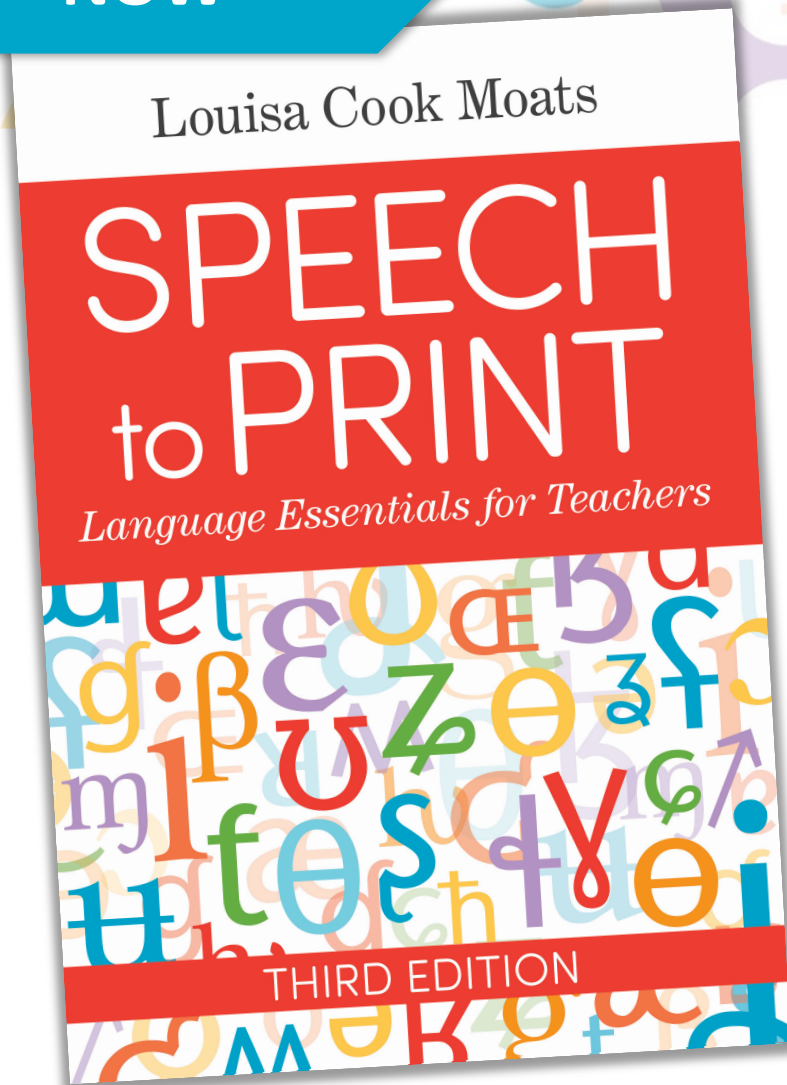


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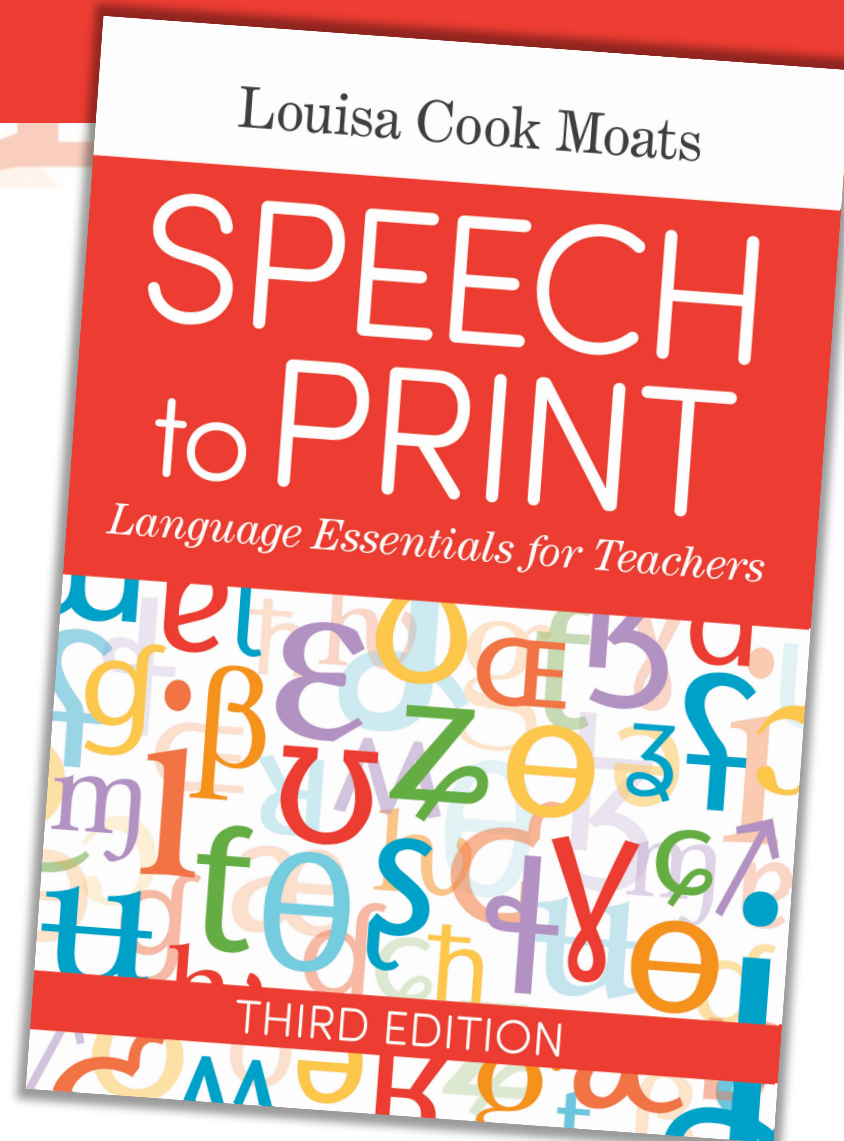
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Speech to Print Workbook





