

- Rouet, J.-F. (2006). *The skills of document use: From text comprehension to web-based learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rouet, J.-F., & Britt, M. A. (2011). Relevance processes in multiple document comprehension. In M. T. McCrudden, J. P. Magliano, & G. Schraw (Eds.), *Text relevance and learning from text* (s. 19–52). Greenwich, CT: Information Age Publishing.
- Rouet, J.-F., & Britt, M. A. (2014). Learning from multiple documents. In Mayer, R.E. (Ed.) *Cambridge handbook of multimedia learning*, (2nd edition). Cambridge, MA, Cambridge University Press.
- Rouet, J.-F., & Coutelet, B. (2008). The acquisition of document search strategies in grade school students. *Applied Cognitive Psychology*, 22, 389–406. doi:10.1002/acp.1415
- Rouet, J.-F., & Levonen, J. J. (1996). Studying and learning with nonlinear documents: Empirical studies and their implications. In J.-F. Rouet, J. J., Levonen, A. P. Dillon, and R. J. Spiro (Eds.), *Hypertext and cognition* (s. 9–24). Mahwah, NJ: Lawrence Erlbaum Associates.
- Rouet, J.-F., Vörös, Z., & Pléh, C. (2012). Incidental learning of links during navigation: The role of visuo-spatial capacity. *Behaviour and Information Technology*, 31, 71–81.
- Routitsky, A., & Turner, R. (2003). *Item format types and their influences on cross-national comparisons of student performance*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Chicago: IL.
- Rupp, A., Ferne, T., & Choi, H. (2006). How assessing reading comprehension with multiple-choice questions shapes the construct: A cognitive processing perspective. *Language Testing*, 23, 441–474.
- Sabatini, J. P., & Bruce, K. M. (2009). *PIAAC Reading Components: A conceptual framework* (OECD Educational Working paper No. 33). Dostupné z [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cite=e du/wkp\(2009\)12](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cite=e du/wkp(2009)12)
- Sabatini, J., Petscher, Y., O'Reilly, T., & Truckenmiller, A. (2015). Improving comprehension assessment for middle and high school students: Challenges and opportunities. In K. Santi & D. Reed (Eds.), *Improving comprehension for middle and high school students*. Springer Literacy Series.
- Sabatini, J., O'Reilly, T., Halderman, L., & Bruce, K. (2014). Broadening the scope of reading comprehension using scenario-based assessments: Preliminary findings and challenges. *International Journal Topics in Cognitive Psychology*, 114, 693–723.
- Santini, M. (2006). Web pages, text types, and linguistic features: Some issues. *International Computer Archive of Modern and Medieval English (CAME)*, 30, 67–86.
- Scammacca, N., Roberts, G., Vaughn, S., Edmonds, M., Wexler, J., Reutebuch, C. K., & Torgesen, J. K. (2006). *Interventions for adolescent struggling readers. A meta-analysis with implications for practice*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.
- Schaffner, E., Philipp, M., & Schiefele, U. (2014). Reciprocal effects between intrinsic reading motivation and reading competence? A cross-lagged panel model for academic track and nonacademic track students. *Journal of Research on Reading*, 00 (00), 1–18. doi:10.1111/1467-9817.12027