|  |  |  |  |
| --- | --- | --- | --- |
| **Focus** | **Reference** | **Level** | **Synopsis** |
| Reading overview & methods | Honig, B., Diamond, L. & Gutlohn, L. (2018). *CORE Teaching Reading Sourcebook* (3rd ed.). Novato, CA: Arena. | Undergraduate  Graduate | Provides a comprehensive overview of the essential elements of reading, including information about why each element is important and how to provide effective instruction and intervention. |
| Reading & neuroscience | Wolf, M. (2008). *Proust and the squid: The story and science of the reading brain*. Cambridge: Icon. | Graduate | Provides an introduction to the neuroscience of reading, including how the brain processes spoken and written language. |
| Reading & neuroscience | Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. New York: Penguin. | Graduate | Provides an introduction to the neuroscience of reading, including how the brain processes spoken and written language. |
| Dyslexia overview | Hasbrouck, J. (2020). *Conquering Dyslexia: A Guide to Early Detection and Intervention*. New Rochelle, NY: Benchmark. | Undergraduate  Graduate | Provides a practical overview of dyslexia, including the definitions, procedures for identification, and methods for instruction. Emphasis is on essential information for parents and teachers to navigate dyslexia in schools. |
| Dyslexia overview | Shaywitz, S. (2020). *Overcoming Dyslexia*. (2nd ed.). Vintage | Undergraduate  Graduate | Provides an overview of dyslexia, including the definitions, procedures for identification, and methods for instruction. Emphasis is on neuroscience. |
| Language overview | Moats, L. C. (2020). *Speech to Print: Language Essentials for Teachers* (3rd ed.). Baltimore: Brookes.  and  Moats, L. C., & Rosow, B. L. (2020). *Speech to Print: Language Exercises for Teachers Workbook* (3rd ed.). Baltimore: Brookes. | Undergraduate  Graduate | *Speech to Print* provides a deep dive into the linguistics involved in reading, including phonology and phonetics, orthography, morphology, semantics, and syntax. Relates each of these areas to reading assessment and instruction. Includes practice exercises to promote application of concepts.  The accompanying workbook provides additional practice exercises in each area addressed. |
| Assessment & intervention methods | Mather, N., & Wendling, B. J. (2011). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: Wiley & Sons. | Graduate | Provides practical information on identifying, assessing, and using evidence-based interventions with individuals with dyslexia. |
| Assessment & intervention methods | Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: Wiley & Sons. | Graduate | Provides practical information on identifying, assessing, and using evidence-based interventions with individuals with reading difficulties. |
| Reading assessment methods | Diamond, L., & Thorsnes, B. J. (2018). *CORE: Assessing Reading Multiple Measures* (Revised 2nd ed.). Novato, CA: Arena. | Undergraduate  Graduate | Provides a collection of instruments for the comprehensive assessment of reading skills, along with detailed directions for test administration and interpretation of assessment data. |
| Reading intervention methods | Birsh, J. (2018). *Multisensory teaching of basic language skills* (4th ed.). Baltimore, MD: Brookes. | Graduate | Provides a comprehensive overview of structured literacy and methods of intervention for students with dyslexia in each area of reading (e.g., phonemic awareness, decoding, comprehension), as well as other subject areas (e.g., math). |
| Reading intervention methods | Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Brookes. | Undergraduate  Graduate | Provides a deep dive into instruction in word-level skills, including phonemic awareness, decoding, encoding, and morphology. Includes practical activities and resources for teachers. |