





## References

- Abadzi, H. (2007, October). *Absenteeism and beyond: Instructional time loss and consequences* (Policy Research Working Paper Number 4376). Washington, DC: World Bank Independent Evaluation Group.
- Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Afflerbach, P., & Cho, B. (2009). Identifying and describing constructively responsive comprehension strategies in new and traditional forms of reading. In S.E. Israel, & G.G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 69-90). New York: Routledge.
- Aikins, N.L., & Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology*, 100, 235-251.
- Alexander, P.A., & Jetton, T.L. (2000). Learning from text: A multidimensional and developmental perspective. In M.L. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3) (pp. 285-310). Mahwah, NJ: Lawrence Erlbaum Associates.
- Almasi, J., & Garas-York, K. (2009). Comprehension and discussion of text. In S.E. Israel, & G.G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 470-493). New York: Routledge.
- Anderson, R.C., & Pearson, P.D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson (Ed.), *Handbook of reading research* (pp. 255-291). White Plains, NY: Longman.
- Baker, C. D. (1991). Literacy practices and social relations in classroom reading events. In C. Baker & A. Luke (Eds.), *Toward a critical sociology of reading pedagogy*. Philadelphia, PA: John Benjamins.
- Baker, L. (2003). The role of parents in motivating struggling readers. *Reading & Writing Quarterly*, 19(1), 87-106.
- Baker, L., Afflerbach, P., & Reinking, D. (1996). *Developing engaged readers in school and home communities*. Hillsdale, NJ: Erlbaum.
- Baker, L., & Beall, L. (2009). Metacognitive processes and reading comprehension. In S.E. Israel, & G.G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 373-388). New York: Routledge.

- Baker, L., Dreher, J.J., & Guthrie, J.T. (2000). *Engaging young readers: Promoting achievement and motivation*. New York: Guilford Publications.
- Baker, L., & Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology*, *23*(*4*), 239-269.
- Beach, R., & Hynds, S. (1996). Research on response to literature. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. 2) (pp. 453-489). Mahwah, NJ: Lawrence Erlbaum Associates.
- Beck, I.L., & McKeown, M.G. (2001). Text talk: Capturing the benefits of readaloud experiences for young children. *The Reading Teacher*, 55(1), 10-20.
- Belanger, P., Winter, C., & Sutton, A. (Eds.). (1992). *Literacy and basic education in Europe on the eve of the 21st century*. Strasbourg, France: Council of Europe.
- Bialystok, E. (2006). Second-language acquisition and bilingualism at an early age and the impact on early cognitive development. In R. E. Tremblay, R. G. Barr, & R. D. Peters (Eds.) *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development. Retrieved November 17, 2008, from http://child-encyclopedia.com/pages/PDF/ BialystokANGxp\_rev.pdf
- Bos, W., Schwippert, K., & Stubbe, T.C. (2007). Die Koppelung von sozialer Herkunft und Schulerleistung im internationalen Vergleich [The linkage of social background and achievement—an international perspective]. In W. Bos, S. Hornberg, K.H. Arnold, G. Faust, L. Fried, E.M. Lankes, K. Schwippert & R. Valtin (Eds.), IGLU 2006. Lesekompetenzen von Grundschulkindern in Deutschland im internationalen Vergleich [International comparisons of reading competencies of primary students in Germany] (p.225-247). Munster: Waxmann.
- Bradley, R., & Corwyn, R. (2002). Socioeconomic status and child development. *Annual Review of Psychology*, 53, 371-399.
- Campbell, J.R., Kelly, D.L., Mullis, I.V.S., Martin, M.O., & Sainsbury, M. (2001). *Framework and specifications for PIRLS assessment 2001* (2nd ed.). Chestnut Hill, MA: Boston College.
- Caprara, G.V., Barbaranelli, C., Steca, P., & Malone, P.S. (2006). Teachers' selfefficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44, 473-490.
- Chall, J. (1983). Stages of reading development. New York: McGraw-Hill.
- Clay, M. (1991). *Becoming literate: The construction of inner control*. Auckland, New Zealand: Heinemann.