About *Speech to Print*

About *Speech to Print*

For two decades, *Speech to Print* has been a bestselling, widely adopted textbook on **explicit, high-quality literacy instruction**. Now the anticipated third edition is here, fully updated with ten years of new research, a complete package of supporting materials, and expanded guidance on the how of assessment and instruction in today's classrooms.

Through **case studies, activities, recommended teaching principles**, and close analysis of **real-world student work samples**, teachers will also receive invaluable insight into how their students should be taught.

Ideal for use in **preservice courses** and **in-service professional development sessions**, this essential textbook will give educators the strong foundation they need to teach language and reading skills to students with and without disabilities.

About the Author



Louisa Moats, Ed.D.

Dr. Moats has been a teacher, psychologist, researcher, graduate school faculty member, consultant, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation.

Dr. Moats's awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field; the Eminent Researcher Award from Learning Disabilities Australia; and the Benita Blachman award from the Reading League.

[Read Dr. Moats's full bio](#)



Interior Features

About the Features

The third edition of *Speech to Print, Language Exercises for Teachers*, includes a variety of features designed to enhance reader understanding.

Examples include:



Chapter Goals



Chapter Summaries



Sample Activities



Key Terms



Chapter Exercises



References & Notes



Tables and Figures



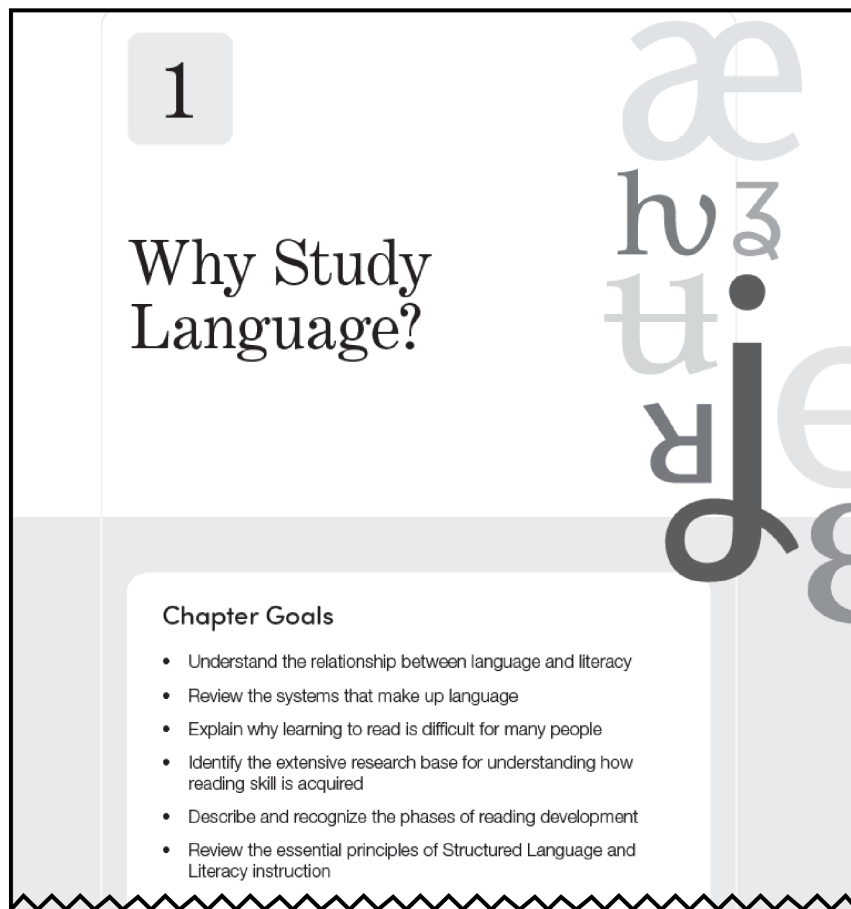
Answer Keys



Appendices



Chapter Goals



1

Why Study Language?

