

IMSLEC Continuing Education**Graduate Course Form**

Participant Name	
College or University	
Graduate Course Title	
Course Dates	
Number of credits	
Number of CEs	

Graduate courses must meet the content guidelines. One graduate credit equals 15 CEs; two or more graduate credits equals 20 CEs.

A **maximum of 20 CEs** can be counted for all graduate courses taken during the renewal cycle.

Note: Training for Orton-Gillingham-based or other MSLE curricula is not accepted.

Required Documentation:

1. IMSLEC Graduate Course Form
2. Course Description
3. Transcript or grade report

**IMSLEC Continuing Education
Conference Form**

Participant Name	
Conference Sponsor(s)	
Conference Name	
Conference Date(s)	
Number of CEs	

Conferences must be offered by an approved sponsor and meet the content guidelines. If the conference is not sponsored by an approved organization, then only the sessions that meet the content guidelines and are presented by a verified presenter are accepted.

Conferences may be attended live, virtually, or viewed asynchronously. A signed, dated attendance certificate from the sponsoring organization and a conference flyer/session guide is required for this option.

There is no limit to how many CEs can be earned from conferences during the renewal cycle.

Note: Training for Orton-Gillingham-based or other MSLE curricula is not accepted.

Required Documentation:

1. IMSLEC Conference Form
2. Conference flyer/program
3. Signed, dated certificate of attendance
4. Speaker credentials, if needed

IMSLEC Continuing Education

Approved Sponsor List

All IMSLEC-accredited courses

Academic Language Therapy Association (ALTA)

AIM Institute for Learning and Research

Alliance for Accreditation and Certification of Dyslexia Specialists (Alliance)

American Montessori Society (AMS)

American Speech-Language-Hearing Association (ASHA)

Association of Educational Therapists (AET)

Association of Higher Education and Disability (AHEAD)

Center for Literacy and Learning (Plain Talk about Literacy and Learning/Dyslexia)

Council for Exceptional Children (CEC)

Council for Learning Disabilities (CLD)

The Dyslexia Foundation

Dyslexia Society of CT

Everyone Reading

International Dyslexia Association (IDA)

Keys to Literacy (conferences and webinars)

Landmark Outreach

Language Essentials for Teachers of Reading and Spelling (LETRS)

Learning Ally

Learning Disabilities of America (LDA)

Massachusetts General Hospital Institute of Health Professions (MGH)

National Association of School Psychologists (NASP)

National Center for Intensive Intervention (NCII)

National Center for Learning Disabilities (NCLD)

National Joint Committee on Learning Disabilities (NJCLD)

New England Research on Dyslexia Society (NERDY)

Orton Gillingham Academy (OGA)

Pennsylvania Training & Technical Assistance Network (PaTTAN)

Read Washington (READWA)

The Reading League

Reading Science Academy

Wrightslaw

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Webinars and Recorded Conference Sessions Form

Participant Name	
Sponsor	
Title	
Presenter	
Number of CEs	
Date completed	

Webinars and recorded conference sessions must be offered by an approved sponsor or verified presenter and meet the content guidelines.

There is no limit to how many CEs can be earned from webinars and recorded conference sessions during the renewal cycle.

Note: Training for Orton-Gillingham-based or other MSLE curricula is not accepted.

Required Documentation:

1. IMSLEC Webinars and Recorded Conference Sessions Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

*Reaction Paper Directions:

1. Length: For each hour of the webinar/recorded conference session, write a 1-page (typed, double-spaced) reaction paper. If the webinar/recorded conference session is 1 hour, then the paper is 1 page. If the webinar/recorded conference session is 2 hours, then the paper is two pages long, and so forth.
2. Content: Write a short summary of the webinar/recorded conference session. Then, integrate the content from the webinar/recorded conference session with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

IMSLEC Continuing Education
Electronic Media Form
(includes Videos/DVDs/Podcasts/CDs)

Participant Name	
Electronic Media Source	
Title	
Presenter	
Number of CEs	
Date completed	

Electronic media must be from an approved sponsor or verified presenter and meet the content guidelines.

