



Additional Required Readings- Level II

Associate, TECLTS

1. Brady, Susan A. and Donald Shankweiler. Phonological Processes in Literacy, Lawrence Erlbaum Associates, Inc., 1991.

Pgs. 97-117 How Early Phonological Development Might Set the Stage for Phoneme Awareness

Pgs. 129-147 The Role of Working Memory in Reading Disability

2. Lyon, G. Reid. Frames of Reference for the Assessment of Learning Disabilities, Paul Brookes Publishing, 1994.

Pgs. 117-142 Measurement of Executive Function

Pgs. 143-162 Issues in the Assessment of Executive Function

3. Wolf, Maryanne. Dyslexia, Fluency, and the Brain, York Press, 2001.

Pgs. 3-17 Neurobiology of Reading Difficulties

Pgs. 23-40 Speed and Temporal Processing in Dyslexia

4. Duane, Drake and David B. Gray. The Reading Brain, York Press, 1991.

Pgs. 27-50 Neurolinguistics and Biologic Mechanisms in Dyslexia

5. Chall, Jeanne S. and Helen M. Popp. Teaching and Assessing Phonics: Why, What, When, How, Educators Publishing Service, 1996.

Pgs. 29-33 What About Students Who Have Difficulty?

Pgs. 34-39 The Place of Phonics in the Total Reading Program

6. Balmuth, Miriam. The Roots of Phonics: A Historical Introduction, York Press, 1992.

Pgs. 55-62 The Ancestry of Spoken English: Indo-European Origins

Pgs. 63-70 The Germanic Heritage

Pgs. 71-79 Backgrounds of Old English

Pgs. 87-94 Backgrounds of Middle English: The Norman Conquest

7. Rawson, Margaret Bird. The Many Faces of Dyslexia, The International Dyslexia Association, 2000 (Fourth Edition).

Pgs. 3-53 The Many Faces of Dyslexia

Pgs. 57-121 The Treatment is Educational

8. Moats, Louisa. "How Spelling Supports Reading," *American Educator*, American Federation of Teachers, Winter 2005/2006. (**Downloadable pdf**)