VITA
Nell K. Duke
July 2, 2023

Executive Director
Center for Early Literacy Success
Stand for Children
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Professor
Literacy, Language, & Culture
Program in Education and Psychology
University of Michigan

EDUCATIONAL HISTORY:

Harvard Graduate School of Education Department of Human Development and Psychology Program in Language and Literacy	Ed.D. Ed.M	1999 1995
Swarthmore College Special Major in Linguistics Cognates in Psychology and Education Concentration in Black Studies Certification Program in Elementary Education	B.A.	1993
Eastern College Courses in Reading and Language Arts	--	1992

SELECTED POSITIONS:

Executive Director, Center for Early Literacy Success, Stand for Children	2022 – present
Professor, Literacy, Language, and Culture, Department of Educational Studies; Professor, Combined Program in Education and Psychology, University of Michigan Marsal Family School of Education	2012 – present
Professor, Teacher Education and Educational Psychology, Michigan State University College of Education	2009 – 2013 (on leave 2012 – 2013)
Co-Director, Literacy Achievement Research Center (LARC)	2006 – 2012
Co-Founder and Associate Director, Literacy Achievement Research Center (LARC)	2004 – 2006
Associate Professor, Michigan State University College of Education	2003 – 2009
Assistant Professor, Michigan State University College of Education	1998 – 2003

SELECTED AWARDS:

EXCEL Award, Association of Media and Publishing (for best single blog post)	2023
Peabody Award, to *Molly of Denali* team	2020
Outstanding Achievement in Youth Programming, Television Critics Association Award, to *Molly of Denali* team	2020
Maryann Manning Literacy Scholar Award, University of Alabama, Birmingham	2019
William S. Gray Citation of Merit, International Literacy Association	2018
Michigan Association of Intermediate School Administrators' Fellow	2017
Michigan Reading Association Advocacy Award	2016
P. David Pearson Scholarly Influence Award, Literacy Research Association	2014
Excellence in Teaching Award, Michigan State University College of Education	2010
Early Career Award, American Educational Research Association	2009
Early Career Achievement Award, National Reading Conference	2003
Dina Feitelson Research Award, International Reading Association	2002
Outstanding Dissertation Award, International Reading Association	2000
Promising Researcher Award, National Council of Teachers of English	1999
Entering Award, Harvard Graduate School of Education	1993
Sigma Xi, Swarthmore College	1993
Phi Beta Kappa, Swarthmore College	1993
Psycholinguistics Prize, Swarthmore College	1993
May E. Parry Award, Swarthmore College	1993
Alumni Scholar, Swarthmore College	1993
Haines Parry Scholar, Swarthmore College	1993

SELECTED PROFESSIONAL OFFICES (please see also "Other Service to the Professional Community" section later in this CV):

Advisor, WestEd, Supporting Early Reading Comprehension through Teacher Study Groups: A Comprehensive Toolkit for the What Works Clearinghouse Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade	2022 – present
Informational Text Advisor, *Molly of Denali* broadcast program, video games, teacher & family materials, and other resources, WGBH Boston	2017 – present
Member, Knowledge Matters Campaign Scientific Advisory Board	2016 – present
Advisor, Corporation for Public Broadcasting and Public Broadcasting Service Ready to Learn	2015 – present
Member National Academy of Education *Educating for Civic Reasoning and Discourse* Literacy Subcommittee	2022 – 2023
Member, Essential Instructional Practices in Early Literacy Updating Team Michigan Association of Intermediate School Administrators	2022 – 2023
Member, State of Michigan PreK-12 Literacy Commission	2021 – 2022
Advisor, Stand for Children	2017 – 2022
Advisor, Council of Chief State School Officers Early Literacy Networked Improvement Community	2017 – 2022
Member, Michigan Association of Intermediate School Administrators General Education Leadership Network Early Literacy Task Force	2015 – 2022
Series Co-Editor, *Not This, But That*, Heinemann Publishers	2010 – 2022
Series Editor, *The Research-Informed Classroom*, Heinemann Publishers	2009 – 2022
Editorial Review Board, *Elementary School Journal*	2008 – 2022
Editorial Review Board, *Reading Research Quarterly*	1998 – 2022
Expert, NBC TODAY Parenting Team (formerly NBC News Parent Toolkit)	2014 – 2020
Advisor, Center for Black Educator Development Freedom Schools Summer Literacy Institute	2018 – 2020

Member, High Quality Project-Based Learning Steering Committee	2017 – 2018
Advisor, Aspen Institute Urban Literacy Leadership Network (ULLN) Continued working with some Aspen districts through 2021	2014 – 2018
Editorial Review Board, *American Educational Research Journal*	2010 – 2018
Member, International Reading/Literacy Association Literacy Research Panel Blog Leader, 2012 – 2015, Blog Co-Leader 2015 – present	2011 – 2016
Elementary Team Co-Leader, American Civil Liberties Union Literacy Roadmap Project	2014 – 2015
Member, Education Commission of the States Early Learning Caucus	2013 – 2015
Member, National Governors Association Early Literacy Expert Roundtable	2013
Co-Chair (2009-2011), Chair (2008-09), Michigan Reading Association Research Committee	2008 – 2011
Area Editor, *Journal of Literacy Research*	July 1, 2009 – June 30, 2010
Editorial Advisory Review Board, *National Reading Conference Yearbook*	2000 – 2004; 2006 – 2009
National Reading Conference Board of Directors	2004 – 2006
Editorial Board, *The Reading Teacher*	2002 – 2003
Editorial Advisory Board, *Journal of Literacy Research*	2001 – 2003

GRANTS AND DONOR-FUNDED WORK:

Great First Eight Preschool and Second Grade Curriculum Development Nell K. Duke, Marisha Humphries, Claire Vallotton, Co-Directors Stand for Children	$3,685,500	2022 – 2025
Great First Eight First Grade Curriculum Development Nell K. Duke, Principal Investigator W. K. Kellogg Foundation	$1,050,000	2020 – 2022
Great First Eight Curriculum Development Nell K. Duke, Project Director Anonymous Donor	$2,750,000	2019 – 2022

Freedom Schools 2.0 Curriculum Development and Evaluation Nell K. Duke and Julia B. Lindsey, Project Leads Anonymous Donors	$280,000	2019 – 2021
Interdisciplinary PBL Grade 1 Planning Grant, Nell K. Duke, Anne-Lise Halvorsen, and Eve Manz, Co-Principal Investigators George Lucas Educational Foundation	$159,287	2015 – 2016
Exploring the Contribution of Cognitive-linguistic Factors to the Acquisition of Style Shifting by Young African-American English Speaking Students Learning to Read, Holly K. Craig, Principal Investigator, Edward Rothman, Nell K. Duke, Co-Principal Investigators	$1,172,680	2012 – 2016
Scaling Up a Promising Approach to Narrowing the SES Achievement Gap in Primary-Grade Social Studies and Content Literacy, Nell K. Duke and Anne-Lise Halvorsen, Co-Principal Investigators The Spencer Foundation	$500,000	2012 – 2016
Supplement to Increase the Sample Size of Project PLACE, Nell K. Duke and Anne-Lise Halvorsen, Co-Principal Investigators George Lucas Educational Foundation	$ 292,949	2014 – 2015
Early Childhood Education in the Context of Mathematics, Science, and Literacy, Julie Sarama, Principal Investigator, Douglas H. Clements, Kimberly A. Brenneman, and Nell K. Duke, Co-Principal Investigators National Science Foundation	$2,864,231 subcontract: $465,312	2010 – 2015
Meeting Primary Grade Content Standards in Social Studies and Content Area Literacy: A Design Experiment, Nell K. Duke and Anne-Lise Halvorsen, Co-Principal Investigators The Spencer Foundation	$40,000	2009 – 2011
Michigan State University Literacy Achievement Research Center (MSU-LARC), G. Michael Pressley and Nell K. Duke, Co-Principal Investigators Michigan State University Research Excellence Fund	$1,900,000	2004 – 2011
Understanding Visual Literacy Development in Young Children International Reading Association Elva Knight Research Grant	$8,198	2009 – 2010

Promoting Literacy in Child Care: A Study, Nell K. Duke, Principal Investigator, V. Susan Bennett-Armistead, and Annie M. Moses, Co-Investigators Families and Communities Together (FACT) Coalition	$50,000	2006 – 2007
Laying a Foundation for Learning from Text: Informational Comprehension Assessment and Instruction in the Primary Grades, Nell K. Duke, Principal Investigator Carnegie Corporation of New York	$169, 500	2004 – 2007
Promoting Early Literacy in Licensed Childcare, Nell K. Duke and Patricia Farrell, Project Co-Leaders W. K. Kellogg Foundation	$44,700	2005 – 2006
Promoting Emergent Literacy in Licensed Care, Nell K. Duke, Principal Investigator Families and Communities Together (FACT) Coalition	$50,000	2003 – 2006
Comprehension of Informational Text: Basic and Applied Research, Nell K. Duke, Principal Investigator Michigan State University College of Education Seed Grant	$5,022	2002 – 2003
Dick, Jane, and Spot Meet the Information Age: Diversifying Genres Used in Early Literacy Instruction, Nell K. Duke, Principal Investigator Interagency Education Research Initiative, Federal Government	$994,210	2000 – 2002
Explicit Explanation of Genre Within Authentic Literacy Activities in Science: Does It Facilitate Development and Achievement? Victoria Purcell-Gates and Nell K. Duke, Co-Principal Investigators Interagency Education Research Initiative, Federal Government	$839,785	2000 – 2002
Explicit Explanation of Genre Within Authentic Literacy Activities in Science: Does It Facilitate Development and Achievement? Victoria Purcell-Gates and Nell K. Duke, Co-Principal Investigators Center for the Improvement of Early Reading Achievement	$5,000 $5,000	2000 – 2001 1999 – 2000
The Role of Text Genre in Primary Grade Reading Acquisition, Nell K. Duke, Principal Investigator Center for the Improvement of Early Reading Achievement	$5,000 $5,000	2000 – 2001 1999 – 2000
Genre Acquisition Project, Nell K. Duke and Jane Kays, Co-Principal Investigators Massachusetts Field Center for Teaching and Learning	$750	1994 – 1995

I have also received grants-to-person including the Spencer Foundation Research Training Grant (1994-1997) and the Joel Dean Grant (1992).

ARTICLES AND BOOK CHAPTERS:

* Denotes a refereed publication.

Duke, N. K. (in press). H is for home: Supporting foundational literacy skills. To appear in *American Educator.*

* Burns, M. K., Duke, N. K., & Cartwright, K. B. (2023). Evaluating components of the Active View of Reading as intervention targets: Implications for social justice. *School Psychology, 38*(1), 30–41. https://doi.org/10.1037/spq0000519

Duke, N. K., Halvorsen, A., & Reisman, A. (2023). Writing, reading, and social studies. In Z. A. Philappakos & S. Graham (Eds.), *Writing and reading connections: Bridging research and practice* (pp. 206-225). New York: Guilford Press.

