



MOUNT ST. JOSEPH
UNIVERSITY
Reading Science Program

Resources Included in the Reading Science
Model Syllabi

Course	For Faculty	For Students
Foundations of Literacy	<p>Alternative Texts:</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). <i>Structured Literacy™: Effective Instruction for Students with Dyslexia and Related Reading Difficulties</i>. <i>PERSPECTIVES on Language and Literacy</i>, 45(2)</p> <p>Resources for Faculty:</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). <i>Learning to read words: Theory, findings,</i></p>	<p>Primary Texts:</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>Additional Required Reading:</p> <p>Dickinson D.K, Golinkoff, R.M., & 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., & 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 & Human Development (NICHD). (2000). <i>Report of the National Reading Panel</i></p>

<p>and issues. <i>Scientific Studies of Reading</i>, 9, 167-188.</p> <p>Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. <i>Remedial and Special Education</i>, 7, 6-10.</p> <p>McCardle, Chhabra, & 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., & 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 & 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 & Stanovich (2003) <i>Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions</i>. Washington, DC: The</p>	<p><i>Report. Summary and Full Report.</i></p> <p>Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & 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. & Sternberg, R.J. (2001). What Science offers teachers of reading. <i>Learning Disabilities Research & 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., & 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: http://ies.ed.gov/ncee/wwc/publications_reviews.aspx.</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., & 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</p>
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	<p>Partnership for Reading</p> <p>Wolf, M. (2018) <i>Reader, Come Home: The Reading Brain in a Digital World</i>. New York: Harper Collins.</p> <p>Web Resources:</p> <p>Interview with neuroscientist Dr. Mark Seidenberg https://www.readingrockets.org/teaching/experts/mark-seidenberg</p> <p>What To Ask When Evaluating Any Procedure, Product, or Program Found on their website: https://www.asha.org/slp/evaluate.htm</p> <p>Additional resources regarding adolescent literacy https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools?fbclid=IwAR1ra7m3K_uibr0a0ButZCEtKEFMXM7AY2SQyeEv2ZI17Q-ivrufFUDQXg</p> <p>From the Reading Rockets website, here is a video on the SVR and reading development https://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read</p> <p>How the Brain Learns to Read—Lecture by Stanislas Dehaene https://www.youtube.com/watch?v=25GI3-kiLdo&feature=share</p> <p>Reading and the Brain Videos from Reading Rockets:</p>	<p>from the NCEE website: http://whatworks.ed.gov.</p> <p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., 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 http://ies.ed.gov/ncee/wwc.</p> <p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & 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 whatworks.ed.gov/publications/practiceguides.</p> <p>Web Resources:</p> <p>National Assessment of Educational Progress, Reading: https://nces.ed.gov/nationsreportcard/reading/</p> <p>Ohio Department of Education, Ohio School Report Cards—https://reportcard.education.ohio.gov/</p> <p>Reading Rockets</p> <p>Website--Classroom Strategies: https://www.readingrockets.org/strategies</p> <p>Children of the Code: https://childrenofthecode.org</p> <p>Daniel Willingham’s Website: http://www.danielwillingham.com</p>
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	<p>https://www.readingrockets.org/atoz/1114/video</p> <p>Reading Rope graphic explained: https://dyslexiaida.org/scarboroughs-reading-rope-a-groundbreaking-infographic/</p> <p>Reading Rockets website—classroom strategies page is filled with teaching examples https://www.readingrockets.org/strategies</p> <p>Resources on IRIS webstie around MTSS/RTI https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/</p> <p>Resources for Reading Disability</p> <ul style="list-style-type: none"> - International Dyslexia Association: https://dyslexiaida.org/ - IDEA: https://sites.ed.gov/idea/regs/b/a/300.8/c/10 - NCLD: https://www.nclد.org/ - Ohio: http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific-Learning-Disability 	
Phonological Awareness and Phonics	<p>Alternative Texts:</p> <p>Moats, L.C. (2010) <i>Speech to print: Language essentials for teachers</i> (2nd Edition). Baltimore: Brookes Publishing Co. (pp153-198)</p>	<p>Primary Texts:</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, 2nd 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</p>

