

# RECOMMENDED RESOURCES

## “THE SCIENCE OF READING”

### JUNE 2019

#### REFERENCED IN DR. JAN HASBROUCK’S PRESENTATION:

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Dr. Jan Hasbrouck’s Twitter: @janhasbrouck

*A Field Guide to the Literacy Tsunami* Karen Vaites April 9, 2019

<https://eduvaites.org/2019/04/09/a-field-guide-to-the-literacy-tsunami/>

*Structured Literacy™: An Introductory Guide* International Dyslexia Association

<https://dyslexiaida.org/structured-literacy-works-but-what-is-it-introducing-idas-new-structured-literacy-brief/>

*We Have a National Reading Crisis*

<https://curriculummatters.org/2019/03/20/we-have-a-national-reading-crisis/>

The Reading League <https://www.thereadingleague.org/knowledge-base/>

Gough, P. & Tunmer, W. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6–10. (The Simple View of Reading)

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). NY: Guilford Press. (The Reading Rope)

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can’t, and what can be done about it*. NY: Basic Books.

Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy, *Reading Research Quarterly*, 21, 360 – 406.

Wolf, M. (2018). *Reader come home*. NY: HarperCollins.

#### MUST-READ BOOKS FOR UPDATED READING SCIENCE:

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Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. NY: Penguin.

\*Kilpatrick, D. A. (2016). *Equipped for reading success*. Syracuse, NY: Casey & Kirsch Publishers.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, N.J.: Wiley & Sons.

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can’t, and what can be done about it*. NY: Basic Books.

## WEBSITES & BLOGS:

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Shanahan on Literacy <https://shanahanonliteracy.com/>

Glean Education (Dyslexia) <https://www.gleaneducation.com/>

Florida Center for Reading Research Resources <https://fcrr.org/resources/index.html>

Reading Rockets: Launching Young Readers <http://www.readingrockets.org/>

Colorin Colorado—Bilingual support <http://www.colorincolorado.org/>

## LISTSERVES

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SPELLTalk Professional Discussion Group Literacy

<https://mailman.listserve.com/listmanager/listinfo/spelltalk>

## PROFESSIONAL DEVELOPMENT

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The Reading Teacher's Top Ten Tools--Dr. Deb Glaser

<https://readingteacherstoptentools.com/>

LETRS: Language Essentials for Teachers of Reading and Spelling –Dr, Louisa Moats & others

<https://www.voyagersopris.com/professional-development/leters/overview>

Glean Education (Dyslexia)—Jessica Hamman

<https://www.gleaneducation.com/>

## PODCASTS

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*\*Hard Words: Why Aren't Kids Being Taught to Read?* (2018) Emily Hanford APM Reports

<https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>

## RESEARCH SUMMARIES

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The Report of the National Reading Panel (2000) <https://www.nichd.nih.gov/publications/pubs/nrp/report>

Institute of Education Sciences Practice Guides <https://ies.ed.gov/>

*Foundational Skills to Support Reading for Understanding K-Gr. 3* NCEE 2016-4008

*Improving Adolescent Literacy: Effective Classroom & Intervention Practice* NCEE 2008-4027

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

<http://www.readingrockets.org/articles/researchbytopic/4978>

SE Regional Educational Laboratory Publications

<https://ies.ed.gov/ncee/edlabs/regions/southeast/publications.asp>