Duke, N. K., Lindsey, J. B., & Wise, C. N. (2023). Feeding two birds with one hand: Instructional simultaneity in early literacy education. In Cabell, S. Q., Neuman, S. B., & Terry, N. P. (Eds.), *The handbook on the Science of Early Literacy* (pp. 186 – 195). New York: Guilford.

Duke, N. K., & Martin, N. M. (2023). Best practices for developing reading comprehension across genres. In L. M. Morrow, E. Morrell, & Casey, H. K. (Eds.), *Best practices in literacy instruction, Seventh Edition* (pp. 274 – 292). New York: Guilford Press.

*Gardner-Neblett, N., Addie, A., Eddie, A. L., Chapman, S. K., Duke, N. K. & Vallotton, C. D. (2023). Bias starts early. Let's start now: Developing an anti-racist, anti-bias book collection for infants and toddlers. *The Reading Teacher, 76*, 505-510. https://doi.org/10.1002/trtr.2169

*Vallotton, C. D., Gardner-Neblett, N., Kim, L., Harewood, T. & Duke, N. K. (2023). Ready for read-alouds: 10 practices for book-sharing with infants and toddlers. *The Reading Teacher, 76*, 459-469. https://doi.org/10.1002/trtr.2176

Guerrero Rosada, P. A., Duke, N. K., Ponce Marrero, I., González Mayol, & Villalón Soler, E. (2022). ¡Todos a leer! Prácticas esentiales para la enseñanza de la lectoescritura en Puerto Rico. In *¡Todos a leer!* San Juan, Puerto Rico: Fundación Flaboyán.

Salehomoum, M., Revelle, K., Duke, N., & Pearson, P. D. (2022). *Gradual Release of Responsibility instructional model.* Routledge. https://doi.org/10.4324/9781138609877-REE226-1

Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. *The Reading Teacher*, *74*, 663–672. https://doi.org/10.1002/trtr.1993

* Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the Simple View of Reading. *Reading Research Quarterly*, *56*(S1), S25-S44. https://ila.onlinelibrary.wiley.com/doi/full/10.1002/rrq.411

* Duke, N. K., Halvorsen, A-L., Strachan, S. L., Kim, J., & Konstantopoulos, S. (2021). Putting PjBL to the test: The impact of project-based learning on second-graders' social studies and literacy learning and motivation in low-SES school settings. *The American Educational Research Journal, 58*(1), 160-200. https://doi.org/10.3102/0002831220929638

* Ward, A. E., & Duke, N. K. (2021). Every month should be reading month. *Language Arts*, 98(6), 370-372.

Duke, N. K. (2020). When readers get stuck: There's an art—and science—to providing prompts for young readers when they struggle. *Educational Leadership*, *78*(3), 26-33.

McCarthey, S., Duke, N. K., Bloome, D., Faust, S., García-Sánchez, I. M., Stornaiuolo, A., & Alvermann, D. (2020). How can we study children's/youth's out of school experiences to inform classroom practices? *Literacy Research: Theory, Method, and Practice*, *69*, 58-78.

* Clements, D. H., Sarama, J., Brenneman, K., Duke, N. K., & Hemmeter, M. L. (2020). STREAM education at work—no, at play! A toy-making unit. *Young Children, 75*(2), 36-43.

* Hwang, H., & Duke, N. K. (2020). Content counts and motivation matters: Reading comprehension in third-grade students who are English Learners. *AERA Open, 6*(1), 1–17.

* Revelle, K. Z., Wise, C. N., Duke, N. K., & Halvorsen, A-L. (2020). Realizing the promise of project-based learning. *The Reading Teacher, 73*(6), 697-710.

Duke, N. K. (2019/2020). Nurturing curiosity: Using and creating informational texts. *Teaching Young Children, 13*(2), 24-25.

Wise, C. N., & Duke, N. K. (2019/2020). Message in a backpack: Recipes to road maps: Fun ways to learn from everyday information. *Teaching Young Children*, 13(2), 26.

Duke, N. K., & Varlas, L. (2019). Turn small reading groups into big wins. *ASCD Education Update, 61(7)*.

Cartwright, K. B., & Duke, N. K. (2019). The DRIVE model of reading: Making the complexity of reading accessible. *The Reading Teacher, 73*(1), 7-15.

Duke, N. K. (2019). Reading by third grade: How policymakers can foster early literacy. *The State Education Standard, 19*(2), 6-11.

Duke, N. K. & Cartwright, K. B. (2019). Implications of the DRIVE model of reading: Making the complexity of reading actionable. *The Reading Teacher, 73*(1), 123-128.

Duke, N. K., & Cartwright, K. B. (2019). The DRIVE model of reading: Deploying reading in varied environments. In D. E. Alvermann, N. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7th ed.) (pp. 118-135). New York: Routledge.

Duke, N. K., Greenwald, C., Lund, A. E. (2019). Informational text adventures with *Molly of Denali*. In S. Pasnik (Ed.), *Getting ready to learn: Creating effective, educational children's media* (163-178). New York, NY: Routledge.

Duke, N. K., & Martin, N. M. (2019). Best practices in informational text comprehension instruction (pp. 250-270). In L. M. Morrow & L. B. Gambrell (Eds.). *Best practices in literacy instruction*, 6th ed. New York: Guilford.

Halvorsen, A-L., Duke, N. K., & Strachan, S. L. (2019). Project-based learning in primary-grade social studies. *Social Education 83*(1), 58–62.

Duke, N. K., & Mesmer, H. A. E. (2018-2019). Phonics faux pas: Avoiding instructional missteps in teaching letter-sound relationships. *American Educator, 42*(4), 12-16.

