



Science of Reading  
Resource

Resources Included in the Reading Science Model Syllabi

Course	For Faculty	For Students
Foundations of Literacy	<p><b>Alternative Texts:</b></p> <p>McCardle, P., Chhabra, V., Kapinus, B. (2008). <i>Reading Research in Action: A Teacher’s Guide for Student Success</i>. Baltimore, MD: Brookes Publishing.</p> <p>Moats, L., (2019). Structured Literacy™: Effective Instruction for Students with Dyslexia and Related Reading Difficulties. <i>PERSPECTIVES on Language and Literacy</i>, 45(2)</p> <p><b>Resources for Faculty:</b></p> <p>Castle, A., Rastle, Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. <i>Psychological Science in the Public Interest</i> 2018, Vol. 19(1) 5–51</p> <p>Dehaene, S. (2009). <i>Reading in the Brain</i>. New York: Penguin Group.</p> <p>Ehri, L. C. (2005). Learning to read words: Theory, findings, and issues. <i>Scientific Studies of Reading</i>, 9, 167-188.</p>	<p><b>Primary Texts:</b></p> <p>Willingham, D. T. (2017). <i>The Reading Mind</i>. San Francisco, CA: Jossey-Bass.</p> <p>Core Literacy Library (2018). <i>Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3rd Edition</i>. Berkeley, CA: Arena Press.</p> <p><b>Additional Required Reading:</b></p> <p>Dickinson D.K, Golinkoff, R.M., &amp; Hirsh-Pasek, K. (2010). Speaking out for language: Why language is central to reading development. <i>Educational Researcher</i>, 39 (4), pp. 305–310</p> <p>Farrell, L., Davidson, M., Hunter, M., &amp; Osenga, T. (2010). <i>The Simple View of Reading: Research of Importance to All educators</i>. Readsters, LLC.</p> <p>National Institute of Child Health &amp; Human Development (NICHD). (2000). <i>Report of the National Reading Panel Report. Summary and Full Report.</i></p>

