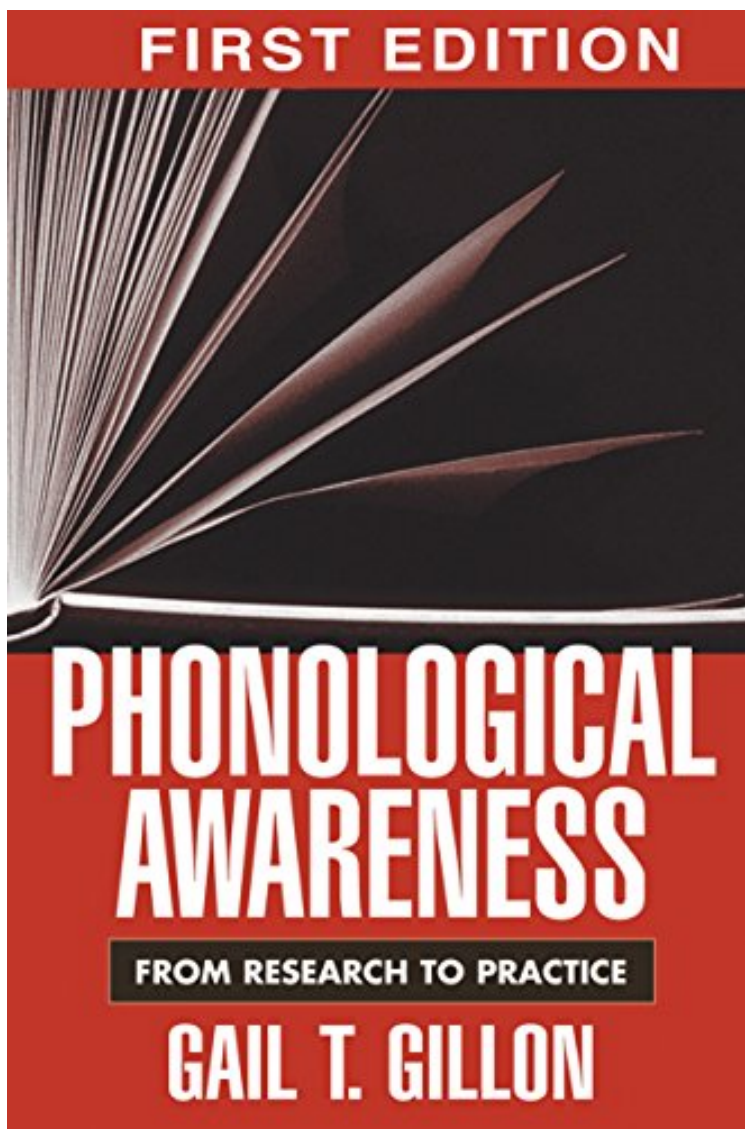


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## Phonological Awareness: From Research to Practice (Challenges in Language and Literacy)

*Gail T. Gillon PhD*

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**Gail T. Gillon PhD : Phonological Awareness: From Research to Practice (Challenges in Language and Literacy)** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Phonological Awareness: From Research to Practice (Challenges in Language and Literacy):

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shape! I was really pleased with my order. The book itself was very informative.

This unique resource provides a comprehensive review of current knowledge about phonological awareness, together with practical guidance for helping preschoolers to adolescents acquire needed skills. Up-to-date findings are synthesized on the development of phonological awareness; its role in literacy learning; and how it can be enhanced in students at risk for reading difficulties and those with reading disorders or speech or language impairments. Of particular value to general and special educators and speechlanguage professionals, the book's clear recommendations for assessment and intervention show how to translate the research into day-to-day teaching and clinical practice.

"This book will become a classic for students, teachers, clinicians, and researchers interested in phonological awareness. Gillon writes in a crystal-clear fashion and provides thorough information on a breadth of topics critical to understanding theory, practice, and research in this area. One comes away with a solid sense of being informed.' Ideal for those already knowledgeable about phonological awareness as well as newcomers to the topic, the book will serve as an excellent text for advanced courses in reading, speech-language pathology, and elementary education."--Nicholas W. Bankson, PhD, Department of Communication Sciences and Disorders, James Madison University"Providing a thorough review of the scientific literature on phonological processing, Gillon skillfully walks the reader along the path from research to practice. The implementation and adaptation of the evidence-based practices explained in this reader-friendly volume is facilitated by numerous examples and case studies and could have far-reaching benefits for children at risk for literacy learning difficulties. This book should be required reading for teachers, teacher educators, and others involved in the process of helping children become literate."--Barbara W. Hodson, PhD, Department of Communicative Sciences and Disorders, Wichita State University"An outstanding and much-needed book that is a must read' for reading specialists and speech-language therapists. Covering every important topic within the domain of phonological awareness, Gillon provides a clear but comprehensive explanation of research underpinnings for her practical guidelines on assessment and instruction of both oral and written language. The depth of her understanding and scholarship, coupled with the utility of her recommendations for intervention, makes this an unusually fine resource. I will consult it often."--Louisa Moats, EdD, Director of Literacy Research and Professional Development, Sopris West Educational Services, Longmont, Colorado"Gail Gillon provides a thorough review of relevant research on phonological skills and their role in literacy acquisition. This is also a sourcebook for clinicians who need to justify their intervention for children with literacy difficulties as best practice. Undergraduate and graduate students in speech and language therapy and primary education will appreciate this books accessibility and will rely on its ideas in both clinic and classroom practice."--Barbara J. Dodd, PhD, Department of Education, Communication, and Language Sciences, The University of Newcastle Upon Tyne, United Kingdom