* Halvorsen, A-L., Duke, N. K., Strachan, S. L., & Johnson, C. M. (2018). Engaging the community with a project-based approach. *Social Education, 82*(1), 24–29.

* Rochester, S. E., Hwang, H., Wise, C. N., & Duke, N. K. (2018). Lessons learned: Applying the flipped classroom approach to a preservice teacher literacy methods course. *Literacy Practice and Research, 43(3),* 16-23.

Duke, N. K., Cervetti, G. N., & Wise, C. N. (2018). Learning from exemplary teachers of literacy. *The Reading Teacher, 71*(4), 395-400. doi: 10.1002/trtr.1654

Townsend, S., & Duke, N. K. (2017). Essential practices interview. *Michigan Reading Journal, 50*(1), 41-43.

Sarama, J., Brenneman, K., Clements, D. H., Duke, N. K., & Hemmeter, M. L. (2017). Interdisciplinary teaching across multiple domains: The C4L (Connect4Learning) Curriculum. In L. B. Bailey (Ed.), *Implementing a standards-based curriculum in the early childhood classroom* (pp. 1-53). New York, NY: Routledge.

Duke, N. K., Cervetti, G. N., & Wise, C. N. (2016). The teacher and the classroom. *Journal of Education, 196*(3), 25-43.

Duke, N., Norman, N., Townsend, S., & Wright, T. (2016, Fall). Creating a system to positively impact early literacy. *MASA Leader: Official Magazine of the Michigan Association of School Administrators*, 20 – 22.

Duke, N. K. (2016). Project-based learning: A great match for informational texts. *American Educator, 40*(3), 4-11, 42.

Duke, N. K., Halvorsen, A., & Strachan, S. L. (2016). Project-based learning not just for STEM anymore. *Phi Delta Kappan*, *98*(1), 14-19.

Purcell-Gates, V., Duke, N. K., & Stouffer, J. (2016). Teaching literacy: Reading. In D. H. Gitomer & C. A. Bell (Eds.), *The AERA handbook of research on teaching* (5th ed.) (pp. 1217-1267). Washington, DC: American Educational Research Association.

Duke, N. K., & Martin, N. M. (2015). Best practices for comprehension instruction in the elementary classroom. In S. R. Parris & K. Headley (Eds.). *Comprehension instruction: Research-based best practices* (*3rd ed.*) (pp. 211 – 223). New York, Guilford.

* Block, M. K., & Duke, N. K. (2015). Letter names can cause confusion and other things every early childhood educator should know about English orthography. *Young Children, 70*(1), 84 – 91.

Duke, N. K. (2015). Project power. *Instructor, 124*(4), 30-35.

Duke, N. K. (2015). Project-based learning in Michigan. *Michigan Reading Journal, 48*(1), 13 – 18.

Duke, N. K., & Martin, N. M. (2015). Best practices in informational text comprehension instruction. In L. B. Gambrell & L. M. Morrow (Eds.), *Best Practices in Literacy Instruction (5th ed.,* pp. 249-267*)*. New York: Guilford.

Duke, N. K., Zhang, S., & Morsink, P. M. (2015). Neglected areas of instruction: Bad for print, worse for the Internet. In R. J. Spiro, M. DeSchryver, M. S. Hagerman, P. M. Morsink, & P. Thompson (Eds.), *Reading at a crossroads? Disjunctures and continuities in current conceptions and practices* (pp. 148-161). London: Routledge.

Hall-Kenyon, K. M., Culatta, B. E., & Duke, N. K. (2015). Building emergent comprehension through informational texts. In A. Debruin-Parecki, A. van Kleek, & S. Gear (Eds.), *Developing early comprehension: Laying the foundation for reading success* (pp. 93-113). Baltimore, MD: Brookes Publishing.

Duke, N. K. (2014). How project-based approaches in literacy could go terribly wrong (or powerfully right). *Reading Today*, *32*(3), 28-29.

Duke, N. K. (2014). A passion for social justice. In L. Bridges (Ed.), *Open a world of possible: Real stories about the joy and power of reading* (pp. 232-233). New York: Scholastic.

* Gerde, H. K., Duke, N. K., Moses, A. M., Spybrook, J., & Shedd, M. K. (2014). How much for whom? Lessons from an efficacy study of modest professional development for child care providers. *Early Education and Development*, *25*, 421-441.

* Witmer, S. E., Duke, N. K., Billman, A. K., & Betts, J. (2014). Using assessment to improve early elementary students' knowledge and skills for comprehending informational text. *Journal of Applied School Psychology*, *30*, 223-253.

Duke, N. K. (2013). Starting out: Practices to use in K – 3. *Educational Leadership*, *71*, 40 – 44.

Duke, N. K. (2013). Transforming students' literacy lives through reading and writing for real-world purposes. In S. Szabo, L. Martin, T. Morrison, L. Haas & L. Garza-Garcia (Eds.), *Association of Literacy Educators and Researchers Yearbook, Volume 35: Literacy is transformative* (pp. 39 – 44). Commerce, TX: Association of Literacy Educators and Researchers.

Duke, N. K., Cartwright, K. B., & Hilden, K. (2013). Difficulties with reading comprehension. In Stone, C. A., Silliman, E. R., Ehren, B. J., & Wallach, G. P. (Eds.). *Handbook of Language and Literacy Development and Disorders, 2nd edition* (pp. 451-468). New York: Guilford Press.

Duke, N. K., Halladay, J. L., & Roberts, K. L. (2013). Reading standards for informational text. In L. M. Morrow, T. Shanahan, & K. K. Wixson (Eds.), *Teaching with the Common Core Standards for English language Arts, PreK-2* (pp. 46-66). New York: Guilford Press.

