

## **RECOMMENDED READING FOR PROFESSIONALS**

### **Brain and Learning**

- Berninger, V., & Richards, T. (2002). *Brain literacy for educators and psychologists*. Amsterdam: Academic Press.
- Blakemore, S., & Frith, U. (2005). *The learning brain: Lessons for education*. Hoboken, NJ: John Wiley and Sons.
- Dehaene, S. (2009). *Reading in the brain: The science and evolution of a human invention*. New York, NY: Penguin Viking.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York, NY: Harper Collins.

### **Comprehension**

- Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2009). Reading comprehension instruction for students with learning disabilities, 1995–2006: A meta-analysis. *Remedial and Special Education, 31*(6), 423–436.
- Cain, K., & Oakhill, J. V. (Eds.). (2007). *Children's comprehension problems in oral and written language: A cognitive perspective*. New York, NY: Guilford Press.
- Cain, K. (2009, Spring). Making sense of text: Skills that support text comprehension and its development. *Perspectives on Language and Literacy, 35*(2), 11–14.
- Carlisle, J., & Rice, M. S. (2003). *Improving reading comprehension: Research-based principles and practices*. Baltimore, MD: York Press.
- McKeown, M. G., Beck, I. L., & Blake, R. K. G. (2009, Spring). Reading comprehension instruction: Focus on content or strategies?

*Perspectives on Language and Literacy, 35*(2), 28–32.

- Snow, C. (2002). (Chair). *RAND reading study group: Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND.
- Sweet, A. P., & Snow, C. E. (2003). *Rethinking reading comprehension*. New York, NY: Guilford Press.

### **Dyslexia and Dysgraphia**

- Berninger, V., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science*. Baltimore, MD: Paul H. Brookes.
- Biancarosa, C., & Snow, C. E. (2006). *Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Blaunstein, P., & Lyon, G. R. (2006). *Why kids can't read: Challenging the status quo in education*. Boston, MA: Rowan & Littlefield.
- Catts, H. W., & Kamhi, A. (Eds.). (2005). *The connections between language and reading disabilities*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cavey, D. W. (2000). *Dysgraphia: Why Johnny can't write: A handbook for teachers and parents* (3<sup>rd</sup> ed.). Austin, TX: PRO-ED.
- Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: John Wiley and Sons.

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- Fisher, S. E., & DeFries, J. C. (2002). Developmental dyslexia: Genetic dissection of a complex cognitive trait. *Neuroscience*, 3(10), 767–780.
- Graham, S., & Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report*. Washington, DC: Alliance for Excellent Education.
- Grigorenko, E., & Naples, A. (2009). The devil is in the details: Decoding the genetics of reading. In K. Pugh & P. McCardle (Eds.), *How children learn to read: Current issues and new directions in the integration of cognition, neurobiology, and genetics of reading and dyslexia research and practice* (pp. 135–150). New York, NY: Psychology Press.
- Henry, M. K., & Brickley, S. G. (Eds.). (1999). *Dyslexia: Samuel T. Orton and his legacy*. Baltimore, MD: International Dyslexia Association.
- Hock, M. F., Brasseur, I. F., Deshler, D. D., Catts, H. W., Marquis, J., Mark, C. A., & Stribling, J. W. (2009). What is the reading component skill profile of adolescent struggling readers in urban schools? *Learning Disability Quarterly*, 32(1), 21–38.
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- Lyon, G. R. (2005). Dyslexia. In R. Kliegman, R. Behrman, H. Jenson, & B. Stanton (Eds.), *Nelson textbook of pediatrics* (18th ed.). New York, NY: Saunders.
- Lyon, G. R., & Chhabra, V. (2004). The science of reading research. *Educational Leadership*, 61(6), 12–17.
- Lyon, G. R., Shaywitz, S. E., & Shaywitz, B. A. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53(1), 1–15.
- Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley and Sons.
- Moats, L., & Dakin, K. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore, MD: International Dyslexia Association.
- Moats, L., Dakin, K., & Joshi, R. M. (2012). *Expert perspectives on interventions for reading. A collection of best-practice articles from the International Dyslexia Association*. Baltimore, MD: International Dyslexia Association.
- Morsy, L., Kieffer, M., Snow, C. E. (2010). *Measure for measure: A critical consumers' guide to reading comprehension assessments for adolescents*. New York, NY: Carnegie Corporation of New York.
- Orton, S. T. (1937, reprinted 1999). *Reading, writing, and speech problems in children and selected papers*. Baltimore, MD: International Dyslexia Association.
- Pennington, B. F., & Gilger, J. W. (1996). How is dyslexia transmitted? Neural, cognitive, and genetic mechanisms. In C. H. Chase, G. D. Rosen, & G. F. Sherman (Eds.), *Developmental dyslexia* (pp. 41–61). Baltimore, MD: York Press.
- Pugh, K. R., & McCardle, P. (Eds.). (2009). *How children learn to read: Current issues and new directions in the integration of cognition, neurobiology and genetics of reading and dyslexia research and practice*. New York, NY: Taylor-Francis.
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Vellutino, F. R., Fletcher, J. M., Snowling, M. J., & Scanlon, D.M. (2004). Specific reading disability (dyslexia). What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45(1), 2–40. doi:10.1046/j.0021-9630.2003.00305.x

Wolf, M. (Ed.). (2001). *Dyslexia, fluency, and the brain*. Baltimore, MD: York Press.

### **Fluency**

Chard, D. J., Ketterlin-Geller, L. R., Baker, S. K., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children*, 75(3), 263–281.

Denton, C. A., Fletcher, J. M., Anthony, J. L., & Francis, D. J. (2006). An evaluation of intensive difficulties. *Reading and Writing: An Interdisciplinary Journal*, 21(4), 437–480. doi:10.1177/0022219409338741

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### **Learning Disabilities**

Finn, C. E., Rostherham, A. J., & Hokanson, C. R. (Eds.). (2002). *Rethinking special education for a new century*. Washington DC: Thomas B. Fordham Foundation and Progressive Policy Institute.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York, NY: Guilford Press.

Lyon, G. R. (1994). *Frames of reference for the assessment of learning disabilities*. Baltimore, MD: Paul H. Brookes.

Mather, N., & Goldstein, S. (2001). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management*. Baltimore, MD: Paul H. Brookes.

Wong, B. (Ed.). (1998). *Learning about learning disabilities* (2nd ed.). San Diego, CA: Academic Press.

### **Mathematics**

Berch, D., & Mazzocco, M. (2007). *Why is math so difficult for some children?* Baltimore, MD: Paul H. Brookes.

Dehaene, S. (2011). *The number sense: How the mind creates mathematics*. New York, NY: Oxford University Press.

Krasa, N., & Shunkwiler, S. (2009). *Number sense and number nonsense: Understanding the challenges of learning math*. Baltimore, MD: Paul H. Brookes.

Mazzocco, M. M. (Ed.). (2011). Mathematical difficulties in school age children. *Perspectives on Language and Literacy*, 37(2), 7–8.

## **Morphology and Etymology**

Berninger, V. W., Abbott, R. D., Nagy, W., & Carlisle, J. (2010). Growth in phonological, orthographic, and morphological awareness in grades 1 to 6. *Journal of Psycholinguistic Research*, 39(2), 141–163.

Bowers, P. N., & Kirby, J. R. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading and Writing: An Interdisciplinary Journal*, 23(5), 515–537. doi:10.1007/s11145-009-9172-z

Henry, M. (2010). *Unlocking literacy: Effective decoding & spelling instruction*. (2nd ed.). Baltimore, MD: Paul H. Brookes.

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## **Phonology, Phonological Awareness and Phonics**

Brady, S. A., & Skankweiler, D. (1991). *Phonological processes in literacy: A tribute to Isabelle Y. Liberman*. Hilldale, NJ: Lawrence Erlbaum Associates.

Castles, A., & Coltheart, M. (2004). Is there a causal link from phonological awareness to success in learning to read? *Cognition*, 91(1), 77–111.

Orton, J. L. (1964). *A guide to teaching phonics*. Winston-Salem, NC: Orton Reading Center and Salem College Book Store.

Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the “phon” words and some related terms. *Journal of Literacy Research*, 34(3), 299–336.

## **Professional Development/Teacher Knowledge**

Aaron, P. G., Joshi, R. M., & Quatroche, D. (2008). *Becoming a professional reading teacher*. Baltimore, MD: Paul H. Brookes.

International Dyslexia Association. (2010). *Knowledge and practice standards for teachers of reading*. Baltimore, MD: Author. Retrieved from <http://www.interdys.org/ewebeditpro5/upload/KPS3-1-12.pdf>

Lyon, G. R., & Weiser, B. (2009). Teacher knowledge, instructional expertise, and the development of reading proficiency. *Journal of Learning Disabilities*, 42(5), 475–480.

Moats, L. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.

## **Structured Language Teaching and Instruction**

Birsh, J. R. (Ed.). (2011). *Multisensory teaching of basic language skills* (3rd ed.). Baltimore, MD: Paul H. Brookes.

Gentry, J. R., & Graham, S. (Fall 2010). *Creating better readers and writers: The importance of direct, systematic spelling and handwriting instruction in improving academic performance* [White Paper]. Retrieved from <http://www.zaner-bloser.com/media/zb/zaner-bloser/pdf/5704695ed09e44ea899da3d188e51f261.pdf>

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Moats, L. C., Dakin, K. E., & Joshi, R. M. (Eds.). (2012). *Expert Perspectives on Interventions for Reading: A collection of best-practice articles from the International Dyslexia Association*. Baltimore, MD: International Dyslexia Association.

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## **RTI and Instruction**

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Guidelines and recipes for success*. New York, NY: Guilford Press.

Denton, C. A., Fletcher, J. M., Anthony, J. L., & Francis, D. J. (2006). An evaluation of intensive difficulties. *Reading and Writing: An Interdisciplinary Journal*, 21(4), 437–480. doi:10.1177/0022219409338741

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Haager, D., Klingner, J., & Vaughn, S. (Eds.). (2007). *Evidence-based reading practices for response to intervention*. Baltimore, MD: Paul H. Brookes.

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## **Vocabulary**

Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Press.

Cain, K., & Oakhill, J. V. (2011). Matthew Effects in young readers: Reading comprehension and reading experience aid vocabulary development. *Journal of Learning Disabilities, 44*(5), 431–443

Wagner, R. K., Muse, A. E., & Tannenbaum, K. (Eds.). (2006). *Vocabulary acquisition: Implications for reading comprehension*. New York, NY: Guilford Press.

## Writing

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Graham, S. (Winter 2009-2010). Want to improve children’s writing? Don’t neglect their handwriting. *American Educator, 33*(4), 20–27, 40.

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IDA is pleased to recommend these reading materials, but it is not IDA’s policy to endorse any specific author, program, product, company, or instructional material, and the opinions of the authors are not necessarily the opinions of IDA.

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