References:

- Afflerbach, P., Young Cho, B., Yun Kim, J., Elliker Crassas, M., & Doyle, B. (2013).

 Reading: What else matters besides strategies and skills. *The Reading Teacher*, 66(6). 440-448.
- Berger, W. (2014). A more beautiful question: The power of inquiry to spark breakthrough ideas. New York: Bloomsbury Publishing.
- Bradley, L.G. & Donovan, C.A. (2010). Information book read-alouds as models for second grade authors. *The Reading Teacher*, *64*(4). 246-260.
- Canotas, L. (2016). *Using question formulation technique as a formative assessment* [video file]. Retrieved from http://rightquestion.org/qft-formative-assessment
- Chin, C. (2002). Student-generated questions: Encouraging inquisitive minds in learning science. *Teaching and Learning*, *23*(1). 59-67.
- Connor, C.M, Kaya, S. Luck, M., Toste, J.R., Canto, A., Rice, D., Tani, N., & Underwood, P.S. (2010). Content area literacy: Individualizing student instruction in second grade science. *The Reading Teacher*, 63(6). 474-485.
- Coiro, J. (2015). The magic of wondering. *The Reading Teacher*, 69(2). 189-193.
- Dalton, B. (2012). Multimodal composition and the common core state standards. *The Reading Teacher*, 66(4), 333-339.
- Davey, B. & McBride, S. (1986). Effects of question-generation training on reading comprehension. *Journal of Educational Psychology*, 78(4) 256-262.
- Dewey, J. (1938). Experience And Education. New York, NY: Macmillan.
- Dewey, J. (1944). *Democracy and Education*. New York, NY: Free Press.

- Dwyer, B. (2016). Engaging all students in internet research and inquiry. *The Reading Teacher*. 69(4). 383-389.
- Duke, N.K., Purcell-Gates, V., Hall, L.A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher*, 60(4). 345-354.
- Fisher, D. & Frey, N. (2015). Selecting texts and tasks for content area reading and learning. *The Reading Teacher*, 68(7), 524-529.
- Friesen, S., Jacobsen, M., Brown, B., Saar, C., & Hampshire, A. (2015). Focus on inquiry final report. Retrieved from http://galileo.org/focus-on-inquiry-report.pdf
- Gambrell, L.B., Hughes, E.M., Calvert, L., Malloy, J.A., & Igo, B. (2011). Authentic reading, writing, and discussion. *The Elementary School Journal*, 112(2). 234-258.
- Guccione, L.M. (2011). In a world of mandates, making space for inquiry. *The Reading Teacher*, 64(7). 515-519.
- Kohn, A. (1993). Choices for children: Why and how to let students decide. *Phi Delta Kappan 75*(1). 8-20.
- Latham, D., Gross, M., & Witte, S. (2013). Preparing teachers and librarians to collaborate to teach 21st century skills: Views of LIS and education faculty."

 American Association of School Librarians. Retrieved from http://www.ala.org/aasl/slr/volume16/latham-gross-witte
- Meyer, D. (2010). *Math class needs a makeover* [video file]. Retrieved from https://www.ted.com/talks/dan_meyer_math_curriculum_makeover

- Miller, D. (2012). Creating a classroom where readers flourish. *The Reading Teacher*, 66(2). 88-92.
- Minigan, A.P. (2016). Cultivating curiosity by deliberately teaching students how to ask questions. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/global_learning/2016/10/cultivating_curiosity_by_deliberately_teaching_students_how_to_ask_questions.html
- Morgan, D.N., & Wagner, C.W. (2013). What's the catch? Providing reading choice in a high school classroom. *Journal of Adolescent and Adult Literacy*, *56*(8). 659-667.
- Mudie, S.K. & Phillips, J. (2016). To build a better question. *Journal of the American Association of School Librarians*, 44(5), 15-19.
- Palmer, R.G. & Stewart, R.A. (2005). Models for using nonfiction in the primary grades. *The Reading Teacher*, 58 5). 426-434.
- Parsons, S.A., Malloy, J.A., Parsons, A.W., & Burrowbridge, S.C. (2015). Students' engagement in literacy tasks. *The Reading Teacher*, 69(2). 223-231.
- Patall, E.A., Cooper, H., & Wynn, S.R. (2010). The effectiveness and relative importance of choice in the classroom. *Journal of Educational Psychology*, 102(4). 896-914.
- Richetti, C. & Sheerin, J. (1999). Helping students ask the right questions. *Educational Leadership*, 67(3). 58-62.
- Rothstein, D., Santana, L., and Minigan, A.P. (2015). Making questions flow. *Educational Leadership*, 73(1), 72-76.

- Rothstein, D. & Santana, L. (2011). Teaching students to ask their own questions.

 *Harvard Educational Publishing Group, 27(5). Retrieved from http://hepg.org/hel-home/issues/27_5/helarticle/teaching-students-to-ask-their-own-questions 507
- Spires, H.A., Hervey, L.G., Morris, G., & Stelpflug, C. (2012). Energizing project based inquiry: Middle –grade students read, write, and create videos. *Journal of Adult and Adolescent Literacy*, 55(6). 483-493.
- Stead, T. (2014). Nurturing the inquiring mind through the nonfiction read-aloud. *The Reading Teacher*, 67(7), 488-495.
- Stefanou, C.R., Perencevich, K.C., DiCintio, M., & Turner, J.C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. *Educational Psychologist*, 39(2). 97-110.
- Tovani, C. (2015). Let's switch questioning around. *Educational Leadership*, 73(1), 31-36.