* Duke, N. K., Norman, R. R., Roberts, K. L., Martin, N. M., Knight, J. A., Morsink, P. M., & Calkins, S. L. (2013). Beyond concepts of print: Development of concepts of graphics in text, pre-K to grade 3. *Research in the Teaching of English*, *48*, 175-203.

Duke, N. K., Martin, N. M., & Akers, A. T. T. (2013). 10 things every literacy educator and school librarian should know about research. *Teacher Librarian, 40*(4), 8 – 22. (Expanded and adapted from Duke & Martin, 2011.)

Duke, N. K., & Watanabe, L. M. (2013). Reading and writing specific genres. In B. M. Taylor & N. K. Duke (Eds.), *Handbook of effective literacy instruction: Research-based practice K – 8* (pp. 346-368). New York: Guilford.

Halladay, J. L., & Duke, N. K. (2013). Informational text and the Common Core State Standards. In S. B. Neuman, L. B. Gambrell (Eds.), & C. Massey (Assoc. Ed.), *Quality reading instruction in the age of common core standards* (pp. 44-58). Newark, DE: International Reading Association.

Mallette, M. H., Duke, N. K., Strachan, S. L., Waldron, C. H., & Watanabe, L. M., (2013). A quest for synergy in literacy research methodology. In Alvermann, D. E., Unrau, N. J., & Ruddell, R. B. (Eds.). *Theoretical models and processes of reading* (6th ed., 91-128). Newark, DE: International Reading Association.

* Roberts, K. L., Norman, R. R., Duke, N. K., Morsink, P., Martin, N. M., & Knight, J. A. (2013). Diagrams, timelines, & tables, oh my! Concepts and comprehension of graphics. *The Reading Teacher, 61*, 12-24.

Watanabe, L. M., & Duke, N. K. (2013). Read all about I.T.! Informational text in the early childhood classroom. In D. M. Barone and M. H. Mallette (Eds.), *Best practices in early literacy instruction* (pp. 135 – 152). New York: Guilford.

Duke, N. K., & Block, M. K. (2012). Improving reading in the primary grades. In I. Sawhill, R. Murnane, & C. Snow, (Issue Eds.), *Future of Children, 22(2),* 55–72.

Duke, N. K., Caughlan, S., Juzwik, M. M., & Martin, N. M. (2012). Teaching genre with purpose. *Educational Leadership, 69*(6), 34-39.

Duke, N. K., Halvorsen, A., & Knight, J. A. (2012). Building knowledge through informational text. In Pinkham, A. M., Kaefer, T., & Neuman, S. B. (Eds.), *Knowledge development in early childhood: Sources of learning and classroom implications* (pp. 205-219). New York: Guilford. Excerpts reprinted, with some added material, in the *Heinemann Professional Development Services for K-12 Educators Spring 2013 Catalog-Journal*, 2013, pp. 39-40.

* Halvorsen, A., Duke, N. K., Brugar, K. A., Block, M. K., Strachan, S. L., Berka, M. B., & Brown, J. M. (2012). Narrowing the achievement gap in second-grade social studies and content area literacy: The promise of a project-based approach. *Theory and Research in Social Education, 40*, 198-229. https://doi.org/10.1080/00933104.2012.705954

* Dodge, A. M., Husain, N., & Duke, N. K. (2011). Connected kids? K-2 children's use and understanding of the Internet. *Language Arts*, *89*, 86-98.

Duke, N. K., & Carlisle, J. F. (2011). The development of comprehension. In M. L. Kamil, P. D. Pearson, E. B. Moje, and P. Afflerbach (Eds.), *Handbook of Reading Research, Vol. IV* (pp. 199-228). London: Routledge.

Duke, N. K., & Martin, N. M. (2011). 10 things every literacy educator should know about research. *The Reading Teacher, 65*, 9-22.

Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed.) (pp. 51-93). Newark, DE: International Reading Association.

Martin, N. M., & Duke, N. K. (2011). Interventions to enhance informational text comprehension. In R. Allington & A. McGill-Franzen (Eds.), *Handbook of Reading Disabilities Research* (345-361). London: Routledge.

Roberts, K. L., Christ, T., Duke, N. K., Martin, N. M., & Reynolds, J. M. (2011). Research worth knowing about: Four recently-published studies. *Michigan Reading Journal, 43*(1), 56-57.

* Zhang, S., & Duke, N. K. (2011). The impact of instruction in the WWWDOT Framework on students' disposition and ability to evaluate web sites as sources of information. *The Elementary School Journal, 112*(1), 132-154.

* Zhang, S., Duke, N. K., & Jiménez, L. J. (2011). The WWWDOT approach to improving students' critical evaluation of websites. *The Reading Teacher*, *65*, 150-158.

Christ, T., Martin, N. M., Duke, N. K., & Reynolds, J. M. (2010). Research worth knowing about: Three recently-published studies. *News and Views on Reading, 54*(2), 19-20.

Duke, N. K. (2010). Expository text. *The Reading Teacher, 64*(3), 215–215.

Duke, N. K. (2010). The real-world reading and writing U.S. children need. *Phi Delta Kappan, 91*(5), 68-71.

Duke, N. K., & Roberts, K. M. (2010). The genre-specific nature of reading comprehension. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *The Routledge International Handbook of English, Language and Literacy Teaching* (pp. 74-86). London: Routledge.

Martin, N. M., Duke, N. K., Christ, T., & Reynolds, J. M. (2010). Research worth knowing about. *Michigan Reading Journal, 42*(3), 48-52. [Note: This is a reprint, with an added introduction, of Duke, Martin, Christ, & Reynolds, 2010; Martin, Duke, Christ, & Reynolds, 2010; and Christ, Martin, Duke, & Reynolds, 2010.]

