful reading and writing activities.

Developing Reading and Writing in Second-language Learners

This companion to the Fountas & Pinnell Phonics, Spelling, and Word Study System series uses poetry to its full advantage to expand children's oral language capabilities, develop phonological awareness, and teach about the intricacies of print. The poems in Sing a Song of Poetry immerse students in rich, rhythmical language, providing age appropriate opportunities to enjoy language through shared reading, stimulate oral language development, connect words, and much more. Poetry enhances any early childhood curriculum. 225 poems Increased support around poetry and how it works Language and ideas consistent with the language and ideas included in the Fountas & Pinnell Literacy Continuum. Specific references to the Sing a Song of Poetry poems in the Phonics, Spelling and Word Study

Systems

Sound Systems

"A brilliant young scholar's history of 175 years of teaching in America shows that teachers have always borne the brunt of shifting, often impossible expectations. In other nations, public schools are one thread in a quilt that includes free universal child care, health care, and job training. Here, schools are the whole cloth. Today we look around the world at countries like Finland and South Korea, whose students consistently outscore Americans on standardized tests, and wonder what we are doing wrong. Dana Goldstein first asks the often-forgotten question: "How did we get here?" She argues that we must take the historical perspective, understanding the political and cultural baggage that is tied to teaching, if we have any hope of positive change. In her lively, character-driven history of public teaching, Goldstein guides us through American education's many passages, including the feminization of teaching in the 1800s and the fateful growth of unions, and shows that the battles fought over nearly two centuries echo the very dilemmas we cope with today. Goldstein shows that recent innovations like Teach for America, merit pay, and teacher evaluation via student testing are actually as old as public schools themselves. Goldstein argues that long-festering ambivalence about teachers--are they civil servants or academic professionals?--and unrealistic expectations that the schools alone should compensate for poverty's ills have driven the most

ambitious people from becoming teachers and sticking with it. In America's past, and in local innovations that promote the professionalization of the teaching corps, Goldstein finds answers to an age-old problem"--

Teaching Reading and Phonics to Children with Language and Communication Delay

This book is a shorter version of *Developing Literacy in Second-Language Learners*, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. This book concisely summarizes what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment. --From publisher's description.

A Guide to Teaching Phonics

Learning to read is an exciting and vital part of every child's development. The new edition of this book continues to provide trainees and teachers with a broad understanding of teaching reading and phonics, and equip them with the skills necessary to face the reality of the early years classroom in order to meet the needs of individual children. With vital information on constructing relationships with young readers, and how to plan phonics within a rich, interactive and playful literacy pedagogy, the second edition now includes: A brand new chapter on babies and early

reading More information on language acquisition and how children learn A discussion of children with SEN An appreciation for the rise of digital technologies in relation to reading Whether you're training to become a teacher, or already working in the classroom this book is ideal for those who wish to embed the teaching of phonics into carefully selected high quality materials - particularly in children's literature.

The Threads of Reading

This second edition provides educators with a solid grounding and practical guidance on teaching phonics as part of a well-planned reading program.

Lessons in Teaching Phonics in Primary Schools

Lesson planning in line with the new Primary National Curriculum! Phonics is taught every day in primary schools across England. It is fully embedded in the National Curriculum and is a huge part of teaching children to read. How do you ensure that you understand both what and how to teach? How do you separate good phonics teaching from the many phonics schemes that are used? What does a good phonics lesson look like? This text provides exemplar lessons in phonics and supports you to teach tricky words, alternative spellings, and pronunciation as well as addressing other phonics teaching challenges. It explores the most popular phonics schemes and shows you how good phonics teaching works across schemes. The adaptable and inspired lesson plans

included, highlight how phonics teaching can be fun, offering ideas for teaching phonics outdoors, whole class phonics teaching and nonsense words. Did you know that this book is part of the Lessons in Teaching series? WHAT IS THE LESSONS IN TEACHING SERIES? Suitable for any teacher at any stage of their career, the books in this series are packed with great ideas for teaching engaging, outstanding lessons in your primary classroom. The Companion Website accompanying the series includes extra resources including tips, lesson starters, videos and Pinterest boards. Visit www.sagepub.co.uk/lessonsinteaching

Books in this series: Lessons in Teaching Grammar in Primary Schools, Lessons in Teaching Computing in Primary Schools, Lessons in Teaching Number and Place Value in Primary Schools, Lessons in Teaching Reading Comprehension in Primary Schools, Lesson in Teaching Phonics in Primary Schools

Phonics and Word Study for the Teacher of Reading

"Supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. The program was originally conceived for students in grades 3-6, but may also be used for students in grades 1 and 3, for lower performing students in upper grades, and for adults learning to read English."--Curriculum Associates website, accessed 5/15/2009.

