Rhode Island Science of Reading and Structured Literacy: Resource Bank for Syllabi Refinement

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RIDE Rhode Island Department of Education

RHODE ISLAND COLLEGE

THE UNIVERSITY OF RHODE ISLAND

Center for Leadership and Educational Equity

CEEDAR CENTER

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U.S. Office of Special Education Programs

Welcome! This resource bank supplements the **Rhode Island Science of Reading and Structured Literacy Syllabi Refinement Tool** with materials for supporting coursework and professional development in literacy. The identified resources align with the competencies and components of instruction required to develop a proficient level of knowledge in the Science of Reading and Structured Literacy within the Rhode Island Right to Read Act. This law requires educators to exhibit either *proficiency* in or *awareness* of the knowledge and practices of the Science of Reading and Structured Literacy as defined below. The resources identified in this tool can be used to prepare educators to meet the proficiency and/or awareness requirements in the law.

- The **Science of Reading**, or *scientific reading instruction*, is defined as empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes.
- **Structured Literacy** is defined as an approach to teaching that integrates speaking, listening, reading, and writing by providing explicit, systematic, diagnostic-prescriptive instruction in phonological and phonemic awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax. For more information, visit **RIDE's Structured Literacy page**.

Rhode Island educator preparation programs (EPPs), districts/schools, and professional development providers can use this resource bank to build the capacity of educators to understand and apply components of effective research-aligned literacy instruction.

- **For EPPs**: These resources can be used to support coursework in identified areas of need following completion of the accompanying syllabi refinement tool.
- **For districts/professional development providers**: The resources and tools can be used to help strengthen professional learning among educators for each Rhode Island competency.

For resources that are universally available and accessible online, links have been provided. Other resources (books, journal articles) have been listed with descriptive information and citations. For additional, aligned training and resources, please take the RIDE Science of Reading and Structured Literacy Awareness Courses (1-5) on BRIDGE-RI.

The development of this tool was led by Dr. Stephanie Stollar at Mount St. Joseph University, with support from the following Rhode Island CEEDAR Literacy/Dyslexia Workgroup members:

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Resource Bank for Syllabi Refinement

Competency I: Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning disabilities	
Rhode Island component	**Key resources**
RI Component 1.1: Theoretical Models including the Simple View of Reading, Scarborough's Rope, the Four-Part Processor, and Ehri's Phases	**Books** • Adams, M. (1990). *Beginning to read: Thinking and learning about print*. The MIT Press. • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. • Moats, L. C. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes. • Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (Vol. 1, pp. 97–110). Guilford Press. • Seidenberg, M. (2017). *Language at the speed of sight*. Basic Books. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge. **Journal Articles** • Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, *19*, 5–51. https://doi.org/10.1177/1529100618772271 • Catts, H. W. (2018). The simple view of reading: Advancements and false impressions. *Remedial and Special Education*, *39*(5), 317–323. https://eric.ed.gov/?id=EJ1191985 • Gough, P. B., & Tunmer, W. E. (1986). *Decoding, reading, and reading disability. Remedial and Special Education*, *7*, 6–10. https://doi.org/10.1177/074193258600700104 • Nation, K. (2019). Children's reading difficulties, language, and reflections on the simple view of reading. *Australian Journal of Learning Difficulties*, *24*(1), 47–73. https://doi.org/10.1080/19404158.2019.1609272 • Seidenberg, M. S., & McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. *Psychological Review*, *96*(4), 523–568.

	Reports/Briefs • Moats, L. C. (2020). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. American Federation of Teachers. Retrieved from https://www.aft.org/ae/summer2020/moats • Steward, L. *The science of reading: Evidence for a new era of reading instruction*. Zaner-Bloser. Retrieved from https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper_TheScienceofReading.pdf • Talbot, P. (2020). *Narrowing the third-grade reading gap*. EAB. Retrieved from https://attachment.eab.com/wp-content/uploads/2019/04/34B856A619F64FD3B8C6CEFD70C77B34-1.pdf **Essays** • Simple View of Reading (Reading Rockets) • The Simple View Of Reading: Research of Importance to All Educators (Linda Farrell, Marcia Davidson, Michael Hunter, and Tina Osenga; The Center for Literacy & Learning) • Learning to Read: "The Simple View of Reading" (Scott Baker, National Center on Improving Literacy [NCIL]) • Dyslexia and the Brain (IDA) **Infographics** • Scarborough's Reading Rope: A Groundbreaking Infographic (International Dyslexia Association [IDA]) • The Science of Reading (Arkansas RISE) **Videos** • Scarborough's Reading Rope (Zaner-Bloser) • Four-Part Processor (Arizona Department of Education) • Four Part Processer (Spunk and Joy Education) **Webinars/Presentations** • Scarborough's Rope—Strand by Strand (95% Group) • Unraveling the Reading Rope (Nancy Hennessey; Pennsylvania Training and Technical Assistance Network [PaTTAN] Literacy Symposium) • The Animated Reading Rope (AIM Institute for Learning & Research) • Built for These Times: Making the Shift to the Science of Reading (Amplify) **Interviews/Podcasts** • The Simple View of Reading (Linda Farrell; Readsters)