		<p>Press.</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>Web Resources:</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 https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling</p> <p>Murray, B. (2014) The reading genie. Counting phonemes activity. Retrieved from http://wp.auburn.edu/rdggenie/home/lessons/phoncount/</p> <p>Kilpatrick, D. (2018) <i>Recent advances in understanding word-level reading problems: Implications for assessment and effective intervention</i>. Retrieved from https://www.corelearn.com/recent-advances-in-understanding-word-level-reading-problems-implications-for-assessment-and-effective-intervention/ (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 https://www.youtube.com/watch?v=XfRHcUeGohc</p> <p>95 Percent Group Kilpatrick Webinar Series. Retrieved at https://www.95percentgroup.com/kilpatrick-webinars</p> <p>Louisa Moats</p>
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		http://youtu.be/oOAYzNAUL9U
Vocabulary, Comprehension & Writing	<p>Alternative Text:</p> <p>Oakhill, J., Cain, K., Elbro, C. (2015). <i>Understanding and teaching comprehension: A handbook</i>. New York: Routledge.</p> <p>Resources for Faculty:</p> <p>Beck, I.L., McKeeown, M.G., Kucan, L. (2013). <i>Bringing words to life: Robust vocabulary instruction</i> (2nd Edition). New York: Guilford</p> <p>Kamhi, A.G., & 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. & Stahl, S.A. (2015) <i>Assessment for reading instruction</i> (3rd Edition). New York: Guilford. (4th 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>Oakhill, J., Cain, K., & Elbro, C. (2015). <i>Understanding and teaching reading comprehension: A handbook</i>. New York, NY: Routledge.</p>	<p>Primary Texts:</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, 3rd Edition</i>. Berkeley, CA: Arena Press.</p> <p>Klinger, J., Vaughn, S., Boardman, A. (2015). <i>Teaching reading comprehension to students with learning difficulties, 2nd edition</i>. New York: The Guildford Press.</p> <p>Additional Required Readings:</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 https://www.aft.org/ae/summer2018/abbott</p> <p>Biemiller, A. (2015). Which words are worth teaching? <i>Perspectives on Language and Literacy</i> pp. 9-13.</p> <p>Boyles, N. (2012). Closing in on close reading, <i>Educational Leadership</i>, 70, 36-41 Retrieved from</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> (2nd ed.) Rowley, MA: Keys to Literacy.</p> <p><u>Alternative Readings that Could be Used</u> 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: https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read</p> <p>International Dyslexia Association. (2019) Structured literacy™: An introductory guide Retrieved from: https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yzhttps://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</p> <p>Resources for Literature Assignment</p> <p>Children’s Literature Resources for Teachers:</p> <ul style="list-style-type: none"> • http://people.ucalgary.ca/~dkbrown/rteacher.html <p>Help regarding book choices:</p>	<p>http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-close-reading.aspx</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., & 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., & 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>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>
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	<ul style="list-style-type: none"> • http://www.theclassroombookshelf.com/2016/08/what-we-believe-matters-most-when-selecting-books/ <p>Readability:</p> <ul style="list-style-type: none"> • http://www.readabilityformulas.com/ <p>Sites to help you find books:</p> <ul style="list-style-type: none"> • Customizable bookfinder: • http://www.readingrockets.org/bookfinder • “Lots of Lists” • http://people.ucalgary.ca/~dkbrown/lists.html • From the National Science Association: • http://www.nsta.org/publications/ostb/guidetochoosin_gkidsbooks.aspx • Award winners: • http://www.readingrockets.org/books/awardwinners • Popular Authors and Illustrators • http://www.readingrockets.org/article/75-authorsillustrators-everyone-should-know <p>Information about Audio books http://www.readingrockets.org/article/listen-and-learn-audio-books</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 https://www.aft.org/ae/summer2017/hochman-wexler</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 http://www.readingrockets.org/teaching/reading101-course/introduction-how-children-learn-read.</p> <p>Rupley, W.H., William, D.N., Mraz, M., William H. & Blair, T.R. (2012). Building conceptual understanding through vocabulary instruction. <i>Reading Horizons</i>, 51, 299-320.</p> <p>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.</p> <p>Spear-Swerling, L., Sternberg, R.J. (2001). What science offers teachers of reading. <i>Learning Disabilities Research and Practice</i>. 16(1), 51-57.</p> <p>Willingham, D. T. (2016) Knowledge and practice: The real keys</p>
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		<p>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 https://www.aft.org/ae/spring2015/willingham</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 https://www.aft.org/ae/spring2015/willingham</p> <p>Wolter, J.A., & 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>Web Resources:</p> <p>Reading Rockets http://www.readingrockets.org/</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, 2nd edition. New York: The Guildford Press</i></p>
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		<p>(pp.126 - 171).</p> <p>Harvard College Writing Center (n.d.) <i>How to do a close reading</i>. Retrieved from https://writingcenter.fas.harvard.edu/pages/how-close-reading</p>
<p>Assessment, Instruction & Intervention</p>	<p>Alternative Texts:</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><u>Alternative Texts/Readings that Could be Used</u></p> <p>Moats, L., (2019). Structured Literacy™: Effective Instruction Students with Dyslexia and Related Reading Difficulties. <i>PERSPECTIVES on Language and Literacy</i>, 45(2)</p> <p><u>Great General Reading Assessment/Intervention Resources for the instructor</u></p> <p>Farrall, M.L. (2012). <i>Reading Assessment: Linking language, literacy and cognition</i>. New Jersey: Wiley</p> <p>Forman & Torgesen (2001). Critical elements of classroom and small group reading instruction promote reading</p>	<p>Primary Texts:</p> <p>McKenna, M.C. & Stahl, S.A. (2015). <i>Assessment for reading instruction (3rd Edition)</i>. New York: Guilford. NOTE: 4th 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, 3rd Edition</i>. Berkeley, CA: Arena Press.</p> <p>Additional Required Readings:</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. https://acadiencelarning.org/papers/Acadience_Reading_Technical_Adequacy_Brief.pdf</p> <p>Leonard, K.M., Coyne, M.D., Oldham, A.C., Burns, D. & Gillis, M.B. (2019). Implementing MTSS in beginning reading:</p>