- Clotfelter, C., Ladd, H., & Vigdor, J. (2007a, November). *Are teacher absences worth worrying about in the U.S.?* (Working Paper Number W13848). Cambridge, MA: National Bureau of Economic Research.
- Clotfelter, C., Ladd, H., & Vigdor, J. (2007b). *How and why do teacher credentials matter for student achievement?* (Working Paper Number 12828). Cambridge, MA: National Bureau of Economic Research.
- Cramer, E., & Castle, M. (Eds.). (1994). *Fostering the love of reading: The affective domain in reading education*. Newark, DE: International Reading Association.
- Creighton, D.C. (1997). Critical literacy in the elementary classroom. *Language Arts*, *74*, 438-448.
- Croninger, R.G., Rice, J.K., Rathbun, A., & Nishio, M. (2007). Teacher qualifications and early learning: Effects of certification, degree, and experience on first-grade student achievement. *Economics of Education Review*, *26*, 312-324.
- Darling, S., & Westberg, L. (2004). Parent involvement in children's acquisition of reading. *The Reading Teacher*, *57*(8), 774-776.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, *57*, 300-314.
- Darling-Hammond, L. (2000). How teacher education matters. *Journal of Teacher Education*, *51*(*3*), 166-173.
- Darling-Hammond, L. (1996). The right to learn and the advancement of teaching: Research, policy, and practice for democratic education. *Educational Researcher*, 25(6), 5-17.
- Darling, S. & Westberg, L. (2004). Parental involvement in children's acquisition of reading. *The Reading Teacher*, 57(8), 774-776.
- Davies, B. (Ed.). (2009). *The essentials of school leadership* (2nd ed.). Los Angeles: Sage.
- Dearing, E., Kreider, H. & Weiss, H.B. (2008). Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children. *Marriage & Family Review*, 43(3), 226-254.
- Dole, J.A., Duffy, G.G., Roehler, L.R., & Pearson, P.D. (1991). Moving from the old to the new: Research on reading comprehension and instruction. *Review of Educational Research*, *6*1, 239-264.
- Dole, J.A., Nokes, J.D., & Drits, D. (2009).Cognitive strategy instruction. In S.E. Israel, & G.G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 347-372). New York, NY: Routledge.
- Duke, N. (2004). The case for informational text. *Educational Leadership*, *61*(*6*), 40-44.

- Ehri, L. (1995). The emergence of word reading in beginning reading. In P. Owen & P. Pumfrey (Eds.), *Children learning to read: International concerns* (Vol. 1) (pp. 9-31). London: Falmer Press.
- Elley, W.B. (1992). How in the world do students read? The Hague, Netherlands: IEA.
- Elley, W.B. (Ed.). (1994). *The IEA study of reading literacy: Achievement and instruction in thirty-two school systems*. Oxford, England: Elsevier Science Ltd.
- Erberber, E. (2009). *Analyzing Turkey's data from TIMSS 2007 to investigate regional disparities in eighth grade science achievement.* Unpublished doctoral dissertation, Boston College.
- Ertmer, P. (2003). Transforming teacher education: Visions and strategies. *Educational Technology, Research, and Development, 51,* 123-128.
- Federal Interagency Forum on Child and Family Statistics. (2008). *America's children in brief: Key national indicators of well-being, 2008*. Washington, DC: U.S. Government Printing Office.
- Gadsden, V.L. (2000). Intergenerational literacy within families. In M.L. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3) (pp. 871-888). Mahwah, NJ: Lawrence Erlbaum Associates.
- Galda, L., & Beach, R. (2001). Response to literature as a cultural activity. *Reading Research Quarterly*, *36*(1), 64-73.
- Gambrell, L.B., & Almasi, J.F. (Eds.). (1997). *Peer talk in the classroom: Learning from research*. Newark, DE: International Reading Association.
- Gambrell, L.B., & Mazzoni, S.A. (2003). Principles of best practice: Finding the common ground. In L.B. Gambrell, L.M. Morrow, S.B. Neuman, & M. Pressley, (Eds.), *Best practices in literacy instruction* (pp. 11-21). New York, NY: Guilford Press.
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2005). English language learners in U.S. schools: An overview of research findings. *Journal of Education for Students Placed at Risk*, 10(4), 363-385.
- Goldman, S. R., & Rakestraw, J. A. Jr. (2000). Structural aspects of constructing meaning from text. In M.L. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3) (pp. 311-336). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gradstein, M., & Schiff, M. (2006). The political economy of social exclusion with implications for immigration policy. *Journal of Population Economics*, *19*(*2*), 327-344.

- Graesser, A., Golding, J.M., & Long, D.L. (1996). Narrative representation and comprehension. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. 2) (pp. 171-205). Mahwah, NJ: Lawrence Erlbaum Associates.
- Greaney, V., & Neuman, S.B. (1990). The functions of reading: A cross-cultural perspective. *Reading Research Quarterly*, 25, 172-195.
- Greenwald, R., Hedges, L.V., & Laine, R.D. (1996). The effect of school resources on student achievement. *Review of Educational Research*, *66*(3), 361-396.
- Guice, S.L. (1995). Creating communities of readers: A study of children's information networks as multiple contexts for responding to texts. *Journal of Reading Behavior*, *27*, 379-397.
- Guthrie, J.T. (1996). Educational contexts for engagement in literacy. *The Reading Teacher*, 49(6), 432-445.
- Guthrie, J.T. (2004). Teaching for literacy engagement. *Journal of Literacy Research*, *36*(1), 1-29.
- Guthrie, J.T., & Alvermann, D.E. (1999). *Engaged reading: Processes, practice, and policy implications*. New York, NY: Teachers College Press.
- Guthrie, J.T., Wigfield, A., Humenick, N.M., Perencevich, K.C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *Journal of Educational Research*, *99*(*4*), 232-246.
- Hall, K. (1998). Critical literacy and the case for it in the early years of school. *Language, Culture and Curriculum, 11,* 183-194.
- Hart, B., & Risley, T.R. (2003). The early catastrophe: The 30 million word gap. *American Educator*, *27*(1), 4-9.
- Haveman, R., & Wolfe, B. (1995). The determinants of children's attainments: A review of methods and findings. *Journal of Economic Literature*, 33(4), 1829-1878.
- Hoff, E., & Elledge, C. (2005). Bilingualism as one of many environmental variables that affect language development. In J.C. Cohen, K.T. McAlister, K. Rolstad, & J. MacSwan (Eds.), *Proceedings of the 4th International Symposium on Bilingualism* (pp. 1034-1040). Somerville, MA: Cascadilla Press.
- Howie, S. (2007). South Africa. In I.V.S Mullis, M.O. Martin, A.M. Kennedy, & K.L. Trong (Eds.), *PIRLS 2006 encyclopedia: A guide to reading education in the forty PIRLS 2006 countries* (pp. 381-392). Chestnut Hill, MA: Boston College.
- Jacobs, G. (1997). Successful strategies for extensive reading. Singapore: RELC.
- Jeynes, W.H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237-269.

- Kamil, M.L., Intrator, S.M., & Kim, H.S. (2000). The effects of other technologies on literacy and literacy learning. In M.L. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3) (pp. 771-788). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kennedy, A.M., Mullis, I.V.S., Martin, M.O., & Trong, K.L. (Eds.) (2007). *PIRLS* 2006 encyclopedia. Chestnut Hill, MA: Boston College.
- Kintsch, W., & Kintsch, E. (2005). Comprehension. In S. Paris, & S. Stahl (Eds.), *Children's reading comprehension and assessment* (pp. 71-92). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kirsch, I.S., Braun, H., Yamamoto, K, & Sum, A. (2007). *America's perfect storm: Three forces changing our nation's future*. Princeton, NJ: Policy Evaluation and Research Center, Educational Testing Service.
- Kirsch, I.S., & Mosenthal, P.B. (1989). Understanding documents. A monthly column appearing in the Journal of Reading. Newark, DE: International Reading Association.
- Kirsch, I.S., & Mosenthal, P.B. (1991). *Understanding documents. A monthly column appearing in the Journal of Reading*. Newark, DE: International Reading Association.
- Kobayashi, M. (2002). Method effects on reading comprehension test performance: Text organization and response format. *Language Testing*, 19, 193-220.
- Kucer, S.B. (2005). *Dimensions of literacy: A conceptual base for teaching reading and writing in school settings* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kurtz-Costes, B.E., & Schneider, W. (1994). Self-concept, attributional beliefs, and school achievement: A longitudinal analysis. *Contemporary Educational Psychology*, *19*, 199-216.
- Labbo, L.D., & Kuhn, M. (1998). Electronic symbol making: Young children's computer-related emerging concepts about literacy. In D. Reinking, M.C. McKenna, L.D. Labbo, & R.D. Kieffer (Eds.), *Handbook of literacy and technology: Transformations in a post-typographic world* (pp. 79-92). Mahwah, NJ: Lawrence Erlbaum Associates.
- Langer, J.A. (1990). The processes of understanding: Reading for literary and informative purposes. *Research in the Teaching of English*, 24, 229-259.
- Langer, J.A. (1995). *Envisioning literature*. Newark, DE: International Reading Association.
- Lee, J., & Barro, R.J. (2001). Schooling quality in a cross-section of countries. *Economica, New Series, 68(272),* 465-488.
- Leppänen, U., Aunola, K., & Nurmi, J.E. (2005). Beginning readers' reading performance and reading habits. *Journal of Research in Reading*, 28(4), 383-399.