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Rhode Island component	**Key resources**
	• The Right to Read Project on Nurturing Automatic Readers (Margaret Goldberg & Alanna Mednick; Amplify) • Teaching, Reading and Learning: The Reading League Podcast (Linnea Ehri) Website • The Science of Reading: A Defining Movement (The Reading League) Online Course • Awareness Course 1 (BRIDGE-RI)
RI Component 1.2: How the brain learns to read	Books • Adams, M. (1990). *Beginning to read: Thinking and learning about print.* The MIT Press. • Dehaene, S. (2010). *Reading in the brain: The new science of how we read.* Penguin Books. • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. • Seidenberg, M. (2017). *Language at the speed of sight*. Basic Books. • Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads.* Jossey-Bass. Journal Article • Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological* Science *in the Public Interest*, *19*, 5–51. https://doi.org/10.1177/1529100618772271 Essays • How Do Kids Learn to Read? What the Science Says (Sarah Schwartz; *Education Week*) Videos • How the Brain Learns to Read (Stanislas Dehaene) • What the Science Says About How Kids Learn to Read (Sarah Schwartz)

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Rhode Island component	**Key resources**
	Interview/Podcast • At a Loss for Words: How a Flawed Idea Is Teaching Millions of Kids to Be Poor Readers (APM Reports)
RI Component 1.3: Permanent word storage and orthographic mapping	Book • Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads.* Jossey-Bass. Journal Articles • Betgevergiz, L. (2020). The importance of orthographic mapping. *IMSE Journal.* https://journal.imse.com/the-importance-of-orthographic-mapping/ • Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling, and vocabulary learning. *Scientific Studies of Reading*, *18*(1), 5–21. https://doi.org/10.1080/10888438.2013.819356 Blog • The Role of Orthographic Mapping in Learning to Read (Keys to Literacy Blog) Videos • Orthographic Mapping (Lyn Stone) • Phoneme vs. Phonological Awareness: Knowing the Difference Matters for Assessment and Instruction (Maria Murray; Reading League) Webinar/Presentation • Building a Large Sight Word Vocabulary: It's Not Magic—It's Informed Instruction (Pam Kastner and Erin Eighmy; PaTTAN Literacy Symposium)
RI Component 1.4: Neurobiological learning differences including dyslexia (decoding) and developmental language	Books • Fletcher, J. M., Lyon, R. D., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention* (2nd ed.). Guilford Press. • Hasbrouck, J. (2020). *Conquering dyslexia: A guide to early detection and intervention for teachers and families.* Benchmark.

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Rhode Island component	**Key resources**
disorder (word comprehension)	• Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level.* Knopf. • Washington, J. A., Compton, D. L., & McCardle, P. D. (2020). *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy*. Brookes. Essays • Frequently Asked Questions About Dyslexia (IDA) • Developmental Language Disorder (Boys Town National Research Hospital) • The Simple View Of Reading: Research of Importance to All Educators (Linda Farrell, Marcia Davidson, Michael Hunter, and Tina Osenga; The Center for Literacy & Learning) Video • Developmental Language Disorder (Boys Town National Research Hospital) Webinar/Presentation • SLD Identification Methods: Cognitive Tests vs. Instructional Response (Jack Fletcher; PaTTAN Literacy Symposium) Interview/Podcast • What Is Dyslexia? An Interview With Neuroscientist Guinevere Eden (APM Reports) Websites • Dyslexia Resources (Middle Tennessee State University [MTSU], Center for Dyslexia) • Dyslexia, Dysgraphia, and Dyscalculia Resources, including "What Is Dyslexia?" module (Rhode Island Department of Education [RIDE]) • Dyslexia Resources (NCIL)

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Rhode Island component	**Key resources**
RI Component 1.5: Literacy needs of students with language-based learning difficulties	Essays • Language-Based Learning Disability (LD Online) • What's the Difference Between Speech Disorders and Language-Based Learning Disabilities? (Understood.org) • Language-Based Learning Disabilities: What to Know (Landmark School Outreach Program) Interview/Podcast • "See Her Speak": Discussing DLD With Tiffany Hogan (READ Podcast; The Windward Institute)

Competency II: Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities	
Rhode Island component	**Key resources**
RI Component 2.1: Systematic	Essays • How Do Kids Learn to Read? What the Science Says (Sarah Schwartz and Sarah Sparks; *Education Week*) • IV. Purposeful, Direct, Explicit, and Systematic Instruction (Colorado Department of Education) Blog • What Does Systematic Instruction Mean? (National Institute for Direct Instruction) Videos • HLP #12: Systematically Design Instruction Toward a Specific Learning Goal (Council for Exceptional Children) • Focus on Structured Literacy (Nancy Hennessey) Video Transcript • HLP #12: Systematically Design Instruction Towards a Learning Goal (Council for Exceptional Children)
RI Component 2.2: Explicit	Book • Archer, A. L., & Hughes C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press. Videos • Example of Explicit Instruction: Cutting an Onion (National Center on Intensive Intervention [NCII)] • What Is Explicit Instruction? (Understood.org) • Explicit Instruction (Anita Archer and Charles Hughes) • Utilizing Explicit Instruction (MTSU, Center for Dyslexia) Webinars/Presentations • To Be Clear: What Every Educator Needs to Know About Explicit Instruction (NCII) • Explicit Instruction Explanation (Devin Kearns) • Features of Effective Instruction (slides; Meadows Center for Preventing Educational Risk) Online Courses • Intensive Intervention Course Content: Features of Explicit Instruction (NCII) • Intensive Intervention Online Module for Explicit Instruction (Vanderbilt University)