Martin, N. M., Duke, N. K., Christ, T., & Reynolds, J. M. (2010). Research worth knowing about: Three recently-published studies. *News and Views on Reading, 54*(1), 17-18.

Roberts, K. M., & Duke, N. K. (2010). Comprehension in the elementary grades: The research base. In K. Ganske & D. Fisher (Eds.), *Comprehension across the curriculum: perspectives and practices K-12* (pp. 23-45). New York: Guilford Press.

Duke, N. K., & Billman, A. K. (2009). Informational text difficulty for beginning readers. In E. H. Hiebert & M. Sailors (Eds.), *Finding the right texts for beginning and struggling readers: Research-based solutions* (pp. 109-128). New York: Guilford.

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PEER-REVIEWED PRESENTATIONS:

Duke, N. K. (2022, December). (Discussant.) In S. Storm (Chair), *Topic modeling and its promise for literacy education.* Alternative Format Session presented at the Literacy Association Annual Meeting, Scottsdale, AZ.

Baker. E. A., Walpole, S., Duke, N. K., Hruby, G. G., Kuhn, M., McMillon, G. M., & Wright, T. S. (2022, December). In E. A. Baker (Chair), *Rethinking relevancy: Examining divergent "research to practice" strategies.* Alternative Format Session presented at the Literacy Association Annual Meeting, Scottsdale, AZ.

Ward, A., Duke, N. K., & Klingelhofer, R. R. (2022, November). In C. Wise (Chair), *Translational research and the Listening to Reading–Watching While Writing Protocol.* Alternative Format Session presented at the Literacy Association Annual Meeting, Scottsdale, AZ.

Duke, N. K. (2020, December). Providing interdisciplinary and integrated reading and writing instruction through project-based learning. In Z. Philappakos (Organizer), *Reading and writing connections.* Literacy Research Association Annual Meeting, Online.

Duke, N. K. (2020). (Discussant). *Literacy research methodologies: The whole is more than the sum of the parts.* Literacy Research Association Annual Meeting, Online.

Duke, N. K. (Chair) (2020, December). *Informing the design of an interdisciplinary, project-based curriculum for birth through age eight*. Literacy Research Association Annual Meeting, Online.

Duke, N. K. (2019, December). Affective factors in informational text comprehension: Evidence from text processing studies. In D. Fisher, D. Lapp, & N. Frey (Co-Chairs), *Meta-synthesis and mixed-methods reviews of comprehension research.* Session at the Annual Conference of the National Association for the Education of Young Children, Nashville, TN.

Duke, N. K. (2019, December). Whose knowledge? In G. N. Cervetti (Chair). *The role of knowledge in English/language arts curriculum and assessment.* Session at the Annual Conference of the National Association for the Education of Young Children, Nashville, TN.

Duke, N. K. (Discussant). (2019, December). M. McVee (Chair). The gradual release of responsibility model: Influences on past and future literacy research and practice. Session at the Annual Conference of the National Association for the Education of Young Children, Nashville, TN.

Andrews, J., Crawford, J., Mohan, L., Duke, N., & Steven, D. (2019, November). *Molly of Denali: A multimedia approach for teaching informational reading and writing to young children.* Presentation at the Annual Conference of the National Association for the Education of Young Children, Nashville, TN.

Duke, N. K. (2019, November). *Developing young children's concepts of print using research-supported practices.* Presentation at the Annual Conference of the National Association for the Education of Young Children, Nashville, TN.

Duke, N. K. (2019, October). Molly of Denali: Developing informational reading and writing ages 4 to 8. In K. Kunz, D. Lapp, & L. M. Morrow (Co-Chairs), *Jump into the Early Literacy Trenches: Focus on Your Students, Leave with a Plan!* Institute at the Annual Convention of the International Literacy Association, New Orleans, LA.

Duke, N. K., & Cartwright, K. B. (2018, November). *Is there a model of reading all of LRA can support?* In C. N. Wise (Chair), Is there a model of reading all of LRA can support? Alternative format session presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Duke, N. K. (2018, July). *Literacy serving STEM: The Connect4Learning Pre-K Curriculum.* Exhibitor Presentation at the Annual Convention of the International Literacy Association, Austin, TX.

Duke, N. K. (2018, July). Versatile literacy instructional practices in preK and K. In L. M. Morrow, K. Kunz, D. Lapp, and J. Schickedanz (Co-chairs), *Intentionally planned best practices that motivate early literacy development.* Institute presented at the Annual Convention of the International Literacy Association, Austin, TX.

Duke, N. K., Halvorsen, A-L., & Strachan, S. L. (2017, November). Project-based learning to develop social studies and literacy in low-SES communities. In A. S. Palincsar (Chair), *Project-based learning (PBL) for the attainment of meaningful literacies and literate practices: An interdisciplinary, multi-method, cross-age, cross-context exploration across four PBL research projects.* Symposium presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Duke, N. K., & Clements, D. H. (2017, July). *Connect4Learning: Teaching and learning the interdisciplinary way.* Presentation at the Quality Rating Improvement Systems annual conference, Dallas, TX.

Duke, N. K. (2017, July). Investing in interdisciplinary instruction. In M. Han (Chair), *Investing interdisciplinary instruction in early literacy.* Symposium presented at the annual convention of the International Literacy Association, Orlando, FL.

Duke, N. K., Cervetti, G. N., & Wise, C. N. (2017, July). Learning from research on equity-effective teachers. In D. Lapp, L. Morrow, J. Schickedanz, and B. Enz (co-chairs), *Literacy and*

equity for preK-3rd grade learners: Research-supported, standards-based practice. Institute presented at the annual convention of the International Literacy Association, Orlando, FL.

