

Scientifically-Based Reading Instruction and Intervention Resources

The resources and programs listed in this document were reviewed and compiled by specialists at the Indiana Department of Education (IDOE) and faculty at Indiana University (IU); however, these resources are not endorsed by the IDOE or IU system.

[The online Google doc version of this document](#) is “live”, which means that resources will be added frequently. If you have found or created resources that you think should be listed in this document, [please click here to submit them for review](#).

Scientifically-Based Reading Instruction and Structured Literacy

- [International Dyslexia Association. \(2019\). Structured literacy: An introductory guide.](#)
- [Cowden, C. D. \(2016\). What is structured literacy? A primer on effective reading instruction. The International Dyslexia Association.](#)
- [International Dyslexia Association. \(2020\). Structured literacy: Effective instruction for students with dyslexia and related reading difficulties.](#)
- [Moats, L. \(2020\). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. American Educator.](#)
- [Hempenstall, K. \(2016\). Read about it: Scientific evidence for effective teaching of reading. The Centre for Independent Studies.](#)
- [Stanovich, P. J., & Stanovich, K. E. \(2003\). Using research and reason in education: How teachers can use scientifically-based research to make curricular & instructional decisions. RMC Research Corporation.](#)
- [Sayeski, K. L., Earle, G. A., Davis, R., & Calamari, J. \(2019\). Orton Gillingham: Who, what, and how. TEACHING Exceptional Children, 51\(3\), 240-249.](#)
- [Center on Teaching and Learning. Big ideas in beginning reading. University of Oregon.](#)
- [Parker, S. \(2020, March\). A brief history of reading instruction.](#)
- [Buckingham, J., & Castles, A. \(2019, May\). Learning to read and explicit teaching. Teacher Magazine.](#)
- [Buckingham, J., & Castles, A. \(2019\). Why do some children learn to read without explicit teaching?](#)
- [Education Week. \(2020\). Getting reading right.](#)

Critiques of Balanced Literacy, Whole-Language, and 3-Cueing

- [Hempenstall, K. \(2013, November\). The three-cueing system in reading: Will it ever go away?](#)

- [Hempenstall, K. \(2014, February\). Part 1: Whole language! What was that all about?](#)
- [Hempenstall, K. \(2006\). The three-cueing model: Down for the count? Education News.](#)
- [Right to Read Project. \(2019\). The implicit messages in teaching reading as cueing \[infographic\].](#)
- [Right to Read Project. \(2019\). You might unknowingly be teaching whole-language strategies if... \[infographic\].](#)
- [Right to Read Project. \(2019\). Reading as a guessing game \[infographic\].](#)
- [Right to Read Project. \(2019\). Rethinking reading strategies \[infographic\].](#)
- [Vaites, K. \(2019, October\). The trouble with common word recognition strategies.](#)
- [Vaites, K. \(2019, November\). Leveled reading groups don't work: Why aren't we talking about it?](#)
- [Right to Read Project. \(2019\). Leveling charges at Fountas & Pinnell.](#)

Understanding the Difference Between Structured Literacy and Balanced Literacy

- [Moats, L. \(2007\). Whole-language high-jinks: How to tell when “scientifically-based reading instruction” isn’t. Thomas B. Fordham Foundation & Institute.](#)
- [Spear-Swerling, L. \(2019\). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. TEACHING Exceptional Children, 51\(3\), 201–211.](#)
- [Lorimor-Easley, N. A., & Reed, D. K. \(2019\). An explanation of structured literacy, and a comparison to balanced literacy. Iowa Reading Research Center.](#)
- [Education Week. \(2019, October\). Phonics vs. balanced literacy: A classroom comparison.](#)

Books

- [Teaching Reading Sourcebook \(3rd Edition\)](#) - by CORE Literacy Library
- [Reading Research in Action: A Teacher’s Guide for Student Success](#) - by [Peggy McCardle, Ph.D., MPH](#), [Vinita Chhabra](#), and [Barbara Kapinus](#)
- [The Power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems](#) - by Louise Spear-Swerling
- [Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition](#) - by David Kilpatrick
- [Essentials of Assessing, Preventing, and Overcoming Reading Difficulties](#) - by David Kilpatrick
- [Speech to Print: Language Essentials for Teachers \(3rd ed.\)](#) - by Louisa Moats

- [Multisensory Teaching of Basic Language Skills \(4th ed.\)](#) - by Judith Birsh and Suzanne Carreker
- [Direct Instruction Reading \(6th Edition\)](#) - by Douglas Carnine, Jerry Silbert, Edward Kame'enui, Patricia Travers, and Timothy Slocum

Teaching Guides and Lessons

- [First Grade Reading Intervention: Sample Lesson Plans and Sequence - Texas Center for Learning Disabilities](#)
- [Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers](#) - Florida Center for Reading Research
- [Building the Foundation: A Suggested Progression of Sub-Skills to Achieve the Reading Standards: Foundational Skills in the Common Core Standards](#) - Center on Instruction
- [Teacher Practice Guide: Teaching Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#) - Institute of Education Sciences
- [Reading Strategies & Activities Resource Book: For Students at Risk for Reading Difficulties, Including Dyslexia](#) - University of Texas and Texas Education Agency
- [Reducing Reading Difficulties for Kindergarten Through Third Grade Students: Introduction to the 3-Tier Reading Model](#) - Vaughn-Gross Center on Reading and Language Arts
- [A Consumer's Guide to Evaluating Core, Supplemental, and Intervention Reading Programs Grades K-3: A Critical Elements Analysis \(by UO CTL\)](#)
- [Improving Reading Comprehension in Kindergarten through 3rd Grade](#) - Institute of Education Sciences, U.S. Department of Education
- [Assisting Students Struggling with Reading: Response to Intervention \(RTI\) and Multi-Tier Intervention in the Primary Grades](#) - Institute of Education Sciences, U.S. Department of Education

Professional Development and Online Learning Modules

- [Teaching Foundational Reading Skills Free Online Course with PD Credit \(based on IES Practice Guide; through NCS & IES\)](#)
- [Intensive Intervention in Reading Free Online Course \(by NCII\)](#)
- [RTI \(Part 3\): Reading Instruction \(by IRIS Center through VU & OSEP\)](#)
- [RTI \(Part 5\): A Closer Look at Tier 3 \(by IRIS Center through VU & OSEP\)](#)
- [3-Tier Reading Model Reading Intervention: Tier 2 \(Online Module by UT Building Capacity for RTI\)](#)
- [Reading Course Enhancement Module](#) - CEEDAR Center & University of Florida

Videos

- [Structured Literacy Lesson](#) - Literacy How
- [An Overview of Structured Literacy](#) - Center for Dyslexia MTSU
- [Leaders and Learning in Literacy: Structured Literacy with Dr. Lousie Spear-Swerling](#) - PaTTAN
- [Elements of an Effective Reading Program through Structured Literacy](#) - CORE Learn
- [What is Structured Literacy](#) - CORE Learn
- [Overview of the Foundational Reading Skills Practice Guide and PLC Webinar](#) - Institute of Education Sciences, U.S. Department of Education
- [University of Florida Literacy Institute Webinars on Teaching Reading Online and Dyslexia](#)

Resource Repositories on Reading

- [National Center for Improving Literacy](#)
- [Lead for Literacy Center](#)
- [Haskins Global Literacy Hub Library](#)
- [Iowa Center for Reading Research](#)
- [Instructional Resources \(Lesson Plans, Videos, etc.\) to Support RTI in Reading](#) - University of Texas's Building Capacity for RTI

Websites

- [Reading Rockets](#)
- [Five from Five](#)