Competency II: Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities	
Rhode Island component	**Key resources**
RI Component 2.3: Incorporating multiple modalities (students do not learn through one learning style but by integrating all modalities—visual, auditory, kinesthetic-tactile [VAKT])	Essay • Summary of "The Role of Auditory and Visual Processing in Learning to Read" (Jack Fletcher; Texas Center for Learning Disabilities)
RI Component 2.4: Code emphasis vs. meaning emphasis in student texts, teaching approaches, and curriculum materials (use explicit decoding instruction in place of less effective strategies such as cueing, leveled texts, and sight word memorization)	Journal Articles • Dykstra, R. (1968). The effectiveness of code- and meaning-emphasis beginning reading programs. *The Reading Teacher*, *22*(1), 17–23. https://www.jstor.org/stable/20196039 • Liberman, I. Y., & Liberman, A. M. (1990). Whole language vs. code emphasis: Underlying assumptions and their implications for reading instruction. *Annals of Dyslexia*, *40*(1), 51–76. https://doi.org/10.1007/BF02648140 Video • What's Wrong With Predictable or Repetitive Texts (Alison Clarke)
RI Component 2.5: Differentiating and scaffolding instruction for students with language-based learning differences	Book • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. Report/Brief • Vaughn, S., & Fletcher, J. M. (2020). *Identifying and teaching students with significant reading problems.* American Federation of Teachers. Retrieved from https://www.aft.org/ae/winter2020-2021/vaughn_fletcher Essays • Language-Based Learning Disability (LD Online) • Language-Based Learning Disabilities: What to Know (Landmark School Outreach Program)

Competency II: Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities	
Rhode Island component	**Key resources**
RI Component 2.6: Accommodations for students with dyslexia (e.g., audiobooks, speech-to-text)	Essays • Overview of Instructional and Assistive Technology: Critical Tools for Students Who Struggle (IDA) • Accommodations for Students With Dyslexia (IDA) • Classroom Accommodations for Dyslexia (Amanda Morin; Understood.org) • Accommodating Students With Dyslexia in All Classroom Settings (IDA; Reading Rockets) • Accommodations for Dyslexia: Commonly Adopted Accommodations to Support Students With Characteristics of Dyslexia (MTSU, Center for Dyslexia) Infographic • Assistive Technology (MTSU infographic) Webinar/Presentation • Unraveling the Reading Rope: The Multifaceted Nature of Skilled Reading (Nancy Hennessy; PaTTAN Literacy Symposium) Websites • Reading Comprehension Instruction That Works (ReadWorks.org) • Tech Tips (The Yale Center for Dyslexia & Creativity)

Competency III: Select and conduct assessments within a Response to Intervention or Multi-Tiered Systems of Support Framework, analyze assessment data to inform instruction, and communicate findings with students, families and other educators	
Rhode Island component	**Key resources**
RI Component 3.1: Diagnostic-Prescriptive (data from assessments are used to inform instruction and intervention to meet the individual needs of students)	Videos • Video Example: A Teacher Describes Diagnostic and Mastery Assessments (NCII) • Video Non-Example: A Teacher Describes Diagnostic and Mastery Assessments (NCII) Webinars/Presentations • Using Formal and Informal Assessment Data for Diagnostic, Prescriptive Literacy Instruction (Deborah Lynam and Julia Salamone; PaTTAN Literacy Symposium) • Assessing and Teaching the Word Recognition Strands of The Reading Rope (Susan Hall and Stephanie Stollar; PaTTAN Literacy Symposium) Websites • Acadience Reading Diagnostic Assessments (Acadience Learning) • Tools Charts (NCII) • Diagnostic Data (NCII) • Acadience Reading Diagnostic: PA & WRD (Acadience Learning) • Example Diagnostic Tools (NCII) Fact Sheet • Acadience Reading Diagnostic: CFOL (Acadience Learning)
RI Component 3.2: Criterion referenced assessment measures (use criterion-referenced and/or norm-referenced tests to measure a student's academic performance against some standard or criteria)	Websites • Four Purposes of Assessment (MiMTSS Technical Assistance Center) • Acadience Reading Info Sheet (Acadience Learning) • Acadience Reading Pre-K: PELI (Acadience Learning) • Free download of Acadience Reading K-6 (Acadience Learning) • Free download of Acadience Reading 7-8 (Acadience Learning)