Duke, N. K., Cervetti, G. N., & Wise, C. N. (2016, November). The teacher and the classroom. In L. Indrisano and J. Paratore (Chairs), *(Still) Becoming a Nation of Readers: A retrospective and visionary examination of literacy instruction*. Symposium presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Duke, N. K. (Discussant). (2016, December). In J. S. Jones (Chair), *"There is nothing so practical as a good theory": Looking at theory and text complexity.* Symposium presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Duke, N. K., Halvorsen, A., Revelle, K. Z., & Strachan, S. (2016, December). *Implementation and effects of project-based units taught by teachers new to project-based pedagogy.* Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Duke, N. K. (2016, November). *The 1, 2, 3s of the ABCs: Three practices that support development of alphabet knowledge at home and at school.* Presentation at the annual meeting of the National Association for the Education of Young Children, Los Angeles, CA.

Duke, N. K. (2016, July). *Avoiding project-based pitfalls (K – 3).* Presentation at the annual convention of the International Literacy Association, Boston, MA.

Duke, N. K. (2016, July). *Must-haves in comprehension instruction.* Presentation at the annual convention of the International Literacy Association, Boston, MA.

Duke, N. K., & Keene, E. O. (Chairs). (2016, July). *Not this but that 2016: Replacing less effective practices with more effective alternatives.* Panel conducted at the annual convention of the International Literacy Association, Boston, MA.

Sarama, J., Clements, D. H., Brenneman, K., Duke, N. K., & Hemmeter, M. L. (2016, May). *C4L (Connect4Learning): Teaching and learning the interdisciplinary way*. National Head Start Association, Nashville, TN.

Halvorsen, A., Duke, N. K., Strachan, S. L., & Toledo, W. (2016, April). *Investigating the impact of project-based instruction on second-grade students' social studies learning and motivation.* Poster presented at the Annual Conference of the American Educational Research Association, Washington, DC.

Rochester, S. E., Roberts, K. L., & Duke, N. K. (2015, December). *Learning through everyday activities: Improving early language and literacy development in children through literacy-based workshops for families.* Paper presented at the Annual Conference of the Literacy Research Association, Carlsbad, CA.

Roberts, K., & Duke, N. (2015, November). *Beyond "read to your kids": Many ways to help families promote children's literacy.* Presentation at the National Association for the Education of Young Children, Orlando, FL.

Duke, N. K. (2015, July). Best practices in informational text comprehension instruction. In L. M. Morrow (Chair), *Evidence-based best practices in literacy instruction.* Panel at the Annual Convention of the International Literacy Association, St. Louis, MO.

Duke, N. K. & Keene, E. O. (Chairs) (2015, July). *Not this but that 2015: Replacing less effective practices with more effective alternatives.* Panel at the Annual Convention of the International Literacy Association, St. Louis, MO.

Duke, N. K. (2015, July). Fostering young children's literacy development through project-based learning. Presentation in L. Morrow, J. Schickedanz, D. Lapp, K. Johnson, & B. Enz (Chairs), *Best Practices for Children in All Areas of Early Literacy Instruction*. International Literacy Association Institute, St. Louis, MO.

Duke, N. K. (2015, July). Incorporating literacy research findings into project-based pedagogy. In M. McLaughlin & K. Headley (Chairs), International Literacy Association 2015 Research Institute, St. Louis, MO.

Duke, N. K. (Discussant). (2015, April). In E. Pendergrass (Chair), *Exploring interdisciplinary possibilities with literacy linkages in urban STEM schools.* Session at the annual meeting of the American Educational Research Association, Chicago, IL.

Duke, N. K. (2015, February). *Using a project-based approach to improve reading and writing achievement and engagement.* Presentation at the National Title One Conference, Salt Lake City, UT.

Duke, N. K. (Discussant). (2015, December). In N. R. Guajardo (Chair), *The role of hot and cool executive functions in the development of comprehension.* Session at the annual meeting of the Literacy Research Association, Marco Island, FL.

Duke, N. K. (Discussant). (2015, December). In D. Townsend (Chair), *Content area literacy versus disciplinary literacy: Competing or complementary frameworks.* Session at the annual meeting of the Literacy Research Association, Marco Island, FL.

Clements, D., Sarama, J., Hemmeter, M. L., Duke, N., Brenneman, K. (2014, November). *C4L (Connect4Learning): Interdisciplinary early childhood education including mathematics, science, literacy, and social-emotional development.* Session at the annual conference of the National Association for the Education of Young Children, Dallas, TX.

Duke, N. K. (Co-Chair), Keene, E. (Co-Chair), Allington, R., Cahill, C., Cassetta, G., Horvath, K., McGill-Franzen, A., Miller, D., Moss, B., & Sawyer, B. (2014, May). *Not this but that: Replacing less effective practices with more effective alternatives.* Symposium presented at the annual convention of the International Reading Association, New Orleans, LA.

Pearson, P. D., Fisher, D., Frey, N., Hiebert, E. H., Cervetti, G., Ordonez-Jasis, R., & Duke, N. K. (2013, December). In K. Dunsmore (Chair), *What we know: Professional development that*

builds capacity and sustains change. Presentation at the Annual Meeting of the Literacy Research Association, Dallas, TX.

Mallette, M., Washburn, E. K., Yoon, B., Onwuegbuzie, A., Barone, D., Duke, N. K., Visser, J., Bromley, K. M., & Clapsaddle, S. (2013, December). *Writing an integrated mixed research dissertation: Overcoming the obstacles.* Presentation at the Annual Meeting of the Literacy Research Association, Dallas, TX.