A **maximum of 10 CEs** can be counted for all electronic media activities during the renewal cycle.

Required Documentation:

1. IMSLEC Electronic Media Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

***Reaction Paper Directions:**

1. Length: For each hour of the presentation, write a 1-page (typed, double-spaced) reaction paper. If the presentation is 1 hour, then the paper is 1 page. If the presentation is 2 hours, then the paper is two pages long, and so forth.
2. Content: Write a short summary of the presentation. Then, integrate the content from the presentation with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

**IMSLEC Continuing Education
Journal Form**

Participant Name	
Journal Title	
Volume/Date/Page #s	
Article Title	
Author(s)	
Number of CEs	1
Date completed	

Journal articles must come from the approved journal list. Articles must meet the content guidelines and may not include any articles that you were required to read in your MSLE training course. Each article with the reaction paper counts for 1 CE.

NOTE: IDA's *Perspectives* magazine is not accepted.

A **maximum of 10 CEs** can be counted for all journal articles read during the renewal cycle.

Required Documentation:

1. CDC/IMSLEC Journal Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

***Reaction Paper Directions:**

1. Length: For each article, write a minimum 1-page (typed, double-spaced) reaction paper. Each article counts for 1 CE.
2. Content: Write a short summary of the article. Then, integrate the content from the article with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

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Approved Journals

American Journal of Speech-Language Pathology – ASHA
Annals of Dyslexia – IDA
Applied Psycholinguistics – Cambridge University Press
Brain and Cognition – Elsevier Science
Brain and Language – Elsevier Science
British Journal of Educational Psychology – British Psychological Society
British Journal of Psychology – British Psychological Society
Cognition – Elsevier Science
Cognitive Psychology – Elsevier Science
Cognitive Neuropsychology – Taylor & Frances
Current Directions in Psychological Science – Blackwell Publishing (Association for Psychological Science)
Developmental Neuropsychology – Erlbaum
Developmental Psychology – APA
Developmental Science – Blackwell
Dyslexia: An International Journal of Research and Practice – Wiley & Sons
Educational Psychology – Taylor & Frances
Educational Psychology in Practice – Taylor & Frances (Association of Education Psychologists)
Exceptional Children – Council of Exceptional Children
International Journal of Language & Communication Disorders – Taylor & Frances (Royal College of Speech & Language Therapists)
Journal for the Education of the Gifted – Prufrock Press
Journal of Child Language – Cambridge University Press
Journal of Cognitive Neuroscience – MIT Press
Journal of Educational Psychology – APA
Journal of Experimental Child Psychology – Elsevier Science
Journal of Learning Disabilities – Pro-Ed
The Journal of Postsecondary Education and Disability (JPED – Association on Higher Education and Disability – AHEAD)
Journal of Speech, Language, and Hearing Research – ASHA

Journal of Research in Reading – Blackwell (United Kingdom Literacy Association)

Journal of Research in Special Education Needs – Blackwell (National Association for Special Educational Needs)

Language and Cognitive Processes – Taylor & Frances

Language, Speech, and Hearing Services in Schools - ASHA

Learning Disability Quarterly (Council for Learning Disabilities-CLD)

Learning and Individual Differences – Elsevier Science

Learning and Instruction – Elsevier Science (European Association for Research on Learning and Instruction)

Learning Disabilities Research and Practice – Blackwell (Division of Learning Disabilities-DLD-Council for Exceptional Children-CEC)

Literacy – Blackwell (United Kingdom Literacy Association)

Memory – Taylor & Frances

Memory & Cognition – Psychonomic Society

Neuropsychologia – Elsevier Science

Perspectives on Language and Literacy – IDA (Entire issue receives 1 clock hour credit – no partial issues)

Psychological Bulletin – APA

Psychological Review – APA

Quarterly Journal of Experimental Psychology – Taylor & Frances (Experimental Psychology Society)

