

Common Core State Standards for English Language Arts / Appendix A

Bibliography

Reading

Achieve, Inc. (2007). *Closing the expectations gap 2007: An annual 50-state progress report on the alignment of high school policies with the demands of college and work*. Washington, DC: Author. Retrieved from <http://www.achieve.org/files/50-state-07-Final.pdf>.

ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author.

ACT, Inc. (2009). *The condition of college readiness 2009*. Iowa City, IA: Author.

Adams, M. J. (2009). The challenge of advanced texts: The interdependence of reading and learning. In E. H. Hiebert (Ed.), *Reading more, reading better: Are American students reading enough of the right stuff?* (pp. 163–189). New York, NY: Guilford.

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61, 364–373.

Bettinger, E., & Long, B. T. (2009). Addressing the needs of underprepared students in higher education: Does college remediation work? *Journal of Human Resources*, 44, 736–771.

Bowen, G. M., & Roth, W.-M. (1999, March). “Do-able” questions, covariation, and graphical representation: Do we adequately prepare preservice science teachers to teach inquiry? Paper presented at the annual conference of the National Association for Research in Science Teaching, Boston, MA.

Bowen, G. M., Roth, W.-M., & McGinn, M. K. (1999). Interpretations of graphs by university biology students and practicing scientists: Towards a social practice view of scientific re-presentation practices. *Journal of Research in Science Teaching*, 36, 1020–1043.

Bowen, G. M., Roth, W.-M., & McGinn, M. K. (2002). Why students may not learn to interpret scientific inscriptions. *Research in Science Education*, 32, 303–327.

Chall, J. S., Conard, S., & Harris, S. (1977). *An analysis of textbooks in relation to declining SAT scores*. Princeton, NJ: College Entrance Examination Board.

Erickson, B. L., & Strommer, D. W. (1991). *Teaching college freshmen*. San Francisco, CA: Jossey-Bass.

Hayes, D. P., & Ward, M. (1992, December). *Learning from texts: Effects of similar and dissimilar features of analogies in study guides*. Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, TX.

Hayes, D. P., Wolfer, L. T., & Wolfe, M. F. (1996). Sourcebook simplification and its relation to the decline in SAT-Verbal scores. *American Educational Research Journal*, 33, 489–508.

Heller, R., & Greenleaf, C. (2007). *Literacy instruction in the content areas: Getting to the core of middle and high school improvement*. Washington, DC: Alliance for Excellent Education.

Hoffman, J., Sabo, D., Bliss, J., & Hoy, W. (1994). Building a culture of trust. *Journal of School Leadership*, 4, 484–501.

- Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. New York, NY: Cambridge University Press.
- Kintsch, W. (2009). Learning and constructivism. In S. Tobias & M. Duffy (Eds.), *Constructivist instruction: Success or failure?* (pp. 223–241). New York, NY: Routledge.
- Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y., & Dunleavy, E. (2007). *Literacy in everyday life: Results from the 2003 National Assessment of Adult Literacy* (NCES 2007–480). U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- McNamara, D. S., Graesser, A. C., & Louwse, M. M. (in press). Sources of text difficulty: Across the ages and genres. In J. P. Sabatini & E. Albro (Eds.), *Assessing reading in the 21st century: Aligning and applying advances in the reading and measurement sciences*. Lanham, MD: R&L Education.
- Mesmer, H. A. E. (2008). *Tools for matching readers to texts: Research-based practices*. New York, NY: Guilford.
- Milewski, G. B., Johnson, D., Glazer, N., & Kubota, M. (2005). *A survey to evaluate the alignment of the new SAT Writing and Critical Reading sections to curricula and instructional practices* (College Board Research Report No. 2005-1 / ETS RR-05-07). New York, NY: College Entrance Examination Board.
- Moss, B., & Newton, E. (2002). An examination of the informational text genre in basal readers. *Reading Psychology, 23*(1), 1–13.
- National Endowment for the Arts. (2004). *Reading at risk: A survey of literary reading in America*. Washington, DC: Author.
- Perfetti, C. A., Landi, N., & Oakhill, J. (2005). The acquisition of reading comprehension skill. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 227–247). Oxford, England: Blackwell.
- Pritchard, M. E., Wilson, G. S., & Yamnitz, B. (2007). What predicts adjustment among college students? A longitudinal panel study. *Journal of American College Health, 56*(1), 15–22.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review, 78*(1), 40–59.
- Stenner, A. J., Koons, H., & Swartz, C. W. (in press). *Text complexity and developing expertise in reading*. Chapel Hill, NC: MetaMetrics, Inc.
- van den Broek, P., Lorch, Jr., R. F., Linderholm, T., & Gustafson, M. (2001). The effects of readers' goals on inference generation and memory for texts. *Memory and Cognition, 29*, 1081–1087.
- van den Broek, P., Ridsen, K., & Husebye-Hartmann, E. (1995). The role of readers' standards for coherence in the generation of inferences during reading. In R. F. Lorch & E. J. O'Brien (Eds.), *Sources of coherence in reading* (pp. 353–373). Hillsdale, NJ: Erlbaum.
- Williamson, G. L. (2006). *Aligning the journey with a destination: A model for K–16 reading standards*. Durham, NC: MetaMetrics, Inc.
- Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., & Tobin, R. (2004). *The condition of education 2004* (NCES 2004-077). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved from <http://nces.ed.gov/pubs2004/2004077.pdf>.
- Yopp, H. K., & Yopp, R. H. (2006). Primary students and informational texts. *Science and Children, 44*(3), 22–25.

Reading Foundational Skills

Balmuth, M. (1992). *The roots of phonics: A historical introduction*. Baltimore, MD: York Press.

Bryson, B. (1990). *The mother tongue: English and how it got that way*. New York, NY: Avon Books.

Ganske, K. (2000). *Word journeys*. New York, NY: Guilford.

Hanna, P. R., Hanna, S., Hodges, R. E., & Rudorf, E. H. (1966). *Phoneme-grapheme correspondences as cues to spelling improvement*. Washington, DC: Department of Health, Education, and Welfare.

Henry, M. (2003). *Unlocking literacy: Effective decoding and spelling instruction*. Baltimore, MD: Brookes.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore, MD: Brookes.

Moats, L. C. (2008). *Spellography for teachers: How English spelling works*. (LETRS Module 3). Longmont, CO: Sopris West.

Venezky, R. (2001). *The American way of spelling*. New York, NY: Guilford.