

## **Georgia Earnest García**

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### **Educational Background**

Ph.D. in Education, University of Illinois, Urbana-Champaign, May 1988. Department of Educational Policy Studies. Title VII Bilingual Education Teacher Education/Research Fellow. Areas of specialization: Bilingual/ESL education; second-language reading; sociolinguistics; second language acquisition and teacher education (SLATE); comparative education.

M.S. in Education, cum laude, State University of New York, College at Cortland, New York, May 1977. Major: Secondary Social Studies (grades 7-12).

A. B. in Sociology, Occidental College, Los Angeles, California, June 1968.

Credited with 27 undergraduate units in Spanish by the University of the State of New York upon completion of the Regents External Degree Examination in Spanish.

Teacher certification, New York State, Secondary Social Studies (grades 7-12). Provisional certification, New York State, Secondary English and Spanish (grades 7-12).

### **List of Academic Positions since Final Degree**

Professor Emerita, Department of Curriculum and Instruction, Department of Latina/Latino Studies, University of Illinois at Urbana-Champaign, September 2013 – present.

Professor, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, 2001 – 2013. Zero-time appointment in the Department of Educational Policy, Organization, and Leadership/Department of Educational Policy Studies. Faculty Affiliate, Department of Latina/Latino Studies.

Interim Department Head, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, August 2003 – 2005.

Associate Department Head, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, 1998 – 2001.

Associate Professor, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, 1995 – 2001. Zero-time appointment in the Department of Educational Policy Studies. Faculty Affiliate, Latina/Latino Studies, 1997 – 2001.

Assistant Professor, Department of Curriculum and Instruction, University of Illinois at Urbana-Champaign, 1989 – 1995. Appointment (.25) at the Center for the Study of Reading, 1989 – 1994. Zero-time appointment in the Department of Educational Policy Studies, 1993 – 1995.

Visiting Assistant Professor at the Center for the Study of Reading, University of Illinois, Urbana-Champaign, January 1988 – July 1989.

### **Consulting**

- WestED Content Reading Team, updated the 2026 NAEP Reading Assessment, San Francisco, CA (September 2019 – December 2021).
- Dual Language Assessment Team, Educational Testing Services, Princeton, NJ (Fall 2015 – January 2017).
- Consulting Author, ESL Handbook to accompany basal reader (K-5) (2004 – 2005; 2009 – 2011) and for 2010 California Program 1 and author of record for 2010 California Reading Program 2 (2008 – 2012) for Pearson Scott Foresman, Glen Ellyn, IL
- Multicultural Education and the Language Arts Program, Silver, Burdett, & Ginn, Needham Heights, MA (1991 – 1992).
- Illinois State Board of Education's Department of School Improvement Services (1990 – 1991).

### **Other Related Professional Employment**

Visiting Lecturer at the Center for the Study of Reading, University of Illinois, Urbana-Champaign, August 1987 – December 1987.

English Instructor at Parkland Community College, Champaign, Illinois, August 1980 – August 1982.

Managing Editor for Classroom Materials at the Title VII Midwest Organization for Materials Development, Office of Bilingual Education, University of Illinois, May 1979 – March 1980.

Research Assistant at the Title VII Midwest Organization for Materials Development, Office of Bilingual Education, University of Illinois, November 1978 – May 1979.

Bilingual Teacher for the Illinois Migrant Council, Hoopston, Illinois, May 1978 – October 1978.

Junior High School Teacher (taught English and Social Studies) at Dryden Central School, Dryden, New York, 1973 – 1975.

Peace Corps Volunteer (1969-1972) – Community Development (Río Branco, Uruguay), 1969-1970; English as a Foreign Language Teacher and Librarian at Escuela and Colegio Don Orione, La Estación La Floresta, Uruguay, South America, 1970 – 1972.

### **Honors, Recognitions, and Outstanding Achievements**

Inducted into the Reading Hall of Fame, Literacy Research Association, December 2019, Tampa, FL.

List of Teachers Ranked Excellent by Their Students, University of Illinois, 1991, 1992, 1993, (no teaching in 1994) 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, (no teaching in 2004) 2005, 2006, 2007, 2009, 2010, 2011, 2013.

Outstanding Graduate Teaching Award, College of Education, University of Illinois at Urbana-Champaign, 2010.

University Scholar (for distinction in research, teaching, and service as a member of the faculty at the University of Illinois at Urbana-Champaign) 2003 – 2006.

Honorable Mention, Campus Award for Excellence in Graduate and Professional Teaching, Spring 2000.

Member (elected), Board of Directors, National Reading Conference (1998 – 2000).

College of Education Distinguished Scholar, University of Illinois, 1997.

Fellow, Bureau of Educational Research, College of Education, University of Illinois, 1993 – 1996.

Faculty Award for Excellence in Graduate Teaching, Advising, and Research, Council of Graduate Students in Education, University of Illinois, 1993.

Appointment to the National Conference on Research in English, 1993.

### Publications

\* = peer reviewed

† = invited

### Books

1. Taylor, B. T., Harris, L. A., Pearson, P. D., García, G. E. (1995). *Reading difficulties, instruction, and assessment* (2nd ed.). McGraw-Hill.
2. RAND Reading Study Group, Catherine Snow (Chair). (2002). *Reading for understanding: Toward a R & D program in reading comprehension*. Science & Technology Policy Institute; RAND Education.
3. Willis, A. I., García, G. E., Harris, V. J., & Barrera, R. (Eds.) (2003). *Multicultural issues in literacy research and practice*. Lawrence Erlbaum.
4. Stahl, K. A. D., & García, G. E. (2015). *Developing reading comprehension: Effective instruction for all student in preK-2*, essential library of preK-2 literacy series (Sharon Walpole & Michael McKenna, series editors). Guilford Press.
5. Stahl, K. A. D., & García, G. E. (2022). *Expanding reading comprehension in grades (3-6): Effective instruction for ALL students*. Guilford Press.
6. García, G. E. (in press). *Accelerating the literacy performance of bilingual students: Evidence-based instruction for grades K-6*. Guilford Press.

### Chapters in Books

1. †Edwards, P. A., & García, G. E. (1991). Parental involvement in mainstream schools: An issue of equity. In M. Foster (Ed.), *Readings on equal education* (Vol. 11: *Qualitative investigations into schools and schooling*, pp. 167-187). AMS Press, Inc.
2. †García, G. E. & Pearson, P. D. (1991). Modifying reading instruction to maximize its effectiveness for all students. In M. S. Knapp, & P. M. Shields (Eds.), *Schooling for children of poverty: Alternatives in conventional wisdom* (pp. 31-59). McCutchan.
3. †García, G. E., & Pearson, P. D. (1991). The role of assessment in a diverse society. In E. H. Hiebert (Ed.), *Literacy in a diverse society: Perspectives, practices, and policies* (pp. 253-278). Teachers College Press.
4. †Edwards, P. A., & García, G. E. (1994). The implications of Vygotskian theory for the development of home-school programs: A focus on storybook reading. In V. John-Steiner, C. Panofsky, & L. Smith (Eds.), *Sociocultural approaches to language and literacy* (pp. 243-278). Cambridge, MA: Cambridge University Press.
5. †García, G. E. (1994). Ethnography and classroom communication: Taking an "emic" perspective. In K. Butler (Ed.), *Best practices: The classroom as an assessment arena*. Aspen Press. Reprinted from García, G. E. (1992). *Topics in Language Disorders*, 12(3), 54-66.

6. †García, G. E. (1994). The literacy assessment of second-language learners: A focus on authentic assessment. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), *Kids come in all languages: Reading instruction for second-language learners* (pp. 183-208). International Reading Association.
7. †Edwards, P. A., & García, G. E. (1998). The implications of Vygotskian theory for the development of home-school programs: A focus on storybook reading. In P. Lloyd & C. Fernyhough (Eds.), *Lev Vygotsky: Critical assessments*. Routledge. Reprinted from Edwards, P. A., & García, G. E. (1994).
8. †García, G. E., Jiménez, R. T., & Pearson, P. D. (1998). Metacognition, childhood bilingualism, and reading. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds.), *Metacognition in educational theory and practice* (pp. 193-219). Lawrence Erlbaum.
9. †Pearson, P. D., DeStefano, L., & García, G. E. (1998). Ten dilemmas to performance assessment. In C. Harrison & T. Salinger (Eds.), *Assessing reading 1: Theory and practice. International perspectives on reading assessment*. (pp. 21-49). Routledge.
10. †García, G. E. (2000). Bilingual children's reading. In M. Kamil, P. Mosenthal, P. D. Pearson, R. Barr (Eds.), *Handbook of reading research* (vol. 3, pp. 813-834). Lawrence Erlbaum.
11. †García, G. E. & Willis, A. I. (2001). Frameworks for understanding multicultural literacies. In P. R. Schmidt & P. B. Mosenthal (Eds.), *Reconceptualizing literacy in new age of pluralism and multiculturalism* (pp. 3-31). Information Age Publishing.
12. †García, G. E. (2002). English as a Second Language literacy evaluation and assessment. In B. Guzzetti (Ed.), *Literacy in America: An Encyclopedia of history, theory, and practice*, Vol. 1, pp. 178-181). ABC-CLIO Publishers.
13. García, G. E. (2003). Introduction: Giving voice to multicultural literacy research and practice. In A. I. Willis, G. E. García, V. J. Harris, & R. Barrera (Eds.), *Multicultural issues in literacy research and practice* (pp. 1-9). Lawrence Erlbaum
14. †García, G. E. (2003). The reading comprehension development and instruction of English Language Learners. In A. P. Sweet and C. E. Snow (Eds.), *Rethinking reading comprehension* (pp. 31-50). Guilford Press.
15. †García, G. E. & Godina, H. (2003). Addressing the literacy needs of adolescent English Language Learners. In T. L. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 304-320). Guilford Press.
16. †García, G. E., & Bauer, E. B. (2004). The selection and use of English text with young English Language Learners. In J. V. Hoffman & D. L. Schallert (Eds.), *The texts in elementary classrooms* (pp. 177-194). Lawrence Erlbaum.
17. †García, G. E. McKoon, G., & August, D. (2006). Language and literacy assessment of language minority students. In D. August, & T. Shanahan (Eds.), *Developing literacy in second-language learners: A report of the National Literacy Panel on Language Minority Children and Youth* (pp. 597-624). Lawrence Erlbaum.
18. †García, G. E., McKoon, G., & August, D. (2006). Synthesis: Language and literacy assessment. In D. August, & T. Shanahan (Eds.), *Developing literacy in second-language learners: A report of the National Literacy Panel on Language Minority Children and Youth* (pp. 583-596). Lawrence Erlbaum.

19. Stahl, K. A. D., García, G. E., Bauer, E. B., Pearson, P. D., & Taylor, B. M. (2006). Making the invisible visible: The development of a comprehension assessment system. In K. A. D. Stahl & M. C. McKenna (Eds.), *Reading research at work: Foundations of effective practice* (pp. 425-436). Guilford Press.
20. Taylor, B. M., Pearson, P. D., García, G. E., Stahl, K. A. D., Bauer, E. B. (2006). Improving students' reading comprehension. In K. A. D. Stahl & M. C. McKenna (Eds.), *Reading research at work: Foundations of effective practice* (pp. 303-315). Guilford Press.
21. †García, G. E. (2008). Bilingual education. In E. M. Anderman, & L. H. Anderman (Eds.), *Psychology of classroom learning: An encyclopedia*. Macmillan Reference, USA.
22. †García, G. E. McKoon, G., & August, D. (2008). Language and literacy assessment. In D. August, & T. Shanahan (Eds.), *Developing reading and writing in second-language learners: Lessons from the report of the National Literacy Panel on Language Minority Children and Youth* (pp. 251-274). Routledge, Center for Applied Linguistics, and the International Reading Association.
23. †García, G. E., & Montavon, M. V. (2008). Making content-area instruction comprehensible for English language learners. In D. Lapp, J. Flood, N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (3<sup>rd</sup> ed., pp. 157-172). Lawrence Erlbaum.
24. †García, G. E., & Bauer, E. B. (2009). Assessing student progress in the time of No Child Left Behind. In L. Mandel Morrow, R. Rueda, & D. Lapp (Eds.), *Handbook of research on literacy and diversity* (pp. 233 -253). Guilford Press.
25. †García, G. E., & DeNicolo, C. P. (2009). Making informed decisions about the language and literacy assessment of English language learners. In L. Helman (Ed.), *Literacy development with English learners: Research-based instruction in grades k-6* (pp. 64-86). Guilford Press.
26. †Camlibel, Z., C. & García, G. (2012). Zehra's story. Becoming biliterate in Turkish and English. In E. B. Bauer & M. Gort (Eds.), *Early biliteracy development: Exploring young learners' use of their linguistic resources* (pp. 111-131). Routledge.
27. \*Bezdicek, J., & García, G. E. (2012). Working with preschool English language learners: A sociocultural approach. In B. Yoon & H-K Kim (Eds.), *Teachers' roles in second language learning: Classroom applications of sociocultural theory* (pp. 171-188). Information Age Publishing.
28. †García, G. E., & Willis, A. I. (2015). Frameworks for promoting multicultural literacies: Moving toward educational justice. In P. A. Schmidt, & A. M. Lazar (Eds.), *Reconceptualizing literacy in the new age of multiculturalism and pluralism* (2<sup>nd</sup> ed., pp. 3-38). Information Age Publishing.
29. †Noteborn, G. C. M., & García, G. E. (2015). Turning MOOCs around: Increasing undergraduate academic performance by reducing test-anxiety in a flipped classroom. In S. Y. Tettegah & M. P. McCreery (Eds.), *Emotions, technology, and learning* (pp. 3-34). Elsevier.
30. †García, G. E., & DeNicolo, C. P. (2016). Improving the language and literacy assessment of emergent bilinguals. In L. Helman (Ed.), *Literacy development with English learners: Research based instruction in grades k-6* (2<sup>nd</sup> ed., pp. 78-108). Guilford Press.
31. †Stahl, K. A. D. & García, G. E. (2017). Using assessments to map and evaluate the

comprehension development of young children. In S. Israel (Ed.), *Handbook of research on reading comprehension* (2<sup>nd</sup> ed., pp. 2441-270). Guilford Press.

32. †García, G. E., & DeNicolo, C. P. (2019). Employing the gradual release of responsibility framework to improve the literacy instruction of emergent bilingual students in the elementary grades. In M. B., McVee, E. Ortlieb, J. Reichenberg, & P. D. Pearson (Eds.), *The gradual release of responsibility in literacy research and practice* (pp. 137-152). Emerald Publishing.
33. †Lopez, A. A., & García, G. E. (2020). Teachers' perspectives on the use of summative English language proficiency assessments for instructional purposes. In M. K. Wolf (Ed.), *Assessing English language proficiency in U.S. K-12 schools* (Chapter 12, pp. 226-244). Routledge.
34. †García, G. E., & Lee, C. (2022). Case studies of Korean-American first-graders' home language use and written translanguaging: Pedagogical implications for EFL/ESL contexts. In Z. Camlibel-Acar (Ed.), *Research and practice in teaching second language skills to young learners* (pp. 83-106). Pegem Akademi.

