

## VITAE

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Reno, Nevada 89557  
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### *Academic Degrees*

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| <b>Ed. D.</b> | Literacy<br>University of Nevada, Reno<br><br>Title of Dissertation: <i>Young Children's Written Responses to Literature:<br/>Exploring the Relationship Between Written Response and Orthographic<br/>Knowledge</i> |
| <b>M. Ed.</b> | Early Childhood Education<br>Kent State University   |
| <b>B.A.</b>   | Psychology<br>Case-Western Reserve University  |

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### *Professional Experience – University and K-8 Teaching*

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| <b>2008 – present</b> | Foundation Professor of Literacy Studies, UNR  |
| <b>2003-2008</b>      | Professor of Literacy Studies, Department of Educational<br>Specialties                      |
| <b>2000-2003</b>      | Professor of Literacy Studies, Department of Curriculum and<br>Instruction                   |
| <b>1999- 2000</b>     | Associate Dean, COE, University of Nevada, Reno<br>Ex-Officio Chair, Faculty Senate          |
| <b>1998-1999</b>      | Chair of Faculty Senate, University of Nevada, Reno  |
| <b>1997-1998</b>      | Vice-Chair of Faculty Senate, University of Nevada, Reno                                     |
| <b>1994-1998</b>      | Associate Professor, Department of Curriculum and Instruction,<br>University of Nevada, Reno |

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| <b>1991-1993</b> | Director of the Reading Center and Clinic, University of Nevada, Las Vegas   |
| <b>1990-1994</b> | Assistant Professor, Department of Instructional and Curricular Studies, University of Nevada, Las Vegas                   |
| <b>1989-1990</b> | Assistant Professor, Teacher Education Department California State University, Bakersfield                                 |
| <b>1985-1989</b> | Graduate Assistant, Curriculum and Instruction Department, University of Nevada, Reno                                      |
| <b>1985-1988</b> | Early Learning Center Demonstration Teacher - Grades 1, 2,3 (multiage classroom), Washoe County School District            |
| <b>1978-1985</b> | First Grade Teacher - Elizabeth Lenz Elementary School<br>Robert Mitchell Elementary School, Washoe County School District |

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### ***Professional Experience – Professional Organizations***

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| <b>2010 - 2016</b> | Editor, <i>The Reading Teacher</i>                            |
| <b>2005 - 2008</b> | Board Member, International Reading Association               |
| <b>2004 - 2006</b> | Board Member, Publications Chair, National Reading Conference |
| <b>1995 - 2002</b> | Editor, <i>Reading Research Quarterly</i>                     |
| <b>1994 - 1995</b> | Associate Editor, <i>Reading Research Quarterly</i>           |

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### ***Awards***

Reading Hall of Fame, 2014

University of Nevada, College of Education, Outstanding Researcher Award, 2013

University of Nevada, Distinguished Outreach Faculty Award, 2011

John Chorlton Manning Award for Public School Service, IRA, 2010  
Award granted for service provided to public schools

Albert Kingston Award, NRC, 2009  
Award for Outstanding Service

Foundation Professor, 2008, University of Nevada Reno

Awarded for Excellence in Research

Outstanding Researcher, 2001, College of Education, UNR

Outstanding Faculty Award- College of Education, 1992  
Awarded by the UNLV Student Government

Meritorious Performance and Professional Promise Award, 1990  
Awarded by California State University, Bakersfield

Award of Excellence in the Teaching of Reading, 1986  
Awarded by the University of Nevada, Las Vegas

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## ***Publications***

### ***Books***

Barone, D., & Mallette, M. (Eds.). (2013). *Best practices in early literacy*. New York: Guilford.

Barone, D. (2011). *Children's literature in the classroom: Engaging lifelong readers*. New York: Guilford.

Barone, D., & Youngs, S. (2008). *Using your core reading program and children's literature in the intermediate grades*. New York: Scholastic.

Barone, D., & Youngs, S. (2008). *Using your core reading program and children's literature in the primary grades*. New York: Scholastic.

Barone, D., & Xu, S. (2008). *Literacy instruction for English Language Learners in the primary grades*. New York: Guilford Press.

Youngs, S., & Barone, D. (2007). *Writing without boundaries: Combining genres for authentic writing purposes*. Portsmouth, NH: Heinemann.

Barone, D., & Taylor, J. (2007). *Practical guide to classroom literacy assessment*. Thousand Oaks, CA: Corwin Press.

Barone, D. (2006). *Narrowing the literacy gap*. New York: Guilford.

Barone, D., & Taylor, J. (2006). *Writing K-8*. Thousand Oaks, CA: Corwin Press.

Barone, D., Taylor, J., & Hardman, D. (2006). *Reading First in the classroom*. New York: Allyn and Bacon.

Barone, D., Mallette, M., & Xu, S. (2005). *Teaching early literacy: Development, assessment, and instruction*. New York: Guilford Press.

- Barone, D., & Morrow, L. (Eds.). (2003). *Research-based practices in early literacy*. New York: Guilford Press.
- Barone, D. (Ed.). (2002). *The National Board Handbook: Stories and strategies from National Board teachers and candidates*. Portland, ME: Stenhouse.
- Readence, J., & Barone, D. (Eds.). (2000). *Envisioning the future of literacy*. Newark, DE: International Reading Association.
- Barone, D. (1999). *Resilient children: Stories of poverty, drug exposure, and literacy development*. Newark, DE: International Reading Association.
- Readence, J., & Barone, D. (Eds.). (1998). *Revisiting the first-grade studies*. Newark, DE: International Reading Association.
- Bear, D., & Barone, D. (1998). *Developing literacy: An integrated approach to assessment and instruction*. Boston: Houghton Mifflin.
- Bear, D., Barone, D., Pruyne, M., & Schneider, R. (1998). *Instructors' resource manual for Developing literacy: An integrated approach to assessment and instruction*. Boston: Houghton Mifflin.

### ***Peer-reviewed articles***

- Barone, D., Barone, R., & Oswalt, B. (forthcoming). Historical fiction through fifth graders' eyes. *Journal of Classroom Research in Literacy*,
- Barone, D. (forthcoming). Challenging background knowledge within children's literature. *Childhood Education*,
- Barone, D. (forthcoming). Teaching the Common Core: Reading, learning, and even arguing across multiple texts. *Voices from the Middle*,
- Barone, D. (2013). Exploring home and school involvement of young children with Web 2.0 and social media. *Research in the Schools*, 19(1), 1-11.
- Barone, D. (2013). Making meaning: Individual and group response within a Book Club structure. *The Journal of Early Childhood Literacy*, 13, 3-25. DOI: 10.1177/14687998411430092.
- Barone, D. (2012). Important revelations about school reform: Looking at and beyond Reading First. *School Effectiveness and School Improvement*, DOI:1-.1080/09243453.2012.693104.
- Barone, D., & Barone, R. (2012). Building background knowledge within literature circles. *Voices from the Middle*, 20 (1), 10-15.
- Barone, D. (2011). Practicing persuasion. *The California Reader*, 45, 15-20.

- Barone, D. (2010). Welcoming families: A parent literacy project in a linguistically rich, high-poverty school. *Early Childhood Education Journal*, 38, 377-384, DOI: 10.1007/s10643-010-0424-y, online October 13, 2010.
- Barone, D., & Wright, T. (2008). Literacy instruction with digital and media technologies. *The Reading Teacher*, 62, 292-302.
- Barone, D. (2008). Writing during the literacy block: ways to extend thinking. *Colorado Reading Council Journal*, 19(2), 28-32.
- Barone, D., & Morrell, E. (2007). Multiple perspectives on preparing teachers to teach reading. *Reading Research Quarterly*, 42, 167-180.
- Barone, D. (2006). High stakes assessment and writing instruction. *NRC Yearbook*, 55, 99-109.
- Barone, D. (2005). How can these intermediate students become readers? *The California Reader*, 39, 5-13.
- Bean, T., Readence, J., Barone, D., & Sylvester, T. (2004). An interpretive study of doctoral mentoring in literacy. *Mentoring & Tutoring*, 12, 371-382.
- Barone, D. (2004). Communities of literacy learners in a high-poverty school. *The California Reader*, 38 (1), 7-17.
- Barone, D. (2004). Second grade is important: Literacy learning and instruction of children in a high-poverty school. *Journal of Literacy Research*, 35, 965-1018.
- Barone, D., & Schneider, R. (2003). Turning the looking glass inside out: A gifted child in an at-risk setting. *Gifted Child Quarterly*, 44, 259-271.
- Barone, D. (2002). Convergence in learning: First grade literacy learning and teaching in an at-risk school. *Literacy, Teaching, and Learning*, 6, 1-42.
- Barone, D. (2002). Literacy teaching and learning in two kindergarten classrooms in a school labeled at-risk. *Elementary School Journal*, 102, 415-441.
- Barone, D. (2001). Revisioning: Positioning of a parent, student, and researcher in response to classroom context. *Reading Research and Instruction*, 40, 101-120.
- Barone, D. (1997). Changing perceptions: The literacy development of children prenatally exposed to crack/cocaine. *Journal of Literacy Research*, 29, 183-220.
- Barone, R., & Barone, D. (1997). Cross-age tutoring: A strategy for classroom change. *Childhood Education*, 73, 136-143.
- Barone, D. (1996). Whose language?: Learning from bilingual learners in a developmental first grade classroom. In D. Leu & C. Kinzer (Eds.). *Perspectives on literacy research and practice: Forty-fifth yearbook of the National Reading Conference*, (pp.170-182). Chicago, IL: National Reading Conference.

