

CURRICULUM VITAE

Michael F. Graves

February, 2016

PERSONAL INFORMATION

Current Position

Professor of Literacy Education, Emeritus
University of Minnesota
6940 W. 105th St., Bloomington, MN 55438
952-944-9405, mgraves@umn.edu

Educational History

California State College at Long Beach	B.A.	English	1965
California State College at Long Beach	M.A.	English	1968
Stanford University	Ph.D.	Education	1971

Employment History

Professor	1981-2006
Associate Professor	1973-1981
Assistant Professor	1971-1973
Department of Curriculum and Instruction University of Minnesota	
Instructor in Linguistics, Efficient Reading, and English Education Stanford University Stanford, California	1969-1971
Teacher English Department Fountain Valley High School Fountain Valley, California	1967-1968
Teacher Aide English Department Millikan High School Long Beach, California	1965-1967

DISCIPLINED INQUIRY

Books

- Graves, M. F. (in press). *The vocabulary book: Learning and instruction* (2nd ed.). New York: Teachers College Press, International Literacy Association.
- Graves, M. F., August, D., & Mancilla-Martinez, J. (2013). *Teaching vocabulary to English language learners*. New York: Teachers College Press, International Reading Association, Center for Applied Linguistics, and Teachers of English to Speakers of Other Languages.
- Appleman, D., & Graves, M. F. (2011). *Reading better, reading smarter. Designing literature lessons for adolescents*. Portsmouth, NH: Heinemann.
- Graves, M. F., Juel, C., & Graves, B. B., & Dewitz, P. (2011). *Teaching reading in the 21st century* (5th ed.). Boston: Allyn & Bacon.
- Graves, M. F. (Ed.). (2009). *Essential readings in vocabulary instruction*. Newark, DE: International Reading Association.
- Graves, M. F. (2009). *Building vocabulary skills, grades K-6* (2nd ed.). Columbus, OH: SRA/McGraw-Hill.
- Graves, M. F. (2009). *Teaching individual words: One size does not fit all*. New York: Teachers College Press and IRA.
- Philippot, R. A., & Graves, M. F. (2009). *Fostering comprehension in English classes: Beyond the basics*. New York: Guilford.
- Graves, M. F., Juel, C., & Graves, B. B. (2007). *Teaching reading in the 21st century* (4th ed.). Boston: Allyn & Bacon.
- Galda, L., & Graves, M. F. (2007). *Reading and responding in the middle grades*. Boston: Allyn and Bacon.
- Graves, M. F. (2006). *The vocabulary book: Learning and instruction*. New York: Teachers College Press, IRA, NCTE.
- Graves, M.F., Juel, C., & Graves, B.B. (2004). *Teaching reading in the 21st century* (3rd ed.). Boston: Allyn & Bacon.
- Fitzgerald, J. & Graves, M.F. (2004). *Scaffolding reading experiences for English-language learners*. Norwood, MA: Christopher-Gordon.
- Graves, M.F. (2003). *Building vocabulary skills, grades K-6*. Columbus, OH: SRA/McGraw-Hill.
- Ryder, R.J., & Graves, M.F. (2003). *Reading and learning in content areas* (3rd ed.). Columbus, OH: Merrill and New York: John Wiley and Sons.
- Graves, M.F., & Graves, B.B. (2003). *Scaffolding reading experiences: Designs for student success* (2nd ed.). Norwood, MA: Christopher-Gordon.

- Graves, M.F., Juel, C., & Graves, B.B. (2001). *Teaching reading in the 21st century* (2nd ed.). Boston: Allyn & Bacon.
- Taylor, B.M., Graves, M.F., & van den Broek, P. (Eds.). (2000). *Reading for meaning: Fostering comprehension in the middle grades*. New York: Teachers College Press.
- Graves, M.F., Watts, S.M., & Graves, B.B. (1999). *Essentials of elementary reading* (2nd ed.). Boston: Allyn & Bacon
- Graves, M.F., Juel, C., & Graves, B.B. (1998). *Teaching reading in the 21st century*. Boston: Allyn & Bacon.
- Ryder, R.J., & Graves, M.F. (1998). *Reading and learning in content areas* (2nd ed.). Columbus, OH: Merrill and New York: John Wiley and Sons.
- Graves, M.F., van den Broek, P., & Taylor, B.M. (Eds.). (1996). *The first R: Every child's right to read*. New York: Teachers College Press.
- Graves, M.F., & Graves, B.B. (1994). *Scaffolding reading experiences: Designs for student success*. Norwood, MA: Christopher-Gordon.
- Graves, M.F., Watts, S.M., & Graves, B.B. (1994). *Essentials of classroom teaching: Elementary reading methods*. Needham Heights, MA: Allyn & Bacon.
- Ryder, R.J., & Graves, M.F. (1994). *Reading and learning in content areas*. Columbus, OH: Merrill.
- Ryder, R.J., Graves, B.B., & Graves, M.F. (1989). *Easy reading: Book series and periodicals for less able readers* (2nd ed.). Newark, Delaware: International Reading Association.
- Aulls, M.W., & Graves, M.F. (1986). *QUEST: New Roads to Literacy*. Toronto: Scholastic.
- Aulls, M.W., & Graves, M.F. (1985-1987). *QUEST: A Scholastic Reading Improvement Program* [12 Books]. New York: Scholastic.
- Graves, M.F. (1985). *A word is a word... Or is it*. New York: Scholastic Book Services.
- Graves, M.F., Boettcher, J.A., & Ryder, R.J. (1979). *Easy reading: Book series and periodicals for less able readers*. Newark, Delaware: International Reading Association.
- Graves, M.F., Palmer, R.J., & Furniss, D.W. (1976). *Structuring reading activities for English classes*. Urbana, Illinois: National Council of Teachers of English.

