



Additional Resources for Evidence-Based Training in Teaching Reading

*** Some of the listed resources direct you to sites with advertisements or pop-ups; CDE does not endorse or recommend the advertised products or services. Additionally, some of the recommended resources are provided by vendors. This document links to free resources for further learning. Inclusion of resources provided by vendors is not an endorsement or recommendation to purchase materials from vendors.*

Title	Description	Link to Resource
Colorado READ Act		
Colorado Academic Standards	The Colorado Academic Standards (CAS) in reading, writing, and communicating are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience.	https://www.cde.state.co.us/apps/standards/
Colorado Read Act	The Colorado Reading to Ensure Academic Development Act (READ Act) was passed by the Colorado legislature in 2012, giving the state the guiding philosophy, structure and resources to get children reading at grade level by the time they enter the fourth grade.	https://www.cde.state.co.us/coloradoliteracy/crsreadact2019
READ Act Minimum Competency Skills Matrix	The Minimum Reading Competency Skills serve as a guide for the minimum reading skills necessary for students in kindergarten through third grades to achieve by the end of the year to be on track for acquiring basic grade level reading skills.	https://www.cde.state.co.us/coloradoliteracy/minimumcompetencylinkedmatrix
READ Act Rules	The State Board of Education finalized the Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act), 1 CCR 301-9, in March 2020. This updates the rules to incorporate changes to the READ Act that occurred in the 2018 and 2019 legislative sessions.	https://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final
READ Act Updates -- SB 19-199	The State Board of Education and Colorado legislature worked together on several updates to the READ Act through Senate Bill 19-199 (SB 19-199) to address the implementation challenges the state faces. The updates	http://www.cde.state.co.us/coloradoliteracy/readactupdates/sb19199



	emphasize the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade.	
Science of Reading		
APM Report Audio Documentaries on the Science of Reading	The APM Reports team has produced four audio documentaries in the past four years about the way children are taught to read: <ul style="list-style-type: none">● <i>Hard to Read</i> (September 2017)● <i>Hard Words</i> (September 2018)● <i>At a Loss for Words</i> (August 2019)● <i>What the Words Say</i> (August 2020)	https://www.apmreports.org/collection/reading
Assessing, Preventing, and Overcoming Reading Difficulties Course	Assessing, Preventing, and Overcoming Reading Difficulties is an on demand eLearning series that was developed by David Kilpatrick, Ph.D., in collaboration with the Specific Learning Disability Specialist in the Exceptional Student Services Unit of the Colorado Department of Education. Content of the online series was originally included in the book <i>Essentials of Assessing, Preventing, and Overcoming Reading Difficulties</i> (Wiley, 2015).	https://sitesed.cde.state.co.us/course/view.php?id=132
Science of Reading Booklist	These recommended science of reading resources were put together by the Literacy Team in the Preschool through Third Grade Office at CDE. All titles are available for free checkout at your local public library through the Prospector program, a unified catalog of academic, public and special libraries in Colorado and Wyoming.	https://drive.google.com/file/d/1OC8tztRvwn6x670xMSqFbYdRCZFswW6G/view?usp=sharing
Conversation with Daniel Willingham on the Reading Wars	Author and University of Virginia psychology professor Daniel Willingham discusses the “reading wars” (and mischaracterizations among their factions), the importance of understanding basic science to teach reading, and the variations in the implementation of the science of reading in literacy instruction across districts.	https://www.buzzsprout.com/612361/4670495-26-a-conversation-with-daniel-willingham
The Science of Reading Videos	A video series on the science of reading put together by The Reading League. The Reading League is a not-for-profit organization that supports educators as they bring the Science of Reading to classrooms.	https://www.thereadingleague.org/science-of-reading/



