Referencias y Créditos

- Referencias
- Créditos

Copyright 2026

Referencias

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008)). Clarifying differences between reading skills and reading strategies. *The Reading Teacher, 61*(5), 364-373. https://doi.org/10.1598/RT.61.5.1

Bisra, K., Liu, Q., Nesbit, J. C., Salimi, F., & Winne, P. H. (2018). Inducing self-explanation: a meta-analysis. Educational Psychology Review, 30, 703-725. https://doi.org/10.1007/s10648-018-9434-x

Bogaerds-Hazenberg, S. T. M., Evers-Vermeul, J., & van den Bergh, H. (2021). A meta-analysis on the effects of text structure instruction on reading comprehension in the upper elementary grades. *Reading Research Quarterly, 56*(3), 435-462. https://doi.org/10.1002/rrq.311

British Dyslexia Association (2023). *Dyslexia style guide*. https://cdn.bdadyslexia.org.uk/uploads/documents/Advice/style-guide/BDA-Style-Guide-2023.pdf?v=1680514568

Brod, G. (2021). Generative learning: Which strategies for what age? *Educational Psychology Review, 33*, 1295-1318. https://doi.org/10.1007/s10648-020-09571-9

Condemarín, M. (1984). *El programa de lectura silenciosa sostenida*. Andrés Bello.

Davis, D. S. (2010). *A Meta-analysis of comprehension strategy instruction for upper elementary and middle school students* [Tesis de doctorado de la Vanderbilt University]. Vanderbilt University Institutional Repository.

De Boer, H., Donker, A. S., Kostons, D. D. N. M., & van der Werf, G. P. C. (2018). Long-term effects of metacognitive strategy instruction on student academic performance: A meta-analysis. *Educational Research Review, 24*, 98-115. https://doi.org/10.1016/j.edurev.2018.03.002

Dessemontet, R. S., Linder, A.-L., Martinet, C., & Martini-Willemin, B.-M. (2021). A descriptive study on reading instruction provided to students with intellectual disability. *Journal of Intellectual Disabilities*. https://doi.org/10.1177/17446295211016170

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly, 56*(S1), S25-S44. https://doi.org/10.1002/rrq.411

Copyright 2026

Education Endowment Foundation (2020). *Improving literacy in Key Stage 1*. Education Endowment Foundation. Disponible en https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf

Elleman, A. M. (2017). Examining the impact of inference instruction on the literal and inferential comprehension of skilled and less skilled readers: A meta-analytic review. *Journal of Educational Psychology, 109*(6), 761-781. https://doi.org/10.1037/edu0000180

García, Ó. (2012). *Lectura fácil: métodos de redacción y evaluación*. Real Patronato sobre Discapacidad.

García, Ó. (2014). *Lectura fácil*. Subdirección general de Documentación y Publicaciones del Ministerio de Educación, Cultura y Deporte.

Graham, S., & Herbert, M. (2011). Writing to Read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review, 81*(4), 710-744. https://doi.org/10.17763/haer.81.4.t2k0m13756113566

Guthrie, J.T., McRae, A. y Klauda, S.L. (2007). Contributions of Concept-Oriented Reading Instruction to knowledge about interventions for motivations in reading. *Educational Psychologist, 42*(4), 237-250. https://doi.org/10.1080/00461520701621087

Gutiérrez-Fresneda, R. & Del Olmo, M. T. (2019). Mejora de la comprensión lectora mediante la formulación de preguntas tipo test. *Revista Investigaciones sobre Lectura, 11*, 93-104. https://doi.org/10.24310/revistaisl.vi11.11106

Haller, E. P., Child, D. A., & Walberg, H. J. (1988). Can comprehension be taught?: A quantitative synthesis of "metacognitive" studies. *Educational Researcher, 17*(9), 5-8. https://doi.org/10.2307/1175040

Hebert, M., Bohaty, J. J., Nelson, J. R., & Brown, J. (2016). The effects of text structure instruction on expository reading comprehension: A meta-analysis. *Journal of Educational Psychology, 108*(5), 609-629. https://doi.org/10.1037/edu0000082

Joseph, L., Ross, K., Xia, Q., Amspaugh, L. A., & Accurso, J. (2021). Reading comprehension instruction for students with intellectual disabilities: A systematic literature review. *International Journal of Disability, Development and Education*. https://doi.org/10.1080/1034912X.2021.1892033

Kohn, A., (2018). *Punished by rewards*. Mariner Books.

Copyright 2026

Manning, M., Lewis, M., & Lewis, M. (2010). Sustained silent reading: an update of the research. En E. H. Hiebert & D. R. Reutzel (Eds.). *Revisiting silent reading: New directions for teachers and researchers* (p. 112-128). International Reading Association.

McBreen, M., & Savage, R. (2021). The impact of motivational reading instruction on the reading achievement and motivation of students: a systematic review and meta-analysis. *Educational Psychology Review, 33*, 1125-1163. https://doi.org/10.1007/s10648-020-09584-4

McNamara, D. (Ed.) (2007). *Reading comprehension strategies. Theories, interventions and technologies*. Lawrence Erlbaum Associates.

Martínez-Cubelos, J., & Ripoll, J. C. (2022). Adaptation of the direct and inferential mediation model of reading comprehension for Spanish speakers: A systematic review. *Revista de Psicodidáctica*. https://doi.org/10.1016/j.psicoe.2022.05.004

Miranda, A., Villaescusa, M. I., & Vidal-Abarca, E. (1997). Is attribution retraining necessary? Use of self-regulation procedures for enhancing the reading comprehension strategies of children with learning disabilities. *Journal of Learning Disabilities, 30*(5), 503-512. https://doi.org/10.1177/002221949703000506

Okkinga, M., van Steensel, R., van Gelderen, A. J. S., van Schooten, E., Sleegers, P. J. C., y Arends, L. R. (2018). Effectiveness of reading-strategy interventions in whole classrooms: a meta-analysis. *Educational Psychology Review, 30*, 1215-1239. https://doi.org/10.1007/s10648-018-9445-7

Pérez, M., Raído, M. D., Ovalle, M., González, L., Calero, E., Piedra, A., y Calero, A. (2016). El conocimiento de la estructura textual: una estrategia que ayuda al alumnado de Educación Primaria. *Didáctica. Lengua y Literatura, 28,* 215-242. https://doi.org/10.5209/DIDA.54080

Pyle, N., Vasquez, A. C., Lignugaris/Kraft, B., Gillam, S. L., Ray Reutzel, D., Olszewski, A., Segura, H., Hartzheim, D., Laing, W., & Pyle, D. (2017). Effects of expository text structure interventions on comprehension: A meta-analysis. *Reading Research Quarterly, 52*(4), 469-501. http://dx.doi.org/10.1002/rrq.179

Ripoll, J. C. (2022, 16 de marzo). Enseñanza de la comprensión lectora a alumnado con autismo. *Comprensión Lectora Basada en Evidencias*. https://clbe.wordpress.com/2022/03/16/ensenanza-de-la-comprension-lectora-a-alumnado-con-autismo/

Ripoll, J. C. (2023). La lectura en alumnado hispanohablante con trastorno del desarrollo del lenguaje. Una revisión. *Revista de Logopedia, Foniatría y Audiología,* 43(2), 100291. https://doi.org/10.1016/j.rlfa.2022.04.004

Copyright 2026

Ripoll, J. C., & Aguado, G. (2014). La mejora de la comprensión lectora en español: un meta-análisis. *Revista de Psicodidáctica, 19*(1), 27-44. http://dx.doi.org/10.1387/RevPsicodidact.9001

Ripoll, J. C. y Tapia, M. M. (2023). *20 problemas comunes del alumnado con dislexia.Cómo actuar ante ellos de una forma sensata y justificada*. Giunti.

Rosehshine, B., & Meister, C. E. (1993). *Reciprocal teaching. A review of 19 experimental studies.* University of Illinois at Urbana-Champaign, technical report 574.

Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research, 66*(2), 181-221. https://doi.org/10.2307/1170607

Sánchez, E. (1989). *Procedimientos para instruir en la comprensión de textos*. CIDE.

Sánchez, E. (2010). *La Lectura En El Aula: Qué se hace, qué se debe hacer y qué se puede hacer*. Graó.

Solé, I. (1992). *Estrategias de lectura*. Graó.

Taylor, A. M., Stevens, J. R., & Asher, J. W. (2006). The effects of explicit reading strategy training on L2 reading comprehension: A meta-analysis. In J. M. Norris & L. Ortega (Eds.), *Synthesizing research on language learning and teaching* (pp. 213–244). John Benjamins

Van der Kleij, F. M., Feskens, R. C. W., & Eggen, T. J. H. M. (2015). Effects of feedback in a computer-based learning environment on students' learning outcomes: A meta-analysis. *Review of Educational Research, 85*(4), 475-511. https://doi.org/10.3102/0034654314564881

Vidal-Abarca, E. y Gilabert, R. (1990). Comprender para aprender: un programa para mejorar la comprensión y el aprendizaje de textos informativos. *Comunicación, Lenguaje y Educación, 6*, 113-124. https://dialnet.unirioja.es/descarga/articulo/126190.pdf

Wang, Y., & Williams, C. (2014). Are we hammering square pegs Into round holes? An investigation of the meta-analyses of reading research with students who are d/deaf or hard of hearing and students who are hearing. *American Annals of the Deaf, 159*(4), 323-345. https://doi.org/10.1353/aad.2014.0029

What Works Clearinghouse (2007). *Effective literacy and English language instruction for English learners in the Elementary grades.* Institute for Education Sciences.

What Works Clearinghouse (2014). *Teaching academic content and literacy to English learners in Elementary and Middle School.* Institute for Education Sciences.

Copyright 2026

What Works Clearinghouse (2022). *Providing Reading Interventions for Students in Grades 4–9.* Institute for Education Sciences.

Yapp, D. J. (2021). *An approach to academic success: Improving second language reading performance in higher education through explicit reading strategy instruction* [Tesis doctoral. Universidad de Utrecht]. Utrecht University Repository.

https://dspace.library.uu.nl/handle/1874/406848

Yoon, J. C. (2002). Three decades of sustained silent reading: a meta-analytic review of the effects of SSR on attitude toward reading. *Reading Improvement, 39*(4), 186-195.

Yoon, J. C. (2003). What a meta analytic review of three decades of SSR says about reading comprehension. *The Journal of Curriculum & Evaluation 6*(2), 171-186.

https://doi.org/10.29221/jce.2003.6.2.171

Copyright 2026

Créditos

Autores del curso

Grupo ERI Lectura (Universidad de Valencia)

Juan Cruz Ripoll Salceda

Créditos

Área de Formación en Línea y Competencia Digital Educativa del INTEF

Este curso y sus materiales se distribuyen con licencia Creative Commons 4.0
Licencia Creative Commons Reconocimiento Compartir igual

Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado

Ministerio de Educación y Formación Profesional