Book Chapters

- Graves, M. F. (in press). Scaffolding adolescents' reading of challenging text—In search of balance. To appear in K. H. Hinchman & D. A. Appleman (Eds.), *Adolescent literacy handbook of practice-based research*. New York: Guilford Press.
- Graves, M. F. (2015). Building a vocabulary program that really could make a significant contribution to students becoming college and career ready. In P. D. Pearson & E. H. Hiebert (Eds.), *Grounding Common Core teaching in proven practices* (pp. 133-142). New York: Teachers College Press.

- Graves, M. F. (2015). How can grades 6-12 language arts teachers support literacy development in history/social studies, science, and technical subjects for English language learners/emergent bilinguals? In G. Valdéz, K. Menken, & M. Castro (Eds.), *Common core bilingual and English language learners: A resource for educators* (pp. 171-173). Philadelphia: Caslon Publishing.
- Graves, M. F. (2014). A comprehensive framework for teaching 50,000 words. In K. Gansky. *Word Journeys* (2nd ed., pp. 16-18). New York: Guilford Press.
- Baumann, J. F., Blachowicz, C. L. J., Bates, A., Cieply, C., Manyak, P., Peterson, H., Davis, J., Arner, J., & Graves, M. F. (2013). The development of a comprehensive vocabulary instruction program for nine- to eleven-year-old children using a design experiment approach. In T. Plomp & N. Nieveen (Eds.), *Educational design research—Part B: Illustrative cases*. Available at <http://international.slo.nl/publications/>
- Blachowicz, C. L. Z, Baumann, J. F., Manyak, P. C., & Graves, M. F. (2013). Flood, fast, focus: Integrating vocabulary instruction in the classroom. In K. D. Wood (Ed.), *What's new in literacy instruction?* Newark, DE: International Reading Association.
- Graves, M. F., Ruda, M. A., Sales, G. C., & Baumann, J. E. (2012). Teaching prefixes: Making strong instruction even stronger. In E. B. Kame'enui & J. F. Baumann (Eds.) *Vocabulary instruction: Research to practice* (2nd ed., pp. 95-115). New York: Guilford Press.
- Graves, M. F., & Silverman, R. (2010). Interventions to enhance vocabulary development. In R. Allington & A. McGill-Franzen (Eds.), *Handbook of reading disabilities research* (pp. 315-328). Mahwah, NY: Erlbaum.
- Graves, M. F. & Fitzgerald, J. (2009). Implementing scaffolding reading experiences in diverse classrooms. In J. Coppola & E. Primas (Eds.), *Language, literacy, and learning in multilingual classrooms: Research to practice* (pp. 121-139). Newark, DE: International Reading Association.
- Graves, M. F. (2008). Teaching individual words: One size does not fit all. In A. Farstrup & S. J. Samuels (Eds.), *What research has to say about vocabulary instruction*. Newark, DE: International Reading Association.
- Graves, M. F., & Slater, W. H. (2008). Vocabulary instruction in content areas. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (3rd. ed., pp. 425-447). Mahwah, NJ: Erlbaum.
- Graves, M. F. (2007). Conceptual and empirical bases for providing struggling readers with multi-faceted and long-term vocabulary instruction. In B. M. Taylor & J. Ysseldyke (Eds.), *Educational perspectives on struggling readers* (pp. 55-83). New York: Teachers College Press.
- Graves, M. F., & Fitzgerald, J. (2006). Effective vocabulary instruction for English language learners. In C. C. Block, & J. N. Mangieri (Eds.), *The vocabulary-enriched classroom: Practices for improving the reading performance of all students in grades 3 and up* (pp. 118-137). New York: Scholastic.