### **Articles in Journals**

1. †García, G. E. (1985). The education of linguistic minorities in Mexico, 1960-1980. *Journal of Abstracts in International Education*, 13(2), 33-42.
2. \*García, G. E. (1991). Factors influencing the English reading test performance of Spanish-speaking Hispanic children. *Reading Research Quarterly*, 26(4), 371-392.
3. \*García, G. E. (1992). Ethnography and classroom communication: Taking an "emic" perspective. *Topics in Language Disorders*, 12(3), 54-66.
4. \*García, G. E., Montes, J., Janisch, C., Bouchereau, E., & Consalvi, J. (1993). Literacy needs of limited-English proficient students: What information is available to mainstream teachers? In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice. Forty-second Yearbook of the National Reading Conference* (pp. 171-177). National Reading Conference.
5. \*García, G. E., & Nagy, W. (1993). Latino students' concept of cognates. In D. J. Leu & C. K. Kinzer (Eds.), *Examining central issues in literacy research, theory, and practice. Forty-second Yearbook of the National Reading Conference* (pp. 367-373). National Reading Conference.
6. \*Nagy, W. E., García, G. E., Durgunoglu, A., Hancin, B. (1993). Spanish-English bilingual children's use and recognition of cognates in English reading. *Journal of Reading Behavior*, 25(3), 241-259.
7. \*†García, G. E. (1994). Equity challenges in authentically assessing students from diverse backgrounds. *The Educational Forum*, 59(1), 64-73.
8. †García, G. E. (1994). Supporting second language literacy: Enhancing the English literacy development of students who are learning English-as-a-second language. *Illinois Reading Council Journal*, 22(1), Special Supplement, 4 pp.
9. \*†García, G. E., & Pearson, P. D. (1994). Assessment and diversity. *Review of Research in Education*, 20, 337-391.
10. \*Rucinski, C. A., & García, G. E. (1994). Teachers' concerns about curriculum changes: Adapting to the "reading workshop." In C. Kinzer & D. J. Leu (Eds.), *Multidimensional aspects of literacy research, theory,*

*and practice. Forty-third Yearbook of the National Reading Conference* (pp. 537-542). National Reading Conference.

11. \*Jiménez, R. T., García, G. E., & Pearson, P. D. (1995). Three children, two languages, and strategic reading: Case studies in bilingual/monolingual reading. *American Educational Research Journal*, 32, 31-61.
12. \*Jiménez, R. T., García, G. E., & Pearson, P. D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31(1), 90-112.
13. \*Bauer, E. B., & García, G. E. (1997). Blurring the lines between reading assessment and instruction: A case study of a low-income student in the lowest reading group. In C. K. Kinzer, K. A. Hinchman, & D. J. Leu (Eds.), *Inquiries in literacy theory and practice. Forty-sixth National Reading Conference Yearbook*. (pp. 166-176). National Reading Conference.
14. †García, G. E., Willis, A. I., & Harris, V. J. (1998). Introduction: Appropriating and creating space for difference in multicultural literacy research. *Journal of Literacy Research*, 30(2), 181-187.
15. \*García, G. E. (1998). Mexican-American bilingual students' metacognitive reading strategies: What's transferred, unique, problematic? *National Reading Conference Yearbook*, 47, pp. 253-263.
16. \*Tsai, M. L., & García, G. E. (2000). Who's the boss: How communicative competence is defined in a multilingual, preschool classroom. *Anthropology and Education Quarterly*, 31(2), 230-252.
17. †García, G. E. (2000). How will bilingual/ESL programs in literacy change in the next millennium? *Reading Research Quarterly*, 35(4), 521-522.
18. \*García, G. E. (2001). A theoretical discussion of young bilingual children's reading (Preschool - Grade 3). *National Reading Conference Yearbook*, 50, 228-237.
19. \*Bauer, E. B., & García, G. E. (2002). Lessons from a classroom teacher's use of alternative literacy assessment. *Research in the Teaching of English*, 36(4), 462-494.
20. \*García, G. E., & López-Velásquez, A. (2003). The literacy instruction of English language learners across multiple settings. In C. M. Fairbanks, J. Worthy, B. Malock, J. V. Hoffmann & D. L. Shallert (Eds.). *52<sup>nd</sup> Yearbook of the National Reading Conference*, (pp. 194-205). National Reading Conference.
21. †Kozoll, R. H., Osborne, M. D., & García, G. E. (2003). Migrant worker children: Conceptions of homelessness and implications for education. *Qualitative Studies in Education* 16 (4), pp. 559-574.
22. \*McCarthy, S. J., García, G. E., Lin, S., Lopez-Velasquez, A., & Gu, Y. (2004). Understanding writing contexts for English Language Learners. *Research in the Teaching of English*, 38, 351-394.
23. \*McCarthy, S. J., & García, G. E. (2005). English language learners' writing practices and attitudes. *Written Communication*, 22(1), 36-75.
24. \*García, G. E., Bray, T. M., Mora, R. A., Primeaux, J., Ricklefs, M. A., Engel, L. C., & Garley-Erb, K. (2006) Working with teachers to change the literacy instruction of Latino students in urban schools. *National Reading Conference Yearbook*, 55, 155-170.
25. †\*García, G. E., Pearson, P. D., Taylor, B. M., Bauer, E. B., & Stahl, K. A. D. (2011). Socio-constructivist and political views on teachers' implementation of two types of reading comprehension approaches in low-income schools. *Theory into Practice*, 50(2), 149-156.

26. \*DeNicolo, C. P., & García, G. E. (2014). Examining policies and practices: Two districts' responses to federal reforms and their use of language arts assessments with emerging bilinguals (K-3). *63<sup>rd</sup> Yearbook of the Literacy Research Association*, 229-242.
27. \*Jiang, B. Y-L., García, G. E., & Willis, A. I. (2014). Code-mixing as a bilingual instructional strategy. *Bilingual Research Journal*, 37(3), 311-326.
28. \*García, G. E., & Godina, H. (2017). A window into bilingual reading: The bilingual reading practices of fourth-grade, Mexican-American children who are emergent bilinguals. *Journal of Literacy Research*, 49(2), 273-301.
29. \*López-Velásquez, A. M., & García, G. E. (2017). The bilingual reading practices and performance of two Hispanic first-graders. *Bilingual Research Journal*, 40(3), 246-261.
30. \*García, G. E., & Lang, M. G. (2018). The link between standards and dual language teachers' Spanish literacy instruction and use of formative assessments. *Bilingual Research Journal*, 41(2), 167-186.
31. \*García, G. E., Sacco, L.J., & Guerrero-Aria, B.E. (2020). Cognate instruction and bilingual students' improved literacy performance. *The Reading Teacher*, 73(5), 617-625.
32. \*Lee, C., & García, G. E. (2020). Unpacking the oral translanguaging practices of Korean-American first graders. *Bilingual Research Journal*, <https://doi.org/10.1080/15235882.2019.1703844>
33. \*García, G. E., Taylor, B. M., Pearson, P. D., Bray, T. M., Primeaux, J., & Mora, R. (2021). Improvements in teachers' reading comprehension instruction and bilingual students' reading test performance in high-poverty schools. *Elementary School Journal*, 121(3), pp. 357-384.
34. \*Lee, C., & García, G. E. (2021). Understanding Korean-American first graders' written translanguaging practices. *Linguistics and Education*, 66, 100998.
35. †Forzani, E., et al. (2022). Advances and missed opportunities in the development of the 2026 NAEP Reading Framework. *Literacy Research: Theory, Method, & Practice*, 1-38.
36. \*Lang, M. G., & García, G. E. (2022). Border-crossings and border exclusions: Academic and social experiences of a second-grade student of Indigenous descent in a dual language school. *Bilingual Research Journal*, DOI: 10.1080/15235882.2022.2087791
37. \*García, G. E., & Lang, M. G. (2023). A longitudinal study of strengths, challenges, and inequities in a Spanish-English dual-language program. *Bilingual Research Journal*, DOI: 10.1080/15235882.2023.2228244.
38. \*Lang, M. G., & García, G. E. (2023). A teacher's facilitation of Mexican immigrant students' border crossings in a dual-language classroom, *International Journal of Bilingual Education and Bilingualism*, DOI: 10.1080/13670050.2023.2232519.

### ***Monographs and Reports (incomplete list)***

1. García, G. E., Jiménez, R. T., & Pearson, P. D. (1989). *Annotated bibliography of research related to the reading of at-risk children* (Technical Report No. 482). Urbana: University of Illinois, Center for the Study of Reading. 81 pp.



2. García, G. E., Stephens, D. L., Koenke, K. R., Pearson, P. D., Harris, V. J., & Jiménez, R. T. (1989). *A study of classroom practices related to the reading of low-achieving students: Phase one* (Study 2.2.3.5). Urbana: University of Illinois, Reading Research and Education Center. 42 pp.
3. Durgunoglu, A. Y., & García, G. E. (1990). *Effects of implicit or explicit memory instructions on bilingual memory* (Study 2.2.3.7b). Urbana: University of Illinois, Reading Research and Education Center. 10 pp.
4. Durgunoglu, A. Y., & García, G. E. (1990). *Spacing effects in bilingual memory* (Study 2.2.3.7a). Urbana: University of Illinois, Reading Research and Education Center. 13 pp.
5. García, G. E., & Pearson, P. D. (1990). Modifying reading instruction to maximize its effectiveness for "disadvantaged" students. In *Better schooling for the children of poverty: Alternatives to conventional wisdom* (Vol. II: Commissioned papers and literature review). Washington, DC: Study of Academic Instruction for Disadvantaged Students, U. S. Department of Education. 20 pp.
6. García, G. E., Pearson, P. D., & Jiménez, R. T. (1990). *The at-risk dilemma: A synthesis of reading research* (Study 2.2.3.3b). Urbana: University of Illinois, Reading Research and Education Center. 85 pp.
7. García, G. E., Stephens, D. L., Copeland, K., Janisch, C., Koenke, K. R., Harris, V. J., Pearson, P. D., Meyer-Reimer, K. (1991). *Focus on middle school reading: A university/public school initiative: Phase two* (Study 2.2.3.5). Urbana: University of Illinois, Reading Research and Education Center. 32 pp.
8. Commeyras, M., Pearson, P. D., Ellis, R., García, G. E., & Anderson, R. C. (1992). *Dialogical-thinking reading lessons: Promoting critical thinking in reading instruction* (Technical Report No. 553). Urbana: University of Illinois, Center for the Study of Reading. 50 pp.
9. García, G. E., Montes, J., Bouchereau, E., Janisch, C., & Consalvi, J. (1992). *Meeting the literacy needs of second-language students: A content analysis of teacher reading journals and basal-reading series manuals* (Study 2.2.1.5d). Urbana: University of Illinois, Reading Research and Education Center. 28 pp.
10. †García, G. E., (1994, Spring). One person's opinion: Written testimony for the hearing on the use of the Illinois Goals Assessment Program with bilingual students. *Illinois Association for Multilingual and Multicultural Education (IAMME) Bulletin*, 28, pp. 5, 16.
11. García, G. E., Pearson, P. D., & Jiménez, R. T. (1994). *The at-risk situation: A synthesis of reading research (Special Report)*. Champaign, IL: Center for the Study of Reading, University of Illinois. 82 pp.
12. Stallman-Kilian, A., Nagy, W. E., Pearson, P. D., Anderson, R. C., & García, G. E. (1995). *Learning vocabulary from context: Effects of focusing attention on individual words during reading*. (Technical Report No. 619). Urbana: University of Illinois, Center for the Study of Reading. 26 pp.
13. Stallman, A. C., Pearson, P. D., Nagy, W. E., Anderson, R. C., & García, G. E. (1995). *Alternative approaches to vocabulary assessment* (Technical Report No. 607). Urbana: University of Illinois, Center for the Study of Reading. 17 pp.
14. García, G. E. (1997). *Cultural definitions and issues*. Urbana: University of Illinois, Culturally and Linguistically Appropriate Services, Early Childhood Research Institute. 20 pp.

15. †García, G. E. (1999). Bilingual children's reading: An overview of recent research. *ERIC/CLL News bulletin*, 23(1), 1-5.
16. †García, G. E. (1999). *Current research on bilingual children's reading development and instruction*. Paper commissioned by Council of Chief State School Officers, WDC. 18 pp.
17. †García, G. E. (1999). *Research on bilingual children's reading*. Paper commissioned by the National Educational Research Policy and Priorities Board, Office of Educational Research and Instruction, and Office of Bilingual Education and Minority Language Affairs, Department of Education, WDC, 17 pp. .
18. García, G. E. (2014). *Deliverable 1: English language tasks, practices, and skills expected of bilingual (Spanish-English) English learners in grades K-2*. Princeton, NJ: Educational Testing Service. 24 pp.
19. García, G. E., & Lang, M. (2014). *Deliverable 2: Teacher generated list of formative tasks or activities for the English language proficiency evaluation of English learners*. Princeton, NJ: Educational Testing Service. 30 pp.
20. García, G. E., & Lang, M. (2014). *Deliverable 3: Professional staff development and bilingual teachers' (K-2) use of formative assessments in language arts with English learners*. Princeton, NJ: Educational Testing Service. 41 pp.

### **Other Publications**

Jiménez, R. T., & García, G. E. (1994, November 30). California's Proposition 187 creates scapegoats, not solutions. *The Daily Illini*, p. 11.

†García, G. E., & Pearson, P. D. (1997). Assessment and diversity. In G. Madaus, *Testing and equity website*, <http://wwwcsteep.bc.edu/ctest>, Boston: Boston College. Reprinted from García, G. E., & Pearson, P. D. (1994). *Review of Research in Education*, 20, 337-391.

†García, G. E. (2000). Looking beyond national boundaries to examine bilingual and multilingual literacy development (review of Durgunoglu, A. Y., & Verhoeven, L. (1998) (Eds.) *Literacy development in a multilingual context: Cross-cultural perspectives*. Lawrence Erlbaum, 308 pp.) *Contemporary Psychology: A Review of Books*, 45(3), 323-327.

Neuman, S. Stahl, S., Duke, N., Pearson, P. D., Paris, S., Taylor, B. M., Richardson, V., Birdyshaw, D., Carlisle, J. F., Burns, M. S., Rueda, R., García, G. E., & Hoffman, J. E. (2002). *Teaching every child to read: Frequently asked questions*. Ann Arbor, MI: University of Michigan/Michigan State, CIERRA.

†Rueda, G. E., & García, G. E. (2002). How do I teach reading to English Language Learners? In S. Neuman, S. Stahl, N. Duke, P. D. Pearson, S. Paris, B. M. Taylor, V. Richardson, D. Birdyshaw, J. F. Carlisle, M. S. Burns, R. Rueda, G. E. García, & J. V. Hoffman, *Teaching every child to read: Frequently asked questions*. (pp. 1-6) Ann Arbor, MI: University of Michigan/Michigan State, CIERRA.

### **Review Panels (governmental agencies, foundations, and universities)**

Expert testimony, Study of Academic Instruction for Disadvantaged Students, SRI International Associates and Policy Studies Associates, U.S. Department of Education, Office of Planning, Budget, and Evaluation, 1989 -1990.

Member, Reading Assessment Advisory Committee, Illinois State Board of Education, (1990 - 1991)

Member, Assessment Task Force, National Council on Education Standards and Testing (NCEST), WDC, contributor to the Assessment Task Force Report in NCEST (1992, January). *Raising standards for American education: A report to Congress, the Secretary of Education, the National Education Goals Panel, and the American People*, WDC.

Member, Advisory Committee, California Learning Assessment System in Spanish, California Department of Education (1993 - 1994)

Expert testimony, New Standards Project. National Center on Education and the Economy and University of Pittsburgh, Learning Research and Development Center, Summer 1993.

Reviewer for Spencer Foundation Research Proposal (\$200,000) (1995)

Expert testimony on the use of the National Voluntary Fourth-Grade Reading Test with Limited-English-Proficient Students, National Assessment Governing Board, Fall 1998

Member, Bilingual Education Advisory Panel, Illinois State Board of Education, (1998 - 2002)

Expert testimony on the type of research needed to improve bilingual children's reading, Senate Staff Committee on Education, July 16, 1999, Washington DC

Member, Illinois Reading Initiative Advisory Committee, Illinois State Board of Education (1999 - 2002)

Special Emphasis Panel (RFA HD-99-012), Department of Health and Human Services, National Institutes of Health, National Institute of Child Health and Development, US Department of Education, Office of Educational Research and Improvement, to review research proposals for Development of English Literacy in Spanish-Speaking Children, Bethesda, MD, April 2000

Panel on the Reading Excellence Act for English Language Learners, Office of Educational Research and Instruction, US Department of Education, and American Institutes for Research, Fall 2000

RAND Reading Study Group on Skillful Reading, RAND Company and Office of Educational Research and Improvement, Arlington, VA, Summer 2000 - 2002

Chair, Expert Panel on Title III, No Child Left Behind, Illinois State Board of Education, Fall 2002 - Spring 2002

National Literacy Panel on Language Minority Children and Youth, Center for Applied Linguistics, SRI International, and Institute of Education Sciences, Washington, DC, Spring 2002 - Spring 2006

National Institute of Literacy, Washington, DC, Expert Panel on Literacy Publications for Spanish-speaking Parents of Children (K-2) January 2009

Reading/Writing Grant Review Panel, Institute of Education Sciences, Washington, DC, Fall 2005 - Spring 2006; Spring 2008; Spring 2009

Educational Testing Service, English Language Learner Senior Advisory Team, Fall 2011 – Spring 2015

English Language Arts Panel for the NAEP-State Assessment Study, January-February 2018.

## **Grants**

Office of Educational Research and Instruction, U. S. Department of Education. Contributor to the Continuation Proposal for the Reading Research and Education Center at the University of Illinois (received \$200,000, 2/89 - 5/92).

Principal investigator for the following studies:

- 2.2.1.5(d) Basal reading programs and limited-English-proficient children.
- 2.2.3.1(c) The English reading test performance of limited-English-proficient children.
- 2.2.3.1(e) Reading strategies of limited-English-proficient children.
- 2.2.3.3(a) Annotated bibliography of reading research related to at-risk students.
- 2.2.3.3(b) Synthesis of research related to the reading of at-risk children.
- 2.2.3.5 Ethnographic study of classroom practices related to the reading of at-risk students.

Mellon Foundation. Contributor to the At-Risk Proposal, Center for the Study of Reading, University of Illinois. Co-investigator (with Aydin Durgunoglu and William Nagy) for studies related to the cross language transfer of metalinguistic awareness and strategies in bilingual children's reading (received \$235,513 from 8/89 - 8/92). One year extension for 92-93.

Research Board, University of Illinois at Urbana-Champaign. Principal investigator: *Improving the English reading of Spanish-English bilingual elementary students: Understanding the potential of cognate recognition* (\$8,895 from 1/95 - 8/95).

Summer Research Grant. Bureau of Educational Research, College of Education, University of Illinois at Urbana-Champaign. Principal investigator. *The development of an instructional program to improve the English reading of Spanish-English bilingual students* (\$5,000 for one month during Summer 1996).

Office of Educational Research and Instruction, U. S. Department of Education. Co-principal investigator (with Bonnie Armbruster). *Teachers for the 21st Century: Recruiting, mentoring, and placing culturally diverse teachers* (\$261,000 from 8/96 - 8/99).

Office of Educational Research and Instruction, U. S. Department of Education. Co-principal investigator (with Robert T. Jiménez). *Developing Bilingual Education Leaders in Teacher Education/Research for the Twenty-first Century* (\$500,000 from 8/98 - 8/01; continuation grant, \$167,000 from 8/01-8/02).

Research Board, University of Illinois at Urbana-Champaign. Co-principal investigator (Principal investigator: Sarah McCarthy). *English Language Learners' Identity Constructions as Writers* (\$24,999 from 1/02-12/02), (additional \$15,000 from 1/2003 – 12/2003).

Institute of Education Sciences, U.S. Department of Education. Principal investigator (6/04 - 9/07). *Instruction of Reading Comprehension: Cognitive Strategies or Responsive Engagement?* (\$1.475 million). Co-Principal investigator, 10/03 – 5/04 (Principal investigator, Steven Stahl).

Office of English Language Acquisition, U.S. Department of Education. Project director (7/07 - 8/13). *A comprehensive approach to improve the preparation of university faculty, pre-service and in-service teachers to effectively teach limited English proficient students.* (\$1.276 million).

Educational Testing Service. Principal investigator (9/13 – 2/14). *The identification and use of formative assessments to evaluate the English language proficiency and biliteracy (Spanish and English) performance of English language learners (K-2).* (\$47,500).

## **Editorial Service**

Editorial Advisory Board for *Reading Research Quarterly* (1994 – 2017; 2018 - 2022).

Editorial Advisory Board for *Journal of Literacy Research* (1996 - 2003; 2015 - present).

Associate Editor, *American Educational Research Journal*, Section on Teaching, Learning, and Human Development, (2010 - 2013).

Guest editor (with Arlette Ingram Willis and Violet J. Harris) for themed issue on multicultural literacy research and practices in *Journal of Literacy Research*, (1998), volume 30(2).

Editorial Advisory Board for *The Reading Teacher* (1992 - 1997).

Editorial Advisory Board for *The Journal of Reading Behavior* (1994 - 1995).

Editorial Advisory Board for the *National Reading Conference Yearbook* (1994) (2004).

Reviewer for *American Journal of Education*

Reviewer for *Anthropology & Education Quarterly*

Reviewer for *Bilingual Education Research Journal*

Reviewer for *Elementary School Journal*

Reviewer for *Journal of Curriculum Research*

Reviewer for *Journal of Early Childhood*

Reviewer for *Journal of Early Childhood Literacy*

Reviewer for *Journal of Literacy Research*

Reviewer for *Journal of Reading*

Reviewer for *QSE: International Journal of Qualitative Studies in Education*

Reviewer for *Research in the Teaching of English*

Reviewer for *Review of Educational Research*

Reviewer for *Teaching and Teacher Education: The International Journal of Research and Studies*

Reviewer for *TESOL Quarterly*

Reviewer for *The American Educational Research Journal*

Reviewer for *The Bilingual Research Journal*

Reviewer for *The Reading Teacher*

Reviewer for *Yearbook in Early Childhood Education*

## **Professional Presentations**

### ***International Presentations***

García, G. E., & Tsai, M. L. (1996, September). *Who's the boss: How communicative competence is defined in a multilingual preschool classroom*. Selected paper presented at the International Sociolinguistics Symposium 11 in Cardiff, Wales.

Bauer, E. B., & García, G. E. (2007, August). *Enhancing students' comprehension: Multiple paths to deeper understanding of texts in grades 2-5*. Selected paper presented at 15th European Conference on Reading, Berlin, Germany.

### ***Invited Presentations (partial list since 2000)***

\*Featured, Keynote, or Plenary Speaker

\*García, G. E. (2001, February). *Bilingual classrooms and bilingual teachers*. **Featured speaker**, Civil Rights Roundtable, Civil Rights Project, Harvard School of Law and School of Education, Cambridge, MA.