	<p>Gough, P.B. &amp; Tunmer, W.E. (1986). Decoding, reading, and reading disability. <i>Remedial and Special Education</i>, 7, 6-10.</p> <p>McCardle, Chhabra, &amp; Kapinus (2008) is a great support text for creating lectures throughout this class. It is on the older side so we did not ultimately use it as a main text for the course but, it was considered.</p> <p>Rayner, K., Foorman, B.R., Perfetti, C. A., Pesetsky, D., &amp; Seidenberg, M. (2001). How psychological science informs the teaching of reading. <i>Psychological Science in the Public Interest</i>, 2, 31-74.</p> <p>Seidenberg, M. (2017). <i>Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It</i>. New York: Basic Books.</p> <p>Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman &amp; D. Dickinson (Eds.), <i>Handbook for research in early literacy</i> (pp. 97–110). New York, NY: Guilford Press.</p> <p>Spear-Swerling, L. (2015). The Power of RTI and Reading Profiles: A Blueprint for solving reading problems.</p> <p>Stanovich &amp; Stanovich (2003) <i>Using research and reason in education: How teachers can use scientifically based research to make curricular &amp; instructional decisions</i>. Washington, DC: The Partnership for Reading</p>	<p>Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., &amp; Seidenberg, M. S. (2002). How should reading be taught? <i>Scientific American</i>, 286(3), 84-91.</p> <p>Spear-Swerling, L. (2018). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. <i>Teaching Exceptional Children</i>, 51(3), 201-211.</p> <p>Spear-Swerling, L. &amp; Sternberg, R.J. (2001). What Science offers teachers of reading. <i>Learning Disabilities Research &amp; Practice</i>, 16, 51-57.</p> <p><u>Educator's Practice Guides from Institute of Education Sciences</u></p> <p>Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan Thompson, S., &amp; Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://ies.ed.gov/ncee/wwc/publications_reviews.aspx">http://ies.ed.gov/ncee/wwc/publications_reviews.aspx</a>.</p> <p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016 4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a>.</p> <p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T.,</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Wolf, M. (2018) <i>Reader, Come Home: The Reading Brain in a Digital World</i>. New York: Harper Collins.</p> <p><b>Web Resources:</b></p> <p>Interview with neuroscientist Dr. Mark Seidenberg  <a href="https://www.readingrockets.org/teaching/experts/mark-seidenberg">https://www.readingrockets.org/teaching/experts/mark-seidenberg</a></p> <p>What To Ask When Evaluating Any Procedure, Product, or Program Found on their website:  <a href="https://www.asha.org/slp/evaluate.htm">https://www.asha.org/slp/evaluate.htm</a></p> <p>Additional resources regarding adolescent literacy  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools?fbclid=IwAR1ra7m3K_uibr0a0ButZCEtKEFMXM7AY2SQyeEv2ZI17Q-ivrufFUDQXg">https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools?fbclid=IwAR1ra7m3K_uibr0a0ButZCEtKEFMXM7AY2SQyeEv2ZI17Q-ivrufFUDQXg</a></p> <p>From the Reading Rockets website, here is a video on the SVR and reading development  <a href="https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read">https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read</a></p> <p>How the Brain Learns to Read—Lecture by Stanislas Dehaene <a href="https://www.youtube.com/watch?v=25GI3-kiLdo&amp;feature=share">https://www.youtube.com/watch?v=25GI3-kiLdo&amp;feature=share</a></p> <p>Reading and the Brain Videos from Reading Rockets:  <a href="https://www.readingrockets.org/atoz/1114/video">https://www.readingrockets.org/atoz/1114/video</a></p> <p>Reading Rope graphic explained:</p>	<p>and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a>.