- Barone, D. (1995-1996). Children prenatally exposed to crack or cocaine: Looking behind the label. *The Reading Teacher*, 49, 278-289.
- Barone, D. (1995). "Be very careful, very careful not to let the facts get mixed up with the truth": Children prenatally exposed to crack or cocaine. *Urban Education*, 30(1), 40-55.
- Barone, D., Meyerson, M., & Mallette, M. (1995). Perceptions of teachers in children's literature. *The New Advocate*, 8 (4), 257-270.
- Barone, D. (1994). The importance of classroom context: Literacy development of children prenatally exposed to crack/cocaine -Year two. *Research in the Teaching of English*, 28 (3), 286-312.
- Barone, D. (1994). Myths about children prenatally exposed to crack/cocaine. *Educational Leadership*, 52 (2), 67-68.
- Barone, D. (1993). Dispelling the myths: Focusing on the literacy development of children prenatally exposed to crack/cocaine. In D. Leu & C. Kinzer (Eds.). *Examining central issues in literacy research, theory, and practice: Forty-second yearbook of the National Reading Conference*, (pp. 197-206). Chicago, IL: National Reading Conference.
- Barone, D. (1993). Literacy development of children prenatally exposed to crack/cocaine. *Perinatal Addiction Research and Education UPDATE*, 2-4. Invited
- Barone, D. (1993). Literacy development of children prenatally exposed to crack/cocaine. *ARCH: News of Crisis Nursery and Respite Care Programs*. 8-10. (Reprint from UPDATE)
- Barone, D. (1993). Wednesday's child: Literacy development of children prenatally exposed to crack or cocaine. *Research in the Teaching of English*, 27 (1), 7-45.
- Barone, D. (1993). The Butter Battle Book: Engaging children's thoughts about war. *Children's Literature in Education*, 24 (2), 123-135.
- Barone, D. (1992). Whatever happened to spelling?: The role of spelling in process-centered classrooms. *Reading Psychology: An International Quarterly*, 13\_(1), 1-17.
- Bear, D., & Barone, D. (1991). The relationship between rapid automatized naming and orthographic knowledge. In S. McCormick & J. Zutell (Eds.). *Learner factors/teacher factors: Issues in literacy research and instruction: The fortieth yearbook of the National Reading Conference*, (pp. 179-184). Chicago, IL: National Reading Conference.
- Barone, D. (1990). The written responses of young children: Beyond comprehension to story understanding. *The New Advocate*, 3 (1), 49-56.

- Barone, D., & Lovell, J. (1990). Michael the show and tell magician. *Language Arts*, 67 (2), 134-143.
- Bear, D., & Barone, D. (1989). Using children's spellings to group for word study and directed reading in the primary classroom. *Reading Psychology: An International Quarterly*, 10 (3), 275-292.
- Bear, D., Truex, P., & Barone, D. (1989). In search of meaningful diagnoses: Spelling-By-Stage assessment of literacy proficiency. *Adult Literacy and Basic Education*, 13 (3), 165-185.
- Barone, D. (1989). Young children's written responses to literature: The relationship between written response and orthographic knowledge. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction: The thirty-eighth yearbook of the National Reading Conference*, (pp. 371-380). Chicago, IL: National Reading Conference.
- Barone, D., & Lovell, J. (1987). Bryan the brave: A second grader's growth as reader and writer. *Language Arts*, 64 (5), 505-515.

### **Book chapters**

- Barone, D. (forthcoming). Foundational reading competencies supported with technology – Phonemic awareness and word recognition. In T. Rasinski, K. Pytash, & R. Ferdig (Eds.), *Using technology in the teaching of reading*.
- Barone, D., & Morency, A. (2013). *New perspectives on literature for young children*. In D. Barone & M. Mallette (Eds.) *Best practices in early literacy instruction* (pp. 119-134). New York: Guilford.
- Barone, D. (2011). Case study research. In N. Duke & M. Mallette (Eds.), *Literacy research methods* (pp. 7-28) (2<sup>nd</sup> ed.). New York: Guilford Press.
- Barone, D. (2011). Revisioning: New perspectives of literacy with positioning theory. In M. McVee, C. Brock, & Glazier, J. (Eds.), *Sociocultural positioning in literacy: Exploring culture, discourse, narrative, & power in diverse educational contexts* (pp. 49-72). Creskill, NJ: Hampton Press, Inc.
- Barone, D. (2010) Engaging young ELLs with reading and writing. In G. Li & P. Edwards (Eds.), *Best practices in ELL instruction* (pp. 84-102). New York: Guilford.
- Barone, D. (2010). Comprehension in primary grades. In D. Fisher & K. Ganske (Eds.), *Comprehension across the curriculum* (pp. 75-95). New York: Guilford Press.
- Barone, D. (2010). Prenatal drug and alcohol exposure and reading disabilities. In R. Allington & A. McGill-Franzen, (Eds.), *Handbook of reading disabilities* (pp. 120-128). Mahwah, NJ: Erlbaum Publishers.

- Barone, D. (2008). Literature for urban students. In L. Morrow & L. Wilkinson (Eds.), *Improving literacy achievement in urban schools* (pp. 207-215). Newark, DE: International Reading Association.
- Barone, D. (2004). Case study. In N. Duke & M. Mallette (Eds.), *Literacy research methods* (pp. 7-27). New York: Guilford.
- Templeton, S., & Barone, D. (2002). Spelling. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 606-610). Santa Barbara, CA: ABC-CLIO, Inc.
- Barone, D. (2004). A longitudinal look at the literacy development of children prenatally exposed to crack/cocaine. In H. Waxman, Y Padron, & J. Gray (Eds.), *Educational resiliency; Student, teacher, and school perspectives* (pp. 87-112). Greenwich, CT: Information Age Publishing.
- Barone, D., & Morrow, L. (2003). Preface. In D. Barone & L. Morrow (Eds.), *Research-based practices in early literacy* (pp. ix-xiii). New York: Guilford.
- Barone, D. (2003). Recommendations and cautions for instruction based on early literacy research. In D. Barone & L. Morrow (Eds.), *Research-based practices in early literacy* (pp. 291-308). New York: Guilford.
- Barone, D. (2002). What is National Board Certification anyway? In D. Barone (Ed.), *The National Board Certification Handbook* (pp. 1-14). Portland, ME: Stenhouse.
- Barone, D. (2002). Support through the whole process: The nitty gritty issues. In D. Barone (Ed.), *The National Board Certification Handbook* (pp. 33-62). Portland, ME: Stenhouse.
- Barone, D. (2002). All those questions. In D. Barone (Ed.), *The National Board Certification Handbook* (pp. 85-100). Portland, ME: Stenhouse.
- Barone, D. (2001). Quality teaching and National Board Certification. In D. Barone (Ed.), *Quality teaching: Nevada State Monograph*. Carson City, NV: State Department of Education.
- Brock, C., Barone, D., Templeton, S., & Bear, D. (2001). Teacher quality in preservice teacher preparation: A central goal of the literacy studies faculty at UNR. In D. Barone (Ed.), *Quality teaching: Nevada State Monograph*. Carson City, NV: State Department of Education.
- Barone, D. (1998). How do we teach literacy to children who are learning English as a second language. In S. Neuman & K. Roskos (Eds.), *Children achieving: Instructional practices in early literacy* (pp. 56-76). Newark, DE: International Reading Association.
- Barone, D. (1992). "That reminds me of": Using dialogue journals with young children. In C. Temple & P. Collins (Eds.), *Stories and readers: New perspectives on literature*



*in the elementary classroom* (pp. 85-191), Boston, MA: Christopher-Gordon Publishers, Inc.

Barone, D. (1991). Classroom organization. In S. Templeton. *Integrating the language Arts*, (pp. 76-125). Boston, MA: Houghton Mifflin Publishing Company.

Barone, D. (1991). Diversity in the classroom. In S. Templeton. *Integrating the language arts* (pp. 516-563), Boston, MA: Houghton Mifflin Publishing Company.

Barone, D. (in progress). A long look at literacy development. In G. Hurby & M. Matthews (Eds.), *Envisioning literacy education as a developmental science: developmental aspects of reading and literacy*. Mahwah, NJ: Erlbaum.

### **Editorials**

Barone, D., & Mallette, M. (2012). Literacy research that informs practice. *The Reading Teacher*, 66,

Mallette, M., & Barone, D. (2012). A new look for The Reading Teacher. *The Reading Teacher*, 66, 5-7.

Barone, D., & Mallette, M. (2011). Revisiting pink vanilla – Valuing the past as we look to the future. *The Reading Teacher*, 65, 4-8.

Readence, J., & Barone, D. (2002). Editing RRQ 1994-2002: A retrospective. *Reading Research Quarterly*, 37, 368-371.

Readence, J., & Barone, D. (2000). Envisioning the future of literacy. *Reading Research Quarterly*, 35, 8-9.

Readence, J., & Barone, D. (1997). Revisiting the first grade studies: The importance of literacy history. *Reading Research Quarterly*, 32, 340-341.

Readence, J., & Barone, D. (1996). Communicating with readers and reviewers. *Reading Research Quarterly*, 31, 240-242.

Readence, J., & Barone, D. (1996). What kind of manuscript draws a favorable review. *Reading Research Quarterly*, 31, 128-129.

Readence, J., & Barone, D. (1996). Expectations and directions for *Reading Research Quarterly*. *Reading Research Quarterly*, 31, 8-10.

### **Book Reviews**

Barone, D. (2009). *Changing literacies for changing times*. Teachers College Record.

### **Monographs**

Barone, D. (Ed.). (2001) *Quality teaching: Nevada State Monograph*. Carson City, NV: Nevada State Department of Education.

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### ***Grants***

|   |   |
|---|---|
| Nevada Reading First, 2003              | \$30,000,000.00 (awarded over 6 years)<br>(in partnership with the State<br>Department of Education, UNR, UNLV,<br>school districts, and libraries)<br>PI         |
| Nevada REA grant, 2002                  | \$26,000,000.00 (awarded over 3 years)<br>(in partnership with the State<br>Department of Education, UNR, UNLV,<br>school districts, and libraries)<br>Consultant |
| UNLV, University Research Council, 1993 | \$1,150.00 (awarded)<br><br>Granted to study the perceptions of<br>teachers in children's literature<br>(With Maria Meyerson)                                     |
| UNLV, University Research Council, 1992 | \$2,000.00 (awarded)<br><br>Granted for the study of the literacy<br>development of children born passively<br>exposed to crack/cocaine                           |
| UNLV, University Research Council, 1991 | \$1,000.00 (awarded)<br><br>Granted for the study of the literacy<br>development of children born passively<br>exposed to crack/cocaine                           |
| Washoe County School District, 1986     | \$4,000.00 (awarded)<br><br>Granted for the purpose of obtaining<br>multiple copies of children's literature.   |

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### ***Presentations – National and International***

Literacy Research Association, 2013\*

Fifth Graders' Perceptions of Historical Fiction

Mixed Design Research

International Reading Association, 2013\*

*Going Digital: Books in All Forms for Children*

*The Reading Teacher: Literacy Research that Informs Practice*

Literacy Research Association, 2012\*

*Editorship Responsibilities and Expectations*

*Writing and Common Core Expectations*

*Volume of Reading is Important*

International Reading Association, 2012\*

*Children's Literature in the 21<sup>st</sup> Century*

*Theory and Research to Practice within The Reading Teacher*

American Reading Forum, 2012\*

*Teacher Expectations and The Future of Colleges of Education*

International Reading Association, Conference, 2011\*

*Young Children's Books and New Literacies Responses*

Illinois State Reading Conference, 2011

*New Children's Literature*

*Bringing Vocabulary to the Classroom*

*Connecting Reading and Writing*

Utah State Reading Conference, 2010

*Engaging Children's Literature*

*Vocabulary Instruction*

Asian-Pacific International Conference on Teaching and Learning of English for Children  
in the Early Years, 2010

*Learning to Write and Writing to Learn*

International Reading Association, Conference 2010\*

*Informational Text Comprehension for Young Students*

*Writing during the Literacy Block*

Michigan State Reading Conference, 2010

*Multigenre Writing*

*Best New Books for Children*

National Reading Conference, 2009\*

*Case Study Research*

*Revisiting Book Club Written Responses*

*Engaging Young English Language Learners with Reading and Writing*

*Introduction of Oscar Causey winner*

- International Reading Association Conference, 2009\*  
*Vocabulary Instruction for Young Students, Preconvention Institute*  
*Children's Literature in Urban Classrooms*
- Colorado State Reading Conference, 2009  
*Vocabulary Instruction, Featured Speaker*
- International Reading Association Conference, 2008 \*  
*Lovin Vocabulary, Featured Talk*  
*Word Study for Young Children, Preconvention Institute*  
*Word Study for Older Students, Preconvention Institute*
- Maryland State Reading Conference, 2008  
*Making the Most of Vocabulary Instruction, Keynote*
- Kansas State Reading Conference, 2008  
*Vocabulary Instruction and Learning, Keynote*
- National Reading Conference, 2007 \*  
*Children's Literature in Urban Settings*
- University of Hiroshima, Japan 2007  
*Keynote, Learning about Words*
- Asian Reading Conference, Tokyo, Japan 2007  
*Keynote, Learning about Words*
- Pennsylvania State International Reading Association Leadership Conference, 2007  
*Keynote, Vocabulary Instruction*  
*Keynote, Learning to Write and Writing to Learn*
- Weber State Language Arts Conference, 2007  
*Keynote, Vocabulary Instruction*  
*Keynote, Comprehension Instruction*  
*Keynote, Writing Instruction*
- Wisconsin State Reading Conference, 2007  
*Keynote, Vocabulary Instruction*  
*Keynote, Learning to Write and Writing to Learn*
- Michigan State Reading Convention, 2007  
*Vocabulary Instruction*  
*A Long View of Literacy Learning*
- North Dakota State Reading Convention, 2007  
*Keynote, Learning to Write and Writing to Learn*  
*Keynote, A Long View of Literacy Learning*
- International Reading Association Conference, 2007\*  
*Preconvention Institute, An Overview of Reading First*

*Preconvention Institute, Early Reading Instruction*

National Reading Conference, 2006\*

*Supporting Students in High Poverty Settings*

Taiwan Reading Conference, Taipei, Taiwan, 2006

*Keynote, Learning to Write and Writing to Learn  
Session, Vocabulary*

Omaha, Nebraska, State IRA Conference, 2006

*Keynote – A Long Look at Literacy Learning  
Session - Vocabulary*

Boise, Idaho, Regional IRA Conference, 2006

*Keynote - Writing to Learn  
Session - Vocabulary*

International Reading Association, World Congress, Budapest, 2006\*

*Learning to Write and Writing to Learn  
Vocabulary Instruction for Young Children*

International Reading Association and D.C Public Schools, 2006\*

*Vocabulary Instruction for Urban Children*

International Reading Association Conference, 2006\*

*Writing Instruction for Young Students*

National Reading Conference, 2005\*

*Writing Instruction and High Stakes Assessment*

International Reading Association Conference, 2005\*

*Vocabulary Instruction for Young Children*

National Reading Conference, 2004\*

*Ethnography and Case Study Research in Literacy*

American Education Research Association Conference, 2004\*

*Case Study Research in Education*

International Reading Association Conference, 2004\*

*Featured speaker: Early literacy: Looking at Students from Kindergarten to Third  
Grade  
Preconvention Institute: Panel member – Dealing with Federal Mandates in  
Literacy*

National Reading Conference, 2003 \*

*From Harvard to Nevada: The Reading First Story in Nevada*

International Reading Association Conference, 2003\*

*RRQ Research Presentation*

National Reading Conference, 2002\*

*Students as a Community of Learners in an At-risk School*  
*Mentoring Doctoral Students*  
*Exploring Inservice Teachers Learning to Teach Literacy*

International Reading Association, 2002\*

*RRQ Research Presentation*

American Educational Research Conference, 2002\*

*Multiple Lens: Exploring Literacy Development*

National Reading Conference, 2001\*

*Literacy Instruction and Learning of Young Children in a High-poverty School*  
*The National Commission on Excellence in Elementary Teacher Preparation for*  
*Reading Instruction: A Progress Report.*  
*Writing about Research: Advice from Editors*

International Reading Association Conference, 2001 \*

*Early Literacy (preconvention Institute)*  
*Gender and Literacy*  
*Professional Development in Literacy*

Resiliency Symposium, University of California, Davis, 2001\*

*Keynote, Resilient Children*

International Reading Association Forum on Early Literacy, 2001

*Word Study in the Primary Grades*

National Reading Conference, 2000 \*

*Case Studies of Young Children's Literacy Learning: Past, Present, and Future*  
*Using Positioning Theory as a Lens to Explore Literacy Learning in Multiple*  
*Contexts*  
*Convergence in Learning: A Study of First Grade Literacy Learning in an At-risk*  
*School*

International Reading Association Conference, 2000\*

*Word Study in a Primary Classroom (preconvention institute)*  
*Connections between Literacy and Technology*  
*A Talk with the Editors of RRQ*

National Reading Conference, 1999\*

*Dilemmas of Kindergarten Instruction in an At-risk School*

International Reading Association Conference, 1999\*

*Teaching Children who Speak English as a Second Language, (preconvention*  
*institute)*  
*The Politics of Bilingual Education*  
*A Talk with the Editors of RRQ*  
*Literacy Series: Resilient Children*

National Reading Conference, 1998\*

*The America Reads Challenge*

International Reading Association Conference, 1998 \*

*Successful Literacy Strategies for Children Learning English as a Second Language,*  
*preconvention institute*

*The Importance of Teacher Education Research to Literacy Researchers*

*A Talk with the Editors of RRQ*

National Reading Conference, 1997 \*

*Laquisha, a Study in Resilience*

International Reading Association Conference, 1997\*

*Literacy Development for Young Children*

*Literacy Studies that Have Made a Difference to Practice*

*A Talk with the Editors of RRQ*

American Educational Research Association Conference, 1997\*

*Writing for Scholarly Journals*

National Reading Conference, 1996\*

*Turning the Looking Glass Inside-out: A Gifted Child in an At-risk Setting*

*Writing for Refereed Journals*

*Native Chinese-speaking Children's Acquisition of Performance Based and*  
*Reflective Word Knowledge in English*

International Reading Association Conference, 1996\*

*Literacy and Young Children, preconvention institute*

*A Talk with the Editors of RRQ*

*On Writing Qualitative Research*

National Reading Conference, 1995\*

*Issues Along the Way: Ethical Issues and Decisions as a Result of Longitudinal*  
*Research*

*Whose Language? Learning from Bilingual Learners in a Developmental First*  
*Grade Classroom*

*Supporting Literacy Learning in a Multi-graded School*

*Writing for Reading Research Quarterly*

International Reading Association Conference, 1995\*

*Shifting Research Paradigms*

*A Talk with the Editors of RRQ*

National Reading Conference, 1994 \*

*Literacy Development of Children Prenatally Exposed to Crack/cocaine: Looking*  
*Closely*

National Reading Conference, 1993 \*

*Literacy Development of Children Prenatally Exposed to Crack/cocaine: Case Studies which Exemplify Diversity*  
*Facilitator on session for at-risk children*

National Council of Teachers of English, 1993 \*  
*Literacy Development of Children Prenatally Exposed to Crack/cocaine*

\*  
National Association for Perinatal Addiction Research and Education Conference, 1993  
*A Closer Look: The Literacy Development of Three Children Prenatally Exposed to Crack/cocaine*

National Reading Conference, 1992\*  
*Dispelling the Myths: Literacy Development of Children Prenatally Exposed to Crack/cocaine*

National Association for Perinatal Addiction Research and Education Conference, 1992\*  
*Literacy Development of Preschool and Elementary Children who were Prenatally Exposed to Crack/cocaine - Year Two*

NCTE Regional Conference, 1992\*  
*Children's Picture Books: Explosive connections*

International Reading Association Regional Conference, 1992 \*  
*Explosions in Picture Books: From the Night Kitchen to Daddy's Roommate*

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National Association for Perinatal Addiction Research and Education Conference, 1991  
*Literacy development of Preschool and Elementary Children Who were Prenatally Exposed to Crack/cocaine*

National Reading Conference, 1991 \*  
Discussant - *Orthographic Development of Adults and Secondary Students: Towards a Unified Theory of Spelling, Reading, and Writing*  
Presenter - *"What did I write?" Kindergartners' Written Response to Stories*

International Reading Association Conference, 1991 \*  
*Metacognition in the Math Class*  
*Spelling in the Math Class*

ACEI Study Conference, 1991 \*  
*Kindergartners' Written Responses to Stories: Are SES or Book Type Related to Response?*

Northern California Kindergarten Conference, 1991 \*  
*What Did I Write? When Kindergartners Write About Stories*

National Reading Conference, 1990 \*  
*Rapid Automatized Naming and Orthographic Knowledge*  
Program Committee



NCTE Spring Conference, 1990 \*

*Written Responses to Literature*

California State Reading Conference, 1990 \*

*Dialogue Journals: An Integration of Reading and Writing*

National Reading Conference, 1989 \*

Chair Paper Session

National Reading Conference, 1988 \*

*Young Children's Written Responses to Text*

The Third Miami University Conference on the Teaching of Writing, 1988 \*

*Second and Third Graders' Written Responses to Literature: A Developmental Perspective*

International Reading Association Conference, 1987 \*

*Reading, Writing, and Responding in a Multi-grade Primary Classroom: Implications for Instruction*

(\* indicates refereed conferences)

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## ***Professional Activities***

### ***University***

University Planning Council (2001-2002)

Chair, Faculty Senate Committee on the proposed School of Pharmacy (2000)

Chair Faculty Senate (UNR) (1998-1999)

### ***Grants***

Nevada Reading First Grant – PI (2003-2009)

NREA grant professional development – (2002-2003)

### ***Professional Organizations***

Editor, *The Reading Teacher* (2010-2016)

Chair, Search Committee for Research Director of International Reading Association (2010)

Chair, Children's Book Award Committee International Reading Association, Intermediate Book Section (2013-2014)

Publications Committee International Reading Association (2010-2011 and 2011-2016)

Chair, International Reading Association Outstanding Dissertation Committee (2008-2010)

IRA Board of Directors (2005-2008)

NRC Board of Directors (2003-2006)

Local Chair for International Reading Association Convention (2004)

*American Education Research Association*, review board (2007- 2010)

*Reading Research Quarterly*, review board (2001 - 2007)

*Reading Teacher*, review board (2002- 2006)

*Reading Research and Instruction*, review board (2002 – present)

President Literacy Development of Young Children, International Reading Association (1998- 2001)

Editor for *Reading Research Quarterly* (1994-2002)

Committee on Grants and Awards, International Reading Association (1996- 2003)

Chair, Committee on Grants and Awards, International Reading Association (2002-2003)

Publications Committee, International Reading Association (1994- 2002)

Reviewer of proposals for presentations International Reading Association (IRA) (1996- present)

Reviewer of proposals for presentations American Educational Research Association (AERA) (1996- 2010)

Reviewer of proposals and manuscripts for presentations for National Reading Conference (NRC) (1989- present)

Editorial Advisory Board for *The Reading Teacher* (1989-1994)

Reviewer of articles for *The National Reading Conference Yearbook* (1989- present)

Reviewer of manuscripts for Harper Collins College Publishers, Allyn & Bacon, Corwin Press, Longman Publishers, Guilford, and Christopher-Gordon Publishers

***Other***

Board Member, Washoe K-12 Education Foundation (2012-)  
Literacy Consultant for Echo Loder Elementary School (2014-)  
Literacy Consultant for Mariposa Charter School (2010-2011)  
Evaluator of Literacy Programs at University of Northern Iowa (2007)  
Evaluator of Curriculum and Instruction Doctoral Program at UNLV (2006)  
Mentor for Teachers seeking National Professional Board Certification (1999-2005)  
Literacy consultant for French Ford Middle School in Winnemucca, Nevada (2000-2001)  
Literacy consultant for Sierra Vista Elementary School in Reno, Nevada (2000-2001).  
Nevada College at Henderson – Member of the curriculum task force (2000-2004)  
External evaluator for University of Northern Iowa College of Education (2000)

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### ***Current Professional Association Memberships***

Member and Committee member, International Reading Association  
Chair, Children's Book Award Committee (2013)  
Chair, Outstanding Dissertation Committee (2008-2010)  
Structure Committee (2007-2009)  
Board Member (2005-2008)  
Urban Initiative Committee (2005-2008)  
Technology Committee (2005-2008)  
Liaison to Asian Affiliates (2005-2008)  
President - Literacy development of young children committee (LDYC) (1998-2001)  
Chair of Research Publications Awards Committee (2002-2003)  
Publications Committee  
Early Childhood Committee  
Research Award Committee  
Grants and Awards Committee  
Convention Review Committee  
Member, American Educational Research Association  
Program Chair Literacy –Section K (2001)  
Member, National Reading Conference  
Board Member and Publications Chair (2004-2006)  
Member, National Council of Teachers of English (2005-present)

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## ***Committees***

Member, College of Education Executive Committee (2010- 2014)  
 Doctoral Committee, College of Education (2010-2013)  
 Graduate Student Committee, EDS (2005-2011)  
 Graduate Studies Committee, College of Education (2004-2007)  
 Doctoral Committee, Department of Educational Specialties (2003-2007)  
 University Planning Committee (2001-2002)  
 University Human Subjects Committee (2001- 2004)  
 University Courses and Curriculum Committee (2001-2002)  
 Henderson State College Academic Curriculum Committee (2001-2003)  
 Faculty Senate (UNR) (1997-2000)  
 University Search Committee for Vice president of Research and Dean of the Graduate School (1999 – 2000)  
 Faculty Senate Executive Board (UNR) (1997-2000)  
 Chair, School of Pharmacy Committee (UNR- 2000)  
 Facilities Planning and Management Board (UNR) (1997-1998)  
 University Campus Climate Committee (UNR) (1998- 2004)  
 University Budget Committee (UNR) (1997- 2000)  
 University Academic Advising Audit Team (UNR) (1997-1998)  
 Campus Affairs Committee (UNR) (1997- 2000)  
 University Search Committee for Vice president of Student Services (1997-1998)  
 University research committee for university accreditation (UNR) (1996-1997)  
 College Faculty Senate Committee (UNR) (1995- 1998)  
 State of Nevada Teacher Certification Committee (1996-1998)  
 WCSD Elementary Principals' Selection Committee (1997-1998)  
 College Graduate Studies Committee (UNR) (1996-1998)  
 College Enrollment Committee (UNR) (1994-96)  
 C&I (UNR) Reading and Language Arts Committee (1994- 2003)  
 C&I (UNR) Curriculum and Instruction Committee (1994- 2003)  
 College Selection and Retention Committee (UNR) (1994-1996)  
 C&I (UNR) Elementary Faculty Committee (1994-1996)  
 Faculty Senate Academic Budget Committee (UNLV) (1992-94)  
 Faculty Senate Status of Women Committee (UNLV) (1993-94)  
 COE (UNLV) Enrollment Committee (1991-1992)  
 COE (UNLV) Advisor of Minority Students (1992-1994)  
 CCSD/COE (UNLV) Research Consortium (1993-1994)  
 ICS (UNLV) Issues Committee (1993-1994)  
 ICS (UNLV) Teacher Development Committee (1993-1994)  
 ICS (UNLV) Department Advisory Committee (1990-1992)  
 ICS (UNLV) Department Scheduling Committee (1990-1992)  
 Chair, (UNLV) Elementary Faculty Interest Group (1990-1992)  
 Graduate Studies Committee (UNLV) (1992-1993)  
 Language and Literacy Committee (UNLV) (1990-1994)  
 Department of Instructional and Curricular Studies (UNLV) (1990-1994)  
 Master level and Doctoral level committees (UNR & UNLV) (1990- present)  
 Clark County School District Pro-Active Publicity Committee (1992-1993)  
 Clark County School District Assessment Committee (1992-1993)

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## ***Research Interests***

Children's literature

Literacy development of children in at-risk school settings

Response groups and their influence upon the development of children's reading and writing.

What do teachers perceive as their responsibilities to culturally and academically diverse students? What is happening to these students in their classrooms?

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## ***University Classes Taught***

### **Undergraduate**

Literacy for Young Children  
 Language Arts  
 Developmental Reading  
 Introduction to Reading  
 Diagnosis and Remediation of Reading Difficulties  
 Practicum in Reading Diagnosis  
 Reading for Children: K-3  
 Children's Literature

### **Graduate**

Language Arts  
 Reading Seminar  
 Assessment, Development, and Evaluation of  
     Reading Approaches and Programs  
 Teaching Reading Inservice Courses  
 Developmental Reading  
 Using Children's Literature to Teach Reading and  
     the Language Arts  
 Diagnosis and Remediation of Reading Difficulties  
 Practicum in Reading Diagnosis  
 Classroom Management  
 Sociocultural Concerns in Education  
 Qualitative Research  
 Advanced Qualitative Research  
 Literacy, Diversity, and Schooling  
 Invitational Writing Project  
 Introduction to Research  
 Foundations of Literacy  
 Children's Literature

### **New Courses developed**

Literacy, diversity, and schooling (graduate and undergraduate (UNLV & UNR)  
Literacy for young children (graduate and undergraduate (UNR)  
Doctoral Seminar in Literacy (UNR)  
Qualitative Research (UNR)  
Advanced Qualitative Research (UNR)  
Children's Literature (UNR)  
Using Children's Literature to Teach Reading and the Language Arts (UNLV)

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### ***Graduate Student Committee Responsibilities***

#### ***Doctoral Level***

##### ***Chair or Co-Chair***

Francine Mayfield (UNLV)

Dissertation completed 1995

*Multi-age grouping in an Accelerated schools context: Student/teacher interactions and academic growth*

Hong Xu (UNLV)

Dissertation completed 1997

*Native Chinese-speaking children's acquisition of performance based and reflective word knowledge in English*

Terry Sylvester (UNR)

Dissertation completed 2003

*The literate identity of an adolescent reader*

Chitlada Boonjapet (UNR)

Dissertation completed 2004

*The sociocultural and cognitive implications of learning in a second language*

Jeanine VanDeVort (UNR)

Dissertation completed 2007

*Exploring text support in social studies texts*

Tanya Whiteman (UNR)

Dissertation completed 2008

*A Multivocal Synthesis of Vocabulary Instruction for English Language Learners*

Suzette Youngs (UNR)

Dissertation completed 2009

*Literary, Visual and Historical Understandings: Intermediate Readers Respond to Historical Fiction Picture Books*

Sabina Mutisya (UNR)  
Dissertation completed 2010  
*Single Mothers' Concerns about Divorce*

Norris Dupree (UNR)

Andi Morency (UNR)

Terriane Harrison (UNR)

### ***Committees***

Ken Steidel (completed 1993) (UNLV)  
Linda Johnson (completed 1995) (UNLV)  
Sandy Madura (completed 1998) (UNR)  
Brenda Sabey (completed 1997) (UNR)  
Judy Allen (UNR) (completed 2002)  
Julia Weinstein (UNR) (completed 2003)  
Tricia Coulter (UNR) (completed 2001)  
Roni Draper (UNR) (completed 2000)  
Dorothy Moore (UNR) (completed 2002)  
Marla Mallette (UNLV)(completed 1999)  
Syna Erb (UNR) (completed 2003)  
Otto Macklin (UNR, psychology) (completed 1999)  
Joan Taylor (UNR) (completed 2005)  
Lynn Terry (UNR) (completed 2005)  
John Unger (UNLV) (completed 2003)  
Angela Taylor (UNR, EL) (completed 2004)  
Bill Lepkowski (UNR, CEP) (completed 2006)  
Brie Moore (UNR, Clinical Psychology) (completed 2007)  
Elizabeth Mosco (UNR, Clinical Psychology) (completed 2007)  
Richard Whitney (UNR, CEP) (completed 2007)  
Mike Patch (UNR) (completed 2008)  
Elizabeth Liles (UNR, CEP) (completed 2010)  
Julie Amador (UNR, CTL, completed 2010)  
Paul Mitchell (UNR, completed 2010)  
Eric Feeney (UNR, CTL) (completed 2011)  
Shannon Clapsaddle (University of Southern Illinois (completed 2011)  
Tunde Csepelyi (UNR, CTL) (completed 2012)  
Matthew Smith (UNR, EL) (completed 2012)

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