	<p>success in all children. <i>Learning Disabilities Research and Practice</i>, 16(4), 203-212.</p> <p>Hasbrouck, J. & 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. www.ednews.org/articles/4084/1/The-three-cueing-model--Down-for-the-count/Page1.html</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 & Kirsch Publishers.</p> <p>Lang, L., Torgesen, J., Vogel, W., Lefsky, E., & 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. & 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. & Goodman, S. (2016). <i>Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS</i>. New York: Guilford.</p> <p>National Center on Response to Intervention (2010).</p>	<p>Tools and systems to support schools and teachers. <i>Learning Disabilities Research & Practice</i>, 34(2), 110–117.</p> <p>Florida Center for Reading Research (2008). <i>Small group differentiated reading groups</i>.</p> <p>Web Resources:</p> <p>Acadience Learning: https://acadiencelearning.org/</p> <p>Center for Intensive Intervention https://intensiveintervention.org/</p> <p>Florida Center for Reading Research: https://www.fcrr.org/</p> <p>Intervention Central: https://www.interventioncentral.org/</p> <p>Michigan’s Integrative Behavior and Learning Support Initiative (MIBLSI): Reading Tiered Fidelity Inventories (elementary and secondary): https://miblsi.org/evaluation/fidelity-assessments/reading-tiered-fidelity-inventory-r-tfi</p> <p>ODE- Literacy Ohio: http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy</p> <p>ODE-Third Grade Reading Guarantee: http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee/Third-Grade-Reading-Guarantee-Teacher-Resources</p> <p>RTI Action Network: CBM Measurements System for Screening & Progress Monitoring</p> <p>Our Example: Acadience Learning:</p>
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	<p><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., & 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., & 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., & 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>Parisi, D. M., Ihlo, T., & Glover, T. A. (2014). Screening within a multi-tiered early prevention model: Using</p>	<p>https://acadiencelearning.org/</p>
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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 website 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=v5Sih65f70&list=PLDB1C5-YO_jgfx1CRGnZbse1g0tKnhQw0&index=4&t=0s

National Center for Intensive Interventions:

<https://intensiveintervention.org/>

Options for CBM Project

Acadience: <https://acadiencelarning.org/>

- Contact them for access to training:

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

AimsWeb: <https://www.pearsonassessments.com/store/usassessments/en/Store/Professional->

[Assessments/Academic-Learning/Brief/aimswebPlus/p/100000519.html](https://www.aimswebplus.com/assessments/academic-learning/brief/aimswebplus/p/100000519.html)

Web Resources for Reading Disability

International Dyslexia Association: <https://dyslexiaida.org/>

IDEA: <https://sites.ed.gov/idea/regs/b/a/300.8/c/10>

NCLD: <https://www.nclld.org/>

Ohio: <http://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities/Specific>