

**THIRD
EDITION**

BEST PRACTICES IN LITERACY INSTRUCTION



**EDITED BY LINDA B. GAMBRELL
LESLEY MANDEL MORROW
MICHAEL PRESSLEY**

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Editors

Foreword by John T. Guthrie



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BEST PRACTICES IN LITERACY INSTRUCTION

ABOUT THE EDITORS

Linda B. Gambrell, PhD, is a Professor in the Eugene T. Moore School of Education at Clemson University. Prior to coming to Clemson University, she was Associate Dean for Research at the University of Maryland. From 1992 to 1997, she was principal investigator at the National Reading Research Center, where she directed the Literacy Motivation Project. Dr. Gambrell began her career as an elementary classroom teacher and reading specialist in the public schools. She has written books on reading instruction and has published in such journals as the *Reading Research Quarterly*, *The Reading Teacher*, *Educational Psychologist*, and *Journal of Educational Research*. She has served as President of the National Reading Conference and the College Reading Association and was recently elected to serve as President of the International Reading Association (2007–2008). In 2004 she was elected to the Reading Hall of Fame. Prior awards include the 1998 International Reading Association's Outstanding Teacher Educator in Reading Award, the 2001 National Reading Conference's Albert J. Kingston Award, and the 2002 College Reading Associate Laureate Award. Dr. Gambrell's current interests are in the areas of reading comprehension strategy instruction, literacy motivation, and the role of discussion in teaching and learning.

Lesley Mandel Morrow, PhD, holds the rank of Professor II at Rutgers University's Graduate School of Education, where she is Chair of the Department of Learning and Teaching. She began her career as a classroom teacher, then became a reading specialist, and later received her PhD from

Fordham University. Her area of research deals with early literacy development and the organization and management of language arts programs. Her research is carried out with children and families from diverse backgrounds. Dr. Morrow has produced more than 250 publications, including journal articles, chapters in books, monographs, and books. She has received numerous grants from the federal government for her research and has served as a principal research investigator for several research centers. She received Excellence in Research, Teaching, and Service Awards from Rutgers University, as well as the International Reading Association's Outstanding Teacher Educator in Reading Award and Fordham University's Alumni Award for Outstanding Achievement. Dr. Morrow was an elected member of the Board of Directors of the International Reading Association and served as president of the organization in 2003–2004. She is an elected member of the Reading Hall of Fame.

Michael Pressley, PhD, who passed away in May 2006, was University Distinguished Professor at Michigan State University, as well as Director of the Doctoral Program in Teacher Education and Director of the Literacy Achievement Research Center, with both roles part of his professorship in the Department of Teacher Education and the Department of Counseling, Educational Psychology, and Special Education. He was an expert on effective elementary literacy instruction, with his research appearing in more than 350 journal articles, chapters, and books. Dr. Pressley served a 6-year term as editor of *Journal of Educational Psychology*. He was honored with awards from the National Reading Conference, the International Reading Association, the American Educational Research Association, and the American Psychological Association, among others. Dr. Pressley received the 2004 E. L. Thorndike Award from Division 15 of the American Psychological Association, which is the highest award given for career research accomplishment in educational psychology. Previous awardees include Jean Piaget, B. F. Skinner, and Jerome Bruner. For many teachers and K–6 students, he was best known as the coauthor of Open Court Reading and Writing, the reading series widely regarded as the most scientifically evidence-based instructional program currently available. Recent calls across the United States for balanced literacy instruction were anticipated in the conception developed by Dr. Pressley in *Reading Instruction That Works: The Case for Balanced Teaching*, now in its third edition.

CONTRIBUTORS

Peter Afflerbach is Professor at the Reading Center, Department of Curriculum and Instruction, at the University of Maryland, College Park. Dr. Afflerbach's interests include reading assessment, reading comprehension, and the use of the verbal reporting methodology. His work appears in theoretical and practical journals, including *Reading Research Quarterly*, *Journal of Literacy Research*, *Cognition and Instruction*, *Elementary School Journal*, *Journal of Adolescent and Adult Literacy*, and *The Reading Teacher*. Dr. Afflerbach serves on the Reading Committee of the National Assessment of Educational Progress (NAEP), the 2009 Reading Framework Committee of NAEP, and the Reading Committee of the National Assessment of Adult Literacy. He is an editor of the forthcoming *Handbook of Reading Research* (fourth edition) and serves on the editorial advisory boards of *Journal of Educational Psychology* and *Reading Research Quarterly*.