Clements, D., Sarama, J., Hemmeter, M. L., Duke, N., & Brenneman, K. (2013, November). *Connect4Learning: Early childhood education in the context of mathematics, science, literacy, and social-emotional development.* Presentation at the Annual Meeting of the National Association for the Education of Young Children, Washington, DC.

Hemmeter, M., Clements, D., Sarama, J., Duke, N., & Brenneman, K. (2012, November). *Connect4Learning: Early education in mathematics, science, literacy, and social-emotional development.* Presentation at the Annual Meeting of the National Association for the Education of Young Children, Atlanta, GA.

Duke, N. K., Sarama, J., Clements, D., Strachan, S., Block, M., Knight, J., & Watanabe, L. (2012, April). Literacy and numeracy: A match made in seven. In J. Schickedanz, B. Enz, K. Johnson, L. Morrow, and D. Lapp (Co-Chairs), *Literacy and language in the early years: Instruction and assessment guided by research, Common Core Standards, and an understanding of children and their families.* Institute at the Annual Convention of the International Reading Association, Chicago, IL.

Duke, N. K. (2012, April). Informational text comprehension and the Common Core State Standards. In *Reading Research Institute 2012: Research that makes a difference in the age of the Common Core Standards.* Institute at the Annual Convention of the International Reading Association, Chicago, IL.

Duke, N. K., Caughlan, S., Juzwik, M., & Martin, N. (2012, April). *Genre with purpose: Reading and writing narrative, informational, procedural, persuasive, and dramatic genres K – 8*. Symposium presented at the Annual Convention of the International Reading Association, Chicago, IL.

Clements, D. H., Sarama, J., Hemmeter, M. L., Brenneman, K., & Duke, N. K. (2012, April). *Connect4Learning: Early childhood education in the context of mathematics, science, literacy, and social-emotional development.* Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

Duke, N. K. (Discussant). (2012, April). *Investigations of a functional grammar approach to enhance the reading and writing achievement of elementary English Language Learners.* Symposium at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

Halvorsen, A., Duke, N. K., Brugar, K., Block, M., Strachan, S. L., Berka, M., & Brown, J. (2012, April). *Using project-based learning to narrow the achievement gap in second-grade social studies and content area literacy.* Poster presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC, Canada.

Duke, N. K., Halvorsen, A., Block, M. K., Strachan, S. L., Brugar, K., Berka, M., & Brown, J. (2011, December). *Narrowing the achievement gap between low- and high-SES second-grade students in social studies and content area literacy: A design experiment.* Roundtable presented at the Annual Meeting of the Literacy Research Association, Jacksonville, FL.

Hartman, D. H., & Duke, N. K. (2011, December). (Co-Chairs). *Learning about literacy in pre-service and in-service settings: Research and developments from the Literacy Achievement Research Center.* Session at the Annual Meeting of the Literacy Research Association, Jacksonville, FL.

Duke, N. K., Block, M. K., & Strachan, S. L. (2011, May). "Good question! Let's look online. . .": Using informational text for reference with young children. In D. Lapp, K. Johnson, B. Enz, L. M. Morrow, and J. Schickendanz (Chairs), *Teaching early learners: Remixing literacy, technology, and motivation*. Institute presented at the Annual Meeting of the International Reading Association, Orlando, FL.

Duke, N. K., Allen, P., Daniels, H., Halladay, J., Keene, E., Kuhn, M., Phelan, K., Stahl, K. A., & Martin, N. M. (2011, May). *Professional developers and researchers share insights and advice about fluency, comprehension, motivation and self-selected reading, research and professional development.* Symposium presented at the Annual Meeting of the International Reading Association, Orlando, FL.

Block, M. K., & Duke, N. K. (March, 2011). *10 essentials of English orthography.* Presentation at the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2010, December). Fourth- and fifth-grade students tutoring younger students to evaluate websites. In D. K. Hartman & N. K. Duke (Chairs), *At the intersection of literacy and technology: Research and developments from the Literacy Achievement Research Center.* Alternative format session at the Annual Meeting of the Literacy Research Association, Fort Worth, TX.

Mallette, M. H., & Duke, N. K. (Chairs) (2010, December). *Going 'meta' on methodology: Drawing attention to four important approaches to literacy research.* Alternative format session at the Annual Meeting of the Literacy Research Association, Fort Worth, TX.

Mostow, J., Aist., G., Bey, J., Chen, W., Corbett, A., Duan, W., Duke, N., Duong, M., Gates, D., Gonzalez, J. P., Juarez, O., Kantorzyk, M., Li, Y., Liu, L., McKeown, M., Trotochaud, C., Valeri, J., Weinstein, A., & Yen, D. (2010, June 14-18). *A Better Reading Tutor That Listens [Interactive Event].* Proceedings of the Tenth International Conference on Intelligent Tutoring Systems (ITS2010), Pittsburgh, PA, 451.

Duke, N. K. (2010, April). *Developing young children's skill in reading and writing procedural or "how-to" texts.* Presentation at an Institute at the Annual Meeting of the International Reading Association, Chicago, IL.

Duke, N. K., Norman, R. R., Roberts, K. L., Martin, N. M., Knight, J. A., Morsink, P. M., & Calkins, S. L. (2009, December). *Visual literacy development in young children: An investigation with informational texts.* Paper presented at the Annual Meeting of the National Reading Conference, Albuquerque, NM.

Duke, N. K. (2009, May). Teaching social studies and literacy through a project-based approach. In. K. Ganske, N. K. