

Certified Reading List

It is expected that the Certified candidate will have completed the required reading lists at the Associate level.

The following list contains both **required** and **recommended** readings. The dark bullet (•) identifies required readings and the hollow bullet (o) indicates those that are recommended. The individual Fellow will determine the specific requirements for each intern.

<p>Seminal Works</p> <p>(Required at all levels.)</p>	<p>All courses and practica are based on the original works of Samuel T. Orton, June Lyday Orton, Anna Gillingham, Bessie Stillman, and Paula Rome. The Fellow will determine the required sections from these works.</p> <ul style="list-style-type: none"> • Gillingham, Anna & Stillman, Bessie. 1997 (8th edition). <i>Remedial Training for Children with Specific Disability in Reading, Spelling and Penmanship.</i> (Other editions may be substituted.) Cambridge, MA: Educators Publishing Service ISBN: 0-8388-0200-1 • Phonics Drill Cards: same citation as above • Orton, June Lyday. 1964. <i>A Guide to Teaching Phonics.</i> Cambridge, MA: Educators Publishing Service. ISBN: 0-8388-0241-9 • Orton, Samuel Torrey. 1989. <i>Reading, Writing and Speech Problems in Children.</i> (letters optional) Baltimore, MD: International Dyslexia Association. ISBN: 0-89079-179-1 • Rome, Paula & Osman, Jean. 1972. <i>The Language Tool Kit.</i> Cambridge, MA: Educators Publishing Service. ISBN: 0-8388-0521-3 • Rome, Paula & Osman, Jean. 1972. <i>The Advanced Language Tool Kit: Teaching the Structure of the English Language.</i> Cambridge, MA: Educators Publishing Service. ISBN: 0-8388-0549-3
<p>Speech/ Language</p> <p>Linguistics/ History</p>	<ul style="list-style-type: none"> • Balmuth, Miriam. 1992. <i>The Roots of Phonics: A Historical Introduction.</i> Austin, Texas. Pro-Ed. ISBN: 0-912752-32-7 • Moats, Louisa. 2000. <i>From Speech to Print: Language Essentials for Teachers.</i> Baltimore, MD: Paul H. Brookes Publishing Co. ISBN: 1-55766-387-4 <ul style="list-style-type: none"> ○ Bryson, Bill. 2000. <i>The Mother Tongue: English and How It Got That Way.</i> New York, N.Y: Harper Collins. ISBN: 0380715430 ○ Crystal, David. 2004. <i>The Stories of English.</i> Woodstock & New York: The Overlook Press, Peter Mayer Publishers, Inc. ISBN: 1-58567-601-2 ○ Kavanaugh, James. 1991. <i>The Language Continuum.</i> Austin, TX: Pro-Ed. ISBN: 0-912752-56-4 ○ McCrum, Robert, Cran, William, & MacNeil, Robert (editors.) <i>The Story of English.</i> New York, NY: Penguin Books USA, Inc. ISBN: 0142002313 ○ Pinker, Steven. 1997. <i>The Language Instinct: How the Mind Creates Language.</i> New York, NY: William Morrow and Company, Inc. ISBN: 0-912752-32-7

