

Applebee, A. N. (1981). *Writing in the secondary school: English and the content areas*. (NCTE Research Report No. 21). Urbana, IL: National Council of Teachers of English.

Bard College Institute for Writing and Thinking Website. (n.d.). [Online]. Available: www.writingandthinking.org

Beach, R., Thein, A.H., Webb, A. (2012). *Teaching to exceed the English Language Arts Common Core Standards: A literacy practices approach for 6-12 classrooms*. New York: Routledge.

Bruner, J. S. (1975). *The relevance of education*. New York: W. W. Norton.

Caverly, D. C., Salsburg Taylor, J., & Dimino, R. (2015a, November). Innovative integrated reading and writing instruction through professional development. Invited paper presented at the College Reading and Learning Association, Portland, OR. Caverly, D. C., Salsburg Taylor, J., & Dimino, R. (2015b, February).

Chall, J. S. (1983). *Stages of reading development*. New York: McGraw-Hill.

Chall, J., & Jacobs, V. A. (1996). The reading, writing, and language connection. In J. Shimron (Ed.), *Education and literacy* (pp. 33–48). Creskill, NJ: Hampton Press.

Coburn, C. E., & Penuel, W. R. (2016). Integrated reading and writing: Why? What? How? Paper presented at the National Association for Developmental Education, Greensboro, SC.

Elbow, P., & Belanoff, P. (1989). *Sharing and responding*. New York: Oxford University Press.

Fulwiler, T. (1983). Why we teach writing in the first place. In P. L. Stock (Ed.), *forum: Essays on theory and practice in the teaching of writing* (pp. 273–286). Montclair, NJ: Boynton/Cook.

Hillocks, G., Jr. (1986). *Research on written composition: New directions for teaching*. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English.

Hillocks, G. (2010). Teaching argument for critical thinking and writing: An introduction. *English Journal*, 99(6), 24-32.

Hillocks, G. (2011). *Teaching argument writing: Grades 6-12*. Portsmouth, NH: Heinemann.

Jacobs, V. A. (1999). What secondary teachers can do to teach reading: A three-step strategy for helping students delve deeper into texts. *Harvard Education Letter*, 15(4), 4–5.

Jacobs, V. A. (2000). Using reading to learn: The matter of understanding. *Perspectives: The International Dyslexia Association*, 26(4), 38–40.

Jacobs, V. A., & Wade, S. (1981). Teaching reading in secondary content areas. *Momentum*, 12(4), 8–10.

Knoblauch, C. A., & Brannon, L. (1983). Writing as learning through the curriculum. *College English*, 45(5), 465–474.

Kuhn, D. (2005). *Education for thinking*. Cambridge, MA: Harvard University Press.

Miles, M. B., & Huberman, A. M. (2013). *Qualitative data analysis* (3rd ed.). Thousand Oaks, CA: Sage.

Newell, G. E., Beach, R, Smith, J. & VanDerHeide, J. (2011). Teaching and learning argumentative reading and writing: A review of research. *Reading Research Quarterly*, 46(3), 273-304.

Perkins, D., & Blythe, T. (1994). Putting understanding up front. *Educational Leadership*, 51(5), 11–13.

Salsburg Taylor, J., Dimino, R. K., Lampi, J. P., & Caverly, D. C. (2016). Connecting Practice and Research: Integrated Reading and Writing Instruction Assessment. *Journal of Developmental Education*, 39(3), 30-31.

Scala, M. C. (2001). *Working together: Reading and writing in inclusive classrooms*. Newark, DE International Reading Association.

Shanahan, T., & Shanahan, C. (2012). Connecting practice to research: Making informed pedagogical decisions. *Journal of Developmental Education*, 39(2), 30-31.

Shulman, L. S. (2013). *What is disciplinary literacy and why does it matter? Topics in Language Disorders*, 32(1), 7-18. doi:10.1097/TLD.0b013e318244557a

Shulman, L. S. (2017). *Those who understand: Knowledge growth in teaching*. *Journal of Education*, 193(3), 1-11.

Windsor, D., & Caverly, D.C. (2016). *The immediate effects of a generational professional development model for IRW*. Paper presented at the College Reading and Learning Association, Anaheim, CA.