

Continuing Education Conference FormParticipant Name:

Conference Name:

Sponsoring Organization:

Date(s):

Attach the following:

1. Copy of the conference brochure with the title(s) and time(s) of the session(s) you attended.
 2. Signed and dated certificate of attendance.
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The Children's Dyslexia Centers Inc. is a tax-exempt 501(C)(3) charitable organization.



Continuing Education Electronic Media FormParticipant Name:

Electronic Media Source:

Title:

Presenter(s):

Date Viewed:

Number of CE hours completed:

Reaction Paper Directions:

1. Length: 1 page (typed, double-spaced) per hour or portion of an hour of the presentation.
 2. Content:
 - a. Brief summary of the presentation
 - b. Integrate content with previous knowledge
 - c. Practical application(s)
 - d. Critique of ideas or strategies that were discussed
 3. Attach this form to the reaction paper.
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Continuing Education Journal FormParticipant Name:

Article Title:

Author(s)

Journal:

Volume, Issue, page numbers:

Number of CE hours completed:

Date(s) read:

Reaction Paper Directions:

1. Length: 1 page (typed, double-spaced) per hour or portion of an hour of the presentation.
 2. Content:
 - a. Brief summary of the presentation
 - b. Integrate content with previous knowledge
 - c. Practical application(s)
 - d. Critique of ideas or strategies that were discussed
 3. Attach this form to the reaction paper.
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Articles must come from journals on the approved journal list.

Journal articles can be used for up to 10 CE hours per three years.

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Continuing Education Journal List

American Journal of Speech-Language Pathology
Annals of Dyslexia
Applied Psycholinguistics
Brain and Cognition
Brain and Language
British Journal of Educational Psychology
British Journal of Psychology
Cognition
Cognitive Psychology
Cognitive Neuropsychology
Current Directions in Psychological Science
Developmental Neuropsychology
Developmental Psychology
Dyslexia: An International Journal of Research and Practice
Educational Psychology
Educational Psychology in Practice
Exceptional Children
International Journal of Language & Communication Disorders
Journal for the Education of the Gifted
Journal of Child Language
Journal of Cognitive Neuroscience
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Learning Disabilities
The Journal of Postsecondary Education and Disability
Journal of Speech, Language, and Hearing Research
Journal of Research in Reading
Journal of Research in Special Education Needs
Language and Cognitive Processes

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Language, Speech, and Hearing Services in Schools
Learning Disability Quarterly
Learning and Individual Differences
Learning and Instruction
Learning Disabilities Research and Practice
Literacy
Memory
Memory & Cognition
Neuropsychologia
Psychological Bulletin
Psychological Review
Quarterly Journal of Experimental Psychology
Reading and Writing
Reading Psychology: An International Journal
Reading Research and Instruction
Remedial and Special Education
Scientific Studies of Reading
School Psychology Review
The Journal of Special Education
The Reading League Journal
Topics in Language Disorders
Written Language and Literacy

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ChildrensDyslexiaCenters.org
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IMSLEC Continuing Education Book Form

Participant Name _____ Date: _____

**Book Title: _____

Pages Read (Give page numbers): _____

Date Read: From _____ To _____ # of Continuing Education hours: _____

Please confirm: This book (or selected chapters) was not required reading for the training course from which I graduated. This book (or selected chapters) was not read as part of any other submitted CE activity.

Signature: _____

Reaction Paper Directions:

- I. Length
 - 1 page (typed, double-spaced) per clock hour of CE credits requested
 - II. Content
 - Brief summary of the book
 - Integration with other knowledge
 - Practical application(s)
 - Critique of the book's ideas or strategies
3. Staple this form to the Reaction Paper

* Books may only be used for 10 hours of the 30-clock hour CE requirement in any three-year period.

