

Comprehension/Knowledge Building, Grade 2- 3

Recommended Reading

Books

Adams, M. J. *Beginning to Read: Thinking and Learning about Print*. Cambridge, MA: M.I.T. Press, 1990.

Beck, I. L., M. G. McKeown, R. L. Hamilton, and L. Kucan. *Questioning the Author: An Approach for Enhancing Students' Engagement with Text*. Newark, DE: International Reading Association, 1997.

California Department of Education. *Reading/Language Arts Framework for California Public Schools: Kindergarten through Grade 12*. Sacramento: California Department of Education, 1999.

Graves, M., C. Juel, and B. Graves. *Teaching Reading in the 21st Century*. Needham Heights, MA: Allyn & Bacon, 1998.

Honig, B. *Teaching Our Children to Read*. Thousand Oaks, CA: Corwin Press, 1996.

Pressley, M. *Reading Instruction That Works: The Case for Balanced Teaching*. New York: Guilford Press, 1998.

Pressley, M., and P. Afflerbach. *Verbal Protocols of Reading: The Nature of Constructively Responsive Reading*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1995.

Pressley, M., and V. Woloshy, eds. *Cognitive Strategy Instruction That Really Improves Children's Academic Performance, Second Edition*. Cambridge, MA: Brookline Books, 1995.

Templeton, Shane. *Children's Literacy: Contexts for Meaningful Learning*. Boston: Houghton Mifflin, 1997.

Articles and Chapters

Adams, M. J. "Phonics and Beginning Reading Instruction." In *Reading, Language, and Literacy: Instruction for the Twenty-First Century*, edited by F. Lehr and J. Osborn, 3-21. Hillsdale, NJ: Lawrence Erlbaum Associates, 1994.

Adams, M. J., and M. Bruck. "Resolving the 'Great Debate.'" *American Educator* 19 (1995): 7, 10-20.

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Anderson, R. C., and P. D. Pearson. "A Schema-Theoretic View of Basic Processes in Reading." In *Handbook of Reading Research*, edited by P. D. Pearson, R. Barr, L. Kamil, and P. Mosenthal, 255-292. New York: Longman, 1984.

Anderson, R. C., R. E. Reynolds, D. L. Schallert, and E. T. Goetz. "Frameworks for Comprehending Discourse." *American Educational Research Journal* 14 (1977): 367-382.

Armbruster, B. B., T. H. Anderson, and J. Ostertag. "Does Text Structure/Summarization Instruction Facilitate Learning from Expository Text?" *Reading Research Quarterly* 22 (1987): 331-346.

Beck, I. L., C. A. Perfetti, and M. G. McKeown. "Effects of Long-Term Vocabulary Instruction on Lexical Access and Reading Comprehension." *Journal of Educational Psychology* 74 (1982): 506-521.

Breznitz, Z. "Effects of Accelerated Reading Rate on Memory for Text among Dyslexic Readers." *Journal of Educational Psychology* 89 (1997a): 289-297.

- Breznitz, Z. "Enhancing the Reading of Dyslexic Children by Reading Acceleration and Auditory Masking." *Journal of Educational Psychology* 89 (1997b): 103-113.
- Brown, A. L., and A. S. Palincsar. "Reciprocal Teaching of Comprehension: Fostering and Monitoring Activities." *Cognition and Instruction I* (1984): 117-173.
- Durkin, D. "What Classroom Observations Reveal about Reading Comprehension Instruction." *Reading Research Quarterly* 15 (1978-1979): 481-533.
- Gough, P. B. "Context, Form, and Interaction." In *Eye Movements in Reading*, edited by K. Rayner, 203-211. New York: Academic Press, 1983.
- Gough, P. B. "Word Recognition." In *Handbook of Reading Research*, edited by P. D. Pearson, 225-254. New York: Longman, 1984.
- Gough, P. B., and W. E. Tunmer. "Decoding, Reading, and Reading Disability." *Remedial and Special Education* 7 (1986): 6-10.
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Tan, A., and T. Nicholson. "Flashcards Revisited: Training Poor Readers to Read Words Faster Improves Their Comprehension of Text." *Journal of Educational Psychology* 89 (1997): 276-288.