

## Contemporary Pieces Contributing to a Ray of Sunshine for Improved Reading Outcomes

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### Recent Provocative Articles, Journalism, and Guidance Documents

- Adams, M. J., Wong Fillmore, L., Goldenberg, C., Oakhill, J., Paige, D. D., Rasinski, T., & Shanahan, T. (2020). Comparing Reading Research to Program Design: An Examination of Teachers College Units of Student. Student Achievement Partners. New York, NY:
- Calkins, L. (2019). No one gets to own the term “the science of reading”. New York, NY: Teachers College Reading and Writing Project Columbia University.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(5), 5-51.
- Diamond, L. (2019). “I’m Mad as Hell and I’m Not Going to Take This Anymore”. Retrieved from <https://www.corelearn.com/im-mad-as-hell-and-im-not-going-to-take-this-anymore/>
- Foorman, B. R., Coyne, M., Denton, C. A., Dimino, J., Hayes, L., Justice, L., . . . Wagner, R. (2016). Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. In (pp. 1-104). Washington, DC: US Department of Education.
- Foorman, B. R., Smith, K. G., & Kosanovich, M. L. (2017). Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5 (REL 2017-219). In. Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast.
- Gentry, J. R. (2018). Bridging the gap between science and poor reading in America. *Psychology Today*(May). Retrieved from [https://www.psychologytoday.com/us/blog/raising-readers-writers-and-spellers/201805/bridging-the-gap-between-science-and-poor-reading-0#\\_=\\_](https://www.psychologytoday.com/us/blog/raising-readers-writers-and-spellers/201805/bridging-the-gap-between-science-and-poor-reading-0#_=_)
- Goldenberg, C. (2019, November). Lucy Calkins on the “Science of Reading.” Seriously.
- Hanford, E. (2017a). At a Loss for Words: How a flawed idea is teaching millions of kids to be poor readers. Retrieved from <https://www.apmreports.org/story/2019/08/22/whats-wrong-how-schools-teach-reading>
- Hanford, E. (2017b). Hard to Read: How American Schools Fail Kids with Dyslexia. Retrieved from <https://www.apmreports.org/story/2017/09/11/ohio-upper-arlington-dyslexic-kids>
- Lifelong Literacy. (2019). ““HEY SMARTASS!!”” No one gets to mess with my market share!! Retrieved from <https://lifelongliteracy.com/hey-smartass-no-one-gets-to-mess-with-my-market-share/>
- Moats, L. (2017). Can prevailing approaches to reading instruction accomplish the goals of RTI? *Perspectives on Language and Literacy*(Summer), 15-22.
- Moats, L., Carreker, S., Davis, R., Meisel, P., Spear-Swerling, L., & Wilson, B. (2010a). Knowledge and practice standards for teachers of reading. In: International Dyslexia Association (IDA).
- Moats, L., Carreker, S., Davis, R., Meisel, P., Spear-Swerling, L., & Wilson, B. (2010b). Knowledge and practice standards for teachers of reading: With commentary for classroom teachers. In: International Dyslexia Association (IDA).
- Moats, L., Carreker, S., Davis, R., Meisel, P., Spear-Swerling, L., & Wilson, B. (2010c). Knowledge and practice standards for teachers of reading: With commentary for dyslexia specialists. In: International Dyslexia Association (IDA).
- Pondiscio, R. (2018). The Rodney Dangerfield of curriculum. In. Washington, DC: Thomas B. Fordham Foundation.

Pondiscio, R. (2019). The making of an edu-myth: The 30-million-word gap has not been “debunked”. In. Washington, DC: Thomas B. Fordham Foundation.

Snow, P. (2019). Running with the hare and hunting with the hound. My response to Lucy Calkins’ “Science of Reading” essay. Retrieved from <https://pamelasnow.blogspot.com>

Walsh, K. (2019). Getting at the root of the school to prison pipeline. Retrieved from <https://www.nctq.org/blog/Getting-at-the-root-of-the-school-to-prison-pipeline>

### Valuable Websites

#### US Department of Education Institute of Education Science (IES) Practice Guides

[ies.ed.gov/ncee/wwc/PracticeGuides](https://ies.ed.gov/ncee/wwc/PracticeGuides)

The US Department of Education practice guides are publications that present recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts. See, for example, the IES practice guide:

*Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21#tab-details>

This panel is particularly impressive:

- **Barbara Foorman** (Chair)  
Florida State University and Florida Center for Reading Research
- **Michael Coyne**  
University of Connecticut
- **Carolyn A. Denton**  
Children’s Learning Institute, University of Texas Health Science Center at Houston
- **Joseph Dimino**  
Instructional Research Group
- **Barbara Foorman** (Chair)  
Florida State University and Florida Center for Reading Research
- **Michael Coyne**  
University of Connecticut
- **Carolyn A. Denton**  
Children’s Learning Institute, University of Texas Health Science Center at Houston
- **Joseph Dimino**  
Instructional Research Group

#### The Reading League: Advancing Evidence in Practice

[www.thereadingleague.org](http://www.thereadingleague.org)

THE READING LEAGUE’S MISSION IS TO ADVANCE:

- Awareness,
- Understanding, and
- Use of evidence-based reading instruction

They offer innovative and meaningful professional development to thousands of educators through bimonthly Live Events, and through our annual conference that features reading experts from across the US and around the globe.

**Consortium on Reaching Excellence in Education**[www.corelearn.com/blog/](http://www.corelearn.com/blog/)

For 25 years, CORE has worked as a trusted advisor to more than 100,000 educators at preK-12 schools and districts across the country. CORE's customized, multi-year professional learning programs provide the knowledge and skills educators need to implement effective, evidence-based classroom practices in literacy and math that result in sustainable academic excellence.

In 1995, acclaimed author Linda Diamond and former California Superintendent Bill Honig founded CORE as a response to California's crisis in reading achievement. Their goal was to share with educators evidence-based research on best ways to teach children to read and help them implement these instructional practices. CORE expanded their mission in 2009 to include math instruction. In 2017, CORE became a subsidiary of Pivot Learning, the largest and most experienced non-profit technical assistance provider for school districts in California. Together, CORE and Pivot Learning are committed to improving education for our nation's most vulnerable students.

**US Department of Education Institute of Education Science National Center on Intensive Intervention at American Institutes for Research (AIR)**[intensiveintervention.org](http://intensiveintervention.org)

NCII is housed at the American Institutes for Research, and works in conjunction with many of our nation's most distinguished data-based individualization (DBI) experts. It is funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and is part of OSEP's Technical Assistance and Dissemination Network (TA&D).

The Mission of the NCII is to build capacity of state and local education agencies, universities, practitioners, and other stakeholders to support implementation of intensive intervention in reading, mathematics, and behavior for students with severe and persistent learning and/or behavioral needs.

**APMreports: ILLUMINATING JOURNALISM FROM AMERICAN PUBLIC MEDIA (Emily Hanford)**[www.apmreports.org/emily-hanford](http://www.apmreports.org/emily-hanford)

APM Reports strives to raise awareness, trigger debate and prompt positive change via non-partisan, independent investigative and documentary journalism

Emily Hanford has been working in public media for more than two decades as a reporter, producer, editor, news director and program host. She came to APM in 2008 to produce documentaries for American RadioWorks, which became part of APM Reports in 2016. Her work has won numerous honors including a duPont-Columbia Award, a Casey Medal and awards from the Education Writers Association and the Associated Press. In 2017, she won the Excellence in Media Reporting on Education Research Award from the American Educational Research Association.

**edreports**[www.edreports.org](http://www.edreports.org)

EdReports.org is an independent nonprofit designed to improve education by providing reviews of K-12 instructional materials. Search hundreds of educator-reviewed reports for more than 70 math and English Language Arts programs.

**Best Evidence Encyclopedia**[www.bestevidence.org](http://www.bestevidence.org)

The Best Evidence Encyclopedia was created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The site provides summaries of scientific reviews produced by many authors and organizations and written by CDDRE staff members that are sent to authors for confirmation. Full texts are provided for each review.

