

Readings and Resources for Overview of Structured Literacy

Readings

[Ashby, Jane, et al. "Teaching Phoneme Awareness in 2022: A Guide for Educators." \(2022\).](#)

[Castles, A., Rastle, K., & Nation, K. \(2018\). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19\(1\), 5-51.](#)

[IES What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Grades K to 3](#)

[International Dyslexia Association. \(2019\). *Structured Literacy: An introductory guide*. Baltimore, MD: Author.](#)

[Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. \(2008\). *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. IES Practice Guide. NCEE 2008-4027. National Center for Education Evaluation and Region](#)

[Knight-McKenna, M. \(2008\). Syllable types: A strategy for reading multisyllabic words. *Teaching Exceptional Children*, 40\(3\), 18.](#)

[Rosenshine, B. \(2012\). Principles of instruction: Research-based strategies that all teachers should know. *American educator*, 36\(1\), 12.](#)

[Spear-Swerling, L. \(2019\). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *Teaching Exceptional Children*, 51\(3\), 201-211.](#)

[Vaughn, S., & Fletcher, J. M. \(2021\). Identifying and Teaching Students with Significant Reading Problems. *American Educator*, 44\(4\), 4.](#)

Resources

[CA Dyslexia Guidelines](#)

[Center for Effective Reading Instruction \(CERI\) – IDA Knowledge and Practice Standards](#)

[Center on Instruction](#)

[Core Knowledge Foundation](#)

[Dyslexia Help at the U of Michigan](#)

[Florida Center for Reading Research](#)

[National Center on Intensive Intervention](#)

[International Dyslexia Association](#)

<http://iris.peabody.vanderbilt.edu/resources.html> Iris Center

[National Center on Improving Literacy](#)
[Literacy How, Inc.](#)
[Literacy How, Inc. Professional Learning Series](#)
[National Center for Learning Disabilities LD Checklist](#)
[Reading Rockets](#)
[Really Great Reading](#)
[Rhode Island Science of Reading and Structured Literacy Refinement Tool](#)
[RTI for Success](#)
[Tennessee Center for the Study and Treatment of Dyslexia](#)
[The Reading League](#)
[Understood](#)

Reading Resources (Predominantly Word Recognition Resources)

[Alphabet mat and plastic letters](#)
[Cox Campus Free Phonics and Learning](#)
[Decodable Text](#)
[Dr. Pam Kastner Literacy Collection](#)
[Katie Miles PhD Resources](#)
[Neuhaus Education Center Resources](#)
[Phonics International](#)
[Reading League Decodable Text Sources](#)
[Really Great Reading](#)
[Really Great Reading Heart Word Magic](#)

Assessment Resources

[Academic Screener Standards Chart](#) - from the National Center on Intensive Intervention
AIMS web - www.edformation.com
[Cox Campus Skills to Assess with Universal Screener Letter names and sounds assessments fillable PDF](#)
DIBELS (www.dibels.uoregon.edu)
Easy CBM – www.easycbm.com
Florida Center for Reading Research - www.fcrr.org/assessment
Intervention Central - www.interventioncentral.org
Iris Center - http://iris.peabody.vanderbilt.edu/rti04_alltogether/cresource.htm

Science of Reading Podcasts

- [Amplify Science of Reading Podcasts](#)
- [Education Reading Research Reading Room](#)
- [Emily Hanford Reports and Podcasts](#)
- [Glean Education](#)

- [The Reading League Teaching Reading and Learning](#)

References

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- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American educator*, 36(1), 12.
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