

# References

- Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: The MIT Press.
- Alexander, P. A., & Jetton, T. L. (2000). *Learning from text: A multidimensional and developmental perspective*. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Vol. 3 (pp. 285-310). Mahwah, NJ: Lawrence Erlbaum.
- Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a Nation of Readers: The Report of the Commission on Reading*. Washington, DC: The National Institute of Education.
- Baumann, J. F., & Kameenui, E. J. (1991). *Research on vocabulary instruction: Ode to Voltaire*. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire, *Handbook on research on teaching the language arts* (pp. 604-632). New York: Macmillan.
- Beck, I., McKeown, M. G., & Omanson, R. (1999). *The effects of and uses of diverse vocabulary instructional techniques*. In California Reading Initiative, *Read all about it! Readings to inform the profession* (pp. 311-324). Sacramento, CA: California State Board of Education.
- Dahl, K. L. & Farnan, N. (1998). *Children's Writing: Perspectives from Research*. Newark, DE: International Reading Association and Chicago, IL: National Reading Conference.
- Fielding, L. G., & Pearson, P. D. (1994). *Reading comprehension: What works*. *Educational Leadership*, February, pp. 62-68
- Gambrell, L. B. (1996). *Creating classroom cultures that foster reading motivation*. *The Reading Teacher*, 50(1) 14-25.
- Goldman, S. R., & Rakestraw, J. A. (2000). *Structural aspects of constructing meaning from text*. M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Vol. 3 (pp. 311-335). Mahwah, NJ: Lawrence Erlbaum.
- Guthrie, J. T., & Wigfield, A. (1997). *Reading Engagement: Motivating Readers through Integrated Curriculum*. Newark, DE: International Reading Association.
- Guthrie, J. T., & Wigfield, A. (2000). *Engagement and motivation in reading*. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Vol. 3 (pp. 403-422). Mahwah, NJ: Lawrence Erlbaum.
- Harris, T. L., & Hodges, R. E. (Eds.). (1995). *The Literacy Dictionary. The Vocabulary of Reading and Writing*. Newark, DE: International Reading Association.
- Hiebert, E. H., Pearson, P. D., Taylor, B. M., Richardson, V., & Paris, S. G. (1998). *Every Child a Reader*. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement (CIERA).
- Hillocks, G. Jr., & Smith, M. W. (1991). *Grammar and usage*. In J. Flood, J. M. Jensen, D. Lapp, J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 591-603). New York: Macmillan Publishing Company.
- Hodges, R. (1991). *The conventions of writing*. In J. Flood, J.M. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 775-786). New York: Macmillan Publishing Company.
- Learning First Alliance. (1998). *Every Child Reading: An Action Plan*. Washington, DC: Author.
- Nagy, W., & Scott, J. (2000). *Vocabulary processes*. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3)(pp. 269-284). Mahwah, NJ: Lawrence Erlbaum Associates.
- Nathan, R. G., & Stanovich, K. E. (1991). *The causes and consequences of differences in reading fluency*. *Theory Into Practice*, 30, pp. 176-183.

- National Reading Panel (NRP) (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*.
- Pressley, M. (2000). *What should comprehension instruction be the instruction of?* M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Vol. 3 (pp. 545-561). Mahwah, NJ: Lawrence Erlbaum.
- Samuels, S. J., Shermer, N., & Reinking, D. (1999). *Reading fluency: Techniques for making decoding automatic*. In California Reading Initiative, *Read all about it! Readings to inform the profession* (pp. 265-275). Sacramento, CA: California State Board of Education.
- Snow, C. E., Burns, M. S., & Griffin, P. G. (Eds.). (1998). *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press.
- Stanovich, K. E. (1992). *Are we overselling literacy?* In C. Temple & P. Collins (Eds.), *Stories and readers: New perspectives on literature in the classroom*. Norwood, MA: Christopher Gordon.
- Stricker, S. K., Roser, N. L., & Martinez, M. G. (1998). *Toward understanding oral reading fluency*. *Forty Seventh Yearbook of the National Reading Conference*, pp. 295-310.
- Sticht, T. G., & James, J. H. (1984). *Listening and reading*. In P. D. Pearson. (Ed.), *Handbook of reading research* (293-318), New York: Longmans.
- Templeton, S., & Morris, D. (2000). *Spelling*. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, Vol. 3 (pp. 525-543). Mahwah, NJ: Lawrence Erlbaum.