- Leseman, P.P.M., & de Jong, P.F. (2001). How important is home literacy for acquiring literacy in school? In L. Verhoeven & C. Snow (Eds.), *Literacy and motivation: Reading engagement in individuals and groups* (pp. 71-94). Mahwah, NJ: Lawrence Erlbaum.
- Leu, D.J., Kinzer, C.J., Coiro, J.L. & Cammack, D.W. (2004). Toward a theory of new literacies emerging from the internet and other information and communication technologies. In R.B. Ruddell and N.J. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed.) (pp. 1570-1613). Newark, DE: International Reading Association.
- Levy, B.A., Gong, Z., Hessels, S., Evans, M.A., & Jared, D. (2006). Understanding print: Early reading development and the contributions of home literacy experiences. *Journal of Experimental Child Psychology*, *93*, 63-93.
- Lipson, M.Y., & Wixson, K.K. (1997). Assessment & instruction of reading and writing difficulties: An interactive approach (3rd ed.). Boston: Pearson Allyn & Bacon.
- Louis, K.S., Marks, H.M., & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal*, 33(4), 757-798.
- Lundberg, I., & Linnakyla, P. (1993). *Teaching reading around the world*. Hamburg, Germany: IEA.
- Martin, M.O., Mullis, I.V.S., & Gonzalez, E.J.(2004, May). *Home environments fostering children's reading literacy: Results from the PIRLS 2001 study of reading literacy achievement in primary schools in 35 countries.* Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McKenna, M. C. (1998). Electronic texts and the transformation of beginning reading. In D. Reinking, M.C. McKenna, L.D. Labbo, & R.D. Kieffer (Eds.), *Handbook of literacy and technology: transformations in a post-typographic world* (pp. 79-92). Mahwah, NJ: Lawrence Erlbaum Associates.
- McKenna, M.C. (2001). Development of reading attitudes. In L. Verhoeven & C. Snow (Eds.), *Literacy and motivation: Reading engagement in individuals and groups* (pp. 135-158). Mahwah, NJ: Lawrence Erlbaum.
- McLaughlin, M., McGrath, D.J., Burian-Fitzgerald, A., Lanahan, L., Scotchmer, M., Enyeart, C., & Salganik, L. (2005, April). *Student content engagement as a construct for the measurement of effective classroom instruction and teacher knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Quebéc.

- Miller, S. D., & Faircloth, B. S. (2009). Motivation and reading comprehension. In S.E. Israel, & G.G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 307-322). New York: Routledge.
- Miller, R., Murnane, R., & Willett, J. (2007). *Do teacher absences impact student achievement? Longitudinal evidence from one urban school district* (Working Paper Number W13356). Washington, DC: National Bureau of Economic Research.
- Moats, L.C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do* (Item No. 372). Washington, DC: American Federation of Teachers.
- Mullis, I.V.S., Kennedy, A.M., Martin, M.O., Sainsbury, M. (2006). *PIRLS 2006 assessment framework and specifications* (2nd ed). Chestnut Hill, MA: Boston College.
- Mullis, I.V.S., Martin, M.O., Kennedy, A.M., & Flaherty, C.L. (Eds.). (2002). *PIRLS 2001 encyclopedia: A reference guide to reading education in the countries participating in IEA's Progress in International Reading Literacy Study (PIRLS)*. Chestnut Hill, MA: Boston College.
- Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., & Kennedy, A.M. (2003). *PIRLS 2001 international report: IEA's study of reading literacy achievement in primary school in 35 countries*. Chestnut Hill, MA: Boston College.
- Mullis, I.V.S., Martin, M.O., & Gonzalez, E.J. (2004). *International achievement in the processes of reading education: Results from PIRLS 2001 in 35 countries.* Chestnut Hill, MA: Boston College.
- Mullis, I.V.S., Martin, M.O., Kennedy, A.M., & Foy, P. (2007). *PIRLS 2006 international report: IEA's progress in international reading literacy study in primary schools in 40 countries.* Chestnut Hill, MA: Boston College.
- National Education Association. (2008). *Parent, family, community involvement in education* (Policy Brief No. 11). Washington, DC: Author.
- National Reading Panel. (2000). *Report of the National Reading Panel: Teaching children to read* (pp. 3.21-3.22). Washington, DC: Author.
- Neuman, S.B. (1999). Books make a difference: A study of access to literacy. *Reading Research Quarterly*, *34*, 286-311.
- Nichols, W.D., Zellner, L.J., Rupley, W.H., Willson, V.L., Kim, Y., Mergen, S., & Young, C.A. (2005). What affects instructional choice? Profiles of K-2 teachers' use of reading instructional strategies and methods. *Journal of Literacy Research*, *37*(*4*), 437-458.
- Organisation for Economic Cooperation and Development. (1999). *Measuring student knowledge and skills: A new framework for assessment*. Paris: Author.
- Palardy, G.J., & Rumberger, R.W. (2008). Teacher effectiveness in first grade: The importance of background qualifications, attitudes, and instructional practices for student learning. *Educational Evaluation and Policy Analysis*, *30*(*2*), 111-140.

