



RECOMMENDED READING FOR PROFESSIONALS

- Aaron, P. G., Joshi, R. M., & Quatroche, D. (2008). *Becoming a professional reading teacher*. Baltimore: Paul H. Brookes.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford.
- Berninger, V., & Richards, T. (2002). *Brain literacy for educators and psychologists*. Amsterdam: Academic Press.
- Blakemore, S., & Frith, U. (2005). *The learning brain: Lessons for education*. New Jersey: Wiley & Sons.
- Birsh, J. R. (Ed.). (2005). *Multisensory teaching of basic language skills* (2nd ed.). Baltimore: Paul H. Brookes.
- Carlisle, J., & Rice, M. S. (2003). *Improving reading comprehension: Research-based principles and practices*. Baltimore: York Press.
- Finn, C. E., Rostherham, A. J., & Hokanson, C. R. (Eds.). (2002). *Rethinking special education for a new century*. Washington DC: Thomas B. Fordham Foundation and Progressive Policy Institute.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2007). *Learning disabilities: From identification to intervention*. New York: Guilford.
- Hall, S., & Moats, L. (1999). *Straight talk about reading*. Lincolnwood, IL: NTC/Contemporary Publishing Group, Inc.
- Henry, M. K. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore: Paul H. Brookes.
- Joshi, M. (2004). *Dyslexia, myths, misconceptions and some practical applications*. Baltimore: The International Dyslexia Association.
- McCardle, P., & Chhabra, V. (2004). *The voice of evidence in reading research*. Baltimore: Paul Brookes.
- Moats, L., & Dakin, K. (2008) *Basic facts about dyslexia and other reading problems*. Baltimore: The International Dyslexia Association.
- Moats, L. (2000). *Speech to print: Language essentials for teachers*, Baltimore: Paul H. Brookes.
- Shaywitz, S. E. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level*. New York: Knopf.
- Thurlow, M., Elliott, J. L., & Ysseldyke, J. (2002). *Testing students with disabilities*. California: Sage.
- Wagner, R. K., Muse, A. E., & Tannenbaum, K. (Eds.) (2006). *Vocabulary acquisition: Implications for reading comprehension*. New York: Guilford.
- WETA (with the National Association of School Psychologists). (2005). *Reading rockets: Toolkit for school psychologists*. Available from <http://www.readingrockets.org/professionals/schoolpsychologists#toolkit>
- Wolf, M. (Ed.). (2001). *Dyslexia, fluency, and the brain*. Baltimore: York Press.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York: Harper Collins Publishers.

The International Dyslexia Association (IDA) thanks Sandra L. Soper, M.S.E., and Elizabeth Clark, M.Ed., for their assistance in the preparation of this fact sheet.

"promoting literacy through research, education and advocacy"™

The International Dyslexia Association · 40 York Road · Fourth Floor · Baltimore · MD · 21204
Tel: 410-296-0232 · Fax: 410-321-5069 · E-mail: info@interdys.org · Website: <http://www.interdys.org>

©Copyright 2008, The International Dyslexia Association (IDA). IDA encourages the reproduction and distribution of this fact sheet. If portions of the text are cited, appropriate reference must be made. Fact sheets may not be reprinted for the purpose of resale.

Fact sheet revised May 2008.