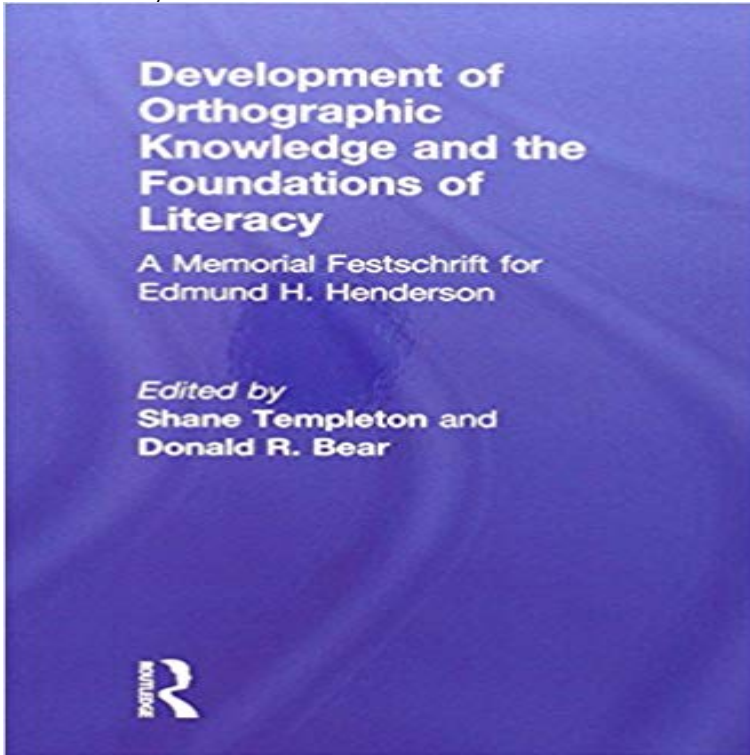


Development of Orthographic Knowledge and the Foundations of Literacy: A Memorial Festschrift for edmund H. Henderson



This volume unites spelling and word recognition -- two areas that have largely remained theoretically and empirically distinct. Despite considerable advances in the investigation of processes underlying word perception and the acknowledgement of the seminal importance of lexical access in the reading and writing processes, to date the development and functioning of orthographic knowledge across both encoding and decoding contexts has rarely been explored. The book begins to fill this void by offering a coherent and unified articulation of the perceptual, linguistic, and cognitive features that characterize an individuals advancing word/orthographic knowledge, providing evidence for a common knowledge base underlying spelling in writing and word recognition in reading. From a developmental perspective, the studies and syntheses presented in this volume blend insights from psychology and language study with those from clinical and classroom observations. These insights help explain how individuals, from preschool through adolescence, develop knowledge of the orthographic system underlying word structure in English and how they apply this knowledge in actual writing and reading contexts. Implications are drawn for the assessment and teaching of spelling, vocabulary, and word analysis from primary through middle grades.

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