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Brain	<ul style="list-style-type: none"> • Carter, Rita. 1998. <i>Mapping the Mind</i>. Los Angeles, CA: University of California Press. ISBN: 0-520-22461-2 • Wolfe, Patricia. 2001. <i>Brain Matters: Translating Research into Classroom Practice</i>. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0-87120-5173
ADD/ADHD	<ul style="list-style-type: none"> • Hallowell, Edward & Ratey, John. 1994. <i>Driven to Distraction</i>. New York, NY: Pantheon Books. ISBN: 0-679-42177-7 <ul style="list-style-type: none"> ○ Parker, Harvey. 1992. <i>The ADD Hyperactivity Handbook for Schools: Effective Strategies for Identifying and Teaching ADD Students in Elementary School and Secondary Schools</i>. Florida: Specialty Press. ISBN: 0962162922
Testing	<p>Note: The Academy is aware that O-G-practitioners may or may not have training to administer, score, and prepare reports using tests appropriate for student assessment. It is necessary that all understand the nature of the testing process, and be able to read, understand, and evaluate the importance of test measures contained in reports. Such knowledge is slow to build, in some large measure because of the wide range of test instruments that may be encountered in reports. In developing this knowledge base, the O-G practitioner should refer to sources that summarize and evaluate the validity and reliability of such tests. One widely respected source is the Buros Institute of Mental Measurements which has long produced a yearbook series covering this domain—the most current volume is cited below. These publications are expensive and are typically found only in larger public libraries and at college and university libraries. Less expensive and more accessible summaries of tests are published from time to time. The publication by Compton (below) illustrates this genre. Finally, as O-G practitioners encounter more test reports, they will begin to note the tests that are most frequently encountered. Useful knowledge about such instruments (and others) can usually be found on the internet. A final guide to remember is that test instruments typically should be related in a transparent way to the salient features of what is known about dyslexia and how it effects the acquisition of reading and related language processing skills.</p> <ul style="list-style-type: none"> • Wright, Peter & Wright, Pamela. 2001. <i>Understanding Tests and Measurements For the Parent and Advocate</i>. (27 pages) as well as a <i>Glossary of Assessment Terms</i> can be accessed and downloaded from their website: www.wrightslaw.com <ul style="list-style-type: none"> ○ Compton, Carolyn. 1996. <i>A Guide to 100 Tests for Special Education</i>. Upper Saddle River, NJ: Globe Fearon. ISBN: 0-835-91011-1 ○ Greene, Jane, & Moats, Louisa. 2004. <i>Testing: Critical Components in the Identification of Dyslexia. T Book: Emeritus Series</i>. Baltimore, MD: International Dyslexia Association. ISBN: 0-89214-084-4

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<p>Testing, continued</p>	<ul style="list-style-type: none"> ○ Murphy, Linda, Impara, James, & Blake, Barbara (Editors). 2002. <i>Tests in Print VI: An Index to Tests, Test Reviews, and the Literature on Specific Tests</i>. Lincoln, NB: University of Nebraska-Lincoln. ISBN: 0910674515
<p>Dyslexia</p>	<ul style="list-style-type: none"> • Foss, Jean. 1986. <i>The Tutor-Student Instructional Interaction</i>. <i>Annals of Dyslexia</i>, 36: 15-27. Baltimore, MD: International Dyslexia Association. • Henry, Marcia & Brickley, Susan. 1999. <i>Samuel Orton and His Legacy</i>. (Chapters 1-7). Baltimore, MD: The International Dyslexia Association. ISBN: 0-89214-0208 • Rawson, Margaret. 1992 (2nd edition). <i>The Many Faces of Dyslexia</i>. Baltimore, MD: The International Dyslexia Association. ISBN: 0-89214-005-4 • Shaywitz, Sally. 2003. <i>Overcoming Dyslexia</i>. (chapters 1-13 only) New York, NY: Alfred A. Knopf. ISBN: 0-375-400012-5 • Uhry, Joanna & Clark, Diana. 2005 (3rd edition). <i>Dyslexia, Theory and Practice of Instruction</i>. Austin, TX: Pro-Ed. ISBN: 091275284 X • West, Thomas. 1992. <i>A Future of Reversals: Dyslexic Talents in a World of Computer Visualization</i>. <i>Annals of Dyslexia</i>, 42: 124-139. Baltimore, MD: International Dyslexia Association.
<p>Comprehension</p>	<ul style="list-style-type: none"> • Curtis, Mary Beth (editor). <i>Perspectives</i>, Spring 2001. Theme: <i>Reading Comprehension</i>. (Permission for IDA members to photocopy.) • Pressley, Michael. 2000. <i>Comprehension Instruction: What Works Reading Rockets</i>. http://www.readingrockets.org/article/68 <ul style="list-style-type: none"> ○ Beck, Isabel, McKeown, Margaret, & Kucan, Linda. 2002. <i>Bringing Words to Life</i>. New York, NY: Guilford Press. ISBN: 1-57230-753-6 ○ Carlisle, Joanne & Rice, Melinda. 2002. <i>Improving Reading Comprehension: Research-Based Principles and Practices</i>. Austin, TX: Pro-Ed. ISBN: 0-91275-290-x ○ Pauk, Walter. 2000. <i>Six-Way Paragraphs</i>. Lincolnwood (Chicago), IL: Jamestown Publishers. Introductory Level ISBN: 0-8442-2124-4 Middle Level ISBN: 0-8442-2119-8 Advanced Level ISBN: 0-8442-2123-6
<p>Writing</p>	<ul style="list-style-type: none"> • King, Diana. 2004. <i>Writing Skills: Teacher's Handbook</i> Cambridge, MA: Educators Publishing Service. ISBN: 0-8388-2561-4 • Sheffield, Betty. 1996. <i>Handwriting: A Neglected Cornerstone to Literacy</i>. <i>Annals of Dyslexia</i>, 46: 21-35. Baltimore, MD: International Dyslexia Association. <ul style="list-style-type: none"> ○ Hamilton, Betty. 1997. <i>The Three Steps to Powerful Writing</i>. Adrian, MI: C&C Graphics Publishing Co. www.powerwriting.net