Richard L. Allington is Professor of Education at the University of Tennessee. He has served as President of the International Reading Association and the National Reading Conference and has been named to the Reading Hall of Fame. He has written extensively on the topics of struggling readers and exemplary classroom reading instruction. Dr. Allington's books include *Classrooms That Work* and *Schools That Work*, both co-authored with Patricia M. Cunningham; *What Really Matters for Struggling Readers*; and most recently *Big Brother and the National Reading Curriculum: How Ideology Trumped Evidence*.

Kim Baker is Associate Professor in the School of Education at the Sage Colleges in Troy, New York. She is Program Director of Literacy/Special Education and Special Education at the graduate level. In addition to teaching undergraduate- and graduate-level language arts courses, she also works closely with an after-school enrichment and literacy program in the inner city. She has been an elementary school teacher in Missouri and New York. An active member of many professional organizations, Dr. Baker was Chair of the Teacher as Researcher Committee for the International Reading Association, encouraging teachers to be active participants as they reflect on and research their classroom practice.

Rita M. Bean is Professor of Education at the University of Pittsburgh, where she teaches graduate reading courses. She also serves as Co-Director of the LEADERS Project, a multiyear professional development initiative for teachers, kindergarten to third grade. Dr. Bean recently completed a 4-year term as a member of the Board of Directors of the International Reading Association. She has been a classroom teacher and a reading specialist for kindergarten through grade 12. She is active in reading organizations on the state and national levels. Her interests include the role of the reading specialist, reading instruction, and reading teacher preparation. Dr. Bean has published articles in *The Reading Teacher*, *Reading Research and Instruction*, *Reading and Writing Quarterly*, *Journal of Research in Education*, and numerous other journals.

Vicki L. Benson is currently studying mild and moderate reading disabilities in the Special Education doctoral program at the University of California, Berkeley. Prior to entering the program, she taught at the elementary level, earned her MA as a Reading Specialist, and conducted educational research. As a doctoral student, her research interests are examining the underpinnings of reading difficulties, refining instructional methods, and developing teacher education.

Camille L. Z. Blachowicz is Professor of Education at the National College of Education of National-Louis University, where she directs the Reading Program and teaches courses related to diagnosis and remediation of reading difficulties and reading research. Her books include *Teaching Vocabulary in All Classrooms* (with Peter J. Fisher) and *Reading Comprehension: Strategies for Independent Learners*. Along with her research, writing, and staff development, she is Co-Director of Literacy Partners, a literacy improvement project funded by the Chicago Community Trust and the Chicago Public Schools, and Director of the Early Literacy Technology Project, funded by the Spencer Foundation.

Cathy Collins Block is Professor of Education at Texas Christian University (TCU) in Fort Worth, Texas. She has served on the Board of Directors of the International Reading Association and the National Reading Conference. Dr. Block has written extensively in the fields of comprehension and vocabulary development, exemplary teaching practices, and the effects of curricular initiatives. Recently published books include *Metacognition in Literacy and Learning*, *Comprehension Process Instruction: Creating Reading Success in Grades K–3*, *Powerful Vocabulary for Reading Success* (curricula for grades 3–6), *The Vocabulary Enriched Classroom*, and *Reading First and Beyond: The Complete Guide for Teachers and Literacy Coaches*. She received the TCU Chancellor's Award for Distinguished Achievement as a Creative Teacher and Scholar and has written more than 80 research articles for *Reading Research Quarterly*, *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, and *The Elementary School Journal*.

Karen Bromley is Distinguished Professor in the School of Education at Binghamton University, State University of New York (SUNY), where she teaches courses in literacy, language arts, and children's literature. She is the recipient of the SUNY Chancellor's Award for Excellence in Teaching and the New York State Reading Educator Award. Before coming to Binghamton, she was a third-grade teacher and reading specialist in New York and Maryland. Dr. Bromley has written several books for classroom teachers on topics related to comprehension, vocabulary, and writing, and has contributed many chapters and articles to professional books and journals.