** Only books on the IMSLEC Approved Books list may be used for CE credit.

*** 1 clock hour per 25 pages.

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Continuing Education Book List

- Aaron, P. G., Joshi, R. M., & Quatroche, D. (2008). *Becoming a professional reading teacher*. Paul H. Brookes Publishing Co.
- Adams, M. (1990). *Beginning to read: Thinking and learning about print*. The MIT Press.
- Adams, M. J., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children*. Paul H. Brookes Publishing Co.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.
- Badian, N. (Ed.) (2000). *Prediction and prevention of reading failure*. York Press.
- Bain, A., Bailet, L., & Moats, L. (2001). *Written language disorders: Theory into practice*. Pro-Ed, Inc.
- Balmuth, M. (2009). *The roots of phonics: A historical introduction (Rev. ed.)*. Paul H. Brookes Publishing Co.
- Beck, I. (2006). *Making sense of phonics: The hows and whys*. The Guilford Press.
- Beck, I., McKeown, M, and Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. The Guilford Press.
- Beers, K. (2003). *When kids can't read: what teachers can do*. Heinemann Publishing.
- Beers, K., & Probst, R. (2017). *Disrupting thinking: Why how we read matters*. Scholastic, Inc.
- Beers, K., & Probst, R. (2012). *Notice and note: Strategies for close reading*. Heinemann Publishing.
- Bellis, T. J. (2002). *When the brain can't hear: Unraveling the mystery of auditory processing disorder*. Atria Books.
- Bernes, K. N. (2020). *Blind spots: Why students fail...and the science that can save them*. The Collective Book Studio.
- Berninger, V., & Wolf, B. (2009) *Teaching students with dyslexia and dysgraphia: Perspectives from science and practice*. Paul H. Brookes Publishing Co.
- Birsh, J. (Ed.) (2018). *Multisensory teaching of basic language skills (4th ed.)*. Paul H. Brookes Publishing Co.
- Blachman, B. (2000). *Road to the code*. Paul H. Brookes Publishing Co.





Blachman, B., & Tangel, D. (2008). *Road to reading: A program for preventing and remediating reading difficulties*. Paul H. Brookes Publishing Co.

Blaunstein, P., & Reid, L. (2006). *Why kids can't read: Challenging the status quo in education*. Rowman & Littlefield Publishers, Inc.

Brady, S. A., Braze, D., & Fowler, C. A. (Eds.) (2011). *Explaining individual differences in reading: Theory and evidence (New directions in communication disorders research)*. Psychology Press (Taylor and Francis Group).

Brady, S., & Moats, L. (1997). *Informed instruction for reading success: Foundations for teacher preparation*. The International Dyslexia Association.

Bragg, M. (2003). *The adventure of English: The biography of a language*. Arcade Publishing.

Braten, E., & Willoughby, B. (2014). *Bright kids who can't keep up*. The Guilford Press.

Brooks, R., & Goldstein, S. (2001). *Raising resilient children: Fostering strength, hope and optimism in your child*. McGraw-Hill.

Brooks, R., & Goldstein, S. (2009). *Raising a self-disciplined child: Help your child become more responsible, confident, and resilient*. McGraw-Hill.

Brown, T. E. (2013). *A new understanding of ADHD in children and adults: executive function impairments*. Routledge (Taylor & Francis Group).

Budge, K. M., & Parrett, W. H. (2018). *Disrupting poverty: Five powerful classroom practices*. ASCD.

Burkins, J., & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.

Burns, M., Griffin, P., & Snow, C. (1998). *Preventing reading difficulties in young children*. National Academy Press.

Carlisle, J., & Rice, M. (2002). *Improving reading comprehension: Research-based principles and practices*. York Press.

Cardenas-Hagan, E. (Ed.) (2020). *Literacy foundations for English learners: A comprehensive guide to evidence-based instruction*. Paul H. Brookes Publishing Co.

Carter, R. (2010). *Mapping the mind* (Rev. ed.). University of California Press.

Chall, J. (2000). *The academic achievement challenge: What really works in the classroom?* The Guilford Press.

Connor, C. M., & McCardle, P. (Eds.) (2015). *Advances in reading intervention: Research to practice*. Paul H. Brookes Publishing Co.





Copeland, S. R., & Keefe, E. B. (2018). *Effective literacy instruction for learners with complex support needs*. Paul H. Brookes Publishing Co.

Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2011). *Effective teaching strategies that accommodate diverse learners (4th Edition)*. Pearson.

Crain, William. (2011). *Theories of development: Concepts and applications (6th ed.)*. Prentice Hall. Crystal, D. (2004). *The stories of English*. Penguin Group.

Crystal, D. (2005). *How language works*. Penguin Group.

Dawson, P., & Guare, R. (2009). *Smart but scattered*. The Guilford Press.

Dawson, P., & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention (3rd ed.)*. The Guilford Press.