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Rhode Island component	**Key resources**
RI Component 3.3: Using assessment measures to understand a student's learning profile (using screening and diagnostics to look at all aspects of a student's academic and social-emotional needs)	Journal Article • Spear-Swerling, L. (2015). Common types of reading problems and how to help children who have them. *The Reading Teacher, 69*(5), 513–522. https://doi.org/10.1002/trtr.1410 Essay • Assessment: In Depth (Reading 101; Reading Rockets) Blogs • Giving Meaning to Test Scores (Catherine Close; Renaissance) • What's the Difference? Criterion-Referenced vs. Norm-Referenced Tests (Renaissance) Video • Integrating Models of Assessment and Instruction (Stephanie Stollar) Website • Teaming & Data Based Decision Making (Oregon Response to Instruction and Intervention [Oregon RtI]) • National Center on Intensive Intervention (website) Online Course • Understanding Common Assessments for Students With Language-Based Learning Differences (RIDE)
RI Component 3.4: Using assessment data within Multi-Tiered Systems of Support Framework	Book • Smartt, S. M. (2020). Assessment basics. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 34–41). Brookes. Journal Articles • Harn, B., Chard, D., & Kame'enui, E. (2011). Meeting societies' increased expectations through responsive instruction: The power and potential of systemwide approaches. *Preventing School Failure, 55*, 232–239. https://doi.org/10.1080/1045988X.2010.548416

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Rhode Island component	**Key resources**
	• Leonard, K. M., Coyne, M. D., Oldham, A. C., Burns, D., & Gillis, M. B. (2019). Implementing MTSS in beginning reading: Tools and systems to support schools and teachers. *Learning Disabilities Research & Practice*, *34*(2), 110–117. https://doi.org/10.1111/ldrp.12192 Reports/Briefs • St. Martin, K., Vaughn, S., Troia, G., Fien, H., & Coyne, M. (2020). *Intensifying literacy instruction: Essential practices*. Michigan Department of Education, MiMTSS Technical Assistance Center. Retrieved from https://mimtsstac.org/sites/default/files/Documents/About/Intensifying%20Literacy%20Instruction%20-%20Essential%20Practices%20(NATIONAL).pdf • Bailey, T. R., Colpo, A., & Foley, A. (2020). *Assessment practices within a multi-tiered system of supports* (CEEDAR Document No. IC-18 [Innovation Configuration]). CEEDAR Center and National Center on Intensive Intervention. Retrieved from https://ceedar.education.ufl.edu/wp-content/uploads/2020/12/Assessment-Practices-Within-a-Multi-Tiered-System-of-Supports-2.pdf Blogs • Part 1: Using Universal Screening Data to Evaluate Learning Loss: End-of-Year Screening (Voyager Sopris Learning) • Part 2: Using Universal Screening Data to Evaluate Learning Loss: Beginning-of-Year Screening (Voyager Sopris Learning) Video • Fundamentals of Literacy Assessment (University of Florida Literacy Institute) Websites • BRIDGE-RI: Multi-Tiered Systems of Support (MTSS) Courses (RIDE) • Multi-Tiered System of Supports (MiMTSS Technical Assistance Center) • Oregon RtI • Recommended & Not Recommended Curriculum / Programming Under Colorado's Read Act (CO KID; Colorado Department of Education)

Competency III: Select and conduct assessments within a Response to Intervention or Multi-Tiered Systems of Support Framework, analyze assessment data to inform instruction, and communicate findings with students, families and other educators	
Rhode Island component	**Key resources**
	• Gaab Lab Early Literacy Assessment/Screener List (Nadine Gaab) • Assessment Resources (Lead for Literacy Center) Online Course • Intensive Intervention in Reading Course Content (NCII)
RI Component 3.5: Communicating findings of assessment data with students, families, and other educators	Reports/Briefs • Kosanovich, M., Lee, L., & Foorman, B. (2012). *A first grade teacher's guide to supporting family involvement in foundational reading skills* (NCEE-2012-042). U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory Southeast. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2021042.pdf • Marx, T., Peterson, A., Donovan, S., Belanger, D., & Klein, E. (2018). *Intensive intervention: A practitioner's guide for communicating with parents and families.* National Center on Intensive Intervention. Retrieved from https://intensiveintervention.org/sites/default/files/Intensive_Intervention_Practicioners_Guide-508.pdf Webinar/Presentation • Towards a Better Test: Communicating Assessment Results to Families and Educators (Achieve.org) Websites • Literacy Dialogue Tool & Curriculum Evaluation Tools (CO KID) • Communicating Assessment Results to Families and Educators (Achieve.org)

Competency IV: Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data	
Rhode Island component	**Key resources**
Knowledge and skills related to phonology	
General	Journal Article • Spear-Swerling, L. (2019). Structured literacy and typical literacy practices: Understanding differences to create instructional opportunities. *TEACHING Exceptional Children*, *51*(3), 201–211. https://www.readingrockets.org/content/pdfs/structured-literacy.pdf Reports/Briefs • Baker, S., Geva, E., Kieffer, M. J., Lesaux, N., Linan-Thompson, S., Morris, J., Proctor, C. P., Russel, R., Gersten, R., Dimino, J., Jayanthi, M., Haymond, K., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf • Foorman, B., Coyne, M., Denton, C. A., Dimino, J., Hayes, L., Justice, L., Lewis, W., Wagner, R., Beyler, N., Borradaile, K., Furgeson, J., Henke, J., Keating, B., Sattar, S., Streke, A., & Wissel, S. (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. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf • Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., Torgeson, J., Cai, X., Helsel, F., Kidron, Y., & Spier, E. (2008). *Improving adolescent literacy: Effective classroom and intervention practices* (NCEE 2008-4027). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf • National Reading Panel. (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. Department of Health and Human Services, Public Health Service, National Institutes of

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Rhode Island component	**Key resources**
	Health, National Institute of Child Health and Human Development. Retrieved from https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf • Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., Torgeson, J., Knechtel, V., Martin, E. S., Sattar, S., & Wissel, S. (2010). *Improving reading comprehension in kindergarten through 3rd grade* (NCEE 20190-4038). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf • Lead for Literacy Framework: Briefs (Lead for Literacy Center) Webinars/Presentations • Using Reading Rockets Videos for Professional Development (Linda Farrell; PaTTAN Literacy Symposium) • Lead for Literacy Framework: Videos and Webinars (Lead for Literacy Center) Websites • Structured Literacy (RIDE) • Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: Resources (Institute of Education Sciences [IES]) • Lead for Literacy Framework: Resource Repository (Lead for Literacy Center) • Intensifying Literacy Instruction: Essential Practices (NCII) • User Guide for Sample Reading Lessons (NCII) • Beginning Reading Resources (NCIL) Online Course • Course Enhancement Module: Reading (CEEDAR Center) Curriculum Review Tool • K–2 Curriculum Materials Review: Foundational Skills for Reading (RIDE)

Competency IV: Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data	
Rhode Island component	**Key resources**
	Games • Games to Support Early Literacy Skills (RIDE)
RI Component 4.1: Phonology	Journal Article • Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the "phon" words and some related terms. *Journal of Literacy Research*, *34*(3), 299–336. https://doi.org/10.1207/s15548430jlr3403_3 Essay • Spelfabet: The Differences Between Consonants and Vowels Videos • Sound Walls Vowel Valley (Michelle Trostle) • Sound Walls and Phonemes (Mary Dahlgren) Websites • Consonant Classification Chart (YourDictionary.com) • Consonant Chart and Vowel Valley Poster Set (The Reading League)
RI Component 4.2: Phonological Awareness	Books • Al Otaiba, S., Ortiz, M., & Hougen, M. (2020). Phonological awareness: A critical foundation for beginning reading. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 108–127). Brookes. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all.* Routledge. Report/Brief • National Center on Improving Literacy. (n.d.). *How we learn to read: The critical role of phonological awareness*. Retrieved from

Competency IV: Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data	
Rhode Island component	**Key resources**
	https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/how-we-learn-to-read-the-critical-role-of-phonological-awareness.pdf Videos • What Is Phonological Awareness? (Margie Gillis) • Phonological Awareness, Reading, and Writing: What Teachers Need to Know (Carol Tolman; Voyager Sopris Learning)
RI Component 4.3: Phonemic Awareness	Books • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. • Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, Grades K–3*. Association for Supervision and Curriculum Development. Report/Brief • Washington, J. A., & Seidenberg, M. S. (2021). *Teaching reading to African American children: When home and school language differ.* American Federation of Teachers. Retrieved from https://www.aft.org/ae/summer2021/washington_seidenberg Essay • Why Phonological Awareness Is Important for Reading and Spelling (Louisa Moats and Carol Tolman; Reading Rockets) Video • Elkonin Boxes: RF.K.2b: Count, Blend, and Segment Syllables in Spoken Words (Axelson Academy)
RI Component 4.4: Articulation of the Sounds	Essay • How to Count Phonemes in Spoken Words (Bruce Murray; Auburn University College of Education)

Competency IV: Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data	
Rhode Island component	**Key resources**
	Video • Phonemes (Rollins Center for Language & Literacy)
Knowledge and skills related to phonics, decoding, and encoding	
RI Component 4.5: Alphabetic Principle	Book • Tolman, C., Hougen, M. C., & Smartt, S. M. (2020). Basic phonics. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 128–152). Brookes. Report/Brief • National Center on Improving Literacy. (n.d.). *The alphabetic principle: From phonological awareness to reading words*. Retrieved from https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/briefs/the-alphabetic-principle_0.pdf Essay • The Alphabetic Principle (Texas Education Agency; Reading Rockets) Video • Phonemes Linked to Letters (IES) Websites • Alphabetic Principle & Phonics (NCIL) • Alphabetic Principle Resources (95% Group)
RI Component 4.6: Decoding	Books • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. • Hougen, M. C., Toman, C., & Smartt, S. M. (2020). Advanced word study. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 153–162). Brookes. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge.

Competency IV: Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data	
Rhode Island component	**Key resources**
	• Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, Grades K–3*. Association for Supervision and Curriculum Development. Journal Article • Ehri, L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly*, *55*(S1), 545–560. https://doi.org/10.1002/rrq.334 Interview/Podcast • Deconstructing the Rope: Decoding With Louisa Moats (Amplify) Website • Heart Word Magic: Help Students Read and Spell High Frequency Words (Really Great Reading)
RI Component 4.7: Correspondence of letters and sounds (Phonics)	Book • Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge. Tool • Checklist of Foundational Literacy Skills (RIDE)
RI Component 4.8: Encoding	Book • Stone, L. (2021). *Spelling for life: Uncovering the simplicity and science of spelling*. Routledge. Journal Articles • Joshi, R. M., Treiman, R., Carreker, S., & Moats, L. (2008). How words cast their spell. *American Educator*, Winter, 6–43. https://www.aft.org/sites/default/files/periodicals/joshi.pdf • Treiman, R. (2017). Learning to spell words: Findings, theories, and issues. *Scientific Studies of Reading*, *21*(4), 265–276. https://doi.org/10.1080/10888438.2017.1296449 • Zhang, L., & Treiman, R. (2020). Learning to spell phonologically: Influences of children's own names. *Scientific Studies of Reading*, *24*(3), 229–240. https://eric.ed.gov/?id=EJ1249244

Competency IV: Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data	
Rhode Island component	**Key resources**
	Fact Sheet • Checklist of Foundational Literacy Skills (RIDE) Webinar/Presentation • What Does Research Tell Us About Spelling Development (Rebecca Treiman) • Spelling With Regular Words, Rule Words, and Irregular Words (Suzanne Carreker; MTSU) Website • Selected Papers on Spelling (Rebecca Treiman; Washington University in St. Louis, Reading and Language Lab)
RI Component 4.9: Syllable Types	Journal Article • Kearns, D. M., & Whaley, V. M. (2019). Helping students with dyslexia read long words: Using syllables and morphemes. *TEACHING Exceptional Children*, *51*(3), 212–225. https://doi.org/10.1177/0040059918810010 Fact Sheet • Six Syllable Types (Louisa Moats and Carol Tolman; Reading Rockets) Video • Reading Meeting With Devin Kearns
RI Component 4.10: Syllable Division Rules	Journal Article • Knight-McKenna, M. (2008). Syllable types: A strategy for reading multisyllabic words. *TEACHING Exceptional Children*, *40*(3), 18–24. https://eric.ed.gov/?id=EJ849807 Webinar/Presentation • Lose the Rules! Multi-Syllable Words Made Easy (Michael Hunter presentation and handout; PaTTAN Literacy Symposium)

Competency IV: Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review based on analysis of student data	
Rhode Island component	**Key resources**
RI Component 4.11: Schwa (an unstressed vowel sound; implications on encoding and decoding words containing a schwa)	Blog • Teaching the Schwa Sound in Unaccented Syllables (Keys to Literacy Blog) Videos • PaTTAN Literacy Quick Picks: Teaching the Schwa (PaTTAN) • Spelling for Life: Lesson #16: Schwa: Part 1, Part 2 (Lyn Stone)
RI Component 4.12: Morphology Supports Word Composition and Spelling (e.g., Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Forms)	Journal Articles • Crosson, A. C., McKeown, M. G., Moore, D. W., & Ye, F. (2019). Extending the bounds of morphology instruction: Teaching Latin roots facilitates academic word learning for English learner adolescents. *Reading and Writing*, *32*, 689–727. https://doi.org/10.1007/s11145-018-9885-y • Palumbo, A., Kramer-Vida, L., & Hunt, C. V. (2015). Teaching vocabulary and morphology in intermediate grades. *Preventing School Failure: Alternative Education for Children and Youth*, *59*(2), 109–115. https://doi.org/10.1080/1045988X.2013.850649 Essay • How Morphology Influences Spelling (RIDE) Video • The Brain's Challenge: Elements: Morphemes (Louisa Moats; The Children of the Code Project) Webinars/Presentations • Phonemes and Morphemes: Building Blocks for Decoding and Spelling (Marcia Henry; Fox Reading Conference, MTSU) • The History and Structure of English Words (Marcia Henry; Fox Reading Conference, MTSU)
RI Component 4.13: Spelling rules and generalizations	Books • Bishop, M. M. (1986). *The ABC's and all their tricks: The complete reference book of phonics and spelling.* Mott Media.

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Rhode Island component	**Key resources**
	• Carreker, S. (2020). Beginning handwriting, spelling and composition instruction. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 163–182). Brookes. • Eide, D. (2012). *Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy.* Pedia Learning. Journal Article • Abbott, M. (2000). Identifying reliable generalizations for spelling words: The importance of multilevel analysis. *The Elementary School Journal*, *101*(2), 233–245. https://doi.org/10.1086/499666 Websites • English-Language Spelling Pattern Generalizations (Moam) • TPRI Early Reading Assessment (Children's Learning Institute) Fact Sheet • Spelling Rules and Generalizations (Keys to Literacy)
RI Component 4.14: Student text selection including decodable text	Journal Article • Mesmer, H. (2000). Decodable text: A review of what we know. *Reading Research and Instruction, 40*(2), 121–141. https://doi.org/10.1080/19388070109558338 Resources • List of Recommended Decodable Books (Readsters) • Decodable Text Sources (The Reading League)
RI Component 4.15: Assistive technology supports (e.g., audiobooks, text-to-speech to provide access to grade-level texts)	Website • Assistive Technology: Technology Tools to Support Student Learning (Decoding Dyslexia Rhode Island)

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Rhode Island component	**Key resources**
Knowledge and skills related to fluency	
RI Component 4.16: Accuracy, rate, and prosody	Books • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge. • Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, Grades K–3*. Association for Supervision and Curriculum Development. Journal Articles • O'Connor, R. E. (2018). Reading fluency and students with reading disabilities: How fast Is fast enough to promote reading comprehension? *Journal of Learning Disabilities*, *51*(2), 124–136. https://eric.ed.gov/?id=EJ1167383 • Schwanenflugel, P. J., Hamilton, A. M., Kuhn, M. R., Wisenbaker, J. M., & Stahl, S. A. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers. *Journal of Educational Psychology*, *96*(1), 119–129. • Wolters, A. P., Kim, Y.-S. G., & Szura, J. W. (2020). Is reading prosody related to reading comprehension? A meta-analysis. *Scientific Studies of Reading*. Advance online publication. https://doi.org/10.1080/10888438.2020.1850733 Interview/Podcast • Deconstructing the Rope: Sight Recognition With Dr. Bruce McCandliss (Amplify)
RI Component 4.17: Instruction and practice	Books • Hasbrouck, J., & Hougen, M. C. (2020). Fluency instruction. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 183–201). Brookes. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all.* Routledge.

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Rhode Island component	**Key resources**
	### Journal Articles • Chard, D. J., Vaughn, S., & Tyler, B. J. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, *35*(5), 386–406. https://doi.org/10.1177/00222194020350050101 • Gorsuch, G., & Taguchi, E. (2010). Developing reading fluency and comprehension using repeated reading: evidence from longitudinal student reports. *Language Teaching Research*, *14*(1), 27–59. https://doi.org/10.1177/1362168809346494 • Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading. *Remedial and Special Education*, *25*(4), 252–261. https://doi.org/10.1177/07419325040250040801 • Therrien, W. J., & Kubina, R. M., Jr. (2006). Developing reading fluency with repeated reading. *Intervention in School & Clinic*, *41*(3), 156–160. https://doi.org/10.1177/10534512060410030501 ### Essay • What Works in Fluency Instruction (National Institute of Child Health and Human Development; Reading Rockets) ### Videos • Partner Practice by Lindsay Kemeny: Example 1, Example 2 ### Website • QuickReads ESSA Strong Rated Reading Intervention Program for Grades 2–6 (SAVVAS Learning Company)
Knowledge and skills related to vocabulary	
RI Component 4.18: Taught directly and indirectly	### Books • Archer, A. L., & Hughes C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press. • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge.

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Rhode Island component	**Key resources**
	• Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, Grades K–3.* Association for Supervision and Curriculum Development. Webinar/Presentation • Vocabulary Improvement to Fuel Reading Comprehension: Current State-of-Evidence Best Practices (Laura Justice; PaTTAN Literacy Symposium)
RI Component 4.19: Developing vocabulary through oral language	Books • Reed, D., Hougen, M. C., & Ebbers, S. M. (2020). A comprehensive approach to vocabulary development. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 202–221). Brookes. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge. • Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads*. Jossey-Bass. Interview/Podcast • Deconstructing the Rope: Language Comprehension With Sonia Cabell (Amplify)
RI Component 4.20: Morphology Supports Word Comprehension and Vocabulary Building Across Contents (e.g. Latin Bases, Prefixes, Assimilated Prefixes, Inflectional and Derivational Suffixes, and Greek Combining Factors)	Book • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. Journal Articles • Henry, M. K., (2017). Morphemes matter: A framework for instruction. *Perspectives on Language and Literacy*, 43, 23–26. https://dyslexialibrary.org/wp-content/uploads/file-manager/public/1/Spring%202019%20Final%20Henry%20p23-26.pdf • Wolter, J. A., & Collins, G. (2017). Morphological awareness intervention for students who struggle with language and literacy. *Perspectives on Language and Literacy, 43*, 12–22. https://www.proquest.com/docview/1922805697

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Rhode Island component	**Key resources**
	Webinar/Presentation • Morphology Matters: Using Bases & Affixes to Develop Vocabulary in Students of All Ages (William Van Cleave; PaTTAN Literacy Symposium)
RI Component 4.21: Multiple meanings and contexts	Journal Article • Wright, T. S., & Neuman, S. B. (2015). The power of content-rich vocabulary instruction. *Perspectives on Language and Literacy, 41*, 25–28. https://mydigitalpublication.com/publication/?i=269375&article_id=2244534&view=articleBrowser&ver=html5 Interview/Podcast • Deconstructing the Rope: Vocabulary With Nancy Hennessy (Amplify)
RI Component 4.22: Choosing and leveling words for explicit instruction	Books • Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed). Guilford Press. • Reed, D., Hougen, M. C,. & Ebbers, S. M. (2020). A comprehensive approach to vocabulary development. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 202–221). Brookes. Journal Article • Biemiller, A. (2015). Which words are worth teaching? *Perspectives in Language and Literacy*. https://mydigitalpublication.com/publication/?i=269375&article_id=2244530&view=articleBrowser&ver=html5
Knowledge and skills related to comprehension	
RI Component 4.23: Listening and Reading comprehension	Books • Cain, K. (2010). *Reading development and difficulties: An introduction*. Blackwell. • Ciullo, S., & Rietebuch, C. K. (2020). Reading comprehension instruction: Grades 4–6. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 239–248). Brookes.

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Rhode Island component	**Key resources**
	• Dycha, D., & Rocha, H. T. (2020). Comprehension instruction: Grades K–3. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 223–238). Brookes. • Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook.* Routledge. • Stone, L. (2019). *Reading for life: High quality literacy instruction for all.* Routledge. • Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction, Grades K–3*. Association for Supervision and Curriculum Development. • Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads.* Jossey-Bass. Webinar/Presentation • A Free Aim Pathways to Practice Webinar Series on the Science of Reading and Focuses on the Language Comprehension Upper Strands of Dr. Hollis Scarborough's Reading Rope (AIM Institute for Learning & Research) Interview/Podcast • Deconstructing the Pope: Language Structures With Kate Cain (Amplify)
RI Component 4.24: Background knowledge	Essay • Building Background Knowledge (Susan Neuman, Tanya Kaefer, and Ashley Pinkham; Reading Rockets) Webinar/Presentation • Honors Colloquium featuring Natalie Wexler (RIDE) Interviews/Podcasts • Deconstructing the Rope: Background Knowledge With Susan Neuman (Amplify) • The Knowledge Gap: Natalie Wexler (Amplify)

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Rhode Island component	**Key resources**
RI Component 4.25: Assistive technology accommodations including audiobooks to build background knowledge	Report/Brief • Best, E. (2020). *Audiobooks and literacy: A rapid review of the literature*. National Literacy Trust. Retrieved from https://files.eric.ed.gov/fulltext/ED607775.pdf Website • The Benefits of Audiobooks (Learning Ally)
RI Component 4.26: Grammar	Webinars/Presentations • Grammar and Syntax: The Building Blocks of Comprehending and Writing Sentences (Margie Gillis; PaTTAN Literacy Symposium) • Syntax Matters: The Link Between Sentence Writing & Sentence Comprehending (William Van Cleave; PaTTAN Literacy Symposium)
RI Component 4.27: Text Structures	Book • Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd ed.). Consortium on Reading Excellence in Education. Journal Article • Bakken, J. P., & Whedon, C. K. (2002). Teaching text structure to improve reading comprehension. *Intervention in School and Clinic*, *37*(4), 229–233. Essays • Implementing the Text Structure Strategy in Your Classroom (Reading Rockets) • Text Structure Mapping: A Strategy to Improve Reading Comprehension of Informational Texts (Leah Zimmerman, Deborah Reed, and Anna Gibbs; Iowa Reading Research Center) Blogs • Teaching Text Structures (Keys to Literacy Blog) • Does Text Structure Instruction Improve Reading Comprehension (Shanahan on Literacy)

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Rhode Island component	**Key resources**
	• Teach Students to Identify and Use the Text's Organizational Structure to Comprehend, Learn, and Remember Content (Nebraska Reads)
RI Component 4.28: Pre-Reading, During Reading, and After Reading: Metacognitive Strategies to support Executive Functioning	Journal Article • Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. *American Educator,* Winter, 39–50. https://davestuartjr.com/wp-content/uploads/2017/06/CogSci.pdf Essay • Dialogic Reading: An Effective Way to Read Aloud With Young Children (Grover Whitehurst; Reading Rockets) Webinar/Presentation • Inference: More Than Filling the Gap (Nancy Hennessey; PaTTAN Literacy Symposium)
RI Component 4.29: Connecting writing to reading to further comprehension (e.g., explicit instruction in pronoun referents, cohesive ties, and syntax elements including sentence types and sentence combination activities)	Book • Wilson, J. Olinghouse, N. G., & Drew, S. D. (2020). Strategic and meaningful writing instruction. In S. M. Smartt & M. C. Hougen (Eds.), *Fundamentals of literacy instruction and assessment* (2nd ed., pp. 275–299). Brookes. Journal Articles • Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review*, *81*(4), 710–744. https://doi.org/10.17763/haer.81.4.t2k0m13756113566 • Hochman, J. C., & Wexler, N. (2017). One sentence at a time: The need for explicit instruction in teaching students to write well. *American Educator*, *41*(2), 30–37. https://www.aft.org/ae/summer2017/hochman-wexler Video • Effective Writing Instruction (Steve Graham)

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Rhode Island component	**Key resources**
	Webinar/Presentation • An Introduction to a Simple View of Writing (Heidi Beverine-Curry and Maria Murray; PaTTAN Literacy Symposium) • RIDE Module: – The Writing-Reading Connection Presentation [PPTX] – The Writing-Reading Connection Facilitator Notes [PDF] – Because-But-So Activity [DOCX] – Because-But-So PDF with Elementary Lines[PDF] – The Writing-Reading Connection Reflection Questions[DOCX] Interview/Podcast • Is Word Learning Easier When the Written Word Is Present? (Glean Education) Resource • The Writing Revolution

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