- Palincsar, A., & Duke, N. (2004). The role of text and text-reader interactions in young children's reading development and achievement. *The Elementary School Journal*, *105*(2), 183-197.
- Paris, S.G., Wasik, B.A., & Turner, J.C. (1996). The development of strategic readers.
  In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. 2) (pp. 609-640). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M.L. Kamil, P. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3) (pp. 545-562). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pressley, M. (2006, April). *What the future of reading research could be*. Paper presented at the meeting of the International Reading Association's Reading Research, Chicago, Illinois.
- Pressley, M. & Gaskins, I. (2006). Metacognitively competent reading comprehension is constructively responsive reading: How can such reading be developed in students. *Metacognition Learning*, *1*, 99-113.
- Purves, A.C., & Elley, W.B. (1994). The role of the home and student differences. In W.B. Elley (Ed.), *The IEA study of reading literacy: Achievement and instruction in thirty-two school systems*. Oxford, England: Elsevier Science Ltd.
- Raikes, H., Pan, B.A., Luze, G., Tamis-LeMonda, C.S., Brooks-Gunn, J., Constantine, J., Tarullo, L.B., Raikes, H.A., & Rodriguez, E.T. (2006). Motherchild bookreading in low-income families: Correlates and outcomes during the first three years of life. *Child Development*, *77*, 924-953.
- Rivkin, S.G., Hanushek, E.A., & Kain, J.F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- Robinson, V.M.J. (2007). *School leadership and student outcomes: Identifying what works and why* (ACEL Monograph Series No.41). Winmalee, NSW, Australia: Australian Council for Educational Leaders Inc.
- Ruddell, R.B., & Unrau, N.J. (Eds.). (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading Association.
- Russell, M., Bebell, D., O'Dwyer, L., & O'Connor, K. (2003). Examining teacher technology use: Implications for preservice and inservice teacher preparation. *Journal of Teacher Education*, *54*, 297-310.
- Sainsbury, M., & Schagen, I. (2004). Attitudes to reading at ages nine and eleven. *Journal of Research in Reading*, 27, 373-386.
- Scanlon, D.M., Gelzheiser, L.M., Vellutino, F.R., Schatschneider, C., & Sweeney, J.M. (2008). *Learning and Individual Differences*, 18, 346-359.

- Scarborough, H.S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S.B. Neuman & D.K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97-110). New York, NY: Guilford Press.
- Senechal, M., & LeFevre, J. (2002). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development*, *73*(2), 445-460.
- Shanahan, T. (2006). Relations among oral language, reading, and writing development. In C. Macarthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 171-186). New York, NY: Guilford Press.
- Shanahan, T., & Neuman, S.B. (1997). Conversations: Literacy research that makes a difference. *Reading Research Quarterly*, 32(2), 202-210.
- Shapiro, J., & Whitney, P. (1997). Factors involved in the leisure reading of upper elementary school students. *Reading Psychology*, *18*, 343-70.
- Sherblom, S.A., Marshall, J.C., & Sherblom, J.C. (2006). The relationship between school climate and math and reading achievement. *Journal of Research in Character Education*, 4(1&2), 19-31.
- Snow, C.E. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Santa Monica, CA: RAND.
- Snow, C.E., & Tabors, P. (1996). Intergenerational transfer of literacy. In L.A. Benjamin, & J.E. Lord (Eds.), *Family literacy: Directions in research and implications for practice* (pp. 73-79). Washington, DC: U.S. Department of Education.
- Sonnenschein, S., & Munsterman, K. (2002). The influence of home-based reading interactions on 5-year-olds' reading motivations and early literacy development. *Early Childhood Research Quarterly*, *17*, 318-337.
- Stierer, B., & Maybin J. (Eds.). (1994). *Language, literacy and learning in educational practice*. Buckingham, England: Open University Press.
- Street, B.V. (2001). Literacy empowerment in developing societies. In L. Verhoeven,
  & C. Snow (Eds.), *Literacy and motivation: Reading engagement in individuals* and groups (pp. 71-94). Mahwah, NJ: Lawrence Erlbaum.
- Taras, H. (2005). Nutrition and student performance at school. *Journal of School Health*, 75(6), 199-213.
- Taube, K., & Mejding, J. (1996). A nine-country study: What were the differences between the low- and high-performing students in the IEA Reading Literacy Study? In M. Binkley, K. Rust, & T. Williams (Eds.), *Reading literacy in an international perspective* (pp. 67-68). Washington, DC: U.S. Department of Education.