Reading and Writing – Springer

Reading Psychology: An International Journal – Routledge

Reading Research and Instruction – College Reading Association

Remedial and Special Education – Pro-Ed

Scientific Studies of Reading – Erlbaum (Society for the Scientific Study of Reading)

School Psychology Review – National Association of School Psychologists

The Journal of Special Education – Pro-Ed

The Reading League Journal –The Reading League

Topics in Language Disorders – Lippincott Williams & Wilkins

Written Language and Literacy – John Benjamins

IMSLEC Continuing Education

Book Form

Participant Name	
Book Title	
Author(s)/Editor(s)	
# Content pages read	
Number of CEs	
Date(s) completed	

You can read an entire book or selected chapters from multiple books. Books or chapters from books must come from the approved book list. You may not use books that you were required to read in your MSLE training course. One CE is earned for every 25 pages read.

A **maximum of 10 CEs** can be counted for all books/chapters read during the renewal cycle.

Required Documentation:

1. IMSLEC Book Form
2. *Reaction paper: The reaction paper serves as proof that you completed this activity.

*Reaction Paper Directions:

1. Length: For each hour of the book, write a 1-page (typed, double-spaced) reaction paper. If you read for 1 hour, then the paper is 1 page. If you read for 2 hours, then the paper is two pages long, and so forth.
2. Content: Write a short summary of the book/chapter. Then, integrate the content from the book/chapter with your other knowledge. This should include practical application(s) for the content and/or a critique of the idea(s) presented.
3. Attach this form to the reaction paper.

IMSLEC Continuing Education

Approved Books

Note: A book counts for 10 CE's unless otherwise noted.

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.

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. The Guilford Press.

Ashman, G. (2018). *The truth about teaching: An evidence-informed guide for new teachers*. Sage.
(7 CE's)

Ashman, G. (2021). *The power of explicit and direct instruction*. Corwin. **(5 CE's)**

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.). Brookes **(8 CE's)**

Beck, I. (2006). *Making sense of phonics: The hows and whys*. The Guilford Press. **(6 CE's)**

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. The Guilford Press. **(7.5 CE's)**

Beers, K. (2023). *When kids can't read: What teachers can do* (2nd ed.). Heinemann.

Beers, K., & Probst, R. (2012). *Notice and note: Strategies for close reading*. Heinemann.

Beers, K., & Probst, R. (2017). *Disrupting thinking: Why how we read matters*. Scholastic, Inc.
(6.5 CE's)

Bellis, T. J. (2002). *When the brain can't hear: Unraveling the mystery of auditory processing disorder*. Atria Books.

Berens, K. N. (2020). *Blind spots: Why students fail...and the science that can save them*. The Collective Book Studio. **(8 CE's)**

Berninger, V., & Wolf, B. (2009) *Teaching students with dyslexia and dysgraphia: Perspectives from Science and practice*. Brookes.

Birsh, J. (Ed.) (2018). *Multisensory teaching of basic language skills* (4th ed.). Brookes.

Blaunstein, P., & Reid, L. (2014). *Why kids can't read: Challenging the status quo in education* (2nd ed.). Rowman & Littlefield. **(5.5 CE's)**

- Blevins, W. (2016). *A fresh look at phonics, grades K-2*. Corwin
- 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). **(9.5 CEs)**
- Bragg, M. (2003). *The adventure of English: The biography of a language*. Arcade.
- Braten, E., & Willoughby, B. (2014). *Bright kids who can't keep up*. The Guilford Press.
(7.5 CEs)
- Brennan, J. R. (2022). *Language and the brain: A slim guide to neurolinguistics*. Oxford. **(7 CEs)**
- 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, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. The Belknap Press.
- Brown, S., & Stollar, S. (2025). *MTSS for Reading Improvement: A leader's tool kit for schoolwide success*. Solution Tree. **(4.5 CEs)**
- Brown, T. E. (2013). *A new understanding of ADHD in children and adults: executive function impairments*. Routledge (Taylor & Francis Group).
- Brozo, W. G. (2010). *To be a boy, to be a reader* (2nd ed.). International Reading Association.
(7.5 CEs)
- 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.
- Burns, M., Griffin, P., & Snow, C. (1998). *Preventing reading difficulties in young children*. National Academy Press.
- Cain, K., & Oakhill, J. (Eds.). (2007). *Children's comprehension problems in oral and written language*. The Guilford Press.
- Cardenas-Hagan, E. (Ed.)(2020). *Literacy foundations for English learners: A comprehensive guide to evidence-based instruction*. Brookes. **(9 CEs)**
- Carlisle, J., & Rice, M. (2002). *Improving reading comprehension: Research-based principles and practices*. York Press.
- Carter, R. (2010). *Mapping the mind* (Rev. ed.). University of California Press. **(8 CEs)**

- Cartwright, K. B. (2015). *Executive skills & reading comprehension*. The Guilford Press.
- Chall, J. (1996/1983). *Stages of reading development* (2nd ed.). Harcourt Brace College Publishers.
- Chall, J. (2000). *The academic achievement challenge: What really works in the classroom?* The Guilford Press. **(7 CEs)**
- Clark, P., & Chesher, D. (2013). *Developing reading comprehension*. Wiley-Blackwell. **(6 CEs)**
- Connor, C. M., & McCardle, P. (Eds.). (2015). *Advances in reading intervention: Research to practice*. Brookes.
- Copeland, S. R., & Keefe, E. B. (2018). *Effective literacy instruction for learners with complex support needs*. Brookes.
- 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.
- Crystal, D. (2012). *Spell it out: The singular story of English spelling*. Profile Books.
- Dawson, P., & Guare, R. (2018). *Executive skills in children and adolescents: A practical guide to assessment and intervention* (3rd ed.). The Guilford Press. **(4 CEs)**
- Dawson, P., Guare, R., & Guare, C. (2025). *Smart but scattered* (2nd ed.). The Guilford Press.
- Dean, C. (2021). *Story frames for teaching literacy: Enhancing student learning through the power of storytelling*. Brookes.
- Dehaene, S. (2009). *Consciousness and the brain: Deciphering how the brain codes our thoughts*. Viking Penguin.
- Dehaene, S. (2009). *Reading in the brain: The Science and evolution of a human invention*. Viking.
- Dehaene, S. (2011). *The number sense: How the mind creates mathematics*. Oxford Press.
- Dehaene, S. (2020). *How we learn: Why brains learn better than any machine...for now*. Viking.
- Dehaene, S. (2023). *Seeing the mind: Spectacular images from neuroscience, and what they reveal about our neuronal selves*. The MIT Press. **(8 CEs)**
- Denton, C. A., Vaughn, S., Wexler, J., Bryan, D., & Reed, D. (2012). *Effective instruction for middle school students with reading difficulties*. Brookes.