- Graves, M. F. (2004). Theories and constructs that have made a significant difference in adolescent literacy—But that have the potential to produce still more positive benefits. In T. Jetton & J. A. Dole (Eds.), *Adolescent literacy research and practice* (pp. 433-452). New York: Guilford Press.
- Graves, M. F. (2004). Teaching prefixes: As good as it gets?. In J. F. Baumann & E. B. Kame'enui. *Vocabulary instruction: Research to practice* (pp. 81-99). New York: Guilford Press.
- Graves, M. F., & Liang, L. A. (2003). On-line resources for fostering understanding and higher-level thinking in senior high school students. Schallert, D. L., Fairbanks, C. M., Worthy, J. Maloch, B., & Hoffman, J. V. (Eds.), *51st Yearbook of the National Reading Conference Yearbook* (pp. 204-215). Oak Creek, WI: National Reading Conference.
- Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96-124). Newark, DE: International Reading Association.
- Graves, M. F., & Watts, S. M. (2002). The place of word consciousness in a research-based vocabulary program. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 140-165). Newark, DE: International Reading Association.
- Graves, M. F. & Philippot, R. A. (2001). High interest–easy reading book series. In B. E. Cullinan & D. G. Person (Eds.), *The Continuum encyclopedia of children's literature*. New York: Continuum.
- Graves, M.F. (2000). A vocabulary program to complement and bolster a middle-grade comprehension program. In B.M. Taylor, M.F. Graves, & P. van den Broek (Eds.), *Reading for meaning: Fostering comprehension in the middle grades* (pp. 116-135). New York: Teachers College Press.
- Graves, M.F. (1996). Introduction: The continuing quest for toward literacy for all students. In M.F. Graves, P. van den Broek, & B.M. Taylor (Eds.), *The first R: A right of all children* (pp. ix-xix). New York: Teachers College Press.
- Graves, M.F., & Slater, W.H. (1996). Vocabulary instruction in content areas. In D. Lapp, J. Flood, & N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (2nd ed.). Needham Heights, MA: Allyn & Bacon.
- Graves, M.F., Pauls, L.W., & Salinger, T. (1996). Reading curriculum and instruction. In F.B. Murray (Ed.), *The teacher educator's handbook: Building a knowledge base for the preparation of teachers* (pp. 217-230). San Francisco: Jossey-Bass.
- Graves, M.F. (1995). Scaffolding reading experiences for students learning English as a Foreign Language. In D.W. Dai (Ed.), *Proceedings of the second international symposium on English teaching* (pp. 1-13). Taipei, Taiwan: English Teachers' Association.
- Graves, M.F. (1994). Vocabulary knowledge. In A. Purves (Ed.), *Encyclopedia of English studies and language arts* (pp. 1246-1248). New York: Scholastic.
- Graves, M.F. et al. (1993). The knowledge base. In IRA Professional Standards and Ethics Committee (Eds.), *Standards for reading professionals*. Newark, DE: International Reading Association.

- Graves, M.F. (1992). The elementary vocabulary curriculum: What should it be? In M.J. Dreher & W.H. Slater (Eds.), *Elementary school literacy: Critical issues* (pp. 101-131). Norwood, MA: Christopher-Gordon.
- White, T.G., Slater, W.H., & Graves, M.F. (1989). Yes/No method of vocabulary assessment: Valid for whom and useful for what? S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction* (pp. 391-398). Chicago: National Reading Conference.
- Slater, W.H., & Graves, M.F. (1989). Research on expository text: Implications for teaching reading comprehension. In D.K. Muth (Ed.), *Children's comprehension of narrative and expository text: Research in to practice* (pp. 140-166). Newark, Delaware: International Reading Association.
- Graves, M.F., & Piché, G.L. (1989). Knowledge about reading and writing. In M.C. Reynolds (Ed.), *Knowledge bases for the beginning teacher* (pp. 207-219). Oxford, England: Pergamon
- Graves, M.F., Slater, W.H., & White, T.G. (1989). Teaching content area vocabulary. In D. Lapp, J. Flood, N. Farnan (Eds.), *Content area reading and learning: Instructional strategies* (pp. 214-224). New York: Prentice Hall.
- Duin, A.H., Roen, D.H., & Graves, M.F. (1988). Excellence or malpractice: The effects of headlines on readers' recall and biases. In J. E. Readence & R. S. Baldwin (Eds.), *Dialogues in literacy research* (pp. 245-250). Chicago: National Reading Conference.
- Graves, M.F. (1987). The roles of instruction in fostering vocabulary development. In M.C. McKeown & M.E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 165-184). Hillsdale, NJ: Erlbaum.
- Graves, M.F. (1986). Vocabulary learning and instruction. In E.Z. Rothkopf (Ed.), *Review of research in education* (Vol. 13, pp. 49-90). Washington, D.C.: American Educational Research Association.
- Patberg, J.A., Graves, M.F., & Stibbe, M.A. (1984). Effects of active teaching and practice in teaching students to use context clues. In J.A. Niles & L.A. Harris (Eds.), *Changing perspectives in research in reading/language processing and instruction* (pp. 146-151). Rochester, NY: National Reading Conference.
- Graves, M.F., & Prenz, M.C. (1984). Effects of previewing expository passages on junior high students comprehension and attitudes. In J.A. Niles & L.A. Harris (Eds.), *Changing perspectives in research in reading/language processing and instruction* (pp. 173-177). Rochester, NY: National Reading Conference.
- Graves, M.F. (1984). Selecting vocabulary to teach in the intermediate and secondary grades. In J. Flood (Ed.), *Understanding reading comprehension* (pp. 245-260). Newark, Delaware: International Reading Association.
- Graves, M.F., Ryder, R.J., & Slater, W.H. (1983). Family frequency as a predictor of word knowledge. In J.A. Niles & L.A. Harris (Eds.), *Searches for meaning in reading/language arts processes*. Rochester, N.Y.: National Reading Conference.

- Graves, M.F., Brunetti, G.J., & Slater, W.H. (1982). The reading vocabularies of primary grade children of varying geographic and social backgrounds. In J.A. Niles & L.A. Harris (Eds.), *New inquiries in reading research and instruction*. Rochester, N.Y.: National Reading Conference.
- Graves, M.F., & Slater, W.H. (1982). Some further thoughts on validating teaching procedures to be used by content area teachers. In J. Patberg (Ed.), *Reading in content areas: Application of a concept*. Toledo, Ohio: University of Toledo, College of Education.
- Palmer, R.J., Slater, W., & Graves, M.F. (1980). The effect of passage difficulty on good and poor readers' use of authors' schemata in written recall protocols. In M.L. Kamil & A.J. Moe (Eds.), *Perspectives on reading research and instruction*. Washington, D.C.: National Reading Conference.
- Graves, M.F., & Hammond, H.K. (1980). A validated procedure for teaching prefixes and its effect on students' ability to assign meaning to novel words. In M.L. Kamil & A.J. Moe (Eds.), *Perspectives on reading research and instruction* (pp. 184-188). Washington, D.C.: National Reading Conference.
- Graves, M.F., & Furniss, D.W. (1979). The application of signal detection theory to reading. In M.L. Kamil & A.J. Moe (Eds.), *Reading research: Studies and applications*. Clemson, South Carolina: National Reading Conference.
- Graves, M.F. (1978). A response to Robert Calfee's "How reading assessment can serve decision makers." In R.W. Beach & P.D. Pearson (Eds.), *Perspectives on literacy*. Minneapolis: University of Minnesota, College of Education.

Journal Articles

- Dewitz, P., & Graves, M. F. (2014). Teaching for transfer in the Common Core era. *The Reading Teacher*, 68, 149-158.
- Graves, M. F., Baumann, J. F., Blachowicz, C. L. Z., & Manyak, P., Bates, A., Cieply, C., Davis, J. R., & Von Gunten, H. (2013). Words, words everywhere; but which ones do we teach. *The Reading Teacher*, 333-346.
- Graves, M. F., & Sales, G. C. (2013). *Teaching 50,000 words: Meeting and exceeding the Common Core State Standards for vocabulary* [IRA E-ssentials series]. Newark, DE: International Reading Association. doi:10.1598/e-ssentials.8035
- Fehr, C. N, Davison, M. L., Graves, M. F., Sales, G. C., Seipel, B., & Sekhran-Sharma, S. (2011). The effects of individualized, online vocabulary instruction on picture vocabulary scores: an efficacy study. *Computer Assisted Language Learning*, 24, 1-15.
- Graves, M. F. (2011). Ask the expert: Graves replies to questions on the topic of vocabulary instruction. *The Reading Teacher*, 64, 541.
- Graves, M. F., August, D., & Carlo, M. (2011). Teaching 50,000 words. *Better: Evidence-based Education*.

- Graves, M. F. (2011). Vocabulary instruction: Matching teaching methods to the learning tasks and the time available for instruction. *The California Reader*, 44 (3), 4-8.
- Baumann, J. F., & Graves, M. F. (2010). What is academic vocabulary? *Journal of Adolescent and Adult Literacy*, 54, 4-12.
- Liang, L. A., Graves, M. F., Watkins, N. M., & Hosp, J. (2010). Post-reading questions and middle-school students' understanding of literature. *Reading Psychology*, 32, 347-364.
- Graves, M. F. Sales, G. C., Lawrenz, F., Robellia, B., & Richardson, J. W. (2010). Effects of technology-based teacher training and teacher-led classroom implementation on learning reading comprehension strategies. *Contemporary Educational Technology*, 1(2), 160-174. Available at <http://www.cedtech.net>.
- Sales, G. C., & Graves, M. F. (2009). Web-based pedagogy for fostering literacy by teaching basic vocabulary. *Information Technology, Education and Society*, 9(2), 5-30.
- Graves, M. F., & Watts-Taffe, S. W. (2008). For the love of words: Fostering word consciousness in young readers. *The Reading Teacher*, 62, 185-193.
- Clark, K. F., & Graves, M. F. (2008). Open and directed text mediation in literature instruction: Effects on comprehension and attitudes. *Australian Journal of Language and Literacy*, 31 (1).
- Graves, M. F., & Liang, L. A. (2008). Four facets of comprehension instruction in the middle grade. *Middle School Journal*, 36 (4), 36-45.
- Graves, M. F. (2007). Vocabulary instruction in the middle grades. *Voices from the Middle*, 15, 13-19.
- Graves, M. F. (2006). Building a comprehensive vocabulary program. *New England Reading Association Journal*, 42(2), 1-7.
- Liang, L. A., Peterson, C., & Graves, M. F. (2005). Investigating two approaches to fostering children's comprehension of literature. *Reading Psychology*, 26, 387-400.
- Clark, K. F., & Graves, M. F. (2005). Scaffolding students' comprehension of text. *The Reading Teacher*, 56, 570-580.
- Fitzgerald, J., & Graves, M. F. (2004-2005). Reading supports for all. *Educational Leadership*, 62 (4), 68-71.
- Fournier, D.N.E., & Graves, M.F. (2002). Scaffolding adolescents' comprehension of short stories. *Journal of Adolescent and Adult Literacy*, 40, 30-39.
- Graves, M.F., & Philippot, R. A. (2002). High Interest—easy reading: An important resource for struggling readers. *Preventing School Failure*, 46, 179-182.
- Graves, M.F. (1999, October). Fostering high levels of reading and learning in secondary students [40 paragraphs]. *Reading Online* [on-line journal]. Available: <http://www.readingonline.org/articles/graves1/>
- Graves, M.F. (1998, October/November). Beyond balance. *Reading Today*, p. 16.

