

November 2021

**W. Charles Read**

**Dean Emeritus, School of Education  
Professor of Linguistics, Emeritus  
University of Wisconsin - Madison**

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Post-Secondary Education:

1961 B.A., Haverford College (English)  
1963 M.A.T., Harvard University (English) Distinction in Studies; Phi Delta Kappa  
1971 Ph.D., Harvard University (Linguistics and Education)  
Dissertation: "Children's Perceptions of the Sounds of English"  
Advisors: Israel Scheffler (Philosophy) and Wayne A. O'Neil (Linguistics)

Administrative positions at the University of Wisconsin - Madison:

2007-2016 Leader, The Kauffman Seminar for Administrative Development  
1995-2005 Dean, School of Education  
1994-1995 Interim Dean, The Graduate School  
1989-1994 Associate Dean, The Graduate School

Faculty and editorial positions:

1979-2005 Professor of Linguistics, UW-Madison  
Joint executive appointments: English, Curriculum and Instruction  
1976-1979 Associate Professor of Linguistics, UW-Madison  
1975-1979 Associate Professor of English, UW-Madison  
1970-1975 Assistant Professor of English, UW-Madison  
1965-1967 Editorial board, *Harvard Educational Review*, (1966-67: chair)  
1961-62, 63-64 Teacher of English, Newton (Mass.) High School

Visiting appointments:

1973-1974 Visiting Scientist, Linguistics, Massachusetts Institute of Technology  
1978 Summer Seminar, Early Childhood Education, The Ohio State University  
1978-1979 Visiting Researcher, Linguistics, University of Nijmegen, Netherlands  
1978-1979 Lecture series, English Seminar, University of Cologne, Germany  
1982-1983 Visiting Professor, Beijing Normal University, Beijing, China

Honors:

1984 Elected Fellow, National Conference on Research in Language and Literacy  
1986 Elected Fellow, International Academy for Research in Learning Disabilities  
2021 Elected, Reading Hall of Fame

Principal research interests:

Linguistics and education: phonetics, phonology, and syntax in reading and spelling

## Courses taught at Wisconsin:

English

The Structure of English for Teachers  
 Applied English Linguistics for Teachers  
 English as a First or Second Language:  
     Theoretical principles  
 English Phonology  
 Research in Applied English Linguistics  
 Seminar: Research on Language Learning

Linguistics

General Phonetics  
 Experimental Phonetics  
 Advanced Experimental Phonetics  
 Directed Research in Experimental Phonology

## Service at Wisconsin: (abridged)

Elected: Chair, Department of Linguistics, 1979-82  
 University Faculty Senate (6 years)  
 College of Letters and Science Faculty Senate (6 years)

Chaired: Department of English Committee on Teaching  
 Department of Linguistics: Phonetics Laboratory, 1976-95  
 Review of the Department of Communicative Disorders, 1980-81  
 Review of the Department of German, 1988-89  
 Information Technology ad hoc Advisory Committee, 1989-90  
 Information Technology Director Search Committee, 1991-92  
 Review of the Dean of the Graduate School, 2008  
 Review of the Dean of the College of Agriculture & Life Sciences, 2010  
 Review of the Dean of the School of Veterinary Medicine, 2017  
 Review of the Dean of the School of Human Ecology, 2021

Other: Advisor to English Education majors (5 years)  
 English Education Policy Committee (6 years)  
 Campus Committee on Teaching Assistant Policy, 1982  
 Regents' Task Force on Teacher Education, 1983-84  
 Projects Trochos and Rota Review Committee, 1985-88 (instructional computing)  
 Graduate School Research Committee, 1986-89  
 Dean of the School of Human Ecology Search Committee, 2000  
 Chancellor Search Committee, 2000  
 Dean of the Graduate School Search Committee, 2002  
 Dean of the College of Letters and Science Search Committee, 2004

As Associate Chair, Graduate School Research Committee (Humanities)

Dean (1989-94): Graduate School Administrative Committee  
 University of Wisconsin Press Committee  
 Institute for Research in the Humanities Selection Committee  
 Chair, Teaching Assistant Awards Committee  
 Vilas Associates Selection Committee  
 Bargaining Team for contract with teaching assistants, 1990-91  
 Chair, Study Group on Faculty Recruitment and Retention, 1992-93  
 Information Technology Advisory Committee, 1993-95  
 Transportation Demand Management Committee, 1993-95  
 Standing Committee on Graduate Assistants, 1991-94

Research Support:

UW Graduate School Research Committee:

1971, 1973, 1974, 1976, 1978 (summers), 1985-86 (Grad. Asst.)

Spencer Foundation through UW School of Education: 1971-74

National Council of Teachers of English Research Foundation: 1974, 1976

National Institute of Education to Wisconsin Center for Education Research:

1977-80: Children's Acquisition of Syntactic Structure (with P. Schreiber)

1980-83: Young Children's Spelling

1983-85: Foundations of Spelling (Adults)

U. S. Office of Educational Research and Improvement:

1987-88: Psycholinguistic Bases of Low Literacy in Adults

National Institutes of Health, with R. D. Kent:

1988-91: Speech Analysis Programs for Microcomputers: An Evaluation.

Professional Service: (Abridged)

Institutional Reviews:

University of British Columbia, Review of Faculty of Education, 2005

University of South Carolina, Review of Program in Linguistics, 2006

University of Calgary, Review of Faculty of Education, 2007

Editorial Boards:

*Applied Psycholinguistics*, 1985-1995

*Reading and Writing*, 1990-2000

Publications Review Board, Center for the Study of Writing

University of California-Berkeley, 1987-1994.

Committees:

Linguistic Society of America: Committee on Language in the School Curriculum

1999-2003: Association of American Universities Task Force on Undergraduate Education

Manuscript reviews, examples:

*Annals of Dyslexia*

*Child Development*

*Clinical Linguistics & Phonetics*

*Cognition*

*Cognitive Neuropsychology*

*Jrnl of Educational Psychology*

*Journal of Speech and Hearing Research*

*Language and Cognitive Processes*

*M.I.T. Press*

*National Research Council*

*Oxford University Press*

*Reading Research Quarterly*

*Research in the Teaching of English*

Proposal reviews:

National Science Foundation, 1990-2001

Professional associations:

1965- Linguistic Society of America. Life member.

1989- Acoustical Society of America

1992- American Educational Research Association: Basic Research in Reading and Literacy

1993- Society for the Scientific Study of Reading (Charter member)

Publications:

Books:

- C. Read. *Children's Categorization of Speech Sounds in English*. Urbana, Ill.: National Council of Teachers of English, 1975.
- C. Read. *Children's Creative Spelling*. London: Routledge and Kegan Paul, 1986.  
Cited in T. Shanahan and S. B. Neuman, "Literacy Research that Makes a Difference."  
Reading Research Quarterly, 32, no. 2, 1997, 207.
- R. D. Kent and C. Read. *The Acoustic Analysis of Speech*. San Diego: Singular Publishing, 1991.  
Second edition, 2002.

Articles:

- C. Read. Pre-school children's knowledge of English phonology. *Harvard Educational Review*, 1971, 41, 1-34.  
Reprinted in:  
*Language and learning: Investigations and interpretations*. Cambridge, MA: Harvard Educational Review, 1972.  
Andreas Flitner (Ed.), *Spracherwerb und linguistische Theorien*. Munich: R. Piper & Co. Verlag, 1974.  
*Thought and language/language and reading*. Cambridge, MA: Harvard Educational Review, 1980.  
*Language Issues in Literacy and Bilingual/Multicultural Education*. Cambridge, MA: Harvard Educational Review, 1991.  
*Perspectives on Language and Literacy*. Cambridge, MA: Harvard Educational Review, 2001.
- C. Read. Children's judgments of phonetic similarity in relation to English spelling. *Language Learning*, 1973, 23, 17-38.
- C. Read. Lessons to be learned from the pre-school orthographer. In E.H. Lenneberg and E. Lenneberg (Eds.), *Foundations of language development* (Vol. 2). New York: Academic Press, 1975, 329-346.
- C. Read. Reading and phonology: What level of representation do children expect to find in print? In P.D. Pearson (Ed.), *Reading: Theory, research, and practice*. 26th yearbook of the National Reading Conference. Clemson, South Carolina: The National Reading Conference, 1977, 193-199.
- U. Connor and C. Read. Passage dependency in ESL reading and comprehension tests. *Language Learning*, 1978, 28, 149-157.  
Reprinted in:  
*Bilingual Resources*, 1979, 3, 1, 32-35.
- C. Read. Children's awareness of language, with emphasis on sound systems. In A. Sinclair, R. Jarvella, & W. J. M. Levelt (Eds.), *The child's conception of language*. Berlin: Springer Verlag, 1978, 65-82.
- P. Schreiber, C. Read, and J. Walia. The use of surface structure in comprehension: a review of the literature. Working paper no. 233, Wisconsin Research and Development Center for Individualized Schooling, Madison, WI, 1978.
- C. Read and V. C. Hare. Children's interpretations of reflexive pronouns in English. In F. R. Eckman & A. J. Hastings (Eds.), *Studies in first and second language acquisition*. Rowley, Mass.: Newbury House, 1979, 98-116.
- C. Read, A. Kraak, and L. Boves. The interpretation of ambiguous who- questions in Dutch: The

- effect of intonation. In W. Zonneveld (Ed.), *Linguistics in the Netherlands, 1977-1979*. Dordrecht: Foris Publications, 1979, 389-410.
- P. Schreiber and C. Read. Children's use of phonetic cues in spelling, parsing, and -- maybe -- reading. *Bulletin of the Orton Society*, 1980, 30, 209-224.
- C. Read. Creative spelling by young children. In T. Shopen and J.M. Williams (Eds.), *Standards and dialects in English*. Cambridge, Mass.: Winthrop Publishers, 1980, 106-136.
- C. Read. Writing is not the inverse of reading for young children. In C.H. Frederiksen, and J.F. Dominic (Eds.), *Writing: The nature, development, and teaching of written communication*, Vol. 2. Hillsdale, N.J.: L. Erlbaum Associates, 1981, 105-118.
- P. Schreiber and C. Read. Interpreting WH-questions in English, German, and Dutch. Working Paper No. 309, Madison, WI: Wisconsin Research and Development Center for Individualized Schooling, 1981.
- C. Read and P. Schreiber. Why short subjects are harder to find than long ones. In E. Wanner & L. Gleitman (Eds.), *Language acquisition: the state of the art*. Cambridge: Cambridge University Press, 1982, 78-101.
- C. Read and R. E. Hodges. Spelling. In H. Mitzel et al. (Eds.), *Encyclopedia of educational research*, fifth edition. Sponsored by The American Educational Research Association. Vol. 4, 1982, 1758-1767.
- C. Read. Orthography. In M. Martlew (Ed.), *The psychology of written language*. London: John Wiley & Sons, 1983, 143-162.
- C. Read. The effects of phonology on beginning spelling: Some cross-linguistic evidence. In D. Olson, N. Torrance, & A. Hildyard (Eds.), *Literacy, language, and learning*. Cambridge: Cambridge University Press, 1985, 389-403.
- C. Read and L. Ruyter. Reading and spelling skills in adults of low literacy. *Remedial and Special Education*, 1985, 6, 43-52.
- C. Read, Y. Zhang, H. Nie, and B. Ding. The ability to manipulate speech sounds depends on knowing alphabetic spelling. *Cognition*, 1986, 24, 31-44.  
Translated in: *Zhongguo Yuwen [Chinese Linguistics]* 1987, 4, 276-281.  
Reprinted in: Bertelson, P., Ed. *The onset of literacy: Cognitive processes in reading acquisition*. Cambridge: M.I.T. Press, 1987, 31-44.
- C. Read. Another interactive view. *Cahiers de Psychologie Cognitive*, 1987, 7, 500-503.  
Invited comment on Morais et al; The relationships between segmental analysis and alphabetic literacy: an interactive view.
- C. Read. Access to syllable structure in language and learning. In S. Brady & D. Shankweiler (Eds.), *Phonological processes in literacy: a tribute to Isabelle Y. Liberman*. Hillsdale, NJ: Erlbaum Associates, 1991, 119-124.
- C. Read, E. H. Buder, and R. D. Kent. Capabilities and features of selected speech analysis systems. *American Association of Phonetic Sciences Newsletter*, 1990, 17, 2, 7-11.
- C. Read, E. H. Buder, and R. D. Kent. Speech analysis systems: a survey. *Journal of Speech and Hearing Research*, 1990, 33, 363-374.
- C. Read, E. H. Buder, and R. D. Kent. Speech analysis systems: an evaluation. *Journal of Speech and Hearing Research*, 1992, 35, 314-332.
- C. Read. Children's invented spellings. *Encyclopedia of Language and Linguistics*, Vol 2. R. E. Asher, Ed. Edinburgh: Pergamon Press and Aberdeen University Press, 1993, 513-514.
- C. Read. The spelling system of English. *Encyclopedia of English Studies and Language Arts*. Alan C. Purves, Genl Editor. National Council of Teachers of English, 1994. Vol. II, 1100-1103.
- C. Read. Learning to use alphabetic writing. In R. Beard, D. Myhill, J. Riley, and M. Nystrand, Eds. *The Sage Handbook of Writing Development*. London: Sage Publications, 2009, 260-270.
- C. Read and R. Treiman. Children's invented spelling: What we have learned in forty years. In

*Rich Languages from Poor Inputs*, M. Piatelli-Palmarini and R. C. Berwick, Eds. Oxford: Oxford University Press, 2013, 195-209.

Reviews:

- Review of David McNeill, *The acquisition of language*. *Journal of English Linguistics*, 1972, 6, 59-70.
- Review of Glenda Bissex, *GYNS at wrk: A child learns to write and read*. *Harvard Educational Review*, 1982, 52, 90-93.
- Review of W. E. Tunmer, C. Pratt, and M. L. Herriman, *Metalinguistic Awareness in Children*. *Language in Society*, 1986, 15, 289-90.
- Teaching the lexicon to read and spell. Review of Shane Templeton and Donald Bear, *Development of Orthographic Knowledge and the Foundations of Literacy*. *The American Journal of Psychology*, 107, 3 (Fall, 1994), 471-476.

For Teachers:

- Reflections on writing in the early grades. *Language Arts*, 1979, 56, 738-739.
- What children know about language: Three examples. *Language Arts*, 1980, 57, 144-148.
- C. Read and P. Schreiber. Helping children read with sense. *Weekly Reader*, February 27, 1980, 49, 1. (Teacher's Edition)
- Error analysis. *Foreign Language Teaching in Schools*, 1983, 6 (7), July 1983, 4-6.

Conference presentations: (substantially abridged)

- Fifth Annual Conference on Applied Linguistics. University of Michigan. Ann Arbor: January 1973.
- Linguistic Society of America, special session on reading. New York: December 1974.
- National Council of Teachers of English. San Diego: November 1975.
- Invitational conference on research in language development, NCTE convention. Chicago: November 1976. Also New York: November 1977.
- National Reading Conference. Atlanta: December 1976.
- Sixth Annual Linguistics Symposium, UW-Milwaukee, March 1977.
- Discussion meeting on children's metalinguistic awareness, Max Planck Gesellschaft, Projektgruppe für Psycholinguistik. Nijmegen, The Netherlands: May 1977.
- English and linguistics seminars, University of Cologne, Germany, May 1977.
- National Institute of Education conference on writing. Los Alamitos, Cal: June 1977.
- Panelist, Elementary Language Arts meeting. National Council of Teachers of English. New York: November 1977.
- Language acquisition workshop, Department of Linguistics, University of Massachusetts, Amherst: April 1978. (Keynote address and discussion presentation.)
- Sloan Foundation conference, University of Pennsylvania. Philadelphia: May 1978.
- Psychological Laboratory, Katholieke Universiteit, Nijmegen, Netherlands: October 1978.
- Netherlands Working Group on Language Development, Utrecht, December 1978.
- Linguistics in the Netherlands Conference. Amsterdam: January 1979.
- Conference on Young Children's Writing, Department of Psychology and Education, Université de Genève, Switzerland: March 1979.
- International Reading Association: pre-convention institute. Atlanta: April 1979.
- Conference: "Beyond Description in Language Acquisition" Sponsored by Max Planck Gesellschaft Projektgruppe für Psycholinguistik and Netherlands Institute for Advanced Study. Nijmegen, Netherlands: June 1979.
- Orton Dyslexia Society, 31st Annual Conference. Indianapolis: November 1979.
- International Reading Association: pre-convention institute. St. Louis: May 1980.
- Conference on the Relationships between Written and Spoken Language. Keynote speaker.

- University of Missouri-Columbia: April 1981.
- Conference on the Nature and Consequences of Literacy. Ontario Institute for Studies in Education. Toronto: October 1981.
- 23rd International Congress of Psychology, Symposium on Information Processing in Early Reading. Acapulco: September 1984.
- Language and Adult Literacy, Linguistic Society of America. New York: July 1986.
- Twelfth World Congress on Reading, International Reading Association, Gold Coast, Australia: July 1988.
- Access to Syllable Structure in Language and Learning. Orton Dyslexia Society, 39th Annual Conference. Tampa, Fla.: November 11, 1988. Symposium on Phonological Processes in Literacy, in honor of Isabelle Y. Liberman.
- The George Graham Lecture on Reading. The College of William and Mary and The University of Virginia. Williamsburg, Va: February 9, 1991.
- Cognitive and linguistic bases of low literacy. University of Alberta, College of Education. Edmonton: October 5, 1992.
- Evaluating programs for speech analysis. University of Alberta, Department of Linguistics. Edmonton: October 5, 1992.
- Invited Respondent. The First Annual Edmund H. Henderson Roundtable on Reading. University of Virginia. Charlottesville: May 14, 1993.
- Kim, Read, Kluender, & Lotto. Production and perception of word-initial stops by Korean adults. Acoustical Society of America. Denver: October 7, 1993.
- Tieszen & Read. Final stop devoicing in Polish: incomplete neutralization. Acoustical Society of America. Denver: October 7, 1993.
- Symposium: Linguistics in the Schools in the Last 25 Years. Linguistic Society of America. Boston: January 6, 1994. One-half of this symposium (2 speakers) was devoted to a discussion of the effects on schools of my research on children's invented spelling.
- "The Impact of Changing Research Priorities on the Culture of the University." American Association for the Advancement of Science: Science Deans' Colloquium. Washington DC: September 24, 1994.
- "The Ontogeny of Alphabetic Writing." Symposium of SIG on basic research in reading and writing. American Educational Research Association, Seattle: April 12, 2001.
- Organizer and panelist, Invitational Forum on Exemplary Practices and Challenges in Teacher Education. American Academy of Arts and Sciences, Cambridge: Sept. 30 – Oct. 2, 2001.
- Read & Treiman. Children's Invented Spelling. "Rich Languages from Poor Inputs: A workshop in honor of Carol Chomsky." Massachusetts Institute of Technology, Nov. 11-12, 2009.