Chapter Goals

- Understand the relationship between language and literacy
- Review the systems that make up language
- Explain why learning to read is difficult for many people
- Identify the extensive research base for understanding how reading skill is acquired
- Describe and recognize the phases of reading development
- Review the essential principles of Structured Language and Literacy instruction

Chapter goals appear at the beginning of each chapter to orient readers to the key content of that particular chapter.



Key Terms

Phonetics: The Sounds in Speech

39

during the Elizabethan period, English speakers produced a palatal fricative that remains in our spelling system as the *gh* in *knight*, *enough*, and *ghost*, which is no longer a part of English, is pronounced like the *ch* with the tongue raised as if to pronounce /g/ but not touching the roof of the mouth.

The last fricative, /h/, is a glottal sound; it is made with the throat open. It is not continuous like the other fricatives, always is followed by a vowel sound. The /h/ phoneme is usually both preceded and followed by a vowel, as in *Ahab*, *cohabitation*.

Affricates /tʃ/ and /dʒ/, as in *chin* and *gin*, are each composed of a stop and a fricative and are not continuous sounds. In English there are two affricates, which differ only in voicing: /tʃ/ in the words *etch* and *church*, and /dʒ/ in *age* and *judge*. The spellings or graphemes used to spell the sounds /tʃ/ and /dʒ/ are *ch* and *ge*, include the stop consonants /t/ and /d/, mouth position at the beginning of the production of /tʃ/ and /dʒ/.

The **liquids**, /l/ and /r/, are the most problematic for speech articulation, reading, and spelling. These are among the most difficult for the speech production of many children and the most difficult for speech therapy because they “float” in the mouth. The liquids have no end point in articulation. Furthermore, the /r/ is articulated differently depending on whether it is in the beginning of a word (*rainbow*, *far*). Usually /l/ is described as a **lateral liquid**, with the tip of the tongue against the alveolar ridge and the sides of the tongue held down to allow air to pass to the side of the tongue. The American English consonant /r/ is usually made with the tongue curled back or bunched up behind the alveolar ridge, but there is considerable variation from speaker to speaker and from language to language.

In some languages, such as Spanish, this liquid phoneme is realized with the tongue more forward on the alveolar ridge. In British English, the flapped (represented by /ɾ/) with the tongue against the alveolar ridge is the most typical pronunciation of *very* [vɛrɪ]. In English, the most typical pronunciation, but if they follow a voiceless consonant in a syllable, they are voiceless, as in *play* or *pray*.

Some languages have no liquids at all. Others, notably Cantonese, have only one liquid phoneme, pronounced as a flap [ɺ], and the difference between /r/ and /l/. Speakers of these Asian languages may have difficulty with English words with liquids, and they may substitute /l/ for /r/ or vice versa.

Glides, along with liquids, have vowel-like qualities and are sometimes called **semivowels**. They include /w/ (as in *which*), /w/ (as in *witch*), and /j/ (as in *yes*). An earlier version of this book classified /h/ as a glide, but this edition yields to the more typical classification of /h/ as a glottal fricative. Glides are similar to vowels and always occur right before vowels. They differ from vowels, however, in that they do not form the peak of a syllable. The beginning sounds of *yes* and *went* do not obstruct the air stream in the mouth, and the tongue quickly moves from the glide to the vowel that follows it. Glides are never followed by another consonant in the same syllable and never are the last sound in an English word. Therefore, when the letters *y* and *w* are used in spelling words such as *boy* and *snow*, they are not representing consonant glide phonemes; they work as part of a vowel letter team or grapheme to represent a vowel sound.

Glossary

Affix A morpheme or meaningful part of a word attached before or after a root or base word to modify its meaning; a category that includes prefixes and suffixes.

Affricate Consonant phoneme articulated as a stop before a fricative, such as /tʃ/ or /dʒ/.

Agent Thematic role of the noun in a sentence whose referent performs the action of the verb (*The girl threw the ball*).

Agreement The requirement that linked nouns and verbs must agree in tense, number, and person.

Allophone A predictable phonetic variant of a phoneme, such as nasalized vowels.

