







The Simple View of Reading:
Differentiation and Interventions for Individual Students

 Language Comprehension
 Word Recognition



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Most Valuable Resources:

Beck, I. L., McKeown, M. G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. Guilford Press.

Beck, I. L., McKeown, M. G., & Sandora, C. (2021). *Robust comprehension instruction with questioning the author: 15 Years smarter*. The Guilford Press.

Cain, K., & Oakhill, J. (2008). *Children's comprehension problems in oral and written language: A cognitive perspective*. Guilford.

Gillon, G. T. (2018). *Phonological Awareness, second edition: From research to practice*. Guilford Publications.

Grace, K. (2007). *Phonics and spelling through phoneme-grapheme mapping*. Sopris West Educational Services.

Hennessy, N. L. (2021). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brookes Publishing.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley.

Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phoneme awareness and fluent word recognition*. Casey & Kirsch Publishers..

Moats, L. C., Dakin, K. E., & Joshi, R. M. (2012). *Expert perspectives on interventions for reading: A collection of best-practice articles from the International Dyslexia Association*. The International Dyslexia Association

.Moats, L. C., & Tolman, C. A. (2019). *LETRS: Language essentials for teachers of reading and spelling*. Sopris West Educational Services

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A Handbook*. Routledge.

Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.

Walpole, S., & McKenna, M. C. (2017). *How to plan differentiated reading instruction: Resources for grades K-3*. The Guilford Press.

Evaluation Link