- Taylor, B.M., Pearson, P.D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Lessons about primary-grade reading instruction in low-income schools. *The Elementary School Journal*, *101*(2), 121-165.
- Taylor, N., & Vinjevold, P. (2000). The new South Africa: Idealism, capacity and the market. In D. Coulby, R. Cowen, & C. Jones, (Eds.), *Education in times of transition*. Sterling, VA: Stylus Publishing Inc.
- Trong, K.L. (2009). *Using PIRLS 2006 to measure equity in reading achievement internationally.* Unpublished doctoral dissertation, Boston College.
- Tse, S.K., & Loh, E.K.Y. (2007). The impact of PIRLS in Hong Kong, SAR. In K. Schwippert (Ed.), *Progress in reading literacy: The impact of PIRLS 2001 in 13 countries*. New York, NY: Waxmann Muenster.
- UNESCO Institute for Statistics (1999). *Operation manual for ISCED-1997 international standard classification* (1st ed.). Montreal, Canada: UNESCO.
- United States National Commission on Libraries and Information Science. (2008). *Schools that work!* (3rd ed.). Retrieved November 17, 2008, from http:// www2. scholastic.com/content/collateral\_resources/pdf/s/slw3\_2008.pdf
- van Diepen, M., Verhoeven, L., & Aarnoutse, C. (2008, September). *Determinants of reading literacy in industrialized societies*. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- van der Voort, T.H.A. (2001). Television's impact on children's leisure time reading and reading skills. In L. Verhoeven & C. Snow (Eds.), *Literacy and motivation: Reading engagement in individuals and groups* (pp. 95-121). Mahwah, NJ: Lawrence Erlbaum.
- van Dijk, T.A., & Kintsch, W. (1983). *Strategies of discourse comprehension*. New York, NY: Academic Press.
- Verhoeven, L. (2002). Sociocultural and cognitive constraints on literacy development. *Journal of Child Language*, 29, 484-88.
- Wagner, D.A. (1991). Literacy in a global perspective. In I. Lundberg and T. Hoien (Eds.), *Literacy in a world of change: Perspectives on reading and reading disability*. Stavanger, Norway: Centre for Reading Research.
- Walter, P. (1999). Defining literacy and its consequences in the developing world. *International Journal of Lifelong Education*, *18*, 31-48.
- Ware, H., & Kitsantas, A. (2007). Teacher and collective efficacy beliefs as predictors of professional commitment. *Journal of Educational Research*, 100(5), 303-310.
- Wayne, A.J., & Youngs, P. (2003). Teacher characteristics and student achievement gains. *Review of Educational Research*, *73*, 89-122.

- Weaver, C.A., & Kintsch, W. (1996). Expository text. In R. Barr, M.L. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of reading research* (Vol. 2) (pp. 230-245). Mahwah, NJ: Lawrence Erlbaum Associates.
- Weinberger, J. (1996). A longitudinal study of children's early literacy experiences at home and later literacy development at home and school. *Journal of Research in Reading*, 19, 14-24.
- Wells, C.B. (1985). Preschool literacy-related activities and success in school. In M.P. Olson, D.N. Terrance, & A. Hildyard (Eds.). *Literacy, language and learning: The nature and consequences of literacy* (pp. 229-255). Cambridge, England: Cambridge University Press.
- Wigfield, A. & Guthrie, J. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, *89*(3), 420-432.
- Willms, J.D. (2006). *Learning divides: Ten policy questions about the performance and equity of schools and schooling systems*. Montreal, Canada: UNESCO Institute for Statistics.
- Wolf, R. M. (Ed.). (1995). *The IEA Reading Literacy Study: Technical report*. The Hague, Netherlands: IEA.
- Yoon, K.S., Duncan, T., Lee, S.W., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement. (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved July 2, 2009, from http://ies.ed.gov/ncee/edlabs

## IEA READING RESEARCH

- Alivernini, F., Manganelli, S., & Vinci, E. (2008, September). *Multilevel analysis of PIRLS 2006 data for Italy*. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Binkley, M., Rust, K., & Williams, T. (Eds.). (1996). *Reading literacy in an international perspective: Collected papers from the IEA Reading Literacy Study.* Washington, DC: U.S. Department of Education.
- Bos, W., Lankes, E.M., Schwippert, K., Walther, G., & Valtin, R. (Hrsg.). (2003). Erste Ergebnisse aus IGLU. Schülerleistungen am Ende der vierten Jahrgangsstufe im internationalen Vergleich. Münster, Germany: Waxmann.
- Bos, W., Lankes, E.M., Schwippert, K., Valtin, R., & Walther, G. (Hrsg.). (2004). IGLU. Einige Länder der Bundersrepublik Deutschland im nationalen und internationalen Vergleich. Münster, Germany: Waxmann.

- Chamberlain, M. & Caygill, R. (2008, September). *New Zealand students' engagement with the PIRLS 2006 reading passages*. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Chan, Y., Ko, H., & Tse, S.K. (2008, September). *Family factors and reading achievement: Chinese community perspective.* Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Chiu, C., & Ko, H. (2006, November). *Relations between parental factors and children's reading behaviors and attitudes: Results from PIRLS 2005 field test in Taiwan*. Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Chiu, C., & Ko, H. (2008, September). *Parental factors related to children's reading: Evidence from comparing transnational marriage families and local families.* Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Diaconu, D. (2004, May). *The effects of early literacy activities upon reading achievement in grade four in Eastern European countries*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Doupona-Horvat, M. (2004, May). *Reading achievement and school performance*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Doupona, M., & Krevh, A. (2006, November). *Schools which exceed expectations: Cross-country comparison.* Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Elijio, A. (2006, November). *Reading achievements in urban and rural communities: Comparative analysis of the equity in education.* Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Elley, W.B. (1992). How in the world do students read? The Hague, Netherlands: IEA.
- Elley, W.B. (Ed.). (1994). *The IEA study of reading literacy: Achievement and instruction in thirty-two school systems*. Oxford, England: Elsevier Science Ltd.
- Frank, E., & Rosen, M. (2008, September). On the importance of parental participation for student achievement in reading literacy. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Geske, A., & Ozola, A. (2008, September). *Different influence of contextual educational factors on boys' and girls' reading achievement*. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Gustafsson, J.E., & Rosen, M. (2004, May). *The 10-year trend study of reading literacy: A multivariate reanalysis*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.