**Children of the Code**[childrenofthecode.org](http://childrenofthecode.org)

The Children of the Code Project is a 'case in point' for how poorly our society understands learning and the personal and societal costs of unhealthy learning. Consisting of over 100 interviews with field leading scientists and scholars the COTC project has produced over 140 video segments that cover subjects ranging from the origin of writing to the neurology involved in producing the virtual language experience we call reading.

The Children of the Code is a project of Learning Stewards a 501(c)(3) non profit organization. Founded in 2008, its mission is to 'make the case' (economically, politically, socially, neurologically, psychologically, educationally, parentally) for "stewarding the *health* of our children's learning". Click here for more on Learning Stewards.

**US Department of Education Institute of Education Science (IES) What Works Clearing House**[ies.ed.gov/ncee/wwc/FWW](http://ies.ed.gov/ncee/wwc/FWW)

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices*, and *policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question "What works in education?"

**Great Books On Effective Instruction and Reading Science**

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: Guilford Press.

Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.

Adams, M. J. (1991). Beginning to Read: A critique by literacy professionals and a response by Marilyn Jager Adams. The Reading Teacher, 44(6), 370-395.

Engelmann, S., & Carnine, D. (2011). Could John Stuart Mill have saved our schools. Verona, WI: Full Court Press.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). Learning disabilities: From identification to intervention (2nd ed.). New York, NY: Guilford.

Graham, S., & Harris, K. R. (2005). Writing better: Effective strategies for teaching students with learning difficulties. Baltimore, MD: Paul H. Brooks.

Hunter, P. C. (2012). It's not complicated! What I know for sure about helping our students of color become successful readers. New York, NY: Scholastic.

Kilpatrick, D. A., Malatesha Joshi, R., & Wagner, R. K. (Eds.). (2019). Reading development and difficulties: Bridging the gap between research and practice. New York, NY: Springer.

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/Perseus Books.

Vaughn, S., & Linan-Thompson, S. (2004). Research-based methods of reading instruction Grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.

Willingham, D. T. (2012). When can you trust the experts? How to tell good science from bad in education. New York: Jossey-Bass.

### Reading and English Learners

- Baker, S. K., Gersten, R., & Linan-Thompson, S. (2010). Early reading instruction and intervention with English learners: Key considerations in a multi-tiered approach. In M. R. Shiinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 501-526). Bethesda, MD: National Association of School Psychologists.
- Baker, S. K., Lesaux, N., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., . . . Newman-Gonchar, R. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (NCEE 2014-4012). In (pp. 1-55). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.
- Francis, D. J., Rivera, M. O., Lesaux, N., Kieffer, M., & Rivera, H. (2006). Practical guidelines for the education of English Language Learners: Research-based recommendations for serving adolescent newcomers. Retrieved from Portsmouth, NH:
- Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. In (pp. 1-55). Washington, DC: US Department of Education.
- Goldenberg, C. (2013). Unlocking the research on English Learners. *American Educator*, Summer.
- Goldenberg, C., & Wagner, K. (2014). Bilingual Education: Revising an American tradition. *Education Week*, Summer.
- Linan-Thompson, S., & Vaughn, S. (2007). Research-based methods of reading instruction for English language learners Grades K-4. Alexandria, VA: Association for Supervision and Curriculum Development.

### Learning Sciences

- American Psychological Association, & Education, C. f. P. i. S. a. (2015). Top 20 principles from psychology for preK-12 teaching and learning. In. Washington, DC: American Psychological Association.
- Barbash, S. (2011). Clear teaching: With Direct Instruction, Siegfried Engelmann discovered a better way of teaching. Retrieved from [www.education-consumers.org](http://www.education-consumers.org)
- Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving student learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58.
- Hattie, J. (2015). What doesn't work in education: The politics of distraction. London: Pearson.
- Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. *Learning Disabilities Research & Practice*, 32(3), 140-148.