- Dickinson, D., & Morse, A. (2019). *Connecting through talk: Nurturing children's development with language*. Brookes.
- Dickinson, D., & Neuman, S. (Eds.). (2007). *Handbook of early literacy research* (Vol. 2). The Guilford Press.
- Donovan, L. (2015). *A child's touchstone*. Fresh Voice.
- Drucker, J. (1995). *The alphabetic labyrinth: The letters in history and imagination*. Thames and Hudson.
- Eide, B. L., & Eide, F. F. (2023). *The dyslexic advantage (revised and updated): 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. **(5 CEs)**
- Elbeheri, G., & Tridas, E. Q. (2023). *Assessing dyslexia: A teacher's guide to understanding and evaluating their pupils' needs*. Routledge. **(3 CEs)**
- Elliott, J. G., & Grigorenko, E. L. (2014). *The dyslexia debate*. Cambridge University Press.
- Elliott, J. G., & Grigorenko, E. L. (2024). *The dyslexia debate revisited*. Cambridge University Press.
- Engel, S. (2015). *The hungry mind: The origins of curiosity in childhood*. Harvard University Press. **(8 CEs)**
- Erickson, K. A., & Koppenhaver, D. A. (2020). *Comprehensive literacy for all: Teaching students with significant disabilities to read and write*. Brookes.
- Faber, H. (2021). *Code green on dyscalculia: A guide for educators, parents, counselors, and other professionals*. Notion Press. **(5 CEs)**
- Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition*. John Wiley & Sons.
- Farrell, M., & Matthews, F. (2010). *Ready to read: A multisensory approach to language-based reading comprehension instruction*. Brookes. **(3.5 CEs)**
- Feiger, S. G. (2013). *The neuropsychology of written language disorders: A framework for effective Interventions*. School Neuropsych Press. **(8 CEs)**
- Felten, P., & Lambert, L. M. (2020). *Relationship rich education: How human connections drive success in college*. Johns Hopkins. **(6.5 CEs)**
- Flanagan, D. P., & Alfonso, V. C. (2011). *Essentials of specific learning disability identification*. Wiley.
- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2018). *Learning disabilities: From identification to intervention* (2nd ed.). 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*. Brookes. **(8 CEs)**
- Garcia, O., Ibarra Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon. **(7 CEs)**
- Gathercole, S. E., & Alloway, T. P. (2008). *Working memory and learning: A practical guide for teachers*. Sage. **(4.5 CEs)**
- Ganske, K. (2013). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction* (2nd ed.). The Guilford Press.
- Gentry, J. R., & Ouellette, G. (2019). *Brain words: How the science of reading informs teaching*. Stenhouse. **(6 CEs)**
- Gibbons, K., Brown, S., & Niebling, B. C. (2019). *Effective universal instruction: An action-oriented plan to improving Tier 1*. The Guilford Press. **(8 CEs)**
- 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. **(9 CEs)**
- Goldstein, S., & Brooks, R. (2007). *Understanding and managing children's classroom behavior: Creating sustainable, resilient classrooms* (2nd ed.). Wiley & Sons.
- Graham, S., MacArthur, C., & Fitzgerald, J. (2018). *Best practices in writing instruction* (3rd ed.). The Guilford Press.
- Grant, A. (2021). *Think again: The power of knowing what you don't know*. Viking.
- Greene, J. W., & Coxhead, A. (2015). *Academic vocabulary for middle school students*. Brookes. **(3.5 CEs)**
- Grigorenko, E. L., Shtyrov, Y., & McCardle, P. (Eds.). (2020). *All about language: Science, theory and practice*. Brookes. **(9 CEs)**
- Groshell, A. (2024). *Just tell them: The power of explanations and explicit teaching*. John Catt. **(3.5 CEs)**
- Guyer, B. (1997). *The pretenders: Gifted people who have difficulty learning*. High Tide Press. **(7.5 CEs)**
- Hagan, K., Goldstein, S., & Brooks, R. (2006). *Seven steps to help your child's social skills: A family guide*. Specialty Press. **(2.5 CEs)**
- 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. (2010). *Answers to distraction* (revised and updated). Knopf Doubleday.
- Hallowell, E. M., & Ratey, J. J. (2011). *Driven to distraction (revised): Recognizing and coping with attention deficit disorder from childhood through adulthood*. Vintage.
- Hallowell, E. M., & Ratey, J. J. (2021). *ADHD 2.0: New science and essential strategies for thriving with distraction—from childhood through adulthood*. Penguin Random House. **(5 CEs)**
- Harris, K. R., Graham, S., Mason, L., & Friedlander, B. (2007). *Powerful writing strategies for all students*. Brookes.
- Hegland, S. S. (2021). *Beneath the surface of words: What English spelling reveals and why it matters*. Learning about Spelling. **(6.5 CEs)**
- Hennessy, N. L. (2020). *The reading comprehension blueprint: Helping students make meaning from text*. Brookes. **(8.5 CEs)**
- Henry, M. (2010). *Unlocking literacy: Effective decoding & spelling instruction* (2nd ed.). Brookes. **(7 CEs)**
- Henry, M., & Brickley, S. (Eds.). (1999). *Dyslexia: Samuel T. Orton and his legacy*. International Dyslexia Association. **(8 CEs)**
- 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. **(9 CEs)**
- Hooper, S. R. (2023). *Basics of child neuropsychology: A primer for educators and clinicians*. The Guilford Press. **(7.5 CEs)**
- Hoover, W. A., & Tunmer, W. E. (2020). *The cognitive foundations of reading and its acquisition: A framework with applications connecting teaching to learning*. Springer.
- Hougen, M. C., & Smartt, S. M. (Eds.). (2020). *Fundamentals of literacy instruction & assessment: Pre-K—6* (2nd ed.). Brookes.
- Hurst, E. B. (2013). *Why can't my daughter read?* Prufrock Press, Inc. **(7 CEs)**
- Immordino-Yang, M. H. (2016). *Emotions, learning and the brain: Exploring the educational implications of affective neuroscience*. W. W. Norton & Co. **(7.5 CEs)**
- International Dyslexia Association. (2004). *Dyslexia, myths, misconceptions and some practical applications*. The International Dyslexia Association. **(5 CEs)**
- Jennings, T. M., & Haynes, C. W. (2002). *From talking to writing: Strategies for scaffolding expository expression*. Landmark School. **(8 CEs)**
- Jennings, T. M., & Haynes, C. W. (2018). *From talking to writing: Strategies for scaffolding expository expression* (2nd ed.). Landmark School. **(8 CEs)**