<p>The Science of Reading: Evidence for a New Era of Reading Instruction</p>	<p>Overview of the science of reading by author and National Director for The Reading League, Laura Stewart.</p>	<p>https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/Whitepaper_TheScienceofReading.pdf</p>
<p>Spelltalk Listserv</p>	<p>A free listserv discussion group for researchers, educators, and other professionals dedicated to improving literacy through discussion of research and evidence-based best practices.</p>	<p>https://mailman.listserve.com/listmanager/listinfo/spelltalk</p>
<p>The 5 Components of Reading</p>	<p>Listen to Joan Sedita, founder of Keys to Literacy talk about the five components of reading. This is an excerpt from The Key Comprehension Routine Professional Development training for teachers.</p>	<p>https://www.youtube.com/watch?v=LU461AMLAAG</p>
<p>Science of Reading: The Podcast</p>	<p>Science of Reading: The Podcast will deliver the latest insights from researchers and practitioners in early reading. Via a conversational approach, each episode explores a timely topic related to the science of reading.</p>	<p>https://www.buzzsprout.com/612361</p>
<p>Reading 101: A Guide to Teaching Reading and Writing</p>	<p>Reading 101 is a self-paced professional development course for K-3 teachers, developed by Reading Rockets. The program provides teachers with an in-depth knowledge of reading and writing so they are prepared to guide their students into becoming skilled and enthusiastic readers and writers.</p>	<p>https://www.readingrockets.org/teaching/reading101-course/welcome-reading-101</p>
<h2>Dyslexia</h2>		
<p>CDE Dyslexia Handbook</p>	<p>The Colorado Department of Education Dyslexia Handbook is designed to provide online access to information and resources to Colorado schools and families as they support students with literacy challenges, including dyslexia. This handbook reflects a department-wide commitment to ensure that students' needs are met as a result of collective responsibility and collaboration across general and special education contexts. (Updated May 2020)</p>	<p>https://www.cde.state.co.us/cdesped/codyslexiahandbook</p>
<p>Dyslexia Fact Sheet</p>	<p>A high-level overview of dyslexia for Colorado educators and parents, focusing on what dyslexia is, how it impacts our students, what to look for and basic instructional implications.</p>	<p>https://www.cde.state.co.us/communications/dyslexia-factsheet</p>



<p>The Emotional Impact of Undiagnosed Dyslexia</p>	<p>A podcast discussing the role of shame and its impact on struggling readers. This two-part episode will share the stories of four adults and how undiagnosed dyslexia caused anxiety and shame-based trauma in their lives.</p>	<p>https://www.readinghorizons.com/reading-resources/podcasts/podclassed/season-3/episode-2</p>
<p>Understanding Dyslexia part 1 and 2</p>	<p>Archived webinars delivered by Joan Sedita, founder of Keys to Literacy. Topics include dyslexia as one of multiple causes for difficulty with literacy skills, dyslexia defined, dyslexia facts and myths, a summary of how the brain learns to read, and suggestions for providing reading instruction that meets the needs of students with dyslexia.</p>	<p>https://vimeo.com/405198829 https://vimeo.com/415484045</p>

Linguistically Diverse Learners

<p>Teaching English Language Learners: What the Research Does—and Does Not—Say</p>	<p>This thorough review offers a comprehensive summary of existing research on issues related to the education of ELLs. Dr. Claude Goldenberg focuses on two major reviews of research, one by the National Literacy Panel on Language-Minority Children and Youth, and the other by the Center for Research on Education, Diversity, and Excellence (CREDE). Topics covered include: bilingual education, oral language development, reading instruction, curriculum, instructional methods, assessment, and accommodations.</p>	<p>https://www.aft.org/sites/default/files/periodicals/goldenbergr.pdf</p>
<p>What Does Research Tell Us About Teaching Reading to English Language Learners?</p>	<p>A seasoned ELL teacher, Suzanne Irujo, synthesizes her own classroom experience and the findings of the National Literacy Panel on Language-Minority Children and Youth to make recommendations for effective literacy instruction of ELL students.</p>	<p>https://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners</p>
<p>Literacy Development Among English Language Learners</p>	<p>The number of English learners attending public schools continues to increase. Educators working with students of all ages, in general education and special education, can therefore benefit immensely from understanding the evidence-based approaches for teaching language and literacy to this diverse population of students. Slides are from a presentation by Elsa Cárdenas-Hagan, Ed.D., a renowned expert and national leader in the arena of structured literacy approaches for English learners.</p>	<p>https://www.cde.state.co.us/coloradoliteracy/literacydevelopmentamongellspresentation?fbclid=IwAR2jm4hHBv3-5U3qrRnXqOigUAYxi5h5cnCTEjtJqPQDYa7Gw8ckPODjirU</p>



<p>IES Practice Guide - Effective Literacy and English Language Instruction for English Learners</p>	<p>This guide by the Institute of Education Sciences provides five recommendations for literacy and English language instruction for English Learners based on the evidence base from research.</p>	<p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf</p>
<p>Literacy Foundations for English Learners Book Study Padlet</p>	<p>This Padlet, created by Elsa Cárdenas-Hagan, Ed.D. and PaTTAN Literacy team, provides key questions, handouts, and resources to support a book study for Dr. Cardenas-Hagan’s informative book <i>Literacy Foundations for English Learners: A Comprehensive Guide for Evidence-Based Instruction</i> (Paul Brookes Publishing Co, 2020).</p>	<p>https://pattaneast.padlet.org/kderochePaTTAN/LitFoundforELs</p>

