

References

The following are references related to dyslexia and the development of the reading strategy guides:

Bakker, D.J. (2004). Treatment of developmental dyslexia: A review; *Pediatric Rehabilitation*(9),1, 3-13.

Butler, K.G., & Silliman, E.R. (2002). *Speaking, reading, and writing in children with language learning disabilities: New paradigms in research and practice*. UK: Taylor & Francis.

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.

Duke, N. K., & Carlisle, J. (2011). The development of comprehension. In M. L. Kamil, P. D. Pearson, E.B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research: Volume IV* (pp. 199-228). New York, NY: Routledge.

Duke, N.D., Pearson, P.D., Strachan, S.L., Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S.J. Samuels & A. Farstrup (Eds.). *What research has to say about reading instruction*, 4th Edition (pp. 51-93). Newark, DE: International Reading Association.

Fink, R.P. (1996). Successful dyslexics: A constructivist study of passionate interest reading. *Journal of Adolescent & Adult Literacy* (39), 4, 268-280.

Fink, R.P. (1998). Literacy development in successful men and women with dyslexia. *Annals of Dyslexia* (48), 311-346.

Gabrieli, J. (2009). Dyslexia: A new synergy between education and cognitive neuroscience. *Science*,(325), 280.

Gajria, M., Jitendra, A.K., Sood, S., & Sacks, G. (2007). Improving comprehension of expository text in students with LD: A research synthesis. *Journal of Learning Disability*, 40, 210-225.

Gersten, R., Fuchs, L.S., Williams, J.P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71(2), 279-320.

International Dyslexia Association. (2008). Fact Sheet. Baltimore: Author.

Kamhi, A.G., & Catts, H.W. (1999). *Language and reading disabilities*. New York: Allyn & Bacon.

Lee, C.D., & Spratley, A. (2010). *Reading in the disciplines: The challenges of adolescent literacy*. New York, NY: Carnegie Corporation of New York.

Lemke, J.L. (2004). The literacies of science. In E. Wendy Saul (Ed.) *Crossing borders in science and literacy instruction: Perspectives on theory and practice*, 111-122. Newark, DE: International Reading Association.

Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education* 2007 31(1), 1-44.

Nelson, G.D. (2009). Foreword. *Space Science Sequence for Grades 6-8*. Berkeley, CA: The Regents of the University of California.

Paul, A.M. (2012, February). The upside of dyslexia. *The New York Times (online)*. Retrieved March 20, 2012 from <http://www.nytimes.com/2012/02/05/opinion/sunday/the-upside-of-dyslexia.html>

Pearson, P. D., Moje, E., & Greenleaf, C. (2010). Literacy and science: each in the service of the other. *Science*, 328(5977), 459-63.

Pressley, M. (2002). *Reading Instruction that Works*. New York: Guilford.

Savage, R. (2004). Motor skills, automaticity and developmental dyslexia: A review of the research literature. *Reading and Writing; An Interdisciplinary Journal*, 17, 301-324.

Schneps, M.H., Rose, L.T., & Fischer, K.W. (2007). Visual learning and the brain: Implications for dyslexia. *Mind, Brain and Education*, (1)3, 128-139.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents. Rethinking content area literacy. *Harvard Educational Review*, 78(1), 40-59.

Shaywitz, S.E., & Shaywitz, B.A. (2004). Reading disability and the brain. *Educational Leadership*, (61)6, 6-11.

Snow, C. E. (2010). Academic language and the challenge of reading for learning about science. *Science*, 328(5977), 450-2.

Tovani, C. (2004). *Do I really have to teach reading?* Portland, ME: Stenhouse.

Wolf, M.A. (2007). *Proust and the squid: The story and science of the reading brain*. New York: HarperCollins.