## Early Literacy Resources for Sponsoring Organizations

This is a list of curated resources connected to the study of evidence-based early literacy practices provided by stakeholders and partner higher education faculty. The list is not meant to present exemplary model syllabi, books, or ideas. Instead, it is a collection of documents, videos, and websites that may be useful in learning about and discussing the ever-evolving field of early literacy instruction. This is a dynamic list; please send your thoughts, recommendations, and suggestions for additional resources to siobhan.m.allen@mass.gov.

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| **Resources from Mass Literacy** |
| * [Recommended Reading](https://www.doe.mass.edu/massliteracy/reading.html?fbclid=IwAR0ktgQFNmNhGyBXCAENLuTxjBUbkdiwCP7uA6RIr-LvrY_t_Cc2dX1z3ps)
* [Top Resources](https://www.doe.mass.edu/massliteracy/topresources/default.html)
* [Components of a Core Literacy Block](https://www.doe.mass.edu/edprep/resources/literacy-block.docx)
* [Skills for Early Reading](https://www.doe.mass.edu/edprep/resources/skilled-reading.docx)
* [Students Experiencing Reading Difficulties](https://www.doe.mass.edu/edprep/resources/reading-difficulties.docx)
* [Multi-tiered Systems of Support](https://www.doe.mass.edu/edprep/resources/mtss.docx)
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| **Digital Resources for Professors of Early Literacy**  |
| * [Massachusetts Dyslexia Guidelines](https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf)
* [Barksdale Reading Institute](https://msreads.org/) and [The Reading Universe](https://www.readinguniverse.org/)
* [FULCRUM](https://www.fulcrum-oakland.org/)
* [National Academy of Education](https://naeducation.org/)
* [ILA](https://www.literacyworldwide.org/)
* WWC: [Find What Works](https://ies.ed.gov/ncee/wwc/)
* [Teaching Foundational Reading Skills](https://place.fi.ncsu.edu/local/catalog/course.php?id=15&ref=1)
* NAEYC/IRA - “[Learning to Read and Write](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PSREAD98.PDF)” Joint Position Statement
* [The Six Shifts](https://thesixshifts.com/)
* Deans for Impact: [The Science of Learning](http://www.deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf)
* [Resources from Mount St Joseph](https://mymount.msj.edu/ICS/MSJAcademics/School_of_Education/The_Science_of_Reading_in_Teacher_Preparation.jnz)
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| **Early Literacy in the Media** |
| * “[Teaching Reading IS Rocket Science](https://www.aft.org/sites/default/files/moats.pdf)” - Louisa Moats, *AFT*
* “[Hard Words: Why aren't kids being taught to read?](https://www.apmreports.org/episode/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read)” - Emily Hanford, *APM Reports*
* “[Drawing on Reading Science Without Starting a War](https://www.ascd.org/el/articles/drawing-on-reading-science-without-starting-a-war?fbclid=IwAR02-RIOje9gXVOmwF3ZSBdShcOK8x4q-WxI3t55b3fPrcPWA2RYch9DSaE#.XjCMvB-K-8w.facebook)”- Benjamin Riley, *ASCD*
* [“After Steering Mississippi’s Unlikely Learning Miracle, Carey Wright Steps Down](https://www.the74million.org/article/after-steering-mississippis-unlikely-learning-miracle-carey-wright-steps-down/?utm_source=The%2074%20Million%20Newsletter&utm_campaign=f7f5459f4c-EMAIL_CAMPAIGN_6_9_2022_COPY_01&utm_medium=email&utm_term=0_077b986842-f7f5459f4c-177170297)” - Kevin Mahnken, *The74*
* Science of Reading Podcast episodes:
	+ [The right to read: Lacey Robinson](https://www.buzzsprout.com/612361/10122497-s5-e1-the-right-to-read-lacey-robinson?t=0)
	+ [The cognitive science behind how students learn to read: Carolyn Strom](https://www.buzzsprout.com/612361/2597644-a-conversation-with-carolyn-strom)
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| **Resources Recommended by MA Literacy Faculty** |
| **Literacy in the News*** Durán, L., & Hikida, M. (2022). Making sense of reading’s forever wars. *Phi Delta Kappan*, *103*(8), 14–19.
* Goldberg, M., & Goldenberg, C. (2022). Lessons Learned? Reading Wars, Reading First, and a Way Forward. *The Reading Teacher*, 75, 621– 630. <https://doi.org/10.1002/trtr.2079>