Read Aloud Resources

<p>Utah Reading First Text Talk</p>	<p>Text Talk is an approach to read alouds that is designed to enhance children’s ability to construct meaning from decontextualized language. The idea for this collection of Text Talk lessons was sparked from Beck’s and McKeown’s research findings.</p>	<p>http://www.cde.state.co.us/coloradoliteracy/texttalklessons</p>
<p>Themed Book Lists for Read Aloud</p>	<p>Browse these book lists selected by children's literature expert, Maria Salvadore. This list is curated for children up to 9 years old, focuses on new titles, and emphasizes quality authentic literature.</p>	<p>https://www.readingrockets.org/books/booksbytheme</p>
<p>Culturally Diverse Books Selected by School Library Journal</p>	<p>Books can be mirrors reflecting who we are — and they can be windows into a wider reality beyond our own lived experience. Books should serve as mirrors and windows for all children: in order to become avid readers and to reap the full benefits of lifelong literacy, children have to see both themselves and worlds beyond their own in the stories they read.</p>	<p>https://www.slj.com/?detailStory=culturally-diverse-books-selected-by-sljs-review-editors</p>

Phonological Awareness

<p>44 Phonemes</p>	<p>When teaching students to read, modeling the correct letter sounds is critical. Learn how to pronounce the 44 phonemes of the English language through this video.</p>	<p>https://www.youtube.com/watch?v=wBuA589kfMg</p>
<p>Logic of English Phonogram Chart</p>	<p>An interactive phonogram chart with audio and video components.</p>	<p>https://phonograms.logicofenglish.com/chart</p>



K-1 Phonological Awareness Activities	Phonological awareness activities for kindergarten and first grade provided by Florida Center for Reading Research.	https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade#sca3
2nd-3rd grade Phonological Awareness Activities	Phonological awareness activities for second and third grade provided by Florida Center for Reading Research.	https://www.fcrr.org/student-center-activities/second-and-third-grade#sca5
Orthographic Mapping Explainer	Literacy expert and author Lyn Stone explains orthographic mapping in this brief video.	https://www.youtube.com/watch?v=KluwKnZqJEQ
The Role of Orthographic Mapping in Learning to Read	Joan Sedita explains the role of orthographic mapping in learning to read through this blog post.	https://keystoliteracy.com/blog/the-role-of-orthographic-mapping-in-learning-to-read/

Phonics

Reading Basics	Archived webinar by Joan Sedita presenting the following topics from Module 1 of the Keys to Beginning Reading PD course for elementary teachers: Chall's Reading Stages, the 5 components of reading, The Simple View of Reading, Scarborough's Reading Rope, and Levels of Language.	https://vimeo.com/411372705
How Spelling Supports Reading	Many young readers are puzzled by the rules and exceptions of spelling. Research shows that learning to spell and learning to read rely on much of the same underlying knowledge. Learn more about the relationships between letters and sounds and how a proper understanding of spelling mechanics can lead to improved reading.	https://www.readingrockets.org/article/how-spelling-supports-reading
Decodable Text, Leveled Text and All the Rest	Dr. Amy Murdoch discusses the importance of text in reading instruction for beginning readers and older struggling readers. Research indicates that the type of text matters and Dr. Murdoch shares specific recommendations based on the goals of reading instruction and intervention.	https://www.readinghorizons.com/reading-resources/podcasts/podclasssed/episode-3-1
How to Knock Down Five Strawman Arguments Against Phonics	Literacy expert Timothy Shanahan discusses illogical arguments made against decoding instruction and how science backs explicit phonics instruction.	https://shanahanonliteracy.com/blog/how-to-knock-down-five-strawman-arguments-against-phonics

Fluency



<p>Letter Names, Sounds or Both? Part 1, 2</p>	<p>Dr Lucy Hart Paulsen’s presentation on letter names and sounds. Alphabet knowledge in kindergarten is one of the best predictors of literacy learning in the primary grades. This presentation describes the research findings on how young children typically acquire alphabet knowledge and the learning impacts of different instructional approaches.</p>	<p>https://www.cde.state.co.us/coloradoliteracy/letternamesoundsbothpart1</p> <p>https://www.cde.state.co.us/coloradoliteracy/letternamesoundsbothpart-2</p>
<p>Conversation with Tim Rasinski-- Science of Reading the Podcast</p>	<p>Tim Rasinski, coauthor of <i>The Megabook of Fluency: Strategies and Texts to Engage All Readers</i>, discuss his work at the reading clinic at Kent State University, the aspects of good fluency instruction, what constitutes fluency, and how reading speed is correlated to word recognition and automaticity. He stresses the importance of fluency and finding ways to be artful while teaching reading.</p>	<p>http://www.buzzsprout.com/612361/1963366-a-conversation-with-tim-rasinski</p>
<p>Oral Reading Fluency: Understand It to Improve It</p>	<p>Maria S. Murray, Ph.D., discusses the role of oral reading fluency in reading and misconceptions about fluency that may lead to poor instructional practices. This video is part of a Knowledge Series for Teachers of Reading and Spelling.</p>	<p>https://www.youtube.com/watch?v=-v6sql-sAhM&fbclid=IwAR180HjgU-z1fpmhKpghSpKSJ9oKd26Hw4Z3NRsLnN_13kzNSU0EI5-cBG0</p>

Syntax

<p>Syntax Matters: The Link between Sentence Writing and Sentence Comprehending</p>	<p>William Van Cleave discusses how syntax instruction can be effective and engaging. Explicitly teaching syntax helps students become better readers and writers.</p>	<p>https://www.youtube.com/watch?v=0GuAXma77FI&feature=youtu.be&fbclid=IwAR180HjgU-z1fpmhKpghSpKSJ9oKd26Hw4Z3NRsLnN_13kzNSU0EI5-cBG0</p>
<p>Sentence Combining</p>	<p>Research studies have shown that sentence combining is an effective way to teach grammar to students in elementary through college levels and improves student writing. This is especially so for students who struggle with writing.</p>	<p>https://keystoliteracy.com/blog/sentence-combining/?fbclid=IwAR180HjgU-z1fpmhKpghSpKSJ9oKd26Hw4Z3NRsLnN_13kzNSU0EI5-cBG0</p>

Comprehension

<p>The Usefulness of <i>Brief Instruction in Reading Comprehension Strategies</i></p>	<p>Cognitive scientist Daniel Willingham discusses how teaching reading strategies is a low-cost way to give developing readers a boost, but it should be a small part of a teacher’s job. Acquiring a broad vocabulary and a rich base of</p>	<p>https://www.aft.org/sites/default/files/periodicals/CogSci.pdf</p>
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	background knowledge will yield more substantial and longer-term benefits.	
Background Knowledge: The Baseball Study	Discusses the Baseball Study by Recht & Leslie (1988) and why building vocabulary and background knowledge is so important for reading comprehension.	https://www.youtube.com/watch?v=qP6qpSrr3cg
Research on Comprehension Instruction	Joan Sedita reviews the most effective strategies for comprehension instruction. This is an excerpt from The Key Comprehension Routine Professional Development from Keys to Literacy for teachers in grades 4-12.	https://www.youtube.com/watch?v=Vm7n-tfS7bc
Close Reading Explained	In this brief video, Dr Timothy Shanahan discusses the characteristics of Close Reading.	https://youtu.be/xj6bc5pgMoU
How to Use Text Dependent Questions in Close Reading	Dr. Timothy Shanahan discusses how to use text dependent questions. The questions that teachers ask matter.	https://www.youtube.com/watch?v=tp0NvUDRYOM
Reciprocal Teaching	Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.	https://www.readingrockets.org/strategies/reciprocal_teaching
Using Collaborative Strategic Reading	Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and "wrapping up" key ideas.	https://www.readingrockets.org/article/using-collaborative-strategic-reading
RAND Report: Reading for Understanding	In 1999, the Office of Educational Research and Improvement of the U.S. Department of Education charged the RAND Reading Study Group (RRSG) with developing a research agenda to address the most-pressing issues in literacy. The decision was made to focus this research agenda proposal on reading comprehension.	https://www.rand.org/content/dam/rand/pubs/monograph_reports/2005/MR1465.pdf



Assessment

Assessment: in Depth	It's important to take time regularly to assess student progress so you can adjust instruction as needed and help ensure that no student slips through the cracks.	https://www.readingrockets.org/teaching/reading101-course/modules/assessment/assessment-depth
Using Formal and Informal Assessment Data for Diagnostic, Prescriptive Literacy Instruction	Designed to help educators understand and interpret assessment data and ultimately make data driven decisions for instruction.	https://www.youtube.com/watch?v=eY8aP24wTng&t=4s

Teaching Reading Online

UFLI Virtual Teaching Resource Hub	University of Florida Literacy Institute (UFLI) has developed this site to assist teachers as they explore new ways to teach foundational reading skills using technology. This site has tools for reading instruction and intervention with children in the elementary grades.	https://education.ufl.edu/uflivirtualteaching/main/
Mississippi Department of Education Virtual Literacy Instruction Guide for K-5 Teachers	Guide put together for virtual instruction for the 2020/2021 school year by the Mississippi Department of Instruction.	https://mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Literacy/virtual_literacy_instruction_guide_for_k-5_teachers.pdf