Allophonic variation Systematic variability in production of phonemes; the fact that speech sounds “heard” as the same phoneme differ slightly in articulation.

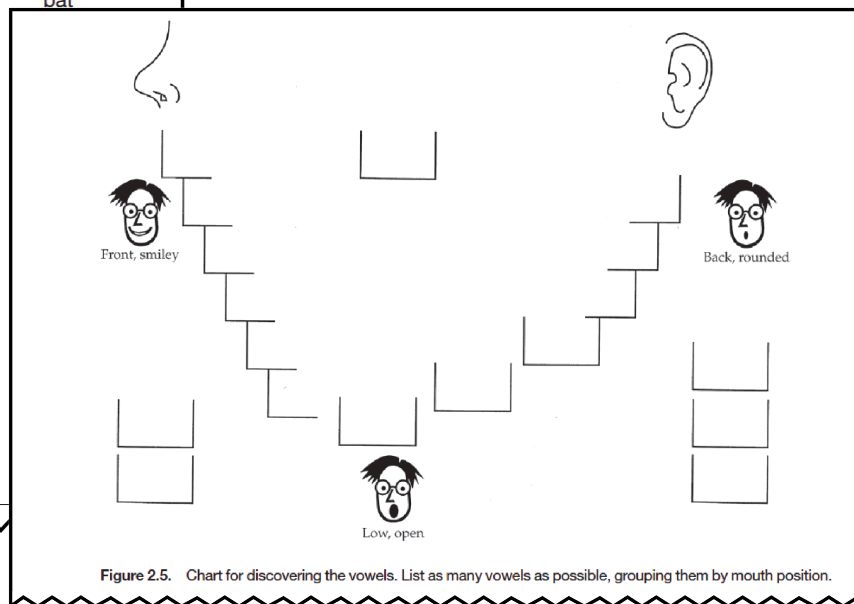
More than 250 key terms and topics are defined in the chapters and can be easily referenced in the glossary.



Tables and Figures

Table 2.1. American English vowels: phonetic and phonic symbols

Phonetic symbol	Phonic symbol	Spelling
/i/	ē	beet
/ɪ/	ĩ	bit
/e/	a	bait
/ɛ/	ě	bet
/æ/	ă	bat
/aɪ/	ɿ	
/ɑ/	ō	
/ʌ/	ũ	
/ɔ/	aw	
/o/	o	
/ʊ/	oo	
/u/	u	
/yʊ/	yu	
/ə/	ə	
/ɔɪ/	oi, oy	
/æw/	ou, ow	
/ɛr/	er	
/ar/	ar	
/or/	or	



Tables and figures reinforce important concepts and provide ways to more easily understand the material.



Chapter Summaries

SUMMARY: UNDERSTANDING AND TEACHING SPEECH SOUNDS

The major distinctions for understanding and teaching speech sounds and their relationship to print include the classes of consonants and vowels. Each of these classes of speech sounds has distinct features or properties, and the features of these sounds can be represented by their place and manner of articulation. Identifying the existence of the speech sound inventory is not an easy or obvious task because the sounds we think of as phonemes are buried in the continuous stream of speech that makes words, phrases, and sentences.

English spelling is not a good phonetic representation of speech because it has too few symbols (26) for more than 40 speech sounds and they are used in complex and varying ways. Therefore, a phonetic alphabet is useful for representing the component sounds in words.

Consonants, closed speech sounds made with an obstruction of air, share features with each other when they are spoken in the same place in the mouth.

Each chapter closes with a final section that summarizes its key elements and provides readers with an abstract of the covered material.



Chapter exercises

EXERCISE 2.1 Counting the Number of Phonemes in Words

Do this with a group, if possible. Hold up the number of fingers that represents the number of discrete phonemes or sounds that you hear in the word. Or, write the number next to the word, here.

ice	choose	mix	soothe
sigh	sing	pitched	her
day	thorn	straight	boy
aide	quake	measure	shout

Exercises spread
throughout each chapter
address key concepts to aid
reader comprehension.



Answer Keys

ANSWER KEY

Chapter 2 Exercises

EXERCISE 2.1. Counting the Number of Phonemes in Words

ice (2)	choose (3)	mix (4)	soothe (3)
sigh (2)	sing (3)	pitched (4)	her (2)
day (2)	thorn (3)	straight (5)	boy (2)
aide (2)	quake (4)	measure (4)	shout (3)

EXERCISE 2.2. Identify the Third Phoneme

choose /z/	pneumonia /m/	kitchen /tʃ/ or /ch/
writhe /ð/ or / <u>th</u> /	vision /ʒ/ or /zh/	square /w/
sink /ŋ/ or /ng/	folk /k/	

At the end of each chapter readers will find answer keys for all exercises included in the chapter.



Sample activities

SAMPLE ACTIVITIES FOR PRESCHOOL OR BEGINNING KINDERGARTEN LEVEL

These activities are the easiest, the starting point for phonological awareness instruction. They are appropriate for 4- and 5-year-olds who are just learning to pay attention to speech or older students with severe phonological processing difficulties. They include rhyme identification, syllabication, and mental manipulation of onsets and rimes within syllables.

Rhyme Judgment

Say: “Words rhyme if the last part of each word sounds the same. *Cake* and *bake* rhyme; so do *merry* and *cherry*. Listen while I say the poem, and get ready to say the rhyming word. Jack and *Jill* went up the *hill*. What words rhyme?”

Rhyme Matching

Say: “Listen carefully. Rhyming Robot wants to find a match for each of his favorite words. If one of his favorite words is *shake*, then which of these words can he have: *meat*, *steak*, or *corn*?”

Alliteration

Say: “Peter Piper picked a peck of pickled peppers.”

Sample activities are
included throughout the
book to provide concrete
guidance for readers.



References and Notes

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2. Pinker, 1999
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4. Graham & Perin, 2007
5. Schatschneider, Fletcher, Francis, Carlson, & Foorman, 2004; Vellutino, Tunmer, Jaccard, & Chen, 2007
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7. Sources for theories of grammar include Fromkin, Rodman, & Hyams (2014); Pinker (1994); Pinker (1999); and Scott & Koonce (2014)
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11. Hochman & Wexler, 2017; Graham & Hebert, 2010; Scott & Koonce, 2014
12. Eberhardt, 2013; Graham & Perin, 2007; Hochman & Wexler, 2017; Saddler, 2012
13. Carreker, 2006
14. Schleppegrell, 2004, 2013
15. Saddler, 2009, 2012

Citations include review articles, reports of study findings, research findings, and other key references that can be used to find additional information.



Appendices

APPENDIX A

General Scope and Sequence for Reading and Spelling Instruction

1. Phoneme–Grapheme Correspondences, Level 1
2. Phoneme–Grapheme Correspondences, Level 2
3. Six Syllable Types and Oddities in Multisyllable Words
4. Orthographic Rules and Generalizations
5. Other Aspects of Orthography
6. Basic Morphology (Anglo-Saxon and Latin)

In addition to the glossary and references there are 6 helpful resources included in the appendix.



New Content

About the Content

In the new edition, you'll find the following:

- New and expanded practical content on the how of language and reading instruction
- New and updated chapter exercises
- New faculty support materials
- More on key topics like program and curricula selection, frameworks for instructional planning, and problem solving when students are slow to respond to intervention

About the Content

- More accessible, undergraduate-friendly tone and structure
- Additional graphics to illustrate key concepts

Table of Contents

Chapter 1	Why Study Language?
Chapter 2	Phonetics: The Sounds in Speech
Chapter 3	Phonology: Speech Sounds in Use
Chapter 4	The Structure of English Orthography
Chapter 5	Morphology for Reading, Spelling, and Vocabulary
Chapter 6	Syntax: How Sentences Work
Chapter 7	Semantics: Word and Sentence Meaning
Chapter 8	Structured Language and Literacy Instruction



Online Companion Materials

About the Materials

The third edition of *Speech to Print, Language Exercises for Teachers*, offers online companion materials to supplement and expand the knowledge and strategies provided in this text.

The materials are available to all readers.

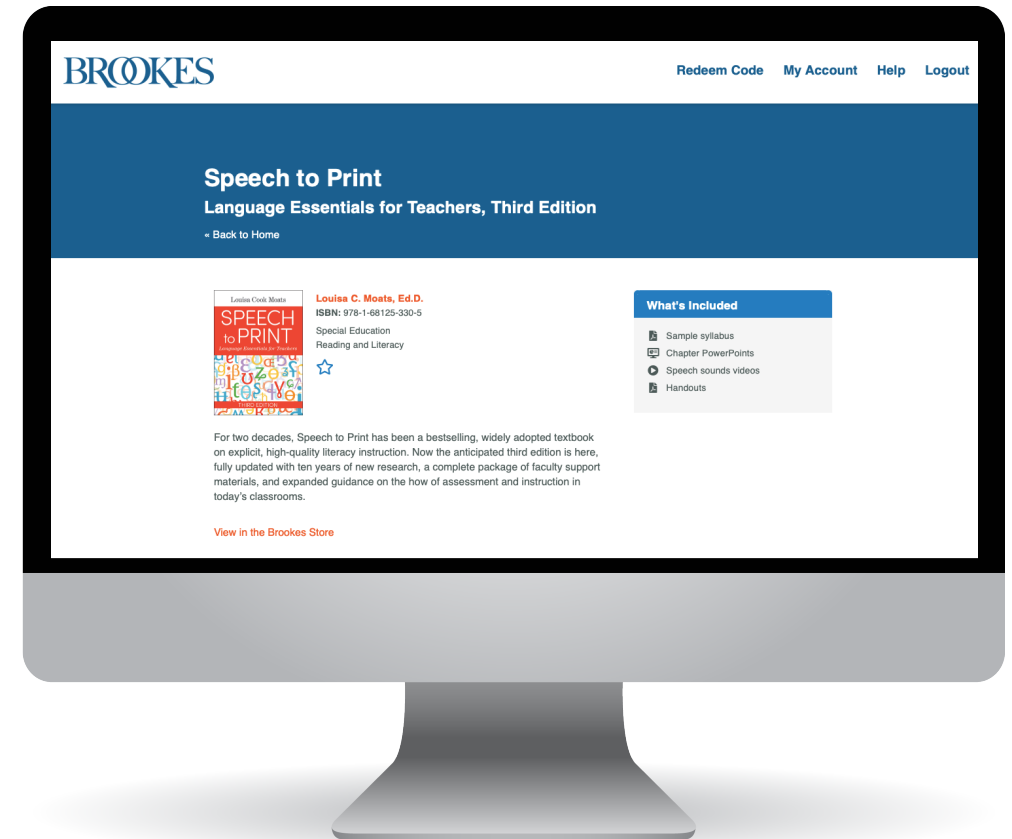
All materials may be accessed via the Brookes Download Hub.

About the Reader Materials

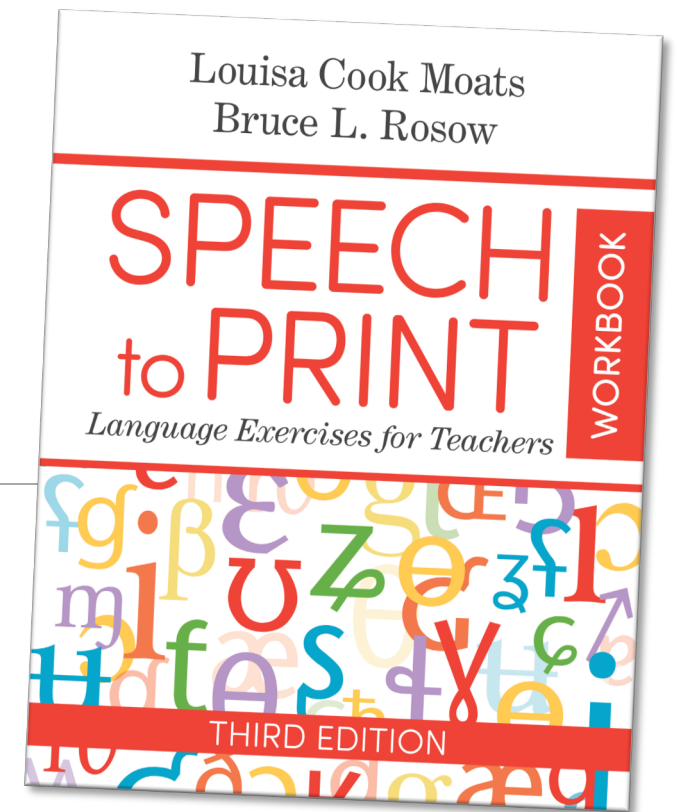
All purchasers of this book can access, download, and print the following from the Brookes Download Hub:

- Sample syllabus/course outline
- PowerPoint slide decks to accompany each chapter
- PDF handouts for selected concepts
- Videos demonstrating production of all the sounds in the English language

[Visit the Brookes Download Hub](#) ►



Speech to Print Workbook



About the *Speech to Print* Workbook

The **ideal companion** to the third edition of the bestselling *Speech to Print* textbook, this revised workbook helps teachers deepen their understanding of spoken and written English, practice and strengthen their skills and knowledge, and prepare to deliver high-quality reading instruction.

Perfect for **preservice teacher education courses** or for **in-service professional development**, this workbook will help ensure that educators grasp the complex concepts in *Speech to Print*—and successfully teach children the critical literacy skills they'll need for the rest of their lives.



New Content

About the Content

In the new edition, you'll find the following:

- More than 30 brand-new exercises not found in the *Speech to Print* textbook
- Revised and updated exercises throughout
- Extensive new content and exercises addressing syntax and semantics
- New chapter quizzes reinforcing teachers' knowledge of language building blocks, including phonology, orthography, morphology, syntax, and semantics

About the Content

- Exercises that provide models and tips for teaching selected concepts to students
- A new final course exam

Table of Contents

Chapter 1	To the Student
Chapter 2	Phonetics
Chapter 3	Phonology
Chapter 4	The Structure of English Orthography
Chapter 5	Morphology
Chapter 6	Syntax
Chapter 7	Semantics



Online Companion Materials

About the Materials

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Some materials are available to all readers. Other materials are reserved for verified faculty members.

