



Progress in Understanding Reading: Scientific Foundations and New Frontiers

By Keith E. Stanovich PhD, Keith E. Stanovich

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The last 25 years have seen tremendous advances in the study of psychological processes in reading. Our growing body of knowledge on the reading process and reading acquisition has applications to such important problems as the prevention of reading difficulties and the identification of effective instructional practices. This volume summarizes the gains that have been made in key areas of reading research and provides authoritative insights on current controversies and debates. From one of the most accomplished and widely cited scholars in the field, the volume is divided into seven parts. Each part begins with a new introductory chapter presenting up-to-date findings on the topic at hand, followed by one or more classic papers from the author's exemplary research program. Significant issues covered include phonological processes and context effects in reading, the "reading wars" and how they should be resolved, the meaning of the term "dyslexia," and the cognitive effects and benefits of reading.

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Editorial Review

Review

"This book is a *tour de force* in which Keith Stanovich reflects on his lifetime of pioneering research in the field of reading acquisition and disabilities. Presented are classic papers published over more than two decades, together with lucid discussions of Stanovich's current thinking on each topic. Readers gain the rare opportunity to observe how a scientist of this caliber develops his ideas and arguments over time, and why. Of particular relevance to readers interested in language and literacy disabilities are Stanovich's arguments for using theories of normal processing to constrain theories of reading disability; his case for seeing phonological problems as the source of most reading disabilities; and the evidence he presents on how the gap between poor and good readers widens with age."--Judith F. Duchan, PhD, State University of New York at Buffalo

"This superbly written work will serve as a monument to many of the late 20th century's remarkable scientific achievements in the field of reading acquisition and reading disabilities. It is also a moving personal testament to an exceptionally creative scientist, profound thinker, and humanist. The volume will be an invaluable resource for graduate students and researchers in education and psychology, as it reveals not only many of the psychological mysteries of reading, but also the inner workings of the practice of science." --David L. Share, PhD, Faculty of Education, University of Haifa, Israel

"Keith Stanovich weaves many of his important papers into a splendid tapestry of programmatic research." --Philip B. Gough, PhD, Barbara Pierce Bush Regents Professor, University of Texas at Austin

"Keith Stanovich takes us on a personal tour of nearly 25 years of research and controversy in reading. We get some of his best papers--papers very important to the field--reprinted in one volume. The new material that interleaves these papers gives rich inside views on the process of research and its historical and social contexts. The 'Best of Stanovich,' as one would expect, is very good indeed." --Charles A. Perfetti, PhD, Professor of Psychology and Linguistics, University of Pittsburgh

From the Back Cover

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About the Author

Keith E. Stanovich, PhD, is currently Professor of Human Development and Applied Psychology at the Ontario Institute for Studies in Education of the University of Toronto. He is the only two-time winner of the Albert J. Harris Award from the International Reading Association for influential articles on reading. In 1995 he was elected to the Reading Hall of Fame as the youngest member of that honorary society. In 1996 he was given the Oscar Causey Award from the National Reading Conference for contributions to research, and in

1997 he was given the Sylvia Scribner Award from the American Educational Research Association. Stanovich is a Fellow of the American Psychological Association (Divisions 3 & 15), the American Psychological Society, and the International Academy for Research in Learning Disabilities, and is a Charter Member of the Society for the Scientific Study of Reading. He was a member of the Committee on the Prevention of Reading Difficulties in Young Children of National Research Council/National Academy of Sciences. He is the author or editor of two previous books.

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Philip Brown:

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