

Contents

About the Editors vii

Contributors ix

Acknowledgments xi

Introduction

The Critical Importance of Teacher Quality 1

Alan E. Farstrup and S. Jay Samuels

Chapter 1

The Relation Between Alphabetic Basics, Word Recognition, and Reading 4

Marilyn Jager Adams

Chapter 2

Eye Movements and Reading: What Teachers Need to Know 25

S. Jay Samuels, Timothy V. Rasinski, and Elfrieda H. Hiebert

Chapter 3

Essential Elements of Fostering and Teaching Reading Comprehension 51

Nell K. Duke, P. David Pearson, Stephanie L. Strachan, and Alison K. Billman

Chapter 4

Reading Fluency: What It Is and What It Is Not 94

Timothy V. Rasinski and S. Jay Samuels

Chapter 5

Reading Engagement Among African American and European American Students 115

John T. Guthrie and Angela McRae

Chapter 6

The Importance of Independent Reading 143

Linda B. Gambrell, Barbara A. Marinak, Heather R. Brooker, and Heather J. McCrea-Andrews

Chapter 7

Integrating Reading Strategies and Knowledge Building in Adolescent Literacy Instruction 159

Julie E. Learned, Darin Stockdill, and Elizabeth Birr Moje

Chapter 8

Developmental Changes in Reading Comprehension: Implications for Assessment and Instruction 186

Suzanne M. Adlof, Charles A. Perfetti, and Hugh W. Catts

Chapter 9

Are Current Reading Research Findings Applicable to Students With Intellectual Disabilities? 215

Terri Fautsch-Patridge, Kristen L. McMaster, and Susan C. Hupp

Chapter 10

Research on Reading/Learning Disability Interventions 236

Richard L. Allington

Chapter 11

Implementing a Response to Intervention Model to Improve Reading Outcomes for All Students 266

Elizabeth Swanson and Sharon Vaughn

Chapter 12

Technologies, Digital Media, and Reading Instruction 286

Jay S. Blanchard and Alan E. Farstrup

Chapter 13

Teaching Reading in English as a Foreign Language to Young Learners: A Global Reflection 315

Annie Hughes

Chapter 14

What the Research Says About Intentional Instruction 359

Douglas Fisher, Nancy Frey, and Diane Lapp

Chapter 15

Using Assessment to Improve Teaching and Learning 379

Sheila W. Valencia

Chapter 16

Parents and Reading: What Teachers Should Know About Ways to Support Productive Home–School Environments 406

Jeanne R. Paratore

Chapter 17

Diversity and Literacy 425

Alfred W. Tatum

Chapter 18

How Reading Research and Federal Policy on Reading Instruction Have Interrelated Over the Past 35 Years 448

Richard M. Long and Ramsay Selden

Author Index 463

Subject Index 479