

6. Referencias

Aboud, K. S., Bailey, S. K., Petrill, S. A. y Cutting, L. E. (2016). Comprehending text versus reading words in young readers with varying reading ability: Distinct patterns of functional connectivity from common processing hubs. *Developmental Science*, 19, 632-656.

<https://doi.org/10.1111/desc.12422>

Andrade-Lotero, A. (2012). Teoría de la carga cognitiva, diseño multimedia y aprendizaje: un estado del arte. *Magis Revista Internacional de Investigación en Educación*, 5 (10), 75-92.

Baddeley, A. (2000). The episodic buffer: A new component of working memory? *Trends in Cognitive Sciences*, 4, 417-423. [https://doi.org/10.1016/S1364-6613\(00\)01538-2](https://doi.org/10.1016/S1364-6613(00)01538-2)

Baddeley, A. (2003). Working memory and language: An overview. *Journal of communication disorders*, 36 (3), 189-208. [https://doi.org/10.1016/S0021-9924\(03\)00019-4](https://doi.org/10.1016/S0021-9924(03)00019-4)

Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology*. Cambridge: Cambridge University Press.

Britton, B.K. y Gulgoz, S. (1991). Using Kintsch's computational model to improve instructional text: Effects of repairing inference calls on recall and cognitive structures. *Journal of Educational Psychology*, 83, 329-404.

Butterfuss, R. y Kendeou, P. (2018). The role of executive functions in reading comprehension. *Educational Psychology Review*, 30, 801-826. <https://doi.org/10.1007/s10648-017-9422-6>

Butterfuss, R., Kim, J. y Kendeou, P. (2020). Reading Comprehension. *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.865>

Graesser, A. C. (2007). An introduction to strategic reading comprehension. En D. S. McNamara (Ed.), *Reading comprehension strategies: Theories, interventions, and technologies* (pp. 3-26). Psychology Press.

Graesser, A. C., Singer, M. y Trabasso, T. (1994). Constructing inferences during narrative text comprehension. *Psychological Review*, 101, 371-395. <https://doi.org/10.1037/0033-295X.101.3.371>

Graesser, A. C., Millis, K. K. y Zwaan, R. A. (1997). Discourse comprehension. *Annual Review of Psychology*, 48, 163-189. <https://doi.org/10.1146/annurev.psych.48.1.163>

Hoover, W. A. y Gough, P. B. (1990). The simple view of reading. *Reading and Writing*, 2(2), 127-160. <https://doi.org/10.1007/BF00401799>

Kendeou, P., McMaster, K. L. y Christ, T. J. (2016). Reading comprehension: Core components and processes. *Policy Insights from the Behavioral and Brain Sciences*, 3, 62-69.

Kintsch, W. (1988). The role of knowledge in discourse comprehension: A construction-integration model. *Psychological Review*, 95(2), 163-182. <https://doi.org/10.1037/0033-295X.95.2.163>

Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge university press.

Kim, Y. S. G. (2017). Why the simple view of reading is not simplistic: Unpacking component skills of reading using a direct and indirect effect model of reading (DIER). *Scientific Studies of Reading* 21, 310-333. <https://doi.org/10.1080/10888438.2017.1291643>

Linderholm, T., Virtue, S., Tzeng, Y. y Van den Broek, P. (2004). Fluctuations in the availability of information during reading: Capturing cognitive processes using the landscape model. *Discourse Processes*, 37, 165-186. https://doi.org/10.1207/s15326950dp3702_5

McCrudden, M. T., Magliano, J. P. y Schraw, G. (2010). Exploring how relevance instructions affect personal reading intentions, reading goals and text processing: A mixed methods study. *Contemporary Educational Psychology*, 35, 229-241.

<https://doi.org/10.1016/j.cedpsych.2009.12.001>

McNamara, D.S. (2001). Reading both high and low coherence texts: Effects of text sequence and prior knowledge. *Canadian Journal of Experimental Psychology*, 55, 51-62.

McNamara, D. S. y Magliano, J. (2009). Toward a comprehensive model of comprehension. En B. H. Ross (Ed.), *Psychology of learning and motivation*, 51, 297-384. [https://doi.org/10.1016/S0079-7421\(09\)51009-2](https://doi.org/10.1016/S0079-7421(09)51009-2)

McNamara, D. S., Kintsch, E., Songer, N. B. y Kintsch, W. (1996). Are good texts always better? Interactions of text coherence, background knowledge, and levels of understanding in learning from text. *Cognition and Instruction*, 14(1), 1-43. https://doi.org/10.1207/s1532690xc1401_1

Potocki, A., Sanchez, M., Ecalte, J. y Magnan, A. (2017). Linguistic and cognitive profiles of 8-to 15-year-old children with specific reading comprehension difficulties: The role of executive functions. *Journal of Learning Disabilities*, 50, 128-142. <https://doi.org/10.1177/0022219415613080>

Rouet, J. F. y Britt, M. A. (2011). Relevance processes in multiple document comprehension. En M. T. McCrudden, J. P. Magliano y G. Schraw (Eds.), *Text relevance and learning from text* (pp. 19-52). IAP.

- Rouet, J. F., Britt, M. A. y Durik, A. M. (2017). RESOLV: Readers' representation of reading contexts and tasks. *Educational Psychologist* 52, 200-215. <https://doi.org/10.1080/00461520.2017.1329015>
- Singer, M., Graesser, A. C. y Trabasso, T. (1994). Minimal or global inference during reading. *Journal of Memory and Language* 33, 421-441. <https://doi.org/10.1006/jmla.1994.1020>
- Smith, R., Snow, P., Serry, T. y Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology* 42, 214-240.
[10.1080/02702711.2021.1888348](https://doi.org/10.1080/02702711.2021.1888348)
- Snow, C. E. (2002). Reading for understanding: Toward a research and development program in reading comprehension . RAND Education.
- Stein, N. L. y Trabasso, T. (1985). The search after meaning: Comprehension and comprehension monitoring. En F. J. Morrison, C. Lord y D. Keating (Eds.), *Applied developmental psychology* Vol 2., pp. 33-58). Academic Press.
- van den Broek, P. (2010). Using texts in science education: Cognitive processes and knowledge representation. *Science* , 328, 453-456. <https://doi.org/10.1126/science.1182594>
- van den Broek, P., Fletcher, C. R. y Ridsen, K. (1993). Investigations of inferential processes in reading: A theoretical and methodological integration. *Discourse Processes*, 16, 169-189.
<https://doi.org/10.1080/01638539309544835>
- van den Broek, P. y Helder, A. (2017). Cognitive processes in discourse comprehension: Passive processes, reader-initiated processes, and evolving mental representations. *Discourse Processes* , 54, 360-372. <https://doi.org/10.1080/0163853X.2017.1306677>
- van den Broek, P., Helder, A. y Van Leijenhorst, L. (2013). Sensitivity to structural centrality: Developmental and individual differences in reading comprehension skills. En M. A. Britt, S. R. Goldman y J. F. Rouet(Eds.), *Reading: From words to multiple texts* (pp. 132-146). New York, NY: Routledge.
- van den Broek, P., Young, M., Tzeng, Y. y Linderholm, T. (1999). The landscape model of reading: Inferences and the online construction of a memory representation. En H. van Oostendorp y S.R. Goldman (Eds.), *The construction of mental representations during reading* (pp. 71-98). Mahwah, NJ: Erlbaum.
- Van Dijk, T. A. y Kintsch, W. (1983). *Strategies of discourse comprehension*. Academic Press.