</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://whatworks.ed.gov/publications/practiceguides">whatworks.ed.gov/publications/practiceguides</a>.</p> <p><b>Web Resources:</b></p> <p>National Assessment of Educational Progress, Reading: <a href="https://nces.ed.gov/nationsreportcard/reading/">https://nces.ed.gov/nationsreportcard/reading/</a></p> <p>Ohio Department of Education, Ohio School Report Cards—<a href="https://reportcard.education.ohio.gov/">https://reportcard.education.ohio.gov/</a></p> <p>Reading Rockets</p> <p>Website--Classroom Strategies: <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a></p> <p>Children of the Code: <a href="https://childrenofthecode.org">https://childrenofthecode.org</a></p> <p>Daniel Willingham’s Website: <a href="http://www.danielwillingham.com">http://www.danielwillingham.com</a></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><a href="https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/">https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/</a></p> <p>Reading Rockets website—classroom strategies page is filled with teaching examples <a href="https://www.readingrockets.org/strategies">https://www.readingrockets.org/strategies</a></p> <p>Resources on IRIS webstie around MTSS/RTI <a href="https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/">https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/</a></p> <p>Resources for Reading Disability</p> <ul style="list-style-type: none"> <li>- International Dyslexia Association: <a href="https://dyslexiaida.org/">https://dyslexiaida.org/</a></li> <li>- IDEA: <a href="https://sites.ed.gov/idea/regs/b/a/300.8/c/10">https://sites.ed.gov/idea/regs/b/a/300.8/c/10</a></li> <li>- NCLD: <a href="https://www.nclد.org/">https://www.nclد.org/</a></li> <li>- Ohio: <a href="http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific-Learning-Disability">http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific-Learning-Disability</a></li> </ul>	
Phonological Awareness and Phonics	<p><b>Alternative Texts:</b></p> <p>Henry, M.K. (2005). <i>Unlocking literacy: Effective decoding &amp; spelling instruction</i> (2<sup>nd</sup> Ed.). Baltimore: Brookes Publishing Company.</p> <p>Moats, L.C. (2010). <i>Speech to print: Language essentials for teachers</i> (2nd edition). Baltimore: Paul H. Brookes Publishing Co.</p> <p>Kilpatrick, D. A. (2015). <i>Essentials of assessing, preventing, and overcoming reading difficulties</i>. Hoboken NJ: Wiley.</p> <p><b><u>Resources for the instructor</u></b></p> <p>Blevins, W. (2017). <i>Teaching phonics &amp; word study in the</i></p>	<p><b>Primary Texts:</b></p> <p>Cain, K. (2010). <i>Reading development and difficulties</i>. Great Britain: BPS Blackwell.</p> <p>Klinger, J., Vaughn, S., Boardman, A. (2015). <i>Teaching reading comprehension to students with learning difficulties, 2<sup>nd</sup> edition</i>. New York: The Guildford Press.</p> <p>*Archer, A.L., Hughes, C.A. (2011) <i>Explicit instruction: Effective and efficient teaching</i>. New York: The Guilford Press.</p> <p>*Core Literacy Library (2018). <i>Teaching Reading Sourcebook: For All Educators Working to Improve Reading</i></p>

