

Bibliography

The following resources were used when designing *Into the Book*:

- Allington, R. L. (2001). *What really matters for struggling readers*. New York: Longman.
- Applebee, Arthur N. (1996). *Curriculum as conversation: Transforming tradition of teaching and learning*. Chicago, IL: University of Chicago Press.
- Block, C., & Pressley, M. (2003). *Best practices in comprehension instruction*. In *Best practices in literacy instruction* (2nd ed.). L. M. Morrow, L. B. Gambrell, M. Pressley, (Eds.). New York: The Guilford Press.
- Buehl, D. (2001). *Classroom strategies for interactive learning* (2nd ed.). Newark, DE: International Reading Association.
- Burmark, L. (2002). *Visual literacy: Learn to see, see to learn*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Diller, D. (2003). *Literacy work stations: Making centers work*. Portland, ME: Stenhouse.
- Dorn, L. J., & Soffos, C. (2005). *Teaching for deep comprehension*. Portland, ME: Stenhouse Publishers.
- Duke, N. K. (2001). *Building comprehension through explicit teaching of comprehension strategies*. Retrieved May 17, 2007, from CIERA Web site: www.ciera.org/library/presos/2001/2001MRACIERA/nduke/01cmdnk.pdf.
- Durkin, D. (2004). *Teaching them to read* (6th ed.). Boston: Pearson.
- Ellery, V. (2005). *Creating strategic readers*. Newark, DE: International Reading Association.
- Flood, J., Heath, S.B. & Lapp, D. eds. (1997). *Handbook of Research on Teaching Literacy through the Communicative and Visual Arts*. New York: Simon & Schuster Macmillan.
- Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers grades 3-6*. Portsmouth, NH: Heinemann.
- Harris, T. L., & Hodges, R.E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse.
- Hong Xu, S., Sawyer Perkins, R., & Zurich, L. (2005). *Trading cards to comic strips*. Popular culture texts and literacy learning in grades k-8. Newark: International Reading Association.

- Horton, C. (1972). *Humanization of the Learning Environment*. ERIC document ED066929.
- Johnston, P.H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.
- Keene, E., & Zimmerman, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.
- Kiefer, B. Z. (1995). *The potential of picture books: From visual literacy to aesthetic understanding*. Englewood Cliffs, NJ: Merrill.
- Krashen, S. (1993). *The Power of Reading: Insights from the Research*. Englewood, CO: Libraries Unlimited.
- Langer, J. A. (1995). *Envisioning literature: literary understanding and literature instruction*. New York: Teachers College Press.
- McLaughlin, M. (2003). *Guided comprehension in the primary grades*. Newark, DE: International Reading Association.
- McLaughlin, M., & Allen, M. B. (2002). *Guided comprehension a teaching model for grades 3-8*. Newark, DE: International Reading Association.
- Miller, D. (2002). *Reading with meaning*. Portland, ME: Stenhouse.
- Moline, S. (1995). *I see what you mean: Children at work with visual information*. Portland, ME: Stenhouse.
- National Association for the Education of Young Children. Learning to read and write: Developmentally appropriate practices for young children. In *Young Children*, July 1998, 53 (4): 30-46. Available: www.naeyc.org/about/positions/pdf/PSREAD98.PDF.
- National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: *An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.
Available: www.nichd.nih.gov/publications/nrp/smallbook.cfm.
- The Online Learning Centre. Retrieved March 13, 2007, Web site: www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/prior_e.php
- Opitz, M.F., & Ford, M.P. (2001). *Reaching readers: Flexible and innovative strategies for guided reading*. Portsmouth, NH: Heinemann.
- Opitz, M., Ford, M., & Zbaracki, M. (2006). *Books and beyond: new ways to reach readers*. Portsmouth, NH: Heinemann.

- Paris, S. How to teach and assess reading comprehension. Retrieved May 16, 2007, Web site: <http://www.ciera.org/library/presos/2004/csi/sparis.pdf>.
- Pearson, P.D., & Gallagher, M.C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317-344.
- Pressley, M. (2001, September). Comprehension instruction: What makes sense now, what might make sense soon. *Reading Online*, 5(2). Available: www.readingonline.org/articles/art_index.asp?HREF=handbook/pressley/index.html.
- Reading instructional handbook. Retrieved May 17, 2007, from PSSA Classroom Connections Web site: <http://smasd.k12.pa.us/pssa/html/Reading/rihnd22b.htm>.
- Rosenblatt, L. (1993). *Literature as exploration*. New York: Modern Language Association of America
- Routman, R. (2002). *Reading essentials: the specifics you need to teach reading well*. Heinemann.
- Sadoski, M. (1998, December). Mental imagery in reading: a sampler of some significant studies. Available: www.readingonline.org/past/past_index.asp?HREF=/research/Sadoski.html.
- Strickland, D. S., Ganske, K., & Monroe, J.K. (2002). *Supporting struggling readers and writers: strategies for classroom intervention 3-6*. Newark, DE: International Reading Association.
- Swartz, S.L., et al. (2003). *Guided reading and literacy centers*. Carlsbad, CA: Dominie Press.
- Tovani, C. (2000). *I read it, but I don't get it*. Portland, ME: Stenhouse Publishers.
- WiLEARNS. Retrieved March 13, 2007, Web site: wilearns.state.wi.us/apps/
- Wilhelm, J. D. (2001). *Improving reading comprehension with think-aloud strategies*. Jefferson City, MO: Scholastic Professional Books.
- Wilhelm, J. D. (1997). *You gotta be the book: Teaching engaged and reflective reading with adolescents*. New York: Teachers College Press.
- Wilhelm, J. D., Baker, T.N., & Hackett, J.D. (2001). *Strategic reading: Guiding students to lifelong literacy 6-12*. Portsmouth, NH: Boynton/Cook.
- Wilson, R.M., & Gambrell, L.B. (1988). *Reading comprehension in the elementary school: A teacher's practical guide*. Newton, MA: Allyn and Bacon.
- Wisconsin Department of Public Instruction (1989). *Strategic Learning in the Content Areas*. Madison, WI: Wisconsin Department of Public Instruction.

Wisconsin Department of Public Instruction (2000). Wisconsin makes the connection: Teaching & testing reading comprehension. Madison: Wisconsin Department of Public Instruction.

Wormeli, R. (2005). *Summarization in any subject*. Alexandria, VA: Association for Supervision and Curriculum Development.

Zimmerman, S. & C. Hutchins. (2003). *Seven keys to comprehension: How to help your kids read it and get it!* New York: Three Rivers Press.

New York: Guilford. Allington, R. L. (2011). Research on reading/ learning disability interventions.Â What really matters for struggling readers: Designing research-based programs (3rd ed.). Boston: Allyn and Bacon. Aylward, E. H., Richards, T. L., Berninger, V. W., Nagy, W. E., Field, K. M., Grimme, A. C., Richards, A. L., Thomson, J. B., & Cramer, S. C. (2003).Â What really matters in writing: Research-based practices across the elementary curriculum. Boston: Allyn and Bacon. Dynarski, M. (2007).