- Hameedy, M.A. (2004, May). *Bilinguality of home and school in Iran: Conditions and consequences as showcased in PIRLS*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Hansen, K.Y., Rosen, M., & Gustafsson, J.E. (2004, May). *Effects of socio-economic status on reading achievement at class and individual levels in Sweden in 1991 and 2001*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Howie, S., Venter, E., & van Staden, S. (2006, November). *The effect of multilingual policies on performance and progression in reading literacy in South African primary schools*. Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Howie, S., Venter, E., & van Staden, S. (2008, September). *The relationship between English second language proficiency and mother tongue in non-native English speakers in South Africa.* Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- INVALSI. (2003, May). *Studio IEA* ICONA: *Rapporto di ricerca*. Retrieved June 1, 2004, from www.invalsi.it/ricerche-internazionali/IEA-icona/rapporto/RapportoFinaleMaggioICONA.pdf
- Johansone, I. (2004, May). *PIRLS 2001 results in the context of the European Union expansion*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Johansson, S., & Rosen, M. (2008, September). *Teacher assessment of student reading skills as a function of student reading achievement and grade.* Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Kennedy, A.M, & Trong, K.L. (2006, November). A comparison of fourth-graders' academic self-concept and attitudes toward reading, mathematics, and science in PIRLS and TIMSS countries. Paper presented at the 2nd IEA International Research Conference, Washington D.C.
- Kennedy, A.M. (2008, September). *Examining gender and fourth graders' reading habits and attitudes in PIRLS 2001 and 2006*. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Kontogiannopoulou-Polydorides, G., Frogoulis, G., & Basbas, C. (2004, May). *Culturally embedded mapping of students' answers in PIRLS items*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Lucisano, P. (1994). Alfabitizzazione e lettura in Italia e nel mondo: I risultati dell'indagine internazionale IEA SAL. Napoli, Italy: Tecnolid.
- Lundberg, I., & Linnakyla, P. (1993). *Teaching reading around the world*. Hamburg, Germany: IEA.

- Martin, M.O., Mullis, I.V.S., & Gonzalez, E.J., (2004, May). *Home environments fostering children's reading literacy: Results from the PIRLS 2001 study of reading literacy achievement in primary schools in 35 countries.* Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Martin, M.O., Mullis, I.V.S., Gonzalez, E.J. & Kennedy, A.M. (2003). *Trends in children's reading literacy achievement 1991-2001: IEA's repeat in nine countries of the 1991 Reading Literacy Study*. Chestnut Hill, MA: Boston College.
- Martin, M., Mullis, I.V.S., & Foy, P. (2008, September). *Interrelationships among reading achievement, grade level, and age in PIRLS 2006*. Paper presented at the IEA International Research Conference, Taipei, Chinese Taipei.
- Monseur, C., Sibberns, H., & Hastedt, D. (2006, November). *Equating errors in international surveys in education*. Paper presented at the IEA International Research Conference, Washington, D.C.
- Moyana, R. (1991). Evidence of students' performance in expository passages and non-mathematical documents: Data from the pilot version of the IEA research study. *Zimbabwe Journal of Educational Research*, *3*(1), 1-22.
- Moyana, R. (1991). Evidence of acquisition of the reading skill related to comprehension of the narrative passages: Data from the international literacy study pilot testing in Zimbabwe. *Zimbabwe Journal of Educational Research*, 3(2), 125-143.
- Moyana, R. (2000). *Reading literacy at junior secondary school level in Zimbabwe*. Harare, Zimbabwe: University of Zimbabwe Publications.
- Mullis, I.V.S., Martin, M.O., Kennedy, A.M., & Flaherty, C.L. (Eds.). (2002). *PIRLS 2001 encyclopedia: A reference guide to reading education in the countries participating in IEA's Progress in International Reading Literacy Study (PIRLS).* Chestnut Hill, MA: Boston College.
- Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., & Kennedy, A.M. (2003). *PIRLS 2001 international report: IEA's study of reading literacy achievement in primary school in 35 countries*. Chestnut Hill, MA: Boston College.
- Mullis, I.V.S., Martin, M.O., & Gonzalez, E.J. (2004). *International achievement in the processes of reading education: Results from PIRLS 2001 in 35 countries.* Chestnut Hill, MA: Boston College.
- Myrberg, E., & Rosen, M. (2004, May). *The impact of differences in teacher competence on reading achievement in independent and public schools in Sweden*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Myrberg, E., & Rosen, M. (2006, November). A cross-country comparison of direct and indirect effects of parents' education on students' reading achievement. Paper presented at the 2nd IEA International Research Conference, Washington, D.C.