Phonics and Structural Analysis for the Teacher of Reading

Sound Systems features separate sections on phonics instruction in pre-K, K, first-, and second-grade classrooms, detailing how instructional needs in phonics change over time as students acquire new skills throughout the primary years."--Jacket.

Teaching Systematic Synthetic Phonics and Early English

The government prioritizes systematic synthetic phonics as a key strategy in the teaching of reading and this text supports trainee teachers working towards primary QTS in how to use phonics effectively. The text begins by examining the central role of phonics in the teaching of reading, drawing on recent research and initiatives. It goes on to cover the essential knowledge trainees need to acquire themselves for the teaching of phonics to children. Accessible and relevant, the text uses case studies and useful research to support trainees in becoming competent and confident in the teaching of phonics. Supplement this text with the companion audit and test book: Teaching Systematic Synthetic Phonics Audit and Test About the Transforming Primary QTS series This series reflects the new creative way schools are beginning to teach, taking a fresh approach to supporting trainees as they work towards primary QTS. Titles provide fully up to date resources focused on teaching a more integrated and inclusive curriculum, and texts draw out meaningful and explicit cross curricular links.

Phonics for the Teacher of Reading

What can we do to help ELL students understand English? In *Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4*, Sylvia Linan-Thompson and Sharon Vaughn provide over 60 field-tested classroom lessons for ensuring English fluency among young nonnative speakers. Each chapter focuses on research and activities in one of the following areas: *Phonemic awareness *Phonics and word study *Fluency *Vocabulary *Comprehension In addition to the many step-by-step activities and lesson plans, the book includes in-depth explications of linguistic concepts, a glossary of terms, and lists of relevant online resources. The sooner students grasp the principles of English language acquisition, the better off they are. In this book, you will find everything you need to get elementary-level ELLs reading--and learning--successfully in English.

The Teacher Wars

How can teachers make sure that all students gain the reading skills they need to be successful in school and in life? In this book, Karen Tankersley describes the six foundational "threads" that students need to study in order to become effective readers: phonemic awareness, phonics and decoding, vocabulary, fluency, comprehension, and higher-order processing. For each area, the author explains how students acquire the reading skills they need and offers a series of skill-building strategies and activities that teachers can use in the classroom. Although reading is perhaps most intensely taught in the kindergarten

and 1st-grade classrooms, Tankersley emphasizes that helping students become lifelong readers is a task for all teachers, including content-area teachers in middle and high schools. The *Threads of Reading* addresses key questions about literacy, such as * What makes a difference in reading achievement? * How much reading time is enough? * How can teachers use writing to build reading skills? * How can teachers help students make meaning from their reading? The strategies in this book address many situations, from individual instruction to small- or large-group instruction, from kindergarten to high school. Teachers will appreciate the multitude of activities provided, and administrators will learn to better evaluate the reading programs in place in their districts and schools. Grounded in both research and "teacher lore" from actual classrooms, this book is a solid guide to helping students become lifelong readers. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

Research-based Methods of Reading Instruction for English Language Learners, Grades K-4

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. *Phonics and Word Study for the Teacher of Reading* is a self-paced, self-instruction program designed to help teachers independently develop a comprehensive background in phonics, syllable and accent patterns, onset-rime, the morphemes that

contribute to word meaning, and phonological and phonemic awareness. The unique structure of the book is set up to ensure learning success through a careful sequence of material that guides readers through the material, coupled with a number of pedagogical aids that check reader understanding at various stages in the learning process. Throughout the book, readers see how to connect the information they're studying with grade-specific learning expectations described in the Foundational Skills strand of the Common Core State Standards.

How to Teach Phonics

Includes concise background, ready-made lessons for teaching phonics, syllabification, and root words, extensive word lists, activities, and more.

Foundations Phonics

Fun phonics for every reader! Reading for Every Child: Phonics helps students in grade 1 develop phonics skills by concentrating on beginning and ending sounds, blends, vowel combinations, words and word families, rimes, and phonemes. Instructional strategies and stimulating, purposeful activities help teachers facilitate reading proficiency in students. This 80-page book supports Reading First and aligns with Common Core State Standards, as well as state and national standards. Reproducible pages and assessments are included.

