



Word Identification Strategies: Building Phonics into a Classroom Reading Program (5th Edition)

By Barbara J. Fox

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Word Identification Strategies: Building Phonics into a Classroom Reading Program, Fifth Edition, gives pre- and in-service teachers essential information for planning and implementing effective word identification in elementary classroom reading programs—plus the tools to carry it out.

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Editorial Review

Review

Colleen Lelli, *Cabrini College*: “I chose this text for the in-depth phonics strategies and word identification strategies that are discussed in this book. Generally my students find this book to be an easy read and like the book a lot.”

Carianne Bernadowski, *Robert Morris University*: “A major strength of this text is its accessibility for students through the explicit explanation of strategies. Students particularly like the visuals provided with each strategy.”

Anitra E. Butler, *Prince George’s Community College*: “This text does an excellent job providing in-service teachers with strategies for literacy instruction. I value the anticipation guides in the beginning of each chapter in order to set the purpose for reading. I also appreciate the informational aides that the text provides as well as the graphic and organizational aides.”

Dr. Laura C. S. Jones, *Nazareth College*: “Fox’s text helps my students to develop a more principled understanding of how readers and spellers acquire the word identification strategies they need to be efficient, automatic decoders and encoders.”

From the Back Cover

For a comprehensive understanding of how to plan and implement effective word identification instruction in elementary classroom reading programs—and for a practical look at the tools to help you do it—turn to Barbara Fox’s *Word Identification Strategies: Building Phonics into a Classroom Reading Program, Fifth Edition*. In it, pre-service and in-service teachers get a straight-forward, easy-to-understand look at such topics as:

- how the word recognition process unfolds as children learn to read in the elementary school
- why and how to teach different strategies as children develop as readers and spellers
- best practices for teaching
- how children learn and use the letter-sound patterns of phonics
- the contribution that multiletter chunks (prefixes, suffixes, syllables, and Greek and Latin roots) make to learning new words.

This book focuses on effective practices for teaching English language learners and children at risk, includes ready-to-use review and practice activities that fit nicely into short periods of available time, cites research studies that support teaching various word identification strategies, and includes valuable information on using e-resources for teaching word identification in the elementary school.

More than a “phonics” book, this text takes a comprehensive approach to word identification, explaining all the print-based strategies children develop and use—providing a thorough understanding of teaching word identification, PreK through 5.

Reviewers rave:

“I chose this text for the in-depth phonics strategies and word identification strategies that are discussed in

this book. Generally my students find this book to be an easy read and like the book a lot." Colleen Lelli, *Cabrini College*

"A major strength of this text is its accessibility for students through the explicit explanation of strategies. Students particularly like the visuals provided with each strategy." Carianne Bernadowski, *Robert Morris University*

"This text does an excellent job providing in-service teachers with strategies for literacy instruction. I value the anticipation guides in the beginning of each chapter in order to set the purpose for reading. I also appreciate the informational aides that the text provides as well as the graphic and organizational aides." Anita E. Butler, *Prince George's Community College*

"Fox's text helps my students to develop a more principled understanding of how readers and spellers acquire the word identification strategies they need to be efficient, automatic decoders and encoders." Dr. Laura C. S. Jones, *Nazareth College*

About the Author

Barbara J. Fox is a Professor of Reading at North Carolina State University. Her experience with young readers comes from teaching in the elementary school and in her university teaching, which combines her talent for helping improve children's reading ability and educating reading professionals. In her spare time she is an avid reader and enjoys her family and three dogs.

Users Review

From reader reviews:

John Ashton:

Now a day individuals who Living in the era where everything reachable by match the internet and the resources inside can be true or not require people to be aware of each data they get. How many people to be smart in having any information nowadays? Of course the solution is reading a book. Looking at a book can help persons out of this uncertainty Information especially this Word Identification Strategies: Building Phonics into a Classroom Reading Program (5th Edition) book because book offers you rich data and knowledge. Of course the details in this book hundred pct guarantees there is no doubt in it as you know.

Jeremy Smith:

Playing with family in the park, coming to see the water world or hanging out with friends is thing that usually you could have done when you have spare time, then why you don't try point that really opposite from that. A single activity that make you not sensation tired but still relaxing, trilling like on roller coaster you already been ride on and with addition of knowledge. Even you love Word Identification Strategies: Building Phonics into a Classroom Reading Program (5th Edition), you are able to enjoy both. It is excellent combination right, you still need to miss it? What kind of hang type is it? Oh can happen its mind hangout men. What? Still don't buy it, oh come on its identified as reading friends.

James Sellers:

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