Dean, C. (2021). *Story frames for teaching literacy: Enhancing student learning through the power of storytelling*. Paul H. Brookes Publishing Co.

Dehaene, S. (2009). *Reading in the brain: The Science and evolution of a human invention*. Viking Adult.

Dehaene, S. (2011). *The number sense: How the mind creates mathematics*. Oxford Press.

Dehaene, S. (2009). *Consciousness and the brain: Deciphering how the brain codes our thoughts*. Viking Penguin.

Dehaene, S. (2020). *How we learn: Why brains learn better than any machine...for now*. Viking.

Denton, C. A., Vaughn, S., Wexler, J., Bryan, D., & Reed, D. (2012). *Effective instruction for middle school students with reading difficulties*. Paul H. Brookes Publishing Co.

Dickinson, D., & Morse, A. (2019). *Connecting through talk: Nurturing children's development with language*. Paul H. Brookes Publishing Co.

Donovan, L. (2015). *A child's touchstone*. Fresh Voice Publishing.

Eide, B. L., & Eide, F. F. (2012). *The dyslexic advantage: Unlocking the hidden potential of the dyslexic brain*. Plume.

Eide, D. (2012). *Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy*. Logic of English, Inc. **(whole book = 5 hours)**

Elliott, J. G., & Grigorenko, E. L. (2014). *The dyslexia debate*. Cambridge University Press.

Engel, S. (2015). *The hungry mind: The origins of curiosity in childhood*. Harvard University Press.





Erickson, K. A., & Koppenhaver, D. A. (2020). *Comprehensive literacy for all: Teaching students with significant disabilities to read and write*. Paul H. Brookes Publishing Co.

Faber, H. (2021). *Code green on dyscalculia: A guide for educators, parents, counselors, and other professionals*. Notion Press.

Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. John Wiley & Sons, Inc.

Farrell, M., & Matthews, F. (2010). *Ready to read: A multisensory approach to language-based reading comprehension instruction*. Paul H. Brookes Publishing Co.

Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. The Guilford Press.

Foss, B. (2013). *The dyslexia empowerment plan*. Ballantine Books.

Galaburda, A., Gaab, N., Hoeft, F., & McCardle, P. (Eds.) (2018). *Dyslexia and Neuroscience: The Geschwind-Galaburda hypothesis 30 years later*. Paul H. Brookes Publishing Co.

Gathercole, S. E., & Alloway, T. P. (2008). *Working memory and learning: A practical guide for teachers*. Sage Publications.

Gentry, J. R., & Ouellette, G. (2019). *Brain words: How the science of reading informs teaching*. Stenhouse Publishers.

Gillingham, A., & Stillman, B. (1997). *The Gillingham manual: Remedial training for students with specific disability in reading, spelling, and penmanship*. Educators Publishing Service.

Gillon, G. T. (2018). *Phonological awareness: From research to practice (2nd ed.)*. The Guilford Press.

Goldstein, S., & Brooks, R. (2007). *Understanding and managing children's classroom behavior: Creating sustainable, resilient classrooms*. J. Wiley & Sons.

Graham, S., MacArthur, C., & Fitzgerald, J. (2007). *Best practices in writing instruction*. The Guilford Press.

Greene, J. W., & Coxhead, A. (2015). *Academic vocabulary for middle school students*. Paul H. Brookes Publishing Co.

Grigorenko, E. L., Shtyrov, Y., & McCardle, P. (Eds.) (2020). *All about language: Science, theory and practice*. Paul H. Brookes Publishing Co.

Guyer, B. (1997). *The pretenders: Gifted people who have difficulty learning*. High Tide Press.

Hagan, K., Golstein, S., & Brooks, R. (2006). *Seven steps to help you child's social skills: A family guide*. Specialty Press.





Hall, S., & Moats, L. (1999). *Straight talk about reading: How parents can make a difference during the early years*. Contemporary Books.

Hallowell, E. M., & Ratey, J. J. (1995). *Answers to distraction*. Pantheon.

Hallowell, E. M., & Ratey, J. J. (1995). *Driven to distraction: Recognizing and coping with attention deficit disorder from childhood through adulthood*. Touchstone.

Harris, K. R., Graham, S., Mason, L., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Paul H. Brookes Publishing Co.

Hegland, S. S. (2021). *Beneath the surface of words: What English spelling reveals and why it matters*. Learning about Spelling.

Hennessy, N. L. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Paul H. Brookes Publishing Co.

Henry, M. (2010). *Unlocking literacy: Effective decoding & spelling instruction (2nd ed.)*. Paul H. Brookes Publishing Co.

Henry, M., & Brickley, S. (Eds.) (1999). *Dyslexia: Samuel T. Orton and his legacy*. International Dyslexia Association.

Hiebert, E. H., & Sailors, M. (Eds.) (2009). *Finding the right texts: What works for beginning and struggling readers*. The Guilford Press.

Hochman, J. C., & Wexler, N. (2017). *The writing revolution*. Jossey-Bass.

Hooper, S. R. (2023). *Basics of child neuropsychology: A primer for educators and clinicians*. The Guilford Press.

Hougen, M. C., & Smartt, S. M. (Eds.) (2020). *Fundamentals of literacy instruction & assessment: Pre-K—6 (2nd ed.)*. Paul H. Brookes Publishing Co.

Hurst, E. B. (2013). *Why can't my daughter read?* Prufrock Press, Inc.

Jennings, T. M., & Haynes, C. W. (2002). *From talking to writing: Strategies for scaffolding expository expression*. Landmark School.

Joshi, M. (2004). *Dyslexia, myths, misconceptions and some practical applications*. The International Dyslexia Association.

Kame'enui, E., Carnine, D., Dixon, R., Simmons, D., & Coyne, M. (2002). *Effective teaching strategies that accommodate diverse learners*. Merrill Prentice Hall.

Kaufman, C. (2010). *Executive function in the classroom: Practical strategies for improving performance and enhancing skills for all students*. Paul H. Brookes Publishing Co.





Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Wiley.

Kilpatrick, D. A. (2016). *Equipped for reading success: A comprehensive, step-by-step program for developing phonemic awareness and fluent word recognition*. Casey & Kirsch Publishers. **Chapters 1 through 14**

Kilpatrick, D. A., Joshi, R. M., & Wagner, R. K. (Eds.) (2019). *Reading development and difficulties: Bridging the gap between research and practice*. Springer Nature Switzerland.

King, D. (2000). *English isn't crazy! The elements of our language and how to teach them*. York Press.

Kolberg, J., & Nadeau, K. (2002). *ADD friendly ways to organize your life*. Routledge.

Kuhl, P. (2001). *Scientist in the crib: What early learning tells us about the mind*. Perennial.

Lavoie, R. (2005). *It's so much work to be your friend: Helping the child with learning disabilities find social success*. Touchstone Books.

Lederer, R. (1991). *The miracle of language*. Pocket Books. Levine, M. (2002). *A mind at a time*. Simon & Schuster.

Lesesne, T. S. (2003). *Making the match: Finding the right book for the right readers at the right time, grades 4 – 12*. Stenhouse Publishers.

Mather, N., & Goldstein, S. (2008). *Learning disabilities and challenging behaviors: A guide to intervention and classroom management (2nd ed.)*. Paul H. Brooks Publishing Co.

Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. John Wiley & Sons, Inc.

McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J. L. (2011). *Dyslexia across languages: Orthography and the brain-gene-behavior link*. Paul H. Brookes Publishing Co.

McCardle, P. & Chhabra, V. (Eds.) (2004). *The voice of evidence in reading research*. Paul H. Brookes Publishing Co.

McWhorter, J. (2001). *The power of Babel: A natural history of language*. Henry Holt and Co. Meindl, A.

(2012). *At left brain, turn right*. CreateSpace Publishing.

Meltzer, L. (2018). *Executive function in education: From theory to practice (2nd ed.)*. The Guilford Press.

Metsala, J., & Ehri, L. (Eds.) (1998). *Word recognition in beginning literacy*. Lawrence Erlbaum Associates.

Miller, B., Cutting, L. E., & McCardle, P. (2013). *Unraveling reading comprehension: Behavioral, neurobiological, and genetic components*. Paul H. Brookes Publishing Co.





- Moats, L. (2010). *Speech to print: Language essentials for teachers (2nd ed.)*. Paul H. Brookes Publishing.
- Moats, L. C., & Dakin, K. E., (2008). *Basic facts about dyslexia and other reading problems*. The International Dyslexia Association.
- Montessori, M. (1967, 1995). *The absorbent mind*. (C. A. Claremont, Trans.). Henry Holt and Company. Montessori, M. (1967). *The discovery of the child* (M. J. Costello, Trans.). Random House Publishing Group.
- Nadeau, K. (2005). *Understanding girls with AD/HD*. Advantage Books.
- National Joint Committee on Learning Disabilities (2001). *Collective perspectives on issues affecting learning disabilities: Position papers, statements, and reports*. Pro-Ed, Inc.
- National Writing Project, & Nagin, C. (2006). *Because writing matters: Improving student writing in our schools*. John Wiley & Sons.
- Neuman, S., & Dickinson, D. (Eds.) (2001). *Handbook of early literacy research*. The Guilford Press.
- Oakhill, J., Cain, K., & Elbro, C. (2022). *Understanding and teaching reading comprehension: A handbook*. Routledge.
- Paradis, J., Genessee, F., & Crago, M. B. (2021). *Dual language development and disorders: A handbook on bilingualism and second language learning (2nd ed.)*. Paul H. Brookes Publishing Co.
- Payne, R. K. (2013). [A framework for understanding poverty: A cognitive approach](#). Aha! Process, Inc.
- Pedriana, A. (2009). *Leaving Johnny behind: Overcoming barriers to literacy and reclaiming at-risk readers*. Learning Dynamics Press.
- Pelzer III, H. (2011). *Unlocking potential: Organizing a school inside a prison*. Outskirts Press Inc. (**whole book = 3 hours**)
- Pennington, B. F., McGrath, L. M., & Peterson, R. L. (2020). *Diagnosing learning disorders: From science to practice (3rd ed.)*. The Guilford Press.
- Pickering, J. S. (2019). *Montessori strategies for children with learning differences: The MACAR model*. Parent Child Press.
- Pinker, S. (1994). *The language instinct*. William Morrow & Co.
- Pinker, S. (1999). *Words and rules: The ingredients of language*. Basic Books.
- Quinn, P. (2001). *ADD and the college student: A guide for high school and college students with attention deficit disorder*. Magination Press.





- Rasinski, T., Blachowicz, C., & Lems, K. (Eds.). (2012). *Fluency instruction: Research-based best practices (2nd Ed.)*. The Guilford Press.
- Rath, L., & Kennedy, L. (2004). *The between the lions book for parents: Everything you need to know to help your child learn to read*. Harper Resource.
- Rawson, M. B. (1995). *Dyslexia over the lifespan: A 55-year longitudinal study*. Educators Publishing Service.
- Rawson, M. B. (1996). *Many faces of dyslexia*. Orton Dyslexia Association.
- Rayner, K., Pollatsek, A., Ashby, J., & Clifton, C., Jr. (2012). *Psychology of reading (2nd ed.)*. Psychology Press.
- Ricci, M. C. (2017). *Mindsets in the classroom: Building a growth mindset learning community*. Prufrock Press.
- Richards, R. (2000). *Dyslexia testing: A process, not a score*. RET Center Press.
- Richards, R. (2001). *L.E.A.R.N.: Playful strategies for all students*. RET Center Press.
- Richards, R. (2003). *The source for learning and memory strategies*. LinguiSystems.
- Richards, R. (2005). *When writing's a problem: Understanding dysgraphia and helpful hints for reluctant writers*. RET Center Press.
- Richards, R. (2006). *The source for reading comprehension strategies*. LinguiSystems.
- Salvia, J., Ysseldyke, J. E., & Witmer, S. (2016). *Assessment in special and inclusive education (13th ed.)*. Cengage Learning.
- Sandman-Hurley, K. (2016). *Dyslexia advocate: How to advocate for a child with dyslexia within the public education system*. Jessica Kingsley Publishers.
- Sandman-Hurley, K. (2019). *Dyslexia and spelling: Making sense of it all*. Jessica Kingsley Publishers.
- Sedita, J. (2022). *The writing rope: A framework for explicit writing instruction in all subjects*. Brookes Publishing Company.
- Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Basic Books.
- Shankweiler, D., & Liberman, I. (Eds.) (1989). *Phonology and reading disability: Solving the reading puzzle*. University of Michigan Press.
- Shaywitz, S., & Shaywitz, J. (2020). *Overcoming dyslexia, (2nd ed.)*. Alfred A. Knopf.
- Shultz, P. (2012). *My dyslexia*. W. W. Norton & Company. (**whole book = 3 hours**)