María S. Carlo is a psychologist studying bilingualism in children and adults. Her research focuses on the cognitive processes that underlie reading in a second language and understanding the differences in the reading processes of bilinguals and monolinguals. Dr. Carlo is Assistant Professor of Teaching and Learning in the School of Education at the University of Miami. She is coprincipal investigator on three federally funded research projects that study the Spanish and English literacy development of Latino/a children in grades K–5. From 2004 to 2006 she was a member of the National Academies Board on Testing and Assessment Committee on the U.S. Naturalization Test Redesign.

Patricia M. Cunningham is Professor at Wake Forest University. Her research interests include finding alternative ways to teach children for whom learning to read is difficult. She is the author of *Reading and Writing in Elementary Classrooms* and *Phonics They Use: Words for Reading and Writing*. She is also coauthor, with Richard L. Allington, of *Classrooms That*

Work and Schools That Work. Along with Dorothy Hall, Dr. Cunningham developed the Four Blocks literacy framework, which is currently used as the balanced literacy framework in thousands of classrooms throughout the United States. She and Dorothy Hall are also Co-Directors of the Four Blocks Literacy Center, which is housed at Wake Forest University.

Douglas Fisher is Professor of Language and Literacy Education in the Department of Teacher Education at San Diego State University (SDSU) and the Director of Professional Development for the City Heights Educational Collaborative. He is the recipient of an International Reading Association Celebrate Literacy Award, as well as a Christa McAuliffe Award for excellence in teacher education. Dr. Fisher has published numerous articles on reading and literacy, differentiated instruction, and curriculum design, as well as books, such as *Improving Adolescent Literacy: Strategies at Work* and *Language Arts Workshop: Purposeful Reading and Writing Instruction*. He has taught a variety of courses in SDSU's teacher-credentialing program, as well as graduate-level courses on English language development and literacy. He has also taught classes in English, writing, and literacy development to public school students.

Peter J. Fisher is Professor of Education at the National College of Education of National-Louis University. Dr. Fisher taught in elementary and high schools in England prior to coming to the United States to pursue doctoral studies at the State University of New York at Buffalo. His research interests include vocabulary development and instruction and the role of storytelling in education, and his work has been supported by grants from the Spencer Foundation and the Illinois State Board of Higher Education. In 1997 he was inducted into the Illinois Reading Hall of Fame. Dr. Fisher is coauthor (with Camille L. Z. Blachowicz) of *Teaching Vocabulary in All Classrooms* and the author of numerous articles and book chapters. He has been a featured speaker at state and local conferences.

James Flood, Distinguished Professor of Education at San Diego State University (SDSU), has taught in preschool, elementary, and secondary schools, and has served as a language arts supervisor and vice principal. He has also been a Fulbright Scholar at the University of Lisbon in Portugal and President of the National Reading Conference. Dr. Flood has chaired and co-chaired many International Reading Association, National Council of Teachers of English, National Council on Rehabilitation Education, and National Reading Council committees, and has coauthored and edited many articles, columns, texts, handbooks, and children's materials on reading and language arts issues. Included are those that were codeveloped with Diane Lapp: *Content Area Reading and Learning*,

which is in its second edition, and *The Handbook of Research on Teaching Literacy through the Communicative and Visual Arts*. His many educational awards include being named as the Outstanding Teacher Educator in the Department of Teacher Education at SDSU, the Distinguished Research Lecturer from SDSU's Graduate Division of Research, and a member of both California's and the International Reading Association's Hall of Fame. Dr. Flood is a coeditor of *The California Reader* and a member of the Board of Directors of the International Reading Association.

Linda B. Gambrell (*see* About the Editors).

Linda Kucan is Assistant Professor in the Department of Instruction and Learning at the University of Pittsburgh. Her research interests include multitext/multigenre contexts for learning, as well as comprehension, vocabulary, and teacher discourse.

Melanie R. Kuhn is Assistant Professor in Literacy Education at the Rutgers Graduate School of Education, where she teaches courses on assessment and instruction for struggling readers. She has a broad range of teaching experience, from a bilingual public school in Boston to work with struggling readers at an international school in London. Dr. Kuhn has been engaged in research grants on fluency, assistive technology, and, most recently, as part of the Mid-Atlantic Collaborative for Applied Research in Education. She was selected as the recipient of the National Reading Conference's Early Career Achievement Award for 2005. She is also the author or coauthor of several chapters and articles, with Steven Stahl, including "Fluency: A Review of Developmental and Remedial Practices" in the *Journal of Educational Psychology*. Her research interests include literacy instruction for struggling readers, comprehension development, and vocabulary instruction.

Linda D. Labbo is Professor of Language and Literacy Education at the University of Georgia. Her early career included teaching kindergarten through fifth grade. She conducts research on early literacy development, focusing on computer-related literacy instruction and preservice teacher preparation. Dr. Labbo has coauthored, written, and edited handbooks, columns, books, and articles in such journals as *Reading Research Quarterly*, *Language Arts*, *Journal of Literacy Research*, and *The Reading Teacher*. Her co-edited book, with David Reinking, Michael McKenna, and Ronald Kieffer, *Handbook of Literacy and Technology: Transformations in a Post-Typographic Word* (currently in its second edition), won an American Library Association Award and the Edward Fry Book Award from the National Reading Conference. Her educational awards include the Computers in Reading Research

Award from the International Reading Association's Technology in Literacy Education Special Interest Group and a Phi Delta Kappa Faculty Research Award. Dr. Labbo currently serves as a co-primary investigator on a grant funded by the National Science Foundation to develop and examine the effectiveness of interactive multimedia anchor cases on preservice teachers' professional development.

Laura Lang is a reading specialist, English teacher, and Academic Assistance Coordinator at New Trier High School's freshman campus in Northfield, Illinois. She spearheaded the development of New Trier's Literacy Team, an ongoing collaboration of content-area teachers from the freshman campus. Ms. Lang also serves as a literacy consultant to the American history grant "Creating a Community of Scholars." She earned a BS in English Education from Northwestern University in 1996 and in 2000 received an MSED with a concentration in reading from National-Louis University.

Diane Lapp, Distinguished Professor of Education in the Department of Teacher Education at San Diego State University, has taught in elementary and middle schools. Her major areas of research and instruction are related to struggling readers and their families who live in urban settings. Dr. Lapp serves as a director and instructor of field-based preservice and graduate programs and continues to team teach in public school classrooms. She has coauthored and edited many articles, columns, texts, handbooks, and children's materials on reading and language arts issues. These include *Teaching Reading to Every Child*, a reading methods textbook in its fourth edition; *Content Reading Instruction, Third Edition*; and *The Handbook of Research in Teaching the English Language Arts, Second Edition*. She has chaired and co-chaired several International Reading Association (IRA) and National Reading Conference committees and is currently the Co-Chair of IRA's Early Literacy Commission. Her educational awards include the California Reading Hall of Fame, the International Reading Association Hall of Fame, and IRA's 1996 Outstanding Teacher Educator of the Year. Dr. Lapp is the coeditor of California's literacy journal *The California Reader*.

Christina L. Madda is a doctoral student in Literacy, Language, and Culture at the University of Illinois, Chicago. She formerly taught English as a Second Language before earning an MA in Learning Sciences at Northwestern University, where she also went on to work as a research analyst. Her current research interests include family literacy and issues related to biliteracy.

Jacquelynn A. Malloy is a doctoral candidate at Clemson University's Eugene T. Moore School of Education. She is a member of Clemson's Internet Reading Research Group and is involved in a 3-year Institute of Education Sciences grant (in collaboration with the University of Connecticut) to investigate the Internet reading comprehension skills of middle-school students at risk of dropping out. Ms. Malloy is an assistant editor of *Reading Research Quarterly* and associate editor of *Reading Matters*, a journal of the South Carolina Reading Association. Her research interests include literacy motivation, the use of technology in the classroom, and metacognition.

Susan Anders Mazzoni is a literacy coach for public school systems and teaches in the Department of Curriculum and Instruction at the University of Maryland, College Park. She has worked as a research assistant at the national Reading Research Center. Her work has been published in *The Reading Teacher*, *Reading Psychology*, and *Educational Psychology Review*, as well as in a number of edited books. Ms. Mazzoni has teaching experience in Baltimore County and Baltimore city public schools and also has extensive experience teaching adult literacy. Her research interests are in the areas of metacognition, comprehension, and motivation.

