

## Comprehension, Grades K-1

### Recommended Reading

#### Books

Adams, M. J. *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press, 1990.

Armbruster, B. B., Lehr, F., & Osborn, J. *Put reading first: The research building blocks for teaching children to read. Kindergarten through grade 3*. Washington, DC: National Institute for Literacy, 2001.

Beck, I. L., McKeown, M. G., Hamilton, R. L., & Kucan, L. *Questioning the Author: An approach for enhancing students engagement with text*. Newark, DE: International Reading Association, 1997.

Burns, M. Susan, Griffin, Peg, and Snow, Catherine E., eds. *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press, 1999.

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

National Reading Panel. *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development, 2000.

Pressley, M. *Reading instruction that works: The case for balanced teaching*. New York: Guilford Press, 1998.

Pressley, M., Woloshy, V., eds. *Cognitive strategy instruction that really improves children's academic performance* (2nd ed.). Cambridge, MA: Brookline Books, 1995.

Snow, C. E., ed. *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND, 2001.

Templeton, S. *Children's literacy: contexts for meaningful learning*. Boston: Houghton Mifflin, 1997.

#### Articles

Adams, M. J., & Bruck, M. "Resolving the 'great debate.'" *American Educator*, 19 (1995): 7, 10-20.

Brown, A. L., Palincsar, A. S. "Reciprocal teaching of comprehension: Fostering and monitoring activities." *Cognition and Instruction I*, (1984): 117-173.

Juel, C. "Learning to read and write: A longitudinal study of 54 children from first through fourth grades." *Journal of Educational Psychology*, 80, (1988): 437-447.

Sindelar, P. T., Monda, L., & O'Shea, L. "Effects of repeated readings on instructional- and mastery-level readers." *Journal of Educational Research*, 83 (1990): 220-226.