\*García, G. E. (2001, April). *A window into bilingual reading: Understanding the reading strategies of Spanish-English bilingual students*. **Keynote presentation**, Institute 20: Understanding cultural and linguistic diversity: Implications for literacy teaching and learning. Co-chairs, Fenice B. Boyd and Cynthia Brock, International Reading Convention's 46<sup>th</sup> Annual Convention, New Orleans, LA.

\*García, G. E. (2001, July). *Second-language reading research in the US*. **Featured speaker**, Invited Conference on Second-Language Reading. International Reading Association, WDC.

\*García, G. E. (2002, May). *Issues surrounding cross-linguistic transfer in bilingual students' reading: A study of Mexican-American fourth graders*. **Featured speaker**. Research Conference, International Reading Association, San Francisco, CA.

García, G. E. (2003, April). *Dilemmas of literacy assessment for English language learners*. Basic research in reading and literacy, SIG Invited Symposium, Literacy instruction and language minority children: Theory, research, and practice. Annual Meeting of the American Educational Research Association, San Diego, CA.

García, G. E. (2004, May). *Literacy assessment issues related to English language learners*. Institute: Trends and issues in reading assessment, Annual Convention of International Reading Association, Reno, NV.

\*García, G. E. (2005, May). *Lessons Learned about the literacy instruction of English Language Learners from several research studies*. **Featured speaker**. Research Conference. International Reading Association, San Antonio, TX.

\*García, G. E. (2005, May). *Understanding the importance of multiple contexts and realities when working with English language learners*. **Keynote speaker**. Institute: Border crossings: How language and literacy develop along and across borders. International Reading Association, San Antonio, TX.

\*García, G. E. (2005, Dec.). *Understanding the variation in reading performance among English language learners*. **Featured Speaker**. Invited presentation for Area on Linguistic and Cultural Diversity. National Reading Conference, Miami, FL.

García, G. E. (2006, April). *Effective comprehension instruction in grades 2-5*. Division C, Honors Invited Symposium, chair Barbara M. Taylor. Annual Meeting of the American Educational Research Association, San Francisco, CA.

García, G. E. (2006, December). Past, current challenges, and progress to action for English language learners. In B. M. Taylor (Chair), Invited session: *Improving literacy instruction*. Paper presented at the National Reading Conference, Los Angeles.

Taylor, B. M., García, G. E., & Pearson, P. D. (2007, May). *Comprehension strategies, high-level talk about text, and vocabulary: Effective comprehension instruction in grades 2-5*. Invited paper presented at the Research Conference, International Reading Association, Toronto, Canada.

\*García, G. E. (2010, April). *National literacy standards and assessments for Spanish speakers and English learners: Policy and instructional implications*. **Featured Research Presentation** at the annual convention of the International Reading Association, Chicago, IL.

García, G. E. (2012, April). *Common Core State Standards (k-5) and English Learners/bilingual research findings*. **Featured Research Presentation** for English Learners Panel, at the annual convention of International Reading Association, Chicago, IL.

\*García, G. E. (2012, November). *Tips regarding mixed methods*, invited panel presentation for graduate students' seminar at the annual meeting of the Literacy Research Conference (formerly National Reading Conference), San Diego, CA.

García, G. E. (2013, April). ¡Ojo! The Relevance of the Common Core State Standards for bilingual learners. In A. Lavigne (Chair), Invited panel paper, Division C Affirmative Action Council Session: *Common Core State Standards: Implications for equity and social justice*, San Francisco: AERA.

García, G. E. (2020, December). *Translanguaging evidence in bilingual students' reading and writing*. Inaugural Reading Hall of Fame Address, annual meeting of the Literacy Research Association, Tampa, FL.

Skerrett, A., Uccelli, P., Coiro, J., Pacheco, M., & Garcia, G. E. (2021, December). *Goals and outcomes: What we wanted [in NAEP Reading 2026], what we got* [Paper presentation]. Annual meeting of the Literacy Research Association, Atlanta, GA.

### ***National Presentations (partial list since 2000)***

Valdivia, R., & García, G. E. (2000, February). *Early childhood resources for linguistically diverse families and professionals*. Selected presentation at the annual meeting of the National Association for Bilingual Education, San Antonio, TX.

García, G. E. (2000, December). *A theoretical discussion of young bilingual children's reading (preschool-grade 3)*. Selected paper presented at the National Reading Conference, Scottsdale, AZ.

García, G. E. (2002, May). *Second-language issues in considering text for teaching*. Paper presented as part of selected Symposium 45: Texts, Tasks, and Effective Teaching of Reading: Issues and Trends, Chair, Deanna Birdyshaw, International Reading Association, 47<sup>th</sup> Annual Convention, San Francisco, CA.

García, G. E., & Lopez-Velasquez, A. (2003, December). *Understanding the writing development of two Spanish-speaking students*. Paper presented as part of selected symposium, Socio-cultural case studies of biliteracy development, National Reading Conference, Scottsdale, AZ.

McCarthy, S. J., García, G. E., Lopez, A., Lin, S., & Guo, Y. (2003) *Understanding writing contexts for English Language Learners*. Annual Meeting of the American Educational Research Association, Chicago, IL.

McCarthy, S. J., García, G. E., Guo, Y., & Lin, S. (April, 2004). *English language learners' view of English and Chinese writing*. Annual Meeting of the American Educational Research Association, San Diego, CA.

García, G. E., Pearson, P. D., Taylor, B. T., Bauer, E. B., Stahl, K., Stegemoller, J., Engel, L., Bray, T., Benson, V., Marx, M., Critchely, C., Lefcourt, Y., Cummins, S., Connor, J. (2004). In G. E. García (chair), selected alternative symposium: *Comprehension strategy instruction or cognitive engagement? Initial Reports*. National Reading Conference, San Antonio, TX.

García, G. E., *Purpose and theoretical description* (2005). In G. E. García (Chair), selected alternative symposium, *Cognitive strategy instruction vs. responsive engagement instruction: Year 2: Implementation of a quasi-experiment*. National Reading Conference, Miami, FL.

Bray, T. M., & García, G. E. (2005). Chicago implementation. In G. E. García (Chair), selected symposium: *Cognitive strategy instruction vs. responsive engagement instruction: Year 2: Implementation of a quasi-experiment*. National Reading Conference, Miami, FL.

García, G. E. (2006, June). *Cognitive strategy instruction vs. responsive engagement instruction: Findings from a quasi-experiment (year 2)*. Poster session presented at the annual meeting of the Institute of Educational Sciences, Washington, DC.

García, G. E. (2006, December). Theoretical and practical rationales and research design. In G. E. García, (Chair), selected symposium, *Synthesizing three elements of reading comprehension instruction*. National Reading Conference, Los Angeles.

García, G. E., Bray, T. M., Mora, R. A., Carr, S., Rinehart, N. (2008, April). *Examining the relationship between changes in teachers' reading comprehension instruction and the reading test performance of Spanish-speaking Hispanic students*. Selected paper presentation at annual conference of American Educational Research Association, NYC.

García, G. E. (2008, May). Translating vocabulary research into practice with English Language Learners. In K. A. D. Stahl (Chair), selected symposium, *Engaging learners in vocabulary learning: Practical, research-based approaches*, annual meeting of the International Reading Association, Atlanta, GA.

García, G. E., Bray, T. M., Mora, R. A., Stegemoller, W. J., Carr, S., Rinehart, N., Zhang, S. (2008, December). *An exploration of cross-linguistic transfer in Spanish-English bilingual students' reading performance*. Selected roundtable at the annual meeting of the National Reading Conference, Orlando, FL.

García, G. E., Romero, G., Stegemoller, J., DeNicolo, C. P., Bauer, E. B., & Letofsky, K. (2009, December). *Lessons learned from "reading the world" of pre-service teachers: Challenges and opportunities for preparing future teachers for a better and diverse world*. Selected roundtable at the annual meeting of the National Reading Conference, Albuquerque, NM.

García, G. E., Romero, G., Stegemoller, J., Bauer, E. B., DeNicolo, C. P., & Letofsky, K. (2010, May). *Opportunities and challenges involved in the preparation of pre-service teachers for linguistically and culturally diverse classrooms*. Selected roundtable at the annual meeting of the American Educational Research Association, Denver, CO.

Bauer, E. B., Romero, G., Halvorsen, A., Yap, J., Hixson, J., Garcia, G., & DeNicolo, C. P. (2010, December). *Efforts and struggles to embrace linguistic diversity: Approaches taken by pre-service teachers*. Selected roundtable at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

García, G. E. (2010, December). Introduction. In G. E. García, (Chair), *A legacy in literacy: Tracing the history of current emphases in multilingual/multicultural research*. Alternative symposium at the National Reading Conference/Literacy Research Association, Fort Worth, TX.

López-Velásquez, A. M., & García, G. E. (2011, April). *Unequal opportunities to develop biliteracy in a dual language program*. Selected roundtable at the annual meeting of the American Educational Research Association, New Orleans, LA.

López-Velásquez, A. M., & García, G. E. (2012, April). *Bilingual first graders' reading development in two languages*. Selected paper presentation at the annual meeting of the American Educational Research Association, Vancouver, Canada.



Bezdicsek, J., & Garcia, G. E. (2012, Dec.), *Working with preschool English language learners: A sociocultural approach*. Selected paper presentation at the annual meeting of the Literacy Research Association (formerly National Reading Conference), San Diego, CA.

López-Velásquez, A. M., & García, G. E. (2013, April). *The bilingual reading development of a third-generation Puerto Rican young reader*. Selected paper presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

García, G. E. (2013, May). Changes in teachers' instruction and the improved reading comprehension of elementary-age, English Language Learners. In A. Palinscar (Chair), selected symposium: *Investigations of levers to enhance the oral language and reading comprehension of English language learners*, at the annual meeting of the American Educational Research Association, San Francisco, CA.

DeNicolò, C. P., & García, G. E. (2013, Dec.) Assessing the Common Core State Standards: Examining two districts' responses and use of language arts assessments with emerging bilinguals (K-3). In G. E. García (Chair), selected symposium, *Opportunities and challenges involved in implementing the Common Core State Standards with English Learners*, Literacy Research Association, Dallas, TX.

García, G. E. (2014, March). Developing assessments to evaluate the English language proficiency of English Language Learners (K-2). In M-Y. Wolfe (Chair), selected symposium, *Emerging research on formative assessments of academic language for ELLS*, annual conference of TESOL, Portland, OR.

García, G. E., & Lang, M. G. (2014, Dec.) *Bilingual teachers' (K-2) use of formative assessments to improve their literacy instruction*. Selected paper presentation at the annual conference of the Literacy Research Association, Marco Island, FL.

García, G. E., & Lang, M. G. (2015, April). Supporting bilingual teachers' (K-2) use of formative assessments in their Spanish literacy instruction. In P. DiCerbo (Chair) selected symposium, *Systematizing formative assessment for English Learners: Teacher change and student academic language outcomes*, at the annual meeting of the American Educational Research Association, Chicago, IL.

García, G. E., & Lang, M. G. (2015, Dec.) *Bilingual teachers' (K-5) use of formative literacy assessments and literacy instruction: Opportunities and challenges*. Selected roundtable at the annual conference of the Literacy Research Association, Carlsbad, CA.

Lee, C., & García, G. E. (2015, Dec.) *Korean and Korean-American students' oral responses to multicultural literature*. Selected paper presentation at the annual conference of the Literacy Research Association, Carlsbad, CA.

García, G. E., & Lang, M. G. (2017, April). *Bilingual teachers' (K-5) use of formative assessments tied to the CCSS in their Spanish literacy instruction*. Selected roundtable at the annual conference of the American Educational Research Conference, San Antonio, TX.

López-Velásquez, A. M., & García, G. E. (2017, May). *Understanding the bilingual reading practices of two Hispanic first-graders*. Selected roundtable at the annual meeting of the American Educational Research Association, San Antonio, TX.

García, G. E., Guerrero Arias, B., Sacco, L. J. (2017, December). *Can cognate instruction improve the literacy performance of bilingual third-graders in a dual-language classroom?* Selected roundtable at the annual conference of the Literacy Research Association, Tampa, FL.

Lee, C., & García, G. E. (2019, December). *The written translanguaging practices of bilingual Korean-American first graders*. Selected paper at the annual conference of the Literacy Research Association, Tampa, FL.

### Teaching

Program coordinator for online instruction in bilingual/ESL education (4 required online courses for state endorsement in bilingual/ESL education (preschool-grade 12)

#### ***Courses Taught (partial list--does not include independent studies or extramural courses)***

*Curriculum and Instruction 415: Language Varieties, Cultures, and Learning* (required undergraduate course on linguistic and cultural diversity for pre-service teachers)

*Curriculum and Instruction 346/446: Culture in the Classroom* (required teacher education course for bilingual/ESL state endorsement)

*Curriculum and Instruction 371/471: Principles and Practices for Fostering Independence in Reading* (required teacher education course for reading specialist state endorsement)

*Curriculum and Instruction 399/499 MBE: Methods and Materials for Bilingual Education* (required teacher education course for bilingual state endorsement)

*Curriculum and Instruction 399/499, BSL/477: Bilingual and ESL Methods and Materials* (required teacher education course for bilingual/ESL state endorsement)

*Curriculum and Instruction 499, CLD: Cultural and Linguistic Diversity for Middle School Teachers* (professional staff development course)

*Curriculum and Instruction 462/562: Linguistics and the School Curriculum* (doctoral seminar)

*Curriculum and Instruction 490/590, LD: Research and Policy Issues Related to Linguistic Diversity* (doctoral seminar)

*Curriculum and Instruction 490/590, SLL: Second-Language Literacy* (doctoral seminar)

*Curriculum and Instruction 590, SL1: Second-Language Literacy 1* (doctoral seminar)

*Elementary Education 399, EX: Teacher-Researcher Collaboration at the Middle School Level: A Focus on Reading* (professional staff development course)

#### ***Supervision of Doctoral Student Research***

<b>Name</b>	<b>Graduation Date</b>	<b>Current or Last Academic Appointment</b>	<b>Status</b>
Robert T. Jiménez	1992	Peabody College, Vanderbilt University	Research Professor, Emeritus Professor
Ruth Becker	1994	University of Wisconsin at Whitewater	Assistant Professor
Eurydice Bouchereau	1996	University of South Carolina	John E. Swearingen Chair of Education and Professor

Bauer*			
Carole Janisch	1997	Texas Tech University	Associate Professor, Retired
Hui-Tzu Min	1997	National Cheng Kung University, Taiwan	Professor
Heriberto Godina	1998	Texas A & M University	Associate Professor
Joan Primeaux	1999	Louisiana School District	Literacy Coach
Wen-Hsien Hsu	2001	National Taiwan University	Associate Professor
Zeynep Camlibel Acar	2005	Marmara University, Turkey	Instructor
Soo Joung Choi	2007	Yonsei University, South Korea	Instructor
Angela López Velásquez	2008	Southern Connecticut State University	Associate Professor
Joyce Bezdicek	2008	Millikin University	Associate Professor, Retired
W. Jason Stegemoller	2009	National Louis University, Chicago	Associate Professor
Josephine Yambi	2010	The Open University of Tanzania	Senior Lecturer The Open University of Tanzania
Andy Halvorsen	2014	University of Oregon	Senior Instructor
Chaehyun Lee	2018	Southeast Oklahoma State University	Assistant Professor
María G. Lang	2019	Baylor University	Assistant Professor

Served on 100 additional dissertation committees

Program adviser for 57 M.Ed. or M.Ed Certification committees

### **Professional Affiliations and Service (partial list)**

#### American Educational Research Association

- Member of Divisions C, G, and K; Bilingual, Hispanic, and L2 Acquisition SIGS
- Proposal reviewer for annual meetings for Division C, Division G, Division K, SIGs on Bilingual Education and L2 acquisition
- SIG (Division C) Invited Presentation (2003, 2006, 2013)
- Associate Editor, *American Educational Research Journal*, Section on Teaching, Learning, and Human Development, 2010-2013

#### International Reading Association

- Member of the editorial advisory board for *Reading Research Quarterly*
- Member of the editorial advisory board for *The Reading Teacher*
- Appointed to Volunteers for International Professional Programs Committee
- The Peace Corps Experience Committee
- Invited to give feature presentation for the 38th annual meeting in San Antonio, TX
- Outstanding Dissertation Award Committee
- Reviewer for research proposals for the Annual Meeting
- Chair, Research Poster Session, Annual Meeting
- Member, Steven Stahl Grant Awards Committee
- Invited to give feature presentations and panel presentations for the Research Conference (2002 – 2012)

#### Literacy Research Association (previously National Reading Conference)

- Ad hoc Multicultural Committee, National Reading Conference
- Member, Publications Committee: Reviewed all editorial appointments, progress of two NRC journals, a monograph series, and publishing policies
- Appointed guest editor for themed issue on multicultural literacy research and practices in *Journal of Literacy Research*, (1998), volume 30, number 2
- Program Area Chair for Literacy and Linguistic Diversity
- Board Liaison, Student Awards Committee and Multicultural Education Committee
- Member, Committee for Expanding the Influence of Research on Reading Education in the US
- Invited by NRC Program Committee to host bilingual research workshop and to chair various paper sessions
- Elected to Board of Directors (Fall 1998 - Fall 2001)
- Nominated for Vice-President Elect (2001)
- Member of the editorial advisory board for two of the Conference's journals: *Journal of Reading Behavior* (now called *Journal of Literacy Research*) and *National Reading Conference Yearbook*
- Invited Presentation for Area 9: Linguistic and Cultural Diversity at annual meeting (2005)
- Member, Annual Program Committee: Review proposals for annual meeting
- Invited Presentation on Improving Literacy Instruction at annual meeting
- Nominated for Vice-President Elect (2011)
- Member, Research Committee (2011-2013)
- Inducted into Reading Hall of Fame (2019)
- Invited Presentation on the Development of NAEP Reading 2026 (2021)
- Mentor for Reading Hall of Fame Emerging Scholar Fellow (2020-2022)
- Member, Reading Hall of Fame Selection Committee for Emerging Scholar Fellows (2020-present)

#### National Association for Bilingual Education

- Reviewer, *Bilingual Research Journal*

#### **Service and Presentations to School Practitioners and Administrators (partial list)**

García, G. E. (1990, October). *Synthesis and bibliography of research related to the reading of at-risk children*. Update on Research and Publications Regional Meeting, Center for the Study of Reading, Champaign, IL.

García, G. E. (1991, February). *The at-risk dilemma from a reading perspective*. Invited paper presented at the Center for the Study of Reading's School Advisory Committee, Champaign, IL.

Pearson, P. D., & García, G. E. (1991, March). *The at-risk situation*. Invited paper presented at the Illinois Reading Council Annual Conference in Springfield, IL.

García, G. E. (1991, September). *The reading instruction of limited-English-proficient students*. Invited paper presented at The Superintendent and Instructional Leadership Seminar: Reading and the At-Risk Student, National Center for School Leadership, Urbana, IL.

García, G. E. (1992, August). *Multicultural/bilingual education*. Inservice workshop, CTEP Institutional Studies Program, Arlington Heights, IL.

García, G. E. (1993, February). *Multicultural education*. Inservice workshop, Jefferson Middle School, Champaign, IL.

García, G. E. (1993, March). *Reading for the bilingual student*. Spring Institute, District 83 and District 84, Manheim, IL.

García, G. E. (1993, March). *Literacy education from a multicultural perspective*. School Administrators Institute, Springfield, IL.

García, G. E. (1993, March). *Literacy education from a multicultural perspective*. Invited paper presented at the Second Annual Illinois Reading Recovery Conference, Springfield, IL.

García, G. E. (1996, March). *Literacy instruction from a multicultural perspective*. Illini Reading Council, Urbana, IL.

García, G. E. (1996, November). *History Education from a multicultural perspective*. Inservice workshop, History Department, University High School, Urbana, IL.

García, G. E. (1997, April). *Second-language literacy instruction from a multicultural perspective*. Inservice workshop. Booker T. Washington school, Champaign, IL.

García, G. E. (1999, August). *Bilingual children's reading*. Professional Development University (two days) for Mannheim School District, Franklin Park, IL.

Member, Urbana School District's Early Childhood/Special Education Advisory Committee on Serving Spanish-Speaking Students, 1999 -2000.

Member, Champaign School District's ESL/Bilingual Education Task Force, Spring 2000 – 2003.

Member, Urbana School District's Bilingual/ESL Task Force Fall 2002 – 2003.

García, G. E. (Summer 2002, 2004), University of Minnesota Reading Excellence Act Professional Development Course, *The Reading Instruction of English Language Learners*, Minneapolis, MN.

García, G. E. (2005, September). *Literacy instruction for English language learners*. Committing to Success: School Improvement in Action, Illinois North Central Association Commission on Accreditation and School Improvement, Springfield, IL.

Member, Urbana School District Bilingual Advisory Committee, 2005 – 2006.

García, G. E. (2006, February). *Unlocking the power of question answer relationships*. Urbana School District Inservice, Urbana, IL.

García, G. E. (2006, April). *The literacy development and instruction of English language learners*. Urban Reading Institute, National Louis University/Chicago Public Schools Consortium, Evanston, IL.

García, G. E. (2006, April). *The literacy development and instruction of English language learners*. Reading Institute, National Louis University, Wheeling, IL.

García, G. E. (2006, June). *The English reading instruction of English language learners*. Reading First Conference, University of Minnesota, Minneapolis, MN.

García, G. E. (2010, February). *English literacy instruction for English learners (and other students) in 3-5*. Urbana School District Inservice. Urbana, IL.

García, G. E. (2010, February). *English literacy instruction for English learners (and other students) in K-2*. Urbana School District Inservice. Urbana, IL.

García, G. E. (2010-2011). *Improving the instruction and academic performance of English Language Learners at the middle school*. Champaign Unit 4 School District, Champaign, IL.

García, G. E. (2012, February). *Understanding dual-language bilingual education*. Urbana Dual Language Committee Meeting. Urbana School District, Urbana, IL.

García, G. E. (2012, June). *L2 literacy instruction and the promotion of social and academic language development in English learners*. Boston University Literacy Institute, Boston, MA.

García, G. E. (2012-2013). Member, Urbana Dual Language Advisory Committee, Urbana School District, Urbana, IL.

García, G. E. (2014, January). *Instructional strategies for teaching English learners in the all-English or ESL classroom (EC-grade 5)*. Urbana School District Inservice, Urbana, IL.

García, G. E. (2014, January). *Instructional strategies for teaching English learners in the all-English or ESL classroom (6-12)*. Urbana School District Inservice, Urbana, IL.

García, G. E. (2013-2015). Teacher/researcher collaboration on use of formative assessments with Latina/o emergent bilinguals in K-5.

García, G. E. (2015-2018). Teacher/researcher collaboration on the use of Spanish-English cognates with third-, second- and first-grade, dual language students (Spanish-English).

García, G. E. (2016-2022). Teacher/researcher collaboration on effective literacy instruction in a dual language/bilingual education program (K-5).