<p><i>intermediate grades</i> (2<sup>nd</sup> Edition). New York: Scholastic.</p> <p>Blevins, W. (2017). <i>A fresh look at phonics: Common causes of failure and 7 ingredients of success</i>. Thousand Oaks, CA: Corwin Literacy.</p> <p>Fox, B. (2014). <i>Phonics and word study for the teacher of reading: Programmed for self-instruction</i> (11<sup>th</sup> Edition). Boston: Pearson.</p> <p>Gutlohn, L., Bessellieu, F. (2014) <i>Word ID: Assessment across the content areas</i>. Novato, CA: Arena Press.</p> <p>Henry, M.K. (2010). <i>Unlocking literacy: Effective decoding &amp; spelling instruction</i> (2<sup>nd</sup> Ed.). Baltimore: Brookes Publishing Company.</p> <p>International Dyslexia Association. (2019) Structured literacy™: An introductory guide Retrieved from: <a href="https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></p> <p>Kilpatrick, D.A. (2016). <i>Equipped for reading success: A comprehensive, step by step program for developing phonemic awareness and fluent word recognition</i>. Syracuse, NY: Casey &amp; Kirsch Publishers</p> <p>Kilpatrick, D. A. (2015). <i>Essentials of assessing, preventing, and overcoming reading difficulties</i>. Hoboken NJ: Wiley.</p> <p>Moats, L.C. (2010). <i>Speech to print: Language essentials for teachers</i> (2nd edition). Baltimore: Paul H. Brookes Publishing Co.</p> <p>Parker, F. Riley, K (2010) <i>Linguistics for non-linguists: A primer with exercises</i>. Boston: Allyn &amp; Bacon.</p> <p>Russo, R., Shapiro, J., Wallace, L.. (2008). <i>PS: Resource of prefixes, suffixes and roots (Resource of lists, phrases, sentences, poems and stories)</i>. Morristown,</p>	<p><i>Achievement, 3<sup>rd</sup> Edition</i>. Berkeley, CA: Arena Press.</p> <p><b>Web Resources:</b></p> <p>Children of the Code</p> <p>Moats, L., Tolman, C. (n.d) Why phonological awareness is important for reading and spelling. Retrieved from <a href="https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling">https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling</a></p> <p>Murray, B. (2014) The reading genie. Counting phonemes activity. Retrieved from <a href="http://wp.auburn.edu/rdggenie/home/lessons/phoncount/">http://wp.auburn.edu/rdggenie/home/lessons/phoncount/</a></p> <p>Kilpatrick, D. (2018) <i>Recent advances in understanding word-level reading problems: Implications for assessment and effective intervention</i>. Retrieved from <a href="https://www.corelearn.com/recent-advances-in-understanding-word-level-reading-problems-implications-for-assessment-and-effective-intervention/">https://www.corelearn.com/recent-advances-in-understanding-word-level-reading-problems-implications-for-assessment-and-effective-intervention/</a> (You must create a login to access video.)</p> <p>The Reading League. (2018). <i>Orthographic mapping: What it is and why it's so important</i>. Retrieved from <a href="https://www.youtube.com/watch?v=XfRHcUeGohe">https://www.youtube.com/watch?v=XfRHcUeGohe</a></p> <p>95 Percent Group Kilpatrick Webinar Series. Retrieved at <a href="https://www.95percentgroup.com/kilpatrick-webinars">https://www.95percentgroup.com/kilpatrick-webinars</a></p> <p>Louisa Moats <a href="http://youtu.be/oOAYzNAUL9U">http://youtu.be/oOAYzNAUL9U</a></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>NJ:Guilford. Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities TEACHING Exceptional Children   January/February 2019</p>	
<p>Vocabulary, Comprehension &amp; Writing</p>	<p><b>Alternative Text:</b></p> <p>Oakhill, J., Cain, K., Elbro, C. (2015). <i>Understanding and teaching comprehension: A handbook</i>. New York: Routledge.</p> <p><b>Resources for Faculty:</b></p> <p>Beck, I.L., McKeown, M.G., Kucan, L. (2013). <i>Bringing words to life: Robust vocabulary instruction</i> (2<sup>nd</sup> Edition). New York: Guilford</p> <p>Kamhi, A.G., &amp; Catts, H.W. (2012). <i>Language and reading disabilities</i> (3rd ed.). New York, NY: Pearson.</p> <p>Kosanovich, M. (2012). <i>Using “instructional routines” to differentiate instruction: A guide for teachers</i>. Portsmouth, NH: Center on Instruction.</p> <p>McKenna, M.C. &amp; Stahl, S.A. (2015) <i>Assessment for reading instruction</i> (3<sup>rd</sup> Edition). New York: Guilford. (4<sup>th</sup> Edition to be published 12/19)</p> <p>Moats, L. C. (1999). <i>Teaching reading is rocket science</i>. Washington, DC: American Federation of Teachers.</p>	<p><b>Primary Texts:</b></p> <p>Archer, A.L., Hughes, C.A.] (2011) <i>Explicit instruction: Effective and efficient teaching</i>. New York: The Guilford Press.</p> <p>Cain, K. (2010). <i>Reading development and difficulties</i>. Great Britain: BPS Blackwell.</p> <p>Core Literacy Library (2018). <i>Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3<sup>rd</sup> Edition</i>. Berkeley, CA: Arena Press.</p> <p>Klinger, J., Vaughn, S., Boardman, A. (2015). <i>Teaching reading comprehension to students with learning difficulties, 2<sup>nd</sup> edition</i>. New York: The Guildford Press.</p> <p><b>Additional Required Readings:</b></p> <p>Abbott, M.G. (2018). Beyond a Bridge to Understanding: The Benefits of Second Language Learning, <i>American Educator</i>, American Federation of Teachers. Retrieved from <a href="https://www.aft.org/ae/summer2018/abbott">https://www.aft.org/ae/summer2018/abbott</a></p> <p>Biemiller, A. (2015). Which words are worth teaching? <i>Perspectives on Language and Literacy</i> pp. 9-13.</p>

<p>Oakhill, J., Cain, K., &amp; Elbro, C. (2015). <i>Understanding and teaching reading comprehension: A handbook</i>. New York, NY: Routledge.</p> <p>Raphael, T., Highfield, K., Au, K.H. (2006). <i>QAR now: Question answer relationships</i>. New York: Scholastic.</p> <p>Sedita, J. (2010). <i>The key comprehension routine: Grades 4-12</i> (2<sup>nd</sup> ed.) Rowley, MA: Keys to Literacy.</p> <p><b><u>Alternative Readings that Could be Used</u></b>  The websites “Children of the Code” and “Reading Rockets” both have numerous reliable articles and videos that could be utilized in place of many of the weekly readings. These articles and videos are foundational in nature and shorter than what is listed for each week.</p> <p>Hanford, E., (2018). Hard words: Why aren’t kids being taught to read? American Public Media. Retrieved from:  <a href="https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read">https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read</a></p> <p>International Dyslexia Association. (2019) Structured literacy™: An introductory guide Retrieved from:  <a href="https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf">https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</a></p> <p><b>Resources for Literature Assignment</b></p> <p>Children’s Literature Resources for Teachers:  <ul style="list-style-type: none"> <li>• <a href="http://people.ucalgary.ca/~dkbrown/rteacher.html">http://people.ucalgary.ca/~dkbrown/rteacher.html</a></li> </ul> </p>	<p>Boyles, N. (2012). Closing in on close reading, <i>Educational Leadership</i>, 70, 36-41 Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-close-reading.aspx">http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-close-reading.aspx</a></p> <p>Clemens, N.H., Simmons, D., Simmons, L., Wang, H., Kwok, O. (2017). The prevalence of reading fluency and vocabulary difficulties among adolescents struggling with reading comprehension. <i>Journal of Psychoeducational Assessment</i>. 35(8), 785-798.</p> <p>Graham, S., &amp; Hebert, M. (2010). <i>Writing to read: Evidence for how writing can improve reading</i>. Alliance for Excellence in Education. Washington, D.C. (Commissioned by the Carnegie Foundation of New York).</p> <p>Greene, J.W. (2015). The fundamentals of academic vocabulary essential concepts for middle school students and their teachers. <i>Perspectives on Language and Literacy</i> pp. 29-32.</p> <p>Helsel, L., &amp; Greenberg, D. (2007). Helping struggling writers succeed: A self-regulated strategy instruction program. <i>The Reading Teacher</i>, 60 (8), 752-759.</p> <p>Henry, M.K., (2017). Morphemes matter: A framework for instruction. <i>Perspectives on Language and Literacy</i>, 43, 23-26.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Help regarding book choices:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.theclassroombookshelf.com/2016/08/what-we-believe-matters-most-when-selecting-books/">http://www.theclassroombookshelf.com/2016/08/what-we-believe-matters-most-when-selecting-books/</a></li> </ul> <p>Readability:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.readabilityformulas.com/">http://www.readabilityformulas.com/</a></li> </ul> <p>Sites to help you find books:</p> <ul style="list-style-type: none"> <li>• Customizable bookfinder:</li> <li>• <a href="http://www.readingrockets.org/bookfinder">http://www.readingrockets.org/bookfinder</a></li> <li>• “Lots of Lists”</li> <li>• <a href="http://people.ucalgary.ca/~dkbrown/lists.html">http://people.ucalgary.ca/~dkbrown/lists.html</a></li> <li>• From the National Science Association:</li> <li>• <a href="http://www.nsta.org/publications/ostb/guidetochoosin_gkidsbooks.aspx">http://www.nsta.org/publications/ostb/guidetochoosin_gkidsbooks.aspx</a></li> <li>• Award winners:</li> <li>• <a href="http://www.readingrockets.org/books/awardwinners">http://www.readingrockets.org/books/awardwinners</a></li> <li>• Popular Authors and Illustrators</li> <li>• <a href="http://www.readingrockets.org/article/75-authorsillustrators-everyone-should-know">http://www.readingrockets.org/article/75-authorsillustrators-everyone-should-know</a></li> </ul> <p>Information about Audio books  <a href="http://www.readingrockets.org/article/listen-and-learn-audio-books">http://www.readingrockets.org/article/listen-and-learn-audio-books</a></p>	<p>Hirsch, E.D. (2011). Beyond Comprehension: We have yet to adopt a common core curriculum that build grade by grade – but we need to. <i>American Educator</i>, 29, 30-42.</p> <p>Hochman J.C., Wexler, N. (2017). One sentence at a time: The need for explicit instruction in teaching students to write well. <i>American Educator</i>. Summer 2017. Retrieved from <a href="https://www.aft.org/ae/summer2017/hochman-wexler">https://www.aft.org/ae/summer2017/hochman-wexler</a></p> <p>Moats, L.C. (1999). <i>Teaching reading is rocket science: what expert teachers of reading should know and be able to do</i>. Washington, DC :American Federation of Teachers.</p> <p>O’Connor, R. (2018). Reading fluency and students with reading disabilities: How fast is fast enough to promote reading comprehension? <i>Journal of Learning Disabilities</i>, 51(2), 12-136.</p> <p>Reading Rockets (n.d.) <i>Introduction: How children learn to read</i>. Retrieved from <a href="http://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read">http://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read</a>.</p> <p>Rupley, W.H., William, D.N., Mraz, M., William H. &amp; Blair, T.R. (2012). Building conceptual understanding through vocabulary instruction. <i>Reading Horizons</i>, 51, 299-320.</p> <p><a href="#">Spear-Swerling, L. (2015). Common types of reading problems and how to help children who have them. <i>The Reading Teacher</i>. 69(5), 513-522.</a></p> <p>Spear-Swerling, L., Sternberg, R.J. (2001). What science offers teachers of reading. <i>Learning Disabilities Research and</i></p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



		<p><i>Practice</i>. 16(1), 51-57.</p> <p>Willingham, D. T. (2016) Knowledge and practice: The real keys to critical thinking. <i>Knowledge Matters: Restoring Wonder and Excitement to the Classroom</i>, 1, 1-7.</p> <p>Willingham, D. T. (2015) For the love of reading: Engaging students in a lifelong pursuit. <i>American Educator</i>, American Federation of Teachers. Retrieved from <a href="https://www.aft.org/ae/spring2015/willingham">https://www.aft.org/ae/spring2015/willingham</a></p> <p>Willingham, D.T. (2005). The usefulness of brief instruction in reading comprehension strategies. <i>American Educator</i>, American Federation of Teachers. Retrieved from <a href="https://www.aft.org/ae/spring2015/willingham">https://www.aft.org/ae/spring2015/willingham</a></p> <p>Wolter, J.A., &amp; Collins, G. (2017). Morphological awareness intervention for students who struggle with language and literacy. <i>Perspectives on Language and Literacy</i>, 43, 12-22</p> <p>Wright, T.S., Neuman, S.B. (2015). The power of content-rich vocabulary instruction. <i>Perspectives on Language and Literacy</i> pp. 29-32.</p> <p><b>Web Resources:</b></p> <p>Reading Rockets <a href="http://www.readingrockets.org/">http://www.readingrockets.org/</a></p> <p>Cain, K. (2010). <i>Reading development and difficulties</i>. Great Britain: BPS Blackwell. (pp 171 – 190)</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p><i>Klinger, J., Vaughn, S., Boardman, A. (2015). Teaching reading comprehension to students with learning difficulties, 2<sup>nd</sup> edition. New York: The Guildford Press (pp.126 - 171).</i></p> <p>Harvard College Writing Center (n.d.) <i>How to do a close reading.</i> Retrieved from <a href="https://writingcenter.fas.harvard.edu/pages/how-close-reading">https://writingcenter.fas.harvard.edu/pages/how-close-reading</a></p>
<p>Assessment, Instruction &amp; Intervention</p>	<p><b>Alternative Texts:</b></p> <p>Spear-Swerling, L. (2015). <i>The power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems.</i> Baltimore: Brookes.</p> <p>Core Literacy Library (2008). <i>Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement.</i> Oakland: Arena Press. (Great source for intervention based diagnostic measures)</p> <p><b><u>Alternative Texts/Readings that Could be Used</u></b></p> <p>Moats, L., (2019). Structured Literacy™: Effective Instruction Students with Dyslexia and Related Reading Difficulties. <i>PERSPECTIVES on Language and Literacy, 45(2)</i></p> <p><b><u>Great General Reading Assessment/Intervention Resources for the instructor</u></b></p> <p>Farrall, M.L. (2012). <i>Reading Assessment: Linking language, literacy and cognition.</i> New Jersey: Wiley</p>	<p><b>Primary Texts:</b></p> <p>McKenna, M.C. &amp; Stahl, S.A. (2015). <i>Assessment for reading instruction (3<sup>rd</sup> Edition).</i> New York: Guilford. NOTE: 4<sup>th</sup> edition is coming out Dec. 2019 from Guilford.</p> <p>Acadience Learning Training Book (2019)-- (Downloaded from website)</p> <p>From Previous Courses: Archer, A. (2010). Explicit Instruction.</p> <p>Core Literacy Library (2018). <i>Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3<sup>rd</sup> Edition.</i> Berkeley, CA: Arena Press.</p> <p><b>Additional Required Readings:</b></p> <p>Dewey, E. N., Powell-Smith, K. A., Good, R. H., Kaminski, R. A. (2015) Acadience™ Reading Technical Adequacy Brief. Eugene, OR: Dynamic Measurement Group, Inc. <a href="https://acadiencelarning.org/papers/Acadience_Reading_Technical_Adequacy_Brief.pdf">https://acadiencelarning.org/papers/Acadience_Reading_Technical_Adequacy_Brief.pdf</a></p>

	<p>Forman &amp; Torgesen (2001). Critical elements of classroom and small group reading instruction promote reading success in all children. <i>Learning Disabilities Research and Practice</i>, 16(4), 203-212.</p> <p>Hasbrouck, J. &amp; Denton, C. (2010). <i>The Reading Coach2: More tools and strategies for student-focused coaches</i>. Boston: Voyager Sopris.</p> <p>Hempenstall, K. (2006). The three-cueing model: Down for the count? Education News. <a href="http://www.ednews.org/articles/4084/1/The-three-cueing-model--Down-for-the-count/Page1.html">www.ednews.org/articles/4084/1/The-three-cueing-model--Down-for-the-count/Page1.html</a></p> <p>Kilpatrick, D. A. (2016). <i>Essentials of Assessing, Preventing, and Overcoming Reading Difficulties</i>. New Jersey: Wiley</p> <p>Kilpatrick, D.A. (2016). <i>Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition</i>. Syracuse: Casey &amp; Kirsch Publishers.</p> <p>Lang, L., Torgesen, J., Vogel, W., Lefsky, E., &amp; Petscher, Y. (2009). Exploring the relative effectiveness of reading interventions for high school students. <i>Journal of Research on Educational Effectiveness</i>, 2, 149-175.</p> <p>Linan-Thompson, S. &amp; Ortiz, A (2009). Response to intervention and English-language learners: instructional and Assessment Considerations. <i>Seminars in Speech and Language</i>, 30 (20).</p> <p>McIntosh, K. &amp; Goodman, S. (2016). <i>Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS</i>. New</p>	<p>Leonard, K.M., Coyne, M.D., Oldham, A.C., Burns, D. &amp; Gillis, M.B. (2019). Implementing MTSS in beginning reading: Tools and systems to support schools and teachers. <i>Learning Disabilities Research &amp; Practice</i>, 34(2), 110–117.</p> <p>Florida Center for Reading Research (2008). <i>Small group differentiated reading groups</i>.</p> <p><b>Web Resources:</b></p> <p>Acadience Learning: <a href="https://acadiencelarning.org/">https://acadiencelarning.org/</a></p> <p>Center for Intensive Interventio <a href="https://intensiveintervention.org/">https://intensiveintervention.org/</a></p> <p>Florida Center for Reading Research: <a href="https://www.fcrr.org/">https://www.fcrr.org/</a></p> <p>Intervention Central: <a href="https://www.interventioncentral.org/">https://www.interventioncentral.org/</a></p> <p>Michigan’s Integrative Behavior and Learning Support Initiative (MIBLSI): Reading Tiered Fidelity Inventories (elementary and secondary): <a href="https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi">https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi</a></p> <p>ODE- Literacy Ohio: <a href="http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy">http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy</a></p> <p>ODE-Third Grade Reading Guarantee: <a href="http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-Resources">http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-Resources</a></p> <p>RTI Action Network:</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>York: Guilford.</p> <p>National Center on Response to Intervention (2010). <i>Essential Components of RTI—A Closer Look at Response to Intervention</i></p> <p>Rathvon, N. (2004). <i>Early reading assessment: A practitioner's handbook</i>. New York: Guilford</p> <p>Tolman, C. (2005). Working smarter not harder: What teachers of reading need to know and be able to teach. <i>Perspectives, Fall</i>, p. 16-24.</p> <p><u>CBM articles:</u></p> <p>Fuchs, L.S., Fuchs, D. Hosp, M.K., &amp; Jenkins, J. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. <i>Scientific studies of Reading Research, 5(3)</i>, 239-256.</p> <p>Good, R.H., Simmons, D.C., &amp; Kame'enui, E.J. (2001). The importance of decision-making utility of a continuum of fluency-based indicators of foundational reading skills for thirdgrade high stakes outcomes. . <i>Scientific studies of Reading Research, 5(3)</i>, 256-288.</p> <p>Kame'enui, E. J., Fuchs, L., Francis, D. J., Good, R. H., O'Connor, R. E., Simmons, D. C., Tindal, G., &amp; Torgesen, J. K. (2006). The adequacy of tools for assessing reading competence: A framework and review. <i>Educational researcher</i>, Vol. 35, No.4, pp. 3-11.</p>	<p>CBM Measurements System for Screening &amp; Progress Monitoring</p> <p>Our Example: Acadience Learning:  <a href="https://acadiencelarning.org/">https://acadiencelarning.org/</a></p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Parisi, D. M., Ihlo, T., & Glover, T. A. (2014). Screening within a multi-tiered early prevention model: Using assessment to inform instruction and promote students' response to intervention. In Kettler, R. J., Glover, T. A., Albers, C. A., & Feeney-Kettler, K. (Eds.). *Universal Screening in Educational Settings: Identification, Implementation, and Interpretation*. Washington, DC: American Psychological Association.

Reading Disability

Moats, L.C. & Dakin, K.E. (2008). *Basic Facts About Dyslexia & Other Reading Problems*. The International Dyslexia Association.

Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.

Lyon, R. Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.

Reschly, D.J. (2014). Response to intervention and specific learning disabilities. *Topics in Language Disorders*, 34, 39-58.

Roberts, G., Torgesen, J.K., Boardman, A., & Scammacca, N. (2008). Evidence-based strategies for reading instruction for older students with learning disabilities. *Learning Disabilities Research & Practice*, 23, 63-69.

Rivera, M.O., Lesaux, N.K., & Francis, D.J. (2009). *Language and reading interventions for English language learners and English language learners with disabilities*. Center on Instruction.

Vellutino, F.R., Fletcher, J.M., Snowling, M.J., & Scanlon, D.M. (2004). Specific reading disability (dyslexia): What have we learned

**Web Resources:**

IRIS webstie around MTSS/RTI  
<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

RTI Action Network: <http://www.rtinetwork.org/>

Ohio Department of Education – 2018 Literacy Academy Resources MTSS Presentation:  
[https://www.youtube.com/watch?v=v5Siuh65f70&list=PLDB1C5-YO\\_jgfx1CRGnZbse1g0tKnhQw0&index=4&t=0s](https://www.youtube.com/watch?v=v5Siuh65f70&list=PLDB1C5-YO_jgfx1CRGnZbse1g0tKnhQw0&index=4&t=0s)

National Center for Intensive Interventions:  
<https://intensiveintervention.org/>

Options for CBM Project

Acadience: <https://acadiencelarning.org/>  
o Contact them for access to training:

EasyCBM: <https://www.easycbm.com/>

	<p>AimsWeb:<a href="https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/aimswebPlus/p/100000519.html">https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/aimswebPlus/p/100000519.html</a></p> <p><u>Web Resources for Reading Disability</u></p> <p>International Dyslexia Association: <a href="https://dyslexiaida.org/">https://dyslexiaida.org/</a> IDEA: <a href="https://sites.ed.gov/idea/regs/b/a/300.8/c/10">https://sites.ed.gov/idea/regs/b/a/300.8/c/10</a> NCLD: <a href="https://www.ncl.org/">https://www.ncl.org/</a> Ohio:<a href="http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific">http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific</a></p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--