Michael C. McKenna is Thomas G. Jewell Professor of Reading at the University of Virginia. He has authored, coauthored, or edited 15 books and more than 80 articles, chapters, and technical reports on a range of literacy topics. His books include *The Literacy Coach's Handbook*, *Assessment for Reading Instruction*, *Help for Struggling Readers*, *Teaching through Text*, and *Issues and Trends in Literacy Education*. Dr. McKenna's research has been sponsored by the National Reading Research Center and the Center for the Improvement of Early Reading Achievement. He is the co-winner of the National Reading Conference's Edward Fry Book Award and American Library Association's Award for Outstanding Academic Books. He serves on the editorial board of *Reading Research Quarterly*, and his articles have appeared in that journal as well as the *Journal of Educational Psychology*, *Educational Researcher*, *The Reading Teacher*, and others. He has co-edited themed issues of the *Peabody Journal of Education* and *Reading and Writing Quarterly*. His research interests include comprehension in content settings, reading attitudes, technology applications, and beginning reading.

Aimee Morewood is currently a doctoral candidate in Reading Education at the University of Pittsburgh. She has worked for 2 years on Pennsylvania's External Evaluation Team for Reading First and is the Reading Supervisor

for the University of Pittsburgh's Reading Clinic. She has presented at conferences at both the local and national levels. Ms. Morewood's interests include the impact of professional development on teacher change and student achievement, as well as clinical experiences included in reading specialist programs.

Lesley Mandel Morrow (*see* About the Editors).

Donna Ogle is Professor of Reading and Language at the National College of Education, National-Louis University, in Chicago. She is past president of the International Reading Association and former board member of the National Reading Conference. Dr. Ogle is currently directing two grants in Chicago schools: Project ALL (Advancing Literacy for Learning in Grades 4–8) and the McDougal Foundation Transitional Literacy Project (linking middle and high school teachers with students and families), and is senior consultant to the Chicago Striving Readers Grant. Her coauthored books include *Reading Comprehension: Strategies for Independent Learners*, *Integrating Instruction: Science and Literacy*, and *Literacy for a Democratic Society*.

P. David Pearson serves as Dean of the Graduate School of Education at the University of California, Berkeley, and as a faculty member in its Language and Literacy program. His current research focuses on issues of reading instruction and reading assessment policies and practices at all levels—local, state, and national.

Michael Pressley (*see* About the Editors).

Taffy E. Raphael is a member of the Literacy, Language and Culture faculty in Literacy Education at the University of Illinois, Chicago (UIC). Prior to joining the UIC faculty, Dr. Raphael taught intermediate-grade students in Illinois and North Carolina. In addition, she has taught and conducted research at the University of Utah (1980–1982), Michigan State University (1982–1997), and Oakland University (1997–2001). Dr. Raphael's work was recognized by her receiving the 1997 Outstanding Teacher Educator in Reading Award from the International Reading Association. Her research has focused on question–answer relationships and strategy instruction in writing and, for the past decade, Book Club, a literature-based reading program. She has published in the leading research journals and has coauthored and edited several books on literacy instruction. She is currently Director of Partnership READ, a school–university partnership to improve literacy instruction through professional development, funded through the Searle Funds of the Chicago

Community Trust and recognized by the American Association of Colleges for Teacher Education's 2006 Best Practices Award for Effective Partnerships. She was selected for the International Reading Association Reading Hall of Fame in 2002.

Timothy Rasinski is Professor of Literacy Education at Kent State University. He has written over 150 articles and authored, coauthored, or edited many books and curriculum programs on reading education. He is coauthor of the award-winning fluency program Fluency First (Wright Group). His interests include reading fluency, word study, and teaching struggling readers in the elementary and middle grades. His research on reading has been cited by the National Reading Panel and has been published in such journals as *Reading Research Quarterly*, *The Reading Teacher*, *Reading Psychology*, and the *Journal of Educational Research*. Dr. Rasinski served on the Board of Directors of the International Reading Association and was coeditor of *The Reading Teacher*, the world's most widely read journal of literacy education. He currently serves as coeditor of the *Journal of Literacy Research*. Dr. Rasinski served as President of the College Reading Association and won the A. B. Herr Award from the College Reading Association for his scholarly contributions to literacy education. Prior to coming to Kent State University, he taught as an elementary classroom and Title I teacher in rural Nebraska.

