

- OECD. (2014). *PISA 2012 results: What students know and can do* (Volume I, Revised edition, February 2014): Student Performance in Mathematics, Reading and Science. Paris: OECD Publishing. doi:10.1787/9789264208780-en
- OECD. (2015). *Students, computers and learning: Making the connection*. Paris: OECD Publishing. doi:10.1787/9789264239555-en
- O'Reilly, T., & Sabatini, J. (2013). *Reading for understanding: How performance moderators and scenarios impact assessment design* (ETS Research Report No. RR-13-31). Dostupné z <http://www.ets.org/Media/Research/pdf/RR-13-31.pdf>
- Ozuru, Y., Best, R., Bell, C., Witherspoon, A., & McNamara, D. S. (2007). Influence of question format and text availability on the assessment of expository text comprehension. *Cognition and Instruction*, 25, 399–438. doi:10.1080/07370000701632371
- Perfetti, C. A. (1985). *Reading Ability*. New York: Oxford University Press.
- Perfetti, C. A. (2007). Reading ability: Lexical quality to comprehension. *Scientific Studies of Reading*, 11, 357–383.
- Perfetti, C. A., Marron, M. A., & Foltz, P. W. (1996). Sources of comprehension failure: Theoretical perspectives and case studies. In C. Cornoldi & J. Oakhill (Eds.), *Reading comprehension difficulties: Processes and intervention*. Lawrence Erlbaum; Mahwah, NJ: 1996.
- Perfetti, C. A., Rouet, J.-F., & Britt, M. A. (1999). Toward a theory of documents representation. In H. van Oostendorp & S. Goldman (Eds.), *The construction of mental representations during reading* (s. 99–122). Mahwah, NJ: Erlbaum.
- Pfost, M., Dörfler, T., & Artelt, C. (2013). Students' extracurricular reading behavior and the development of vocabulary and reading comprehension. *Learning and Individual Differences*, 26, 89–102. doi:10.1016/j.lindif.2013.04.008
- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research*, (Vol. III, s. 545–563). NJ: L. Erlbaum.
- Rasinski, T. V., Padak, N. D., McKeon, C. A., Wilfong, L. G., Friedauer, J. A., & Heim, P. (2005). Is reading fluency a key for successful high school reading? *Journal of Adolescent and Adult Literacy*, 49, 22–27.
- Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. *Psychological Science in the Public Interest*, 2(2), 31–74.
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In S. L. Christensen, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (s. 149–173). New York: Springer Science. doi:10.1007/978-1-4614-2018-7\_7
- Richter, T., & Rapp, D. N. (2014). Comprehension and validation of text information: Introduction to the special issue. *Discourse Processes*, 51, 1–6.
- Rosenshine, B., & Meister, C. (1997). Cognitive strategy instruction in reading. In A. Stahl & A. Hayes (Eds.), *Instructional models in reading*, (s. 85–107). Mahwah, NJ: L. Erlbaum.