

Kentucky Department of Education Structured Literacy Webpage References

- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). Teaching academic content and literacy to English learners in elementary and middle school (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website:
<https://ies.ed.gov/ncee/wwc/PracticeGuide/19> (ESSA Levels I, II, & IV)
- Clay, M. M. (1994). Reading Recovery: A guidebook for teachers in training. Portsmouth, NH: Heinemann.
- Cunningham, A. & Rose, D. (2013). *This is your brain on reading*. Retrieved from
<https://www.scholastic.com/parents/others/blogs/your-brain-reading.html>
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., et al. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). U.S. Department of Education. Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance.
<https://ies.ed.gov/ncee/wwc/practiceguide/21> (ESSA Levels I, II, & IV)
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M.A. (2018). Learning disabilities: From identification to intervention, 2nd edition. New York: Guilford. (ESSA Level IV)
- Fountas, I. C., & Pinnell, G. S. (2009). The Fountas & Pinnell Leveled Literacy Intervention (LLI). Portsmouth, NH: Heinemann.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/3> (ESSA Level III & IV)
- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/17> (ESSA Level IV)

- Hudson, N., Scheff, J., Tarsha, M., & Cutting, L.E. (2016). Reading comprehension and executive function: Neurobiological findings. *Perspectives on Language and Literacy*, Spring 2016.
- International Dyslexia Association. (2021). Structured literacy: An introductory guide. Baltimore, MD. <https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yz> (ESSA Level IV)
- International Dyslexia Association Ontario Branch. (2023). Structured literacy instruction. Retrieved from <https://www.idaontario.com/effective-reading-instruction/> (ESSA Level IV)
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://ies.ed.gov/ncee/wwc/practiceguide/8> (ESSA Level III)
- Lexia. (2022). What is the science of reading: How the human brain learns to read. Retrieved from <https://www.lexialearning.com/blog/what-is-the-science-of-reading-how-the-human-brain-learns-to-read>
- Montgomery, P., Ilk, M., & Moats, L. (2013). A principal's primer for raising student achievement. Cambium Learning Group. (ESSA Level IV)
- National Reading Panel (U.S.) & National Institute of Child Health and Human Development (U.S.). (2000). *Report of the National Reading Panel: Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. <https://www.nichd.nih.gov/about/org/der/branches/cdbb/nationalreadingpanelpubs> (Supported by meta-analysis)
- Read to Succeed Act, S.B. 9, 117th Cong. (Ky. 2022). <https://apps.legislature.ky.gov/recorddocuments/bill/22RS/sb9/bill.pdf>
- Sedita, J. (2020). How the brain learns to read. Keys to Literacy. Retrieved from <https://keystoliteracy.com/blog/how-the-brain-learns-to-read/> (ESSA Level IV)
- Spear-Swelling, L. (2019). Here's why schools should use structured literacy. *International Dyslexia Association*, 8(2). <https://bit.ly/LSSSLIS> (ESSA Level IV)
- Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (pp. 355-381). Baltimore, MD: Brookes Publishing Co. (ESSA Level IV)

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Hagan, E. C., & Francis, D. J. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43(3),449-487. (ESSA Level IV)