

Contents

| | |
|---|-----------|
| <i>Foreword</i> | xi |
| ROBERT C. CALFEE, UNIVERSITY OF CALIFORNIA — RIVERSIDE | |
| <i>Preface</i> | xvii |
| <i>Acknowledgments</i> | xix |
| <i>About the Editors</i> | xxi |
| <i>Contributors</i> | xxii |
| PART I | |
| Historical Perspectives on Reading Comprehension | 1 |
| 1 The Roots of Reading Comprehension Instruction | 3 |
| P. DAVID PEARSON | |
| 2 The Development of Children's Reading Comprehension | 32 |
| SCOTT G. PARIS AND ELLEN E. HAMILTON | |
| 3 In Search of the "Simple View" of Reading Comprehension | 54 |
| JAMES V. HOFFMAN | |
| PART II | |
| Theoretical Perspectives | 67 |
| 4 Identifying and Describing Constructively Responsive Comprehension Strategies in New and Traditional Forms of Reading | 69 |
| PETER AFFLERBACH AND BYEONG-YOUNG CHO | |
| 5 Helping Readers Make Sense of Print: Research that Supports a Whole Language Pedagogy | 91 |
| KENNETH S. GOODMAN AND YETTA M. GOODMAN | |

| | | |
|-----------------|--|-----|
| 6 | The Role of Cognitive Flexibility in Reading Comprehension: Past, Present, and Future | 115 |
| | KELLY B. CARTWRIGHT | |
| 7 | Ways of Meaning Making: Sociocultural Perspectives on Reading Comprehension | 140 |
| | JAMES GAVELEK AND PATRICK BRESNAHAN | |
| 8 | Transactional Theory and Critical Theory in Reading Comprehension | 177 |
| | JAMES S. DAMICO, GERALD CAMPANO, AND JEROME C. HARSTE | |
| 9 | Grounding Reading Comprehension in the Neuroscience Literatures | 189 |
| | GEORGE G. HRUBY | |
| PART III | | |
| | Changing Views of Text | 225 |
| 10 | Text Comprehension: A Retrospective, Perspective, and Prospective | 227 |
| | EMILY FOX AND PATRICIA A. ALEXANDER | |
| 11 | Disciplinary Comprehension | 240 |
| | CYNTHIA SHANAHAN | |
| 12 | The Agency and Artistry of Meaning Makers within and across Digital Spaces | 261 |
| | ROBERT J. TIERNEY | |
| 13 | Comprehension and Computer Technology: Past Results, Current Knowledge, and Future Promises | 289 |
| | MICHAEL L. KAMIL AND HELEN KIM CHOU | |
| PART IV | | |
| | Elements of Reading Comprehension | 305 |
| 14 | Motivation and Reading Comprehension | 307 |
| | SAMUEL D. MILLER AND BEVERLY S. FAIRCLOTH | |
| 15 | Vocabulary and Reading Comprehension: The Nexus of Meaning | 323 |
| | JAMES F. BAUMANN | |
| 16 | Cognitive Strategy Instruction | 347 |
| | JANICE A. DOLE, JEFFERY D. NOKES, AND DINA DRITS | |

| | | |
|----------------|---|------------|
| 17 | Metacognitive Processes and Reading Comprehension | 373 |
| | LINDA BAKER AND LISA CARTER BEALL | |
| 18 | Self-Regulated Comprehension | 389 |
| | DIXIE D. MASSEY | |
| PART V | | |
| | Assessing and Teaching Reading Comprehension | 401 |
| 19 | Formal and Informal Measures of Reading Comprehension | 403 |
| | LAUREN LESLIE AND JOANNE CALDWELL | |
| 20 | Assessing the Comprehension of Young Children | 428 |
| | KATHERINE A. DOUGHERTY STAHL | |
| 21 | Approaches to Teaching Reading Comprehension | 449 |
| | TAFFY E. RAPHAEL, MARIANNE GEORGE, CATHERINE M. WEBER, AND ABIGAIL NIES | |
| 22 | Comprehension and Discussion of Text | 470 |
| | JANICE F. ALMASI AND KELI GARAS-YORK | |
| 23 | Comprehension Instruction in Kindergarten through Grade Three | 494 |
| | CATHY COLLINS BLOCK AND JAN LACINA | |
| 24 | Developing Higher Order Comprehension in the Middle Grades | 510 |
| | RUTH WHARTON-MCDONALD AND SHANNON SWIGER | |
| 25 | Improving Adolescent Comprehension: Developing Comprehension Strategies in the Content Areas | 531 |
| | MARK W. CONLEY | |
| 26 | Comprehension Difficulties among Struggling Readers | 551 |
| | RICHARD L. ALLINGTON AND ANNE MCGILL-FRANZEN | |
| PART VI | | |
| | Cultural Impact on Reading Comprehension | 569 |
| 27 | Reading Comprehension and Diversity in Historical Perspective: Literacy, Power, and Native Hawaiians | 571 |
| | KATHRYN H. AU AND JULIE KAOMEA | |
| 28 | Culturally Relevant Pedagogy and Reading Comprehension | 587 |
| | COLLEEN M. FAIRBANKS, JEWELL E. COOPER, LYNN MASTERSON, AND SANDRA WEBB | |

| | | |
|----------|---|-----|
| 29 | Reading Comprehension and English Language Learners | 607 |
| | KATHRYN PRATER | |
| 30 | Family Literacy and Reading Comprehension | 622 |
| | PATRICIA A. EDWARDS AND JENNIFER D. TURNER | |
| PART VII | | |
| | Where to from Here? | 643 |
| 31 | Improving Comprehension Instruction through Quality Professional Development | 645 |
| | MISTY SAILORS | |
| 32 | Public Policy and the Future of Reading Comprehension Research | 658 |
| | CATHY ROLLER | |
| 33 | Where to from Here? Themes, Trends, and Questions. | 668 |
| | GERALD G. DUFFY, SUSAN E. ISRAEL, WITH STEPHANIE G. DAVIS, KATHRYN K. DOYLE, KAREN W. GAVIGAN, ERIKA SWARTS GRAY, ANGELA JONES, KATHRYN A. KEAR, ROYA QUALLS, PENNY MASON, SETH A. PARSONS, AND BAXTER WILLIAMS | |
| | Index | 677 |