**Teaching Early Literacy Skills*** Adams, M.J. (2010). Advancing our students’ language and literacy: The challenge of complex texts. *American Editor*. <https://www.aft.org/sites/default/files/periodicals/Adams.pdf>
* Barrow, C.E. (n.d.). *Spelling stage names and learner ability according to major researchers.* [http://red6747.pbworks.com/f/Stages+of+Spelling+table.pdf](http://red6747.pbworks.com/f/Stages%2Bof%2BSpelling%2Btable.pdf)
* Chall, J. S. (1996). *Stages of reading development*. Harcourt Brace College Publishers.
	+ Secondary source: [Chall’s Stages of Reading Development](https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_.ChallsStages.pdf)
* Ehri, L. C. (1995). Phases of development in learning to read words by sight. *Journal of Research in Reading*, 18(2), 116-125.
* Ehri, L. C., & McCormick, S. (1998). Phases of word learning: Implications for instruction with delayed and disablednreaders. *Reading & Writing Quarterly*, 14(2), 135-163.
* Gentry, J. R. (1984). Developmental Aspects of Learning to Spell. *Academic Therapy*, *20*(1), 11–19.
* Groen, M. A., Veenendaal, N. J., and Verhoeven, L. (2019) The role of prosody in reading comprehension: evidence from poor comprehenders. *Journal of Research in Reading*, 42: 37– 57.
* International Literacy Association. (2020). [Phonological awareness in early childhood literacy development](https://www.literacyworldwide.org/docs/default-source/where-we-stand/9457_Phonological_Awareness_1-2020_Final.pdf) [Position statement and research brief]. Newark, DE: Author.
* Lane, H.B. (n.d.). *How children learn to read words*. University of Florida Literacy Institute
* Lutz, E. (n.d.) *Invented spelling and spelling development*. Reading Rockets.
* Metsala, J. L., & Ehri, L. C. (1998). Grapheme–Phoneme Knowledge Is Essential for Learning to Read Words in English. In *Word recognition in beginning literacy*. essay, L. Erlbaum Associates.
* Read C. (1986). *Children’s creative spelling.* Routledge & Kagan Paul
* Scarborough, H. S. (2001). [Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice](https://johnbald.typepad.com/files/handbookearlylit.pdf). In S. Neuman & D. Dickinson (Eds.), Handbook for research in early literacy. New York: Guilford Press.

**Culturally Responsive Teaching*** Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, *31*(2), 132–141.

**Students Experiencing Reading Difficulties*** Johnston, P., & Scanlon, D. (2021). An Examination of Dyslexia Research and Instruction With Policy Implications. *Literacy Research: Theory, Method, and Practice*, *70*(1), 107–128.
* Kilpatrick, D.A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: Wiley.
	+ Video: 2019 Literacy Academy - David Kilpatrick’s seminar titled “[Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers](https://www.youtube.com/watch?v=OpnIIn5JuiE&fbclid=IwAR2Lm7Ouodi_toVIBpo9d-OwGRy5VhgC6ETKyZLL340WXvx8Iy1AM5IMtw0&app=desktop)”
	+ [“The Importance of Orthographic Mapping”](https://journal.imse.com/the-importance-of-orthographic-mapping/) and [video](https://www.youtube.com/watch?v=XfRHcUeGohc&t=1417s)
* Miciak, J., & Fletcher, J. M. (2020). The Critical Role of Instructional Response for Identifying Dyslexia and Other Learning Disabilities. *Journal of Learning Disabilities*, *53*(5), 343–353.
* Noel Foulin, J. Why is letter-name knowledge such a good predictor of learning to read?. Read Writ 18, 129–155 (2005).
* Ozernov-Palchik, O., Yu, X., Wang, Y., & Gaab, N. (2016). Lessons to be learned: how a comprehensive neurobiological framework of atypical reading development can inform educational practice. *Current opinion in behavioral sciences*, *10*, 45–58. https://doi.org/10.1016/j.cobeha.2016.05.006

**Cognitive Research in Early Literacy** * Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Gabriel, R. (2021, May 1). *The sciences of reading instruction*. ASCD.
* National Research Council (US) and Institute of Medicine (US) Committee on Integrating the Science of Early Childhood Development, Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academies Press (US).
* Wexler, N. (2019). *The knowledge gap: The hidden cause of America's broken education system--and how to fix it.* Random House, Avery Publishing Group.
* Willingham, D. T. (2017). *The reading mind: a cognitive approach to understanding how the mind reads*. Jossey-Bass, a Wiley Brand.
* Wolf, M. (2010). *Proust and the squid: The story and Science of the reading brain*. Icon Books.
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