- Kaufman, C. (2010). *Executive function in the classroom: Practical strategies for improving performance and enhancing skills for all students*. Brookes.
- Kendall, J., & Outey, K. (2006). *Writing sense: Integrated reading and writing lessons for English language learners, K-8*. Stenhouse. **(6 CEs)**
- 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 (5 CEs)
- 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.
(3.5 CEs)
- Kolberg, J., & Nadeau, K. (2016). *ADD friendly ways to organize your life* (2nd ed.). Routledge.
- Gopnik, A., Meltzoff, A. N., & Kuhl, P. K. (2000). *Scientist in the crib: What early learning tells us about the mind*. Perennial.
- Lang, J. M. (2021). *Small teaching: Everyday lessons from the science of learning* (2nd ed.). Jossey-Bass.
(9.5 CEs)
- 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. (1999). *The miracle of language*. Gallery Books.
- Levine, M. (2002). *A mind at a time*. Simon & Schuster.
- Levine, M. (2003). *The myth of laziness*. Simon & Schuster. **(8 CEs)**
- Lesesne, T. S. (2003). *Making the match: Finding the right book for the right readers at the right time, grades 4 – 12*. Stenhouse. **(6 CEs)**
- Liben, D., & Liben, M. (2024). *Know better, do better: Comprehension*. Scholastic. **(6 CEs)**
- Logie, R. H., Camos, V., & Cowan, N. (Eds.). (2021). *Working memory: State of the science*. Oxford.
- MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.). (2025). *Handbook of writing research* (3rd ed.). Guilford Press.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. ASCD. **(5 CEs)**

- Mather, N., Goldstein, S., & Eklund, K. (2015). *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management* (3rd ed.). Brookes.
- Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. 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*. Brookes.
- McCardle, P. & Chhabra, V. (Eds.). (2004). *The voice of evidence in reading research*. Brookes.
- McWhorter, J. (2002). *The power of Babel: A natural history of language*. Heineman.
- 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*. Brookes.
- Moats, L. C. (1995). *Spelling development, disability, and instruction*. York Press. **(4 CEs)**
- Moats, L. C. (2010). *Speech to print: Language essentials for teachers* (2nd ed.). Brookes.
- Moats, L. C., & Dakin, K. E., (2008). *Basic facts about dyslexia and other reading problems*. The International Dyslexia Association. **(4 CEs)**
- Montessori, M. (1967). *The discovery of the child* (M. J. Costello, Trans.). Random House.
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