Language at the Speed of Sight

Leading literacy expert Dorothy Strickland shows you how phonics instruction has evolved over the years—and guides you toward making phonics a key component of your students' reading development with Practical ideas for integrating phonics, word study, and conventional spelling in your classroom Proven strategies for differentiating instruction to prevent reading difficulties, specifically with English language learners New ways to support children who struggle with reading beyond the early grades Realistic suggestions for curriculum development, assessment, and articulating the phonics program to parents and the community “Ideas to Think and Talk About,” designed for use by both pre- and inservice teachers, to extend personal learning Written as a primer for educators, Teaching Phonics Today is just as appropriate in a teacher education course as it is for a book study group, offering a contemporary look at phonics instruction, updated terminology and research, and instructional implications in light of current education initiatives.

Teaching Early Reading and Phonics

This is an essential guide to teaching primary English, with a focus on systematic synthetic phonics. The new edition has been fully revised and updated to reflect the structure, content and requirements of the national curriculum, and to include the latest policy context. Throughout, the range of underpinning literature has been expanded and there are completely new chapters on evidence based teaching in relation to phonics, reading for pleasure, and

teaching English through texts. All the existing features have been retained, and each chapter now also includes: a section on integrating ICT extension questions to challenge M level readers sections on evidence-based practice to encourage critical reflection and debate

Teaching Phonics in Context

Preventing Reading Difficulties in Young Children

This book supports teachers using phonics in their teaching of early reading. The authors show how important it is to ensure that children acquire a wide range of reading strategies, while also setting out practical 'pointers' which will enable teachers to translate the theory into effective practice. Readers will learn: - How to plan phonics within a rich, interactive and playful literacy pedagogy - How to construct relationships with the young readers in their classes and the texts around them - How to embed the teaching of phonics in carefully selected high quality materials - particularly in children's literature. Written for practicing teachers, student teachers on initial teacher training courses at undergraduate and postgraduate levels, the book will also be useful for advisors working on continuing professional development. Dr Kathy Gooch and Dr Andrew Lambirth are based at Canterbury Christ Church University in the field of early and primary education and literacy.

Phonics for Reading

This popular text, now in its Fourth Edition, introduces pre-service and in-service teachers to the most current theories and methods for teaching literacy to children in elementary schools. The methods presented are based on scientific findings that have been tested in many classrooms. A wealth of examples, hands-on activities, and classroom vignettes--including lesson plans, assessments, lists of children's literature books to fiction and nonfiction texts, and more--illustrate the methods and bring them to life. The text highlights the importance of teaching EVERY child to become competent in all of the nuances and complexities of reading, writing, and speaking. The value of reflection and peer discussion in learning to expand their students' literacies is emphasized. Readers are encouraged to reflect on their own experiences with reading and teaching throughout their lifetimes--experiences that will serve well in learning to teach reading. "Your Turn" boxes invite readers to think about their views of the material presented, and to talk with colleagues and teachers about their "best ways" of learning this new information. "Did You Notice?" boxes engage readers in observation and analysis of methods and classroom situations discussed in the text. Teachers' stories serve as models of successful teaching and to draw readers into professional dialogue about the ideas and questions raised. End-of-chapter questions and activities provide additional opportunities for reflection and discussion. All of these pedagogical features help readers expand and refine their

knowledge in the most positive ways. Topics covered in Teaching Reading to Every Child, Fourth Edition:

- *Getting to Know Your Students as Literacy Learners;
- *Looking Inside Classrooms: Organizing Instruction;
- *Assessing Reading Achievement; *The Importance of Oral Language in Developing Literacy; *Word Identification Strategies: Pathways to Comprehension;
- *Vocabulary Development; *Comprehension Instruction: Strategies At Work; *Content Area Learning; *What the Teacher Needs to Know to Enable Students' Text Comprehension; *Writing: Teaching Students to Encode and Compose; *Discovering the World Through Literature; *Technology and Media in Reading; *Teaching Reading to Students Who Are Learning English; *All Students are Special: Some Need Supplemental Supports and Services to Be Successful; and *Historical Perspectives on Reading and Reading Instruction. New in the Fourth Edition: *A new chapter on technology with state-of-the-art applications; *A new chapter with the most up-to-date information on how vocabulary is learned and on how it is best taught, responding to the national renewed interest in vocabulary instruction; *A new section on Readers/Writer's workshop with a focus on supporting student inquiry and exploration of multiple genres; *A more comprehensive chapter on literature instruction and the role of literature in the reading program with examples that support students' multigenre responses; *A discussion of literary theories with examples for classroom implementation; *Broader coverage of the phases of reading development from the pre-alphabetic stage to the full alphabetic stage; *A more inclusive chapter on writing instruction; and *A thoroughly revised chapter on teaching reading to

students who are learning English, including extensive information on assessment and evaluation.