David Reinking is the Eugene T. Moore Endowed Professor of Teacher Education at Clemson University. He is currently coeditor of *Reading Research Quarterly*, one of the leading research journals in the field of education. Previously, he was editor of the *Journal of Literacy Research*, published by the National Reading Conference. For more than 20 years Dr. Reinking's published research and scholarship have focused on how digital technologies affect reading and writing and how those technologies might be integrated into literacy instruction. He served as the lead editor for the first volume of the *Handbook of Literacy and Technology*, which won two awards, and he is coeditor of the recently published second volume. Currently, he is coprincipal investigator for a major project funded by the U.S. Office of Education investigating Internet comprehension among middle school students at risk of dropping out of school.

D. Ray Reutzel is the Emma Eccles Jones Endowed Professor of Early Childhood Education at Utah State University, where he directs the Center for Early Childhood Education and is a member of the Department of Elementary Education. He began his career as a kindergarten teacher and later taught grades 1, 3, and 6. His area of research includes early literacy, fluency, and teacher knowledge for reading instruction. Dr. Reutzel has

produced more than 150 publications, including articles in *Early Childhood Research Quarterly*, *Reading Research Quarterly*, *Journal of Educational Research*, *Journal of Literacy Research*, *Reading Psychology*, *Language Arts*, and *The Reading Teacher*. His recent books include *The Essentials of Teaching Children to Read* and *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. He received the College Reading Association's A. B. Herr Award for Published Contributions to Reading Education and Utah State University's Alumni Award for Outstanding Professional Achievement and Researcher of the Year in the College of Education and Human Service. He is a coeditor of *The Reading Teacher* and was recently elected Vice President of the College Reading Association.

Diane H. Tracey is Associate Professor of Education at Kean University, where she teaches graduate classes to students pursuing their master's degrees as reading specialists. She has written widely on topics related to literacy achievement, is a recipient of state and federal grant awards, and is an active presenter at national conferences. Her most recent publication is *Lenses on Reading: An Introduction to Theories and Models*, written with Lesley Mandel Morrow. She has served on editorial review boards for the *Journal of Literacy Research*, *The Reading Teacher*, and the *National Conference Yearbook*, and is past chair of the International Reading Association's Technology Committee. In addition to university teaching, Dr. Tracey is a literacy consultant for school districts and educational software companies.

Tricia A. Zucker is a doctoral student in Reading Education at the University of Virginia's Curry School of Education. Her research interests include emergent and beginning readers, literacy and technology, and differentiated instruction. She is currently exploring how tutors and parent volunteers can support students' literacy development with technology and effective methods for differentiating instruction at independent literacy centers.

A TRIBUTE TO MICHAEL PRESSLEY (1951–2006)

The publication of the third edition of *Best Practices in Literacy Instruction* is occasion for both joy and sadness. The joy is that we have had the opportunity to work closely with noted scholars to develop a collection of research-based readings on topics that are both current and significant in the field of literacy. The sadness is the loss of Michael Pressley, our dear friend, colleague, and coeditor. Michael passed away in May 2006, having worked on this third edition up until shortly before his passing. We dedicate this edition to Michael with deep love and appreciation.

Michael's career was prodigious and exemplary. He began his career as a cognitive psychologist and then turned to research in classrooms to learn as much as he could about creating the very best reading teachers. He held positions at the University of Wisconsin (postdoctoral), California State University–Fullerton, the University of Western Ontario, the University of Maryland, the State University of New York–Albany, and the University of Notre Dame, and completed his career in the College of Education in the Department of Teacher Education/Educational Psychology at Michigan State University. His more than 350 publications in journals, books, and book chapters have made a huge contribution to comprehension strategy instruction, the development of cognitive monitoring skills, and exemplary teaching. He served as coeditor of *Journal of Reading Behavior* and *Applied Cognitive Psychology*, and editor of *Journal of Educational Psychology*. He was the recipient of many awards and recognitions, including the American Psychological Society Early Contribution Award, the American Educational Research Association Sylvia Scribner Award,