### Elementary Reading and Language Arts

- Denton, C. A., & Vaughn, S. (2010). Preventing and remediating reading difficulties: Perspectives from research. In M. R. Shinn & H. M. Walker (Eds.), *Interventions for achievement and behavior problems in a three-tier model, including RTI* (pp. 469-500). Bethesda, MD: National Association of School Psychologists.
- Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly III, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades. In *IES Practice Guide* (pp. 1-60). Washington, DC: U.S. Department of Education.
- Shanahan, T., Callison, K., Carriere, C., Pearson, P. D., Schatschneider, C., & Torgesen, J. K. (2010). Improving reading comprehension in Kindergarten through 3rd grade (E. a. R. A. National Center for Education, Institute of Education Sciences, & U. S. D. o. Education. Eds.). Washington, DC: US Department of Education.
- Stanovich, K. E. (2000). Putting children first by putting science first: The politics of early reading instruction. In K. E. Stanovich (Ed.), *Progress in understanding reading: Scientific foundations and new frontiers*. New York, NY: Guilford.

- Torgesen, J. K., Houston, D., Rissman, L., & Kosanovich, M. (2007). Teaching all students to read in elementary school. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
- Torgesen, J. K. (2002). Lessons learned from intervention research in reading: A way to go before we rest. *Learning and Teaching Reading*, 89-103.
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- Torgesen, J. K. (2005). *A principal's guide to intensive reading interventions for struggling readers in Reading First schools*. Washington, DC: US Department of Education.

### **Middle School, High School, and Adolescent Literacy**

- Biancarosa, G., & Snow, C. (2004). *Reading Next: A vision for action and research in middle and high school literacy*. Retrieved from Alliance for Excellent Education: Washington DC:
- Chingos, M. M., & Whitehurst, G. J. (2012). Choosing Blindly: Instructional materials, teacher effectiveness, and the Common Core. In. Washington, DC: The Brookings Institution.
- Marchand-Martella, N. E., Martella, R. C., Modderman, S. L., Petersen, H., & Pan, S. (2013). Key areas of effective adolescent literacy programs. *Education and Treatment of Children*, 36, 161-184.
- Torgesen, J. K., Houston, D., & Rissman, L. (2007). *Improving literacy instruction in middle and high schools: A guide for principals*. Portsmouth, NH: RMC Research Corporation, Center for Instruction.
- Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., . . . Lesaux, N. (2007). *Academic literacy instruction for adolescents: A guidance document from the Center on Instruction*. Retrieved from Portsmouth, NH:

### **Spelling, Writing, and Language Arts**

- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. G. (2012). *Teaching elementary school students to be effective writers: A practice guide*. Retrieved from Washington, DC: [http://ies.edu.gov/ncee/wwc/publications\\_reviews.aspx#pubsearch](http://ies.edu.gov/ncee/wwc/publications_reviews.aspx#pubsearch)
- Feldman, K., & Kinsella, K. (2005). *Narrowing the language gap: The case for explicit vocabulary instruction*. Retrieved from New York, NY:
- Malatesha Joshi, R., Treiman, R., Carreker, S., & Moats, L. (2008). How words cast their spell. *American Educator*, Winter, 6-16, 42-43.
- Moats, L. C. (2005). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-43.
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### **Even More...**

- Moats, L. (1999). *Teaching reading is rocket science*. Washington, DC: American Federation of Teachers.
- Moats, L. (2012). Reconciling the CCSS with the realities of learning disabilities. *New Times for Division of Learning Disabilities*, June, 1-3.
- Moats, L. (2013). Reconciling the Common Core State Standards with Reading Research. *Perspectives on Language and Literacy*, Fall, 15-18.
- Riccomini, P. J., Morano, S., & Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high-leverage practices, explicit instruction, and intensive instruction. *TEACHING Exceptional Children*, 50, 20-27.

Stockard, J., Wood, T. W., Coughlin, C., & Rasplica Khoury, C. (2018). The effectiveness of Direct Instruction curricula: A meta-analysis of a half century of research. *Review of Educational Research*.

Wren, S. (2002). 10 Myths of reading instruction. SEDL (Southwest Educational Development Laboratory), 3-13.