Teaching a Preschooler to Read

Provides an explanation of phonics, a method of reading instruction that focuses on the relationship between sounds and their spellings, and features over one hundred activities for the classroom, as well as sample lessons, word lists, and teaching strategies.

Teaching Phonics & Word Study in the Intermediate Grades

"The book's strength lies in the ability of the contributors to draw conclusions in relation to the reading debate and constructively justify moving away from the reliance on a single phonics approach based on evidence from empirical research. The book offers a timely warning against reading becoming synonymous with synthetic phonics instruction, of children becoming mere 'functional decoders of print' (p. 53). The argument turns to the very real need for children to develop and understand the 'joy, relevance and use for reading' (p. 79); indeed in the current climate of synthetic phonics instruction children are in danger of losing the ability or the will to look at a book for pleasure." Early Years Debates about the teaching of reading and particularly which phonics method teachers should use have been simmering for many years. This groundbreaking book offers critical perspectives on the teaching of reading and phonics, openly challenging contemporary policy in both

England and the US. As well as providing refreshing insights into how children encounter texts in the increasingly complex world of literacy, the book celebrates the complexity, pleasure and passion that are the foundations of becoming a successful reader. Each chapter explores in-depth the processes involved as children engage in reading, from their interactions with texts in the very earliest stages through to the primary phase. Drawing on both research and theory, the book also shows how some contemporary understandings of reading are based on over simplistic and rationalised ideas about the reading process. A unique feature of this book is that it combines academic perspectives with the insights of parents and practitioners. The participation of those most closely involved with children complements the lively debate and contributions from researchers, providing a rich and inclusive range of ideas. Understanding Phonics and the Teaching of Reading is a stimulating read for educational studies students, students of teaching and learning, policy makers, educational researchers and teachers.

50 Fantastic Ideas for Teaching Phonics

Beginning to Read reconciles the debate that has divided theorists for decades over what is the "right" way to help children learn to read. 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. A Bradford Book

Phonics, Grade 1

Sing a Song of Poetry

How to Teach Phonics

The 50 Fantastic Things series is a no nonsense, ideas bank no frills, just 50 examples of great ideas already in practice!

Learning Phonics and Spelling in a Whole Language Classroom

What does research tell us about how teachers can most effectively help young students learn to read? In *Research-Based Methods of Reading Instruction, Grades K-3*, Sharon Vaughn and Sylvia Linan-Thompson explore the research on reading, providing a comprehensive overview of the five core instructional areas and how each affects student achievement: *Phonemic awareness *Phonics and Word Study *Fluency *Vocabulary *Comprehension

The authors include dozens of reading activities and lesson plans that teachers can use immediately, all of which have worked in actual classrooms and are grounded in solid research. A glossary and annotated resource lists will help you better understand key reading concepts and find reliable resources, including relevant Web sites. Whether your students have special needs or show no apparent learning difficulties, this book will expand your repertoire of teaching strategies and help you put students on the road to literacy.

Teaching Phonics Today

Phonics for the Teacher of Reading, tenth edition, presents the context of phonics as one strategy for identifying and learning new words. Designed for classroom teachers, reading teachers, and special education teachers who will soon be entering teaching for the first time, this text provides a tutorial for learning the elements of phonemic awareness and phonics. In addition, it helps sharpen teachers' knowledge of phonics, onsets and rimes, and how syllables affect pronunciation.

A Fresh Look at Phonics, Grades K-2

Raising Kids Who Read

Teaching Reading to Every Child

A stand-alone book for teaching a preschooler how to read. The method used is synthetic phonics. Reading instruction in most schools is in disarray, with the result that two-thirds of students never become proficient readers (this according to the the US government publication The Nation's Report Card). Why take a chance with your own child? Do the job yourself; many parents before you have done so successfully. All you need is this guide. With minor adjustments, this book can easily be adapted in order to teach reading to older students, homeschoolers, and even other adults.

Teach Your Child to Read in 100 Easy Lessons

We've been teaching reading wrong—a leading cognitive scientist tells us how we can finally do it right

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