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<p>Writing continued</p>	<ul style="list-style-type: none"> ○ Hochman, Judith C. 1994 (9th edition). <i>Basic Writing Skills: A Manual for Teachers</i>. GSI Publications. (May be ordered for \$40.00 by sending request to P.O. Box 401, Harrison, NY 10528 ○ Jean, Georges. 1992. <i>Writing, The Story of Alphabets and Scripts</i>. New York, NY: Henry N. Abrams, Inc. ISBN: 0-8109-2893-0 ○ Poulton, Shirley. 2004. <i>Power Writing Plus: Teach the Traits of Effective Writing</i>. Adrian, MI: C&C Graphics Publishing Co. www.powerwritingplus.com.
<p>Grammar</p>	<ul style="list-style-type: none"> ○ Blumenthal, Joseph. 1994 (4th edition). <i>English 2200: Program Course in Grammar and Usage</i>. (Also available are 2600 and 3200 Program Courses in Grammar and Usage). Orlando, FL: Harcourt Brace College Publishers. ISBN: 0-15-313992-7 ○ Hutson, Phyllis. 2006. <i>The Essentials of Grammar Instruction: Keeping It Structured, Sequential and Multisensory</i>. Indianapolis, IN: Dog Ear Publishing. ISBN: 1-59858-224-0 ○ Mulvey, Dan. 2002. <i>Grammar The Easy Way</i>. Hauppauge, NY: Barron's Educational Series, Inc. ISBN: 0-7641-1989-3
<p>Research</p>	<ul style="list-style-type: none"> • Rayner, Keith, et al. 2001. <i>How Psychological Science Informs the Teaching of Reading</i>. Psychological Science in the Public Interest. Volume 2, number 2, pages 31-74. May be accessed and downloaded at: http://www.psychologicalscience.org/journals/pspi/pdf/pspi22.pdf <ul style="list-style-type: none"> ○ Brady, Susan & Moats, Louisa. <i>Informed Instruction for Reading Success: Foundations for Teacher Preparation</i>. A position paper of the International Dyslexia Association. (available by conducting a web search for: <i>Teacher_pos_paper.pdf</i>) ○ Honig, Bill, Diamond, Linda, & Nathan, Ruth. 2001. <i>Reading Research Anthology: The Why? of Reading Instruction</i>. Core Literacy Training Series. Novato, CA: Arena Press. www.ATPub.com ISBN: 1-571280207-6 ○ Moats, Louisa. 1999. <i>Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do</i>. (pages 1-40) American Federation of Teachers. May be downloaded at: www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf.
<p>Useful websites and current articles</p>	<ul style="list-style-type: none"> ○ http://www.wrightslaw.com/info/read.rr.research.farrall.htm ○ International Dyslexia Association: http://interdys.org ○ Reading Rockets: http://www.readingrockets.org <p>Check Academy publications and website for current information and research as well as additions or deletions to this list.</p>