

PUBLICATIONS ON Text Elements by Task (TE_xT) MODEL

Descriptions of Theory Underlying Model (and Analyses of Alternative Models of Text Difficulty)

★ Hiebert, E.H., & Fisher, C.W. (in press). The critical word factor in texts for beginning readers. *Journal of Educational Research*.

Hiebert, E.H., & Mesmer, H. (2005). Perspectives on the Difficulty of Beginning Reading Texts. In S. Neuman & D. Dickinson (Eds.), *Handbook of Research on Early Literacy* (Vol. 2, pp. 935-967). NY: Guilford.

★ Hiebert, E.H. (2002). Standards, assessment, and text difficulty. In A.E. Farstrup & S.J. Samuels (Eds.). *What research has to say about reading instruction* (3rd Ed., pp. 337-369). Newark, DE: IRA.

Hiebert, E.H., & Martin, L.A. (2001). The texts of beginning reading instruction. In S. Newman & D. Dickinson (Eds.), *Handbook of Research on Early Literacy* (pp. 361-376). NY: Guilford Press. [Reprinted in: Ruddell, R. & Unrau, N. (Eds.) (2004). *Theoretical models and processes of reading* (5th Ed.). Newark, DE: IRA.]

Hiebert, E.H. (1999). Text matters in learning to read. *The Reading Teacher*, 52, 552-568. [Augmented with foreword in N.D. Padak et al. (Eds.), *Distinguished educators on reading* (pp. 453-472). Newark, DE: IRA.]

Use of TE_xT Model to Analyze Text Demands on Beginning & Struggling Readers' Proficiencies

★ Hiebert, E.H. (2005). State reform policies and the reading task for first graders. *Elementary School Journal*, 105, 245-266.

Hiebert, E.H., & Fisher, C.W. (2005). A review of the National Reading Panel's studies on fluency: On the role of text. *Elementary School Journal*, 105, 443-460.

★ Hiebert, E.H., Martin, L.A., & Menon, S. (2005). Are there alternatives in reading textbooks? An examination of three beginning reading programs. *Reading Writing Quarterly*, 21 (1), 7-32.

Use of TE_xT Model to Select or Create Texts for Beginning Readers

Hiebert, E.H., & Fisher, C.W. (July 2006a). *A comparison of the effects of two types of phonetically regular text on the fluency and word recognition of first-grade English learners*. Paper presented at Society for the Study of Reading, Vancouver, BC.

★ Hiebert, E.H., & Fisher, C.W. (2006b). Fluency from the first: What works with first graders. In T. Rasinski, C.L.Z. Blachowicz, & K. Lems (Eds.), *Teaching Reading Fluency* (pp. 279-294). NY: Guilford.

★ Menon, S., & Hiebert, E.H. (2005). A comparison of first-graders' reading with little books or literature-based basal anthologies. *Reading Research Quarterly*, 40, 12-38.

★ Hiebert, E.H., Brown, Z.A., Taitague, C., Fisher, C.W., & Adler, M.A. (2003). Texts and English Language Learners: Scaffolding entrée to reading. In F. Boyd, C. Brock, & M. Rozendal (Eds.), *Multicultural and multilingual literacy and language practices* (pp. 50-73). NY: Guilford.

Use of TE_xT Model to Create Texts for Struggling Readers

★ Hiebert, E.H. (in press). A fluency curriculum and the texts that support it. In P. Schwanenflugel & M. Kuhn (Eds.), *Fluency instruction for shared reading: Two whole class approaches*. New York: Guilford.

★ Hiebert, E.H. (2006). Becoming fluent: What difference do texts make? In S.J. Samuels & A.E. Farstrup (Eds.), *What research has to say about reading fluency* (pp. 204-226). Newark, DE: IRA.

★ Hiebert, E.H. (2005). The effects of text difficulty on second graders' fluency development. *Reading Psychology*, 26, 1-27.

Extension of TE_xT Model to Word (Vocabulary) Zones

Bravo, M.A., Hiebert, E.H., & P.D. Pearson (in press). Tapping the linguistic resources of Spanish/English bilinguals: The role of cognates in science. In R.K. Wagner, A. Muse, & K. Tannenbaum (Eds.). *Vocabulary development and its implications for reading comprehension*. NY: Guilford.

Hiebert, E.H. (2005). In pursuit of an effective, efficient vocabulary curriculum for the elementary grades. In E.H. Hiebert & M. Kamil (Eds.), *The teaching and learning of vocabulary: Bringing scientific research to practice* (pp. 243-263). Mahwah, NJ: LEA.

★ **These articles/chapters are available on this website.**