- Siegel, L., & McCardle, P. (2013). *Understanding dyslexia and other learning disabilities*. Pacific Educational Press.
- Silver, L. (2006). *The misunderstood child, (4th ed.): Understanding and coping with your child's learning disabilities*. Three Rivers Press.
- Spear-Swerling, L. (2015). *The power of RTI and reading profiles: A blueprint for solving reading problems*. Paul H. Brookes Publishing Co.
- Spear-Swerling, L. (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K-6*. The Guilford Press.
- Stahl, K., & McKenna, M. (Eds.) (2006). *Reading research at work: Foundations of effective practice*. Guilford Press.
- Stambaugh, J. (2016). *What's right with me? Hope for the dyslexic*. Tate Publishing and Enterprises, LLC. Stanovich, K. (2000). *Progress in understanding reading: Scientific foundations and new frontiers*. The Guilford Press.
- Stone, L. (2019). *Reading for life: High quality literacy instruction for all*. Routledge.
- Taymans, J. M., Swanson, H. L., Schwarz, R. L., Gregg, N., Hock, M., & Gerber, P. J. (June 2009). *Learning to achieve—A review of the research literature on serving adults with learning disabilities*. National Institute for Literacy.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Association for Curriculum & Supervision (ASCD).
- Truss, L. (2003). *Eats, shoots and leaves: The zero-tolerance approach to punctuation*. Gotham Books.
- The National Commission on Excellence in Education (1984). *A nation at risk*. USA Research, Inc.
- Uhry, J. K., & Clark, D. B. (2005). *Dyslexia: Theory and practice of remedial instruction (3rd ed.)*. York Press.
- Vail, P. L. (1989). *Smart kids with school problems: Things to know and ways to help*. Plume Press-Penguin Group.
- Vail, P. L. (1992). *About dyslexia: Unveiling the myth*. Modern Learning Press.
- Vail, P. L. (1994). *Clear and lively writing: Language games and activities for writers of all ages*. Walker & Co.
- Vail, P. L. (1996). *Words fail me: How language works and what happens when it doesn't*. Walker & Co.
- Vail, P. L. (1998). *A language yardstick: Understanding and assessment*. Modern Learning Press.
- Vail, P. L. (1999). *Reading comprehension: Students' needs and teacher tools*. Modern Learning Press.





- Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: grades K-3*. Association for Curriculum & Supervision (ASCD).
- Venezky, R. (1999). *The American way of spelling: The structure and origins of American English orthography*. The Guilford Press.
- Washington, J. A., Compton, D. L., & McCardle, P. (Eds.) (2020). *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy*. Paul H. Brookes Publishing Co.
- Walpole, S., & McKenna, M. C. (2017). *How to plan differentiated reading instruction: Resources for grades K-3* (2nd ed.). The Guilford Press.
- Wanzek, J., Al Otaiba, S., & McMaster, K. L. (2020). *Intensive reading interventions for the elementary grades*. The Guilford Press.
- Wexler, N. (2019). *The knowledge gap: The hidden cause of America's broken education system—and how to fix it*. Avery.
- Willingham, D. T. (2015). *Raising kids who read: What parents and teachers can do*. Jossey-Bass.
- Willingham, D. T. (2017). *The reading mind: A cognitive approach to understanding how the mind reads*. Jossey-Bass.
- Willis, J., & Willis, M. (2020). *Research-based strategies to ignite student learning: Insights from neuroscience and the classroom*. ASCD.
- Wolf, M. (Ed.) (2001). *Dyslexia, fluency, and the brain*. York Press.
- Wolf, M. (2007). *Proust and the squid: The story and sequence of the reading brain*. Harper Collins Publishers.
- Wolf, M. (2016). *Tales of literacy for the 21st century*. Oxford Press.
- Wolf, M. (2018). *Reader come home: The reading brain in a digital world*. Harper Collins Publishers.
- Wright, P. W., & Wright, P. D. (2002). *From emotions to advocacy: The special education survival guide*. Harbor House Law Press, Inc.
- Wright, P. W., & Wright, P. D. (2006). *Wrightslaw: Special education law* (2nd ed.). Harbor House Law Press, Inc.
- Yoder, P. J., Lloyd, B., & Symons, F. J. (2018). *Observational measurement of behavior*. Paul H. Brookes Publishing Co.