- Netten, A., Verhoeven, L., & Droop, M. (2008, September). *Predictors of reading literacy in the Netherlands*. Paper presented at the IEA International Research Conference, Taipei, Chinese Taipei.
- Ogle, L.T., Sen, A., Pahlke, E., Jocelyn, L., Kastberg, D., Roey, S., & Williams, T. (2003). *International comparisons in fourth-grade reading literacy: Findings from the Progress in International Reading Literacy Study (PIRLS) of 2001*. Washington, DC: National Center for Education Statistics.
- Ogle, L.T., Miller, D.C., & Malley, L.B. (2006, November). *Characteristics of U.S. fourth-grade language minority students in an international context: Findings from PIRLS 2001.* Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Ogle, L.T., Begnum, C.B., & Solheim, R.G. (2008, September). Comparisons of teachers of language minority fourth-graders in Norway and the United States: Results from PIRLS 2006. Paper presented at the IEA International Research Conference, Taipei, Chinese Taipei.
- Papanastasiou, C., & Froese, V. (2002). *Reading literacy in 14 countries*. Lefkosia, Cyprus: University of Cyprus.
- Papanastasiou, C. (2006, November). *Factors that distinguish the most from the least effective schools in reading: A residual approach.* Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Park, H. (2006, November). *Home reading environments and children's reading performance: A comparative study of 25 countries.* Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Pavan De Gregorio, G. (2004). Studio IEA PIRLS-ICONA. Valutazione e insegnamento della lettura nella scuola elementare. Rome: Armando Editore.
- Postlethwaite, T.N., & Ross, K. (1992). *Effective schools in reading: Implications for educational planners.* Hamburg, Germany: IEA.
- Rosen, M., Hansen, K.Y., & Gustafsson, J. E. (2004, May). *Measures of self-reported reading resources, attitudes, and activities based on latent variable modeling*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Rosen, M. (2006, November). *Analyzing trends in levels of reading literacy between* 1970 and 2001 in Sweden. Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Schagen, I. (2004, May). *Multilevel analysis of PIRLS data for England*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Schagen, I., & Twist, L. (2008, September). *Adding value to PIRLS by combining with national data and using sophisticated modeling techniques*. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.

- Schagen, I., Twist, L., & Rutt, S. (2008, September). Estimating trends in national performance from international surveys with a focus on PIRLS results for England. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Seo, M., Chiu, C., & Roussos, L. (2008, September). *Evaluating the dimensionality of the 2001 PIRLS reading assessment: An application of* DIMTEST *with* DESM *and* CFA. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Thorndike, R.L. (1973). *Reading comprehension education in fifteen countries. International studies in evaluation III.* Stockholm: Almqvist and Wiksell.
- Tonnessen, F.E. (Ed.). (1993). Special issue on the IEA Reading Literacy Study. *Scandinavian Journal of Educational Research*, *37*(1).
- Trong, K.L., & Kennedy, A.M. (2006, November). *Examining literacy, gender, and the home environment in PIRLS 2001 countries.* Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Trong, K. (2008, September). Using PIRLS data to measure equity in reading achievement across countries. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- van Daal, V., Begnum, A.C., & Solheim, R.G., (2006, November). *PIRLS* 2001: Secondary analysis of Norwegian data. Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- van Daal, V., Begnum, A. C., Solheim, R. G., & Ader, H. (2008, September). *Nordic comparisons in PIRLS 2006.* Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Van Damme, J., Vanhee, L., & Pustjens, H. (2008, September). *Explaining reading achievement in PIRLS by age and* SES. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- van Diepen, M., Aarnoutse, C., & Verhoeven, L. (2004, May). *Determinants of reading literacy in eleven countries with high economic status*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- van Staden, S., & Howie, S. (2008, September). *Reading between the lines: Contributing factors that affect grade 4 student reading performances as measured across South Africa's 11 languages.* Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Wagemaker, H., Taube, K., Munck, I., Kontogiannopoulou-Polydorides, G., & Martin, M. O. (1996). *Are girls better readers? Gender differences in reading literacy.* Amsterdam: IEA.

- Wolff, U. (2004, May). *Profiles of reading achievement*. Paper presented at the 1st IEA International Research Conference, Lefkosia, Cyprus.
- Yang-Hansen, K. (2006, November). *Changes in reading variations and their relationship with socioeconomic status at school and individual levels in trend countries.* Paper presented at the 2nd IEA International Research Conference, Washington, D.C.
- Yang-Hansen, K., & Gustafsson, J. (2008, September). *Methodology for conducting country-level longitudinal analyses: A review and comparison of procedures.* Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.
- Zuzovsky, R. (2008, September). *The impact of socioeconomic factors on achievement gaps on reading literacy between Hebrew speaking and Arabic speaking students in Israel*. Paper presented at the 3rd IEA International Research Conference, Taipei, Chinese Taipei.