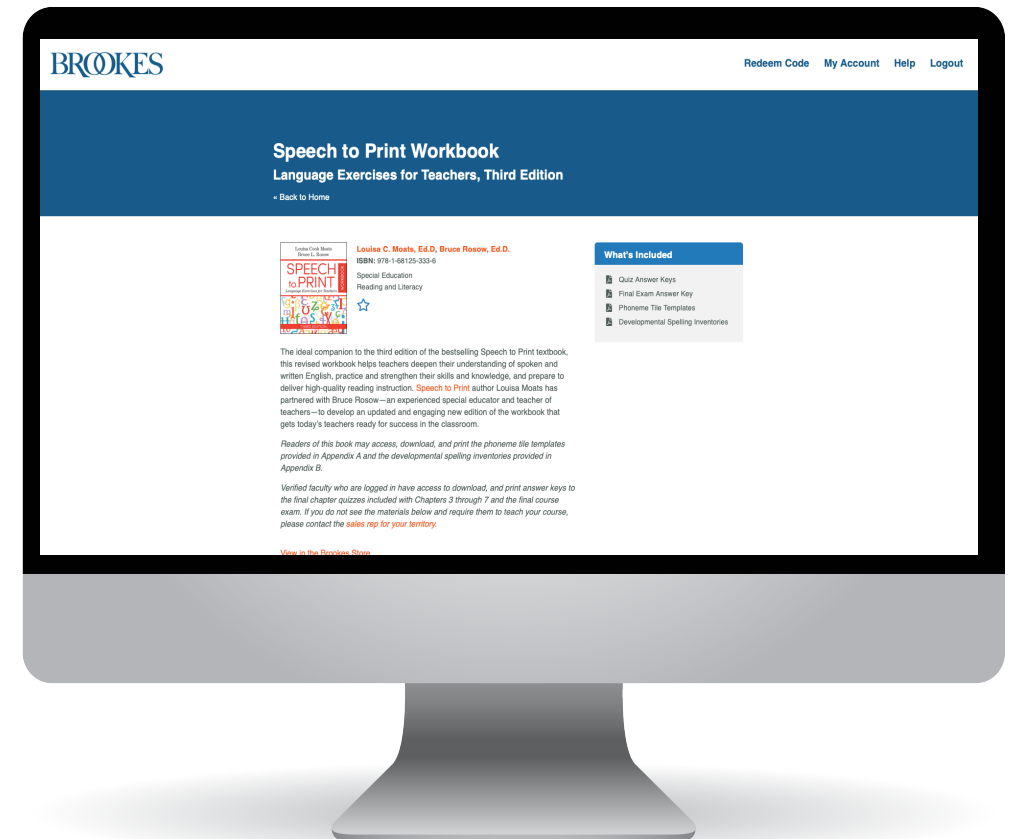
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- Phoneme tile templates
- Developmental spelling inventories
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- Videos demonstrating production of all the sounds in the English language

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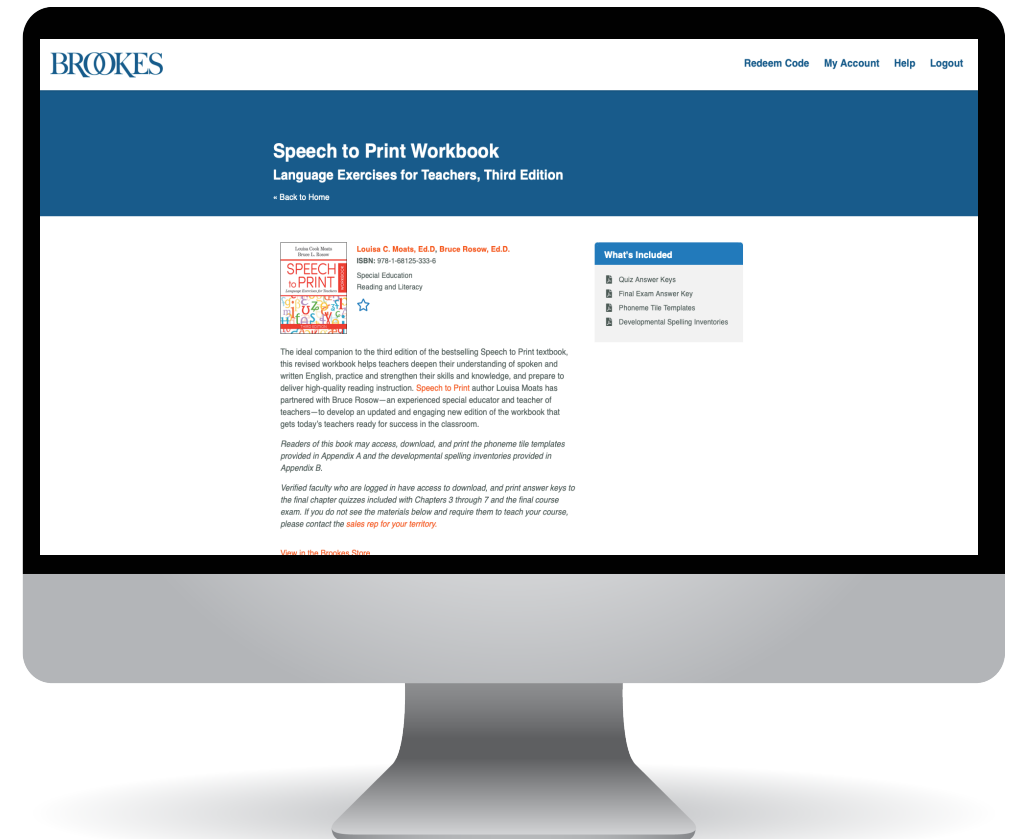


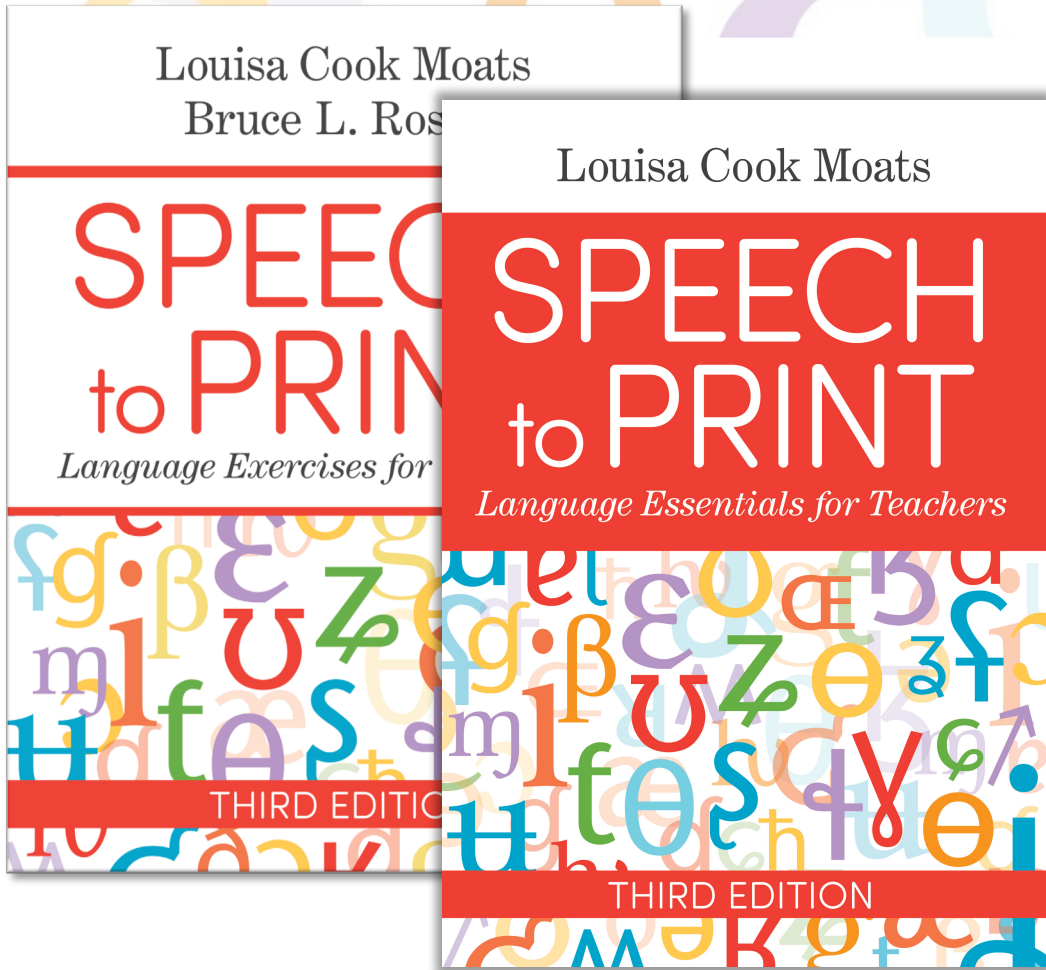
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- Chapter quiz answer keys
- Final exam answer key

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