- Chen, Hsiu-Chieh, & Graves, M.F. (1998). Previewing challenging reading selections for students for whom English is a second language. *Journal of Adolescent and Adult Literacy*, 41, 370-371.
- Graves, M.F., & Dykstra, R. (1997). Contextualizing the first-grade studies: What is the best way to teach children to read? *Reading Research Quarterly*, 32, 342-344. Reprinted in Readence, J.E., & Barone, D.M. (Eds.). (1998). *Revisiting the first grade studies*. Newark, DE: International Reading Association.
- Johnson, A.P., & Graves, M.F. (1997). Scaffolding: A tool for enhancing the reading experiences of all students. *The State of Reading*, 3(2), 85-90.
- Watts, S.M., & Graves, M.F. (1997). Fostering middle school students' understanding of challenging texts. *The Middle School Journal*, 29(1), 45-51.
- Graves, M.F., & Watts, S.M. (1997). Spotlight on words. *Teaching K-8*, 28(1), 66-67.
- Avery, P. G., Graves, M.F. (1997). Scaffolding young learners' reading of social studies texts. *Social Studies and the Young Learner*, 9(4), 10-14.
- Graves, M.F., & Avery, P. G. (1997). Scaffolding students' reading of history. *The Social Studies*, 88, 134-138.
- Graves, M.F., & Duin, A.H. (1997). *Tutoring via telecommunications*. Technical Report No. 18. Center for Interdisciplinary Studies of Writing. University of Minnesota.
- Ryder, R.J., & Graves, M.F. (1996). Using the Internet to enhance students' reading, writing, and information-gathering skills. *Journal of Adolescent and Adult Literacy*.
- Graves, M.F., & Braaten, S. (1996). Scaffolded reading experiences: Bridges to success. *Preventing School Failure*, 49, 169-173.
- Graves, M.F., & Watts, S.M. (1996). Literacy for today's world: Creating thinkers and doers for the world outside of school. *California English*, 2(1), 16-17.
- Watts, S.M., & Graves, M.F. (1996). Expanding your vocabulary program to foster word consciousness. *WSRA Journal*, 40(2), 19-24.
- Graves, M.F. (1996). Critical literacy: Literacy for today's and tomorrow's world." *Twin Cities Area Reading Council Newsletter*, 21(3), 3-5.
- Graves, M.F., Graves, B.B., & Braaten, S. (1996). Scaffolded reading experiences for inclusive classrooms. *Educational Leadership*, 53(5), 14-16.
- Chen, Hsiu-Chieh, & Graves, M.F. (1996). Effects of previewing and providing background knowledge on Taiwanese college students' comprehension of American short stories. *TESOL Quarterly*, 29, 663-686.
- Graves, B.B., & Graves, M.F. (1995). Give serendipity a boost with a scaffolded reading experience. *Journal*, 19, 31-35

- Graves, B.B., & Graves, M.F. (1995). Harness motivation with a scaffolded reading experience. *The California Reader*, 29(1), 28-31.
- Benshoof, L.A., Graves, M.F., & Hooper, S.R. (1995). The effects of single and multiple window presentations on achievement, instructional time, window use, and attitudes during computer-based instruction. *Computers in Human Behavior* 11, 261-272.
- Graves, M.F., & Graves, B.B. (1995). The scaffolded reading experiences: A flexible framework for helping students get the most out of text. *Reading*, 29(1), 29-34.
- Graves, B.B. & Graves, M.F. (1995). A simple framework for complex classrooms. *The Colorado Reading Council Journal*, 6 (Spring), 6-8.
- Graves, M.F., & Graves, B.B. (1995). Scaffolding: A powerful support for students' reading experiences. *The Iowa Reading Journal*, 7(2), 14-17.
- Graves, M.F., & Graves, B.B. (1995). Scaffolding Reading Experiences to Promote Success: A Flexible Approach to Fostering Comprehension. *Research Practice*, 3(1), 5-7.
- Cooke, C.L., & Graves, M.F. (1995). Writing for an audience—For fun. *Middle School Journal*, 26(3), 31-37.
- Rozumalski, L.P., & Graves, M.F. (1995). Effects of case and traditional writing assignments on writing processes and products. *Journal of Business and Technical Communications*, 9, 77-102.
- Graves, M.F., & Graves, B.B. (1994). Scaffolding children's learning. *The Missouri Reader*, 19, 10-13.
- Ryder, R.J., & Graves, M.F. (1994). Vocabulary instruction presented prior to reading in two basal readers. *Elementary School Journal*, 95, 139-153.
- Duin, A.H., Lammers, E., Mason, L., & Graves, M.F. (1994). Responding to ninth-grade students via telecommunications: College mentor strategies and development over time. *Research in the Teaching of English*, 28, 117-153.
- Buikema, J.L. & Graves, M.F. (1993). Teaching students to use context cues to infer word meanings." *Journal of Reading*, 36, 450-457.
- Graves, M.F., & Slater, W.H. (1992). Memorable text. *set: Research Information for Teachers*. Number One, 1992, 1-5.
- Graves, M.F., Prenn, M.C., Earle, J., Thompson, M., Johnson, V., & Slater, W.H. (1991). Improving instructional text: Some lessons learned. *Reading Research Quarterly*, 26, 110-120.
- Graves, M.F., & Slater, W.H. (1991). A response to "Instructional Text Rewritten by Five Expert Teams." *Journal of Educational Psychology*, 83, 147-148.
- Graves, M.F., & Slater, W.H. (1990). On knowing what you're doing and telling others what to do: A reply to Reiff's rankling response. *Research in the Teaching of English*, 24, 107-108.

- White, T.G., Graves, M.F., & Slater, W.H. (1990). Growth of reading vocabulary in diverse elementary schools: Decoding and word meaning. *Journal of Educational Psychology, 82*, 281-290.
- Graves, M.F. (1989). A quantitative and qualitative study of elementary children's vocabularies. *Journal of Educational Research.*
- Duin, A.H., & Graves, M.F. (1988). Teaching vocabulary as a writing prompt. *Journal of Reading, 22*, 204-212.
- Graves, M.F., Slater, W.H., Roen, D., Redd-Boyd, T., Duin, A.H., Furniss, D.W., & Hazeltine, P. (1988). Some characteristics of memorable writing. *Research in the Teaching of English, 22*, 242-265.
- Muth, D.K., Glynn, S.M., Britton, B.K., & Graves, M.F. (1988). 'Thinking out loud' during text study: Attending to important ideas. *Journal of Educational Psychology, 80*, 315-318.
- Slater, W.H., & Graves, M.F. (1988). Discourse structure and college freshmen's recall and production of expository text. *Research in the Teaching of English, 22*, 45-61
- Graves, M.F., Ryder, R.J., Slater, W.H., & Calfee, R.C. (1987). The relationship between word frequency and reading comprehension using six metrics of frequency. *Journal of Educational Research, 81*, 81-90.
- Duin, A.H., & Graves, M.F. (1987). The effects of intensive vocabulary instruction on expository writing. *Reading Research Quarterly, 22*, 311-330.
- Graves, M.F., & Slater, W.H. (1986). Could books be better written and would it make a difference? *American Educator, 10*(1) 36-42.
- Duin, A.H., & Graves, M.F. (1986). Effects of vocabulary instruction as a prewriting task. *Journal of Research and Development in Education, 26*, 7-13.
- Graves, M.F., & Prenn, M.C. (1986). Costs and benefits of different methods of vocabulary instruction. *Journal of Reading, 29*, 596-602.
- Graves, M.F., Prenn, M.C., & Cooke, C.L. (1985). The coming attraction: Previewing short stories to increase comprehension. *Journal of Reading, 28*, 594-598.
- Graves, M.F., & Duin, A.H. (1985). Building students' expressive vocabularies. *Educational Perspectives, 24*, Winter.
- Slater, W.H., Graves, M.F., & Piché, G.L. (1985). Effects of structural organizers on ninth grade students' comprehension and recall of four patterns of expository text. *Reading Research Quarterly, 20*, 189-202.
- Graves, M.F., & Taylor, B.M. (1985). Communicating research to fellow researchers. *Journal of Reading Behavior, 16*, 249-255.
- Dunn, R.A., & Graves, M.F. (1984). Indian Upward Bound: Its fifteen years of progress. *Lyceum, 7*, 1-7.

- Graves, M.F., Cooke, C.L., & LaBerge, M.J. (1983). Effects of previewing difficult short stories on low ability junior high school students' comprehension, recall, and attitudes. *Reading Research Quarterly, 18*, 262-277.
- Graves, M.F., & Gebhard, David V. (1982). Content teachers' predictions of students' knowledge of specific words. *Reading Psychology, 3*, 211-220.
- Slater, W.H., Palmer, R.J., & Graves, M.F. (1982). Effects of directions describing passage structure, signaling, and elaboration on readers' recall. *Research on Reading in Secondary Schools, 9*, 1-25.
- Graves, M.F., & Palmer, R.J. (1981). Validating previewing as a method of improving fifth and sixth grade students' comprehension of short stories. *Michigan Reading Journal, 15*, 1-3.
- Barrett, M.T., & Graves, M.F. (1981). A vocabulary program for junior high school remedial readers. *Journal of Reading, 25*, 146-151.
- Graves, M.F., & Clark, D.L. (1981). The effect of adjunct questions on high school low achievers' reading comprehension. *Reading Improvement, 18*, 8-13.
- Ryder, R.J., & Graves, M.F. (1980). Secondary students' internalization of letter-sound correspondences. *Journal of Educational Research, 73*, 172-178.
- Furniss, D.W., & Graves, M.F. (1980). Effects of stressing oral reading accuracy on comprehension. *Reading Psychology, 2*, 8-14.
- Graves, M.F., & Cooke, C.L. (1980). Effects of previewing difficult short stories for high school students. *Research on Reading in Secondary Schools, 6*, 38-54.
- Graves, M.F., Boettcher, J.A., Peacock, J., & Ryder, R.J. (1980). Word frequency as a predictor of students' reading vocabularies. *Journal of Reading Behavior, 12*, 117-128.
- Graves, M.F., & Bender, S.D. (1980). Preteaching vocabulary to secondary students: A classroom experiment. *Minnesota English Journal, 10*, 27-34.
- Palmer, R.J., & Graves, M.F. (1979). Reading aloud allowed. *Connecticut English Journal, 11*, 30-35.
- Graves, M.F. (1979). Validating teaching procedures designed to facilitate secondary students' comprehension of content area texts. *Research on Reading in Secondary Schools, 2*(2), 1-15.
- Graves, M.F. (1978). Types of reading vocabulary to teach. *Minnesota English Journal, 9*, 2-17.
- Graves, M.F., & Patberg, J.P. (1976). A tutoring program for adolescents seriously deficient in reading. *Journal of Reading Behavior, 8*, 27-35.
- Graves, M.F., & Koziol, S.M. (Eds.). (1976). The 1974 conference on research in English education and reading. *Research in the Teaching of English, 10*, 39-65.
- Graves, M.F. (1976). On learning dumb words. *Connecticut English Journal, 8*, 18-20.

- Graves, M.F. (1976). Practical problems of the beginning researcher. *Research in the Teaching of English, 10*, 51-57.
- Graves, M.F., & Koziol, S.M. (1974). Notes on the training of future researchers. *Research in the Teaching of English, 8*, 265-278.
- Graves, M.F. (1973). An experience preserved: The video-tapes of the Minnesota-NCTE Seminar. *Research in the Teaching of English, 7*, 285-290.
- Graves, M.F. (1972). Firing writing. *English Journal, 61*, 1041-1047.
- Graves, M.F., & Koziol, S.M. (1971). Noun plural development in primary grade children. *Child Development, 42*, 1165-1173.

Papers Presented at Professional Meetings: 2008-2013 and One 2014 Paper

- Graves, M. F., Elmore, J., Bowen, K., Sanford-Moore, E. E., Copeland, M., Fitzgerald, J., Koons, H., & Stenner, A. J. (2014, December). *The vocabulary of core reading programs*. Paper presented at the meeting of the Literacy Research Association, Marco Island, FL.
- Graves, M. F. (2013, April). *Meeting the challenge of teaching 50,000 words in our increasingly diverse classrooms*. Paper presented at the annual meeting of the International Reading Association, San Antonio.
- Graves, M. F. (2013, April). *Teaching content area vocabulary in the era of Common Core Standards*. Paper presented at the annual meeting of the International Reading Association, San Antonio.
- Graves, M. F. (2012, December). *Teaching word learning strategies*. Paper presented at the annual meeting of the Literacy Research Association, San Diego.
- Graves, M. F. (2012, May). *Just what should a comprehensive program of vocabulary instruction for English language learners include?* Paper presented at the annual meeting of the International Reading Association, Chicago.
- Graves, M. F., Sales, G. C., & Ruda, M. (2012, May). *Teaching word-learning strategies*. Research poster presented at the annual meeting of the International Reading Association, Chicago.
- Graves, M. F., & Baumann, J. F. (2012, May). *Words, words everywhere; but which ones should we teach?* Paper presented at the annual meeting of the International Reading Association, Chicago.
- Graves, M. F. (2011, December). *Window on the benefits and limitations of employing formative/design-based research to understand a complex, long-term vocabulary intervention*. Paper presented at the Literacy Research Association Convention, Jacksonville, FL.
- Graves, M. F. (2011, June). *Building vocabulary in elementary grade English language learners and Building vocabulary in middle and high school English language learners*. Minneapolis Public Schools, Minneapolis, MN.
- Graves, M. F., & August, D. (2011, May). *Building vocabulary in English language learners*. Paper presented at the Annual Meeting of the International Reading Association, Orlando, FL.

- Graves, M. F., & Applemen, D. (2011, May). *Scaffolding adolescents comprehension, learning, and engagement with challenging texts: Approaches for both narratives and exposition*. Paper presented at the Annual Meeting of the International Reading Association, Orlando, FL.
- Graves, M. F. (2011, February). *What would it really take to improve the vocabularies of students who enter school with very small vocabularies?* Paper presented at the MCRR Institute to Honor Outstanding Minnesota Schools. St Paul, MN.
- Graves, M. F. (2010, December). *Response to "Development of a Multi-Faceted, Comprehensive Vocabulary Instructional Program for the Upper Elementary Grades"*. Paper presented at the National Reading Conference, Fort Worth, TX.
- Graves, M. F. (2010, October). Teaching a comprehensive vocabulary program for K-5, middle school, and high school students. Anoka-Hennepin Public Schools, Anoka, MN.
- Graves, M. F. (2010, May). *Teaching content area vocabulary*. Paper presented at the annual meeting of the International Reading Association. Chicago.
- Graves, M. F. (2010 April; 2009 November; 2008 November; 2008 May; 2008 March; 2007 October; 2007 August; 2007 June). *Teaching individual words: One size does not fit all*. Paper presented at (1) the PTAR Conference, New Orleans, (2) the TAIR Conference, Waco TX; (3) the Annual Meeting of the International Reading Association, Atlanta; (4) the Michigan Reading Association Conference, Detroit; (5) the Indiana State Literacy Conference, Indianapolis; (6) the Maryland Institute of Beginning Reading, Hagerstown and Baltimore; and (7) the Minnesota Reading First Summer Institute, St. Paul.
- Graves, M. F. (2010 October, 2010 June, 2010 April, 2009 November, 2009 January, 2008 November, 2007 November, 2007 October, 2007 August, 2007 June, 2007 May). *Teaching 50,000 words and erasing a 30 million word deficit*. Paper presented at (1) the PAIU Essential Reading Series Edinboro PA; (2) the Penn State York Summer Institute York PA; (3) the PTAR Conference New Orleans; (4) the PASA Conference Austin TX; (5) Anoka-Hennepin School District MN; (6) Annual Meeting of the Rhode Island Literacy Specialists, Providence; (7) the Indiana State Literacy Conference, Indianapolis; (6) the Maryland Institute of Beginning Reading, Hagerstown and Baltimore; and (7) the Annual Meeting of the International Reading Association, Toronto.
- Graves, M. F. (2009, November). *Selecting vocabulary to teach: A very significant challenge*. Paper presented at the University of Texas at Austin.
- Graves, M. F. (2009, November). *Vocabulary instruction for middle school students*. Paper presented for the Minneapolis Public Schools.
- Davison, M., Graves, M., & Sales, G. (2009, September). *The first 4,000 words: Utilizing vocabulary development to close the reading achievement gap*. Paper presented at the University of Minnesota Saturday Scholars meeting, Minneapolis.
- Graves, M. F. (2009, May). *Teaching word-learning strategies*. Paper presented at the annual meeting of the International Reading Association. Minneapolis.
- Graves, M. F., Sales, G. C., & Davison, M. (2009, May). *First-fourth grade students' knowledge of the 4,000 most frequent English words*. Research poster presented at the annual meeting of the International Reading Association. Minneapolis.

Graves, M. F. (2009, April). *Teaching 50,000 words: Creating a multi-faceted vocabulary program for all students*. Day long workshop presented at the Rhode Island Reading First Convention. Providence.

Graves, M. F. (2008, May). *Creating and sustaining a comprehensive vocabulary program*. Closing keynote in the Preconvention Institute on Promoting Vocabulary Development in Grades 4 Through 12: A Comprehensive Approach at the Annual Meeting of the International Reading Association, Atlanta

Graves, M. F. (2008, May). *Word consciousness: One vital part of a comprehensive vocabulary program*. Paper presented at the Annual Meeting of the International Reading Association, Atlanta

Graves, M. F. (2008, May). *Implementing scaffolding reading experiences in multilingual classrooms*. Paper presented at the Annual Meeting of the International Reading Association, Atlanta

Graves, M. F. (2008, March). *Teaching 50,000 words: Powerful vocabulary instruction for the intermediate grades and beyond (with some very brief suggestions for comprehension instruction)*. Paper presented at the Michigan Reading Association Conference, Detroit.

Graves, M. F. (2008, February). *Factors influencing text difficulty and accessibility*. Seminar presented for World Book editors. Chicago.

Graves, M. F. (2008, January). Scaffolding reading experiences to promote student success. Paper presented at the Congreso Internacional de Lectura y Escritura EDUCAR. Concepcion, Santiago, and Viña del Mar, Chile.

Graves, M. F. (2008, January). *Two powerful SRE activities: Previews and story maps*. Paper presented at the Congreso Internacional de Lectura y Escritura EDUCAR. Concepcion, Santiago, and Viña del Mar, Chile.

Consulting 2008-2013

Vocabulary Instruction: SRA/McGraw Hill, Center for Applied Linguistics, National Assessment of Adult Literacy, WGBH Television Boston, The Electric Company, MetaMetrics, Seward Inc., Read Naturally, Institute for Educational Sciences, National Institute of Child Health and Human Development, Serve Minnesota, National Center for Supported e-Text.

Comprehension Instruction: SRA/McGraw Hill, Perfection Learning, EMC Paradigm Publishing, Seward Inc., Center for Instruction.

Text Difficulty: National Center for the Study of Electronic Text, World Book.