



DC READING CLINIC

Research for Further Reading

Books:

Birsh, J. (2011). *Multisensory Teaching of Basic Language Skills*. Baltimore, MD: Brookes Publishing.

Kilpatrick, D. (2008). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Syracuse, NY: Casey and Kirsch.

Mather, N., Wendling, B. J. (Eds.) (2012). *Essentials of Dyslexia Assessment and Intervention*. New Jersey: John Wiley & Sons.

Moats, L. C., Dakin, K. E., Joshi, R.M. (Eds.) (2012). *Expert Perspectives on Interventions for Reading*. Baltimore, MD: International Dyslexia Association.

Seidenberg, M. (2017). *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It*. New York: Basic Books.

Shaywitz, S. (2003). *Overcoming Dyslexia*. New York: Vintage.

Articles:

Alyward, E.H., Richards, T.L., Berninger, V.W., Nagy, W.E., Field, K.M., Grimme, A.C., et al. (2003). Instructional treatment associated with changes in brain activation in children with dyslexia. *Neurology*, *61*, 212-219.

Blachman, B.A., Schatschneider, C., Fletcher, J.M., Francis, D.J., Clonan, S.M., Shaywitz, et al. (2004). Effects of intensive reading remediation for second and third graders and a 1-year follow up. *Journal of Educational Psychology*, *96*, 444-461.

Camilli, G. and Wolfe, P. (2004). Research on Reading: A Cautionary Tale. *Educational Leadership*. *61*, *6*, 26-29.
Commission on Reading. (1985). *Becoming a nation of readers*. Washington, DC: National Academy of Education & The Center for the Study of Reading.

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Foorman, B., Chen, D. T., Carlson, C., Moats, L., Francis, D.J., & Fletcher, J.M. (2003). Necessity of the alphabetic principle to phonemic awareness instruction. *Reading and Writing*, *16*, 289-324.

Foorman, B., Francis, D., Novy, D., and Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *American Psychological Association*. 456-469.

Hudson, R.F., High, L., Al Otaiba, S. (2007). Dyslexia and the Brain: What Does Current Research Tell Us? *The Reading Teacher*, *60*, 506-515.

Joshi, R.M., Dahlgren, M., Boulware-Gooden, R. (2002). Teaching Reading in an Inner City School through a Multisensory Teaching Approach. *Annals of Dyslexia*, *52*, 229-242.

- Lyon, G.R. and Chhabra, V. (2004) The Science of Reading Research. *Educational Leadership*. 61 (6), 12-17.
- Moats, L.C. (2009). Knowledge foundations for teaching reading and spelling. *Reading and Writing: An Interdisciplinary Journal*, 22, 379-399.
- Moats, L.C. (2009). Still wanted: Teachers with knowledge of language. *Journal of Learning Disabilities*, 42 (5), 387-391.
- Moats, L.C. (1994). The missing foundation in teacher education: Knowledge of the structure of spoken and written language. *Annals of Dyslexia*, 44, 81-101.
- Moats, L.C. (2004). The relevance of neuroscience to effective education for students with reading and other learning disabilities. *Journal of Child Neurology*, 19 (10), 840-5.
- Moats, L.C. (2007). Whole Language High Jinks. *Thomas B. Fordham Institute*.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for instruction. Reports of the subgroups*. Washington, DC: National Institute of Child Health and Human Development.
- Partnership for Reading. (2001). Put Reading First: The Research Blocks for Teaching Children to Read.
- Russo, C. (2014). Recipe for Reading. *EPS: Literacy and Intervention*.
- Torgesen, J. (2005). Remedial Interventions for Students with Dyslexia: National Goals and Current Accomplishments. *Research-Based Education and Intervention: What We Need to Know*. 103-124.

Websites to Explore:

<http://www.fcrr.org/>

www.improvingliteracy.org/

<http://www.interventioncentral.org/>

<http://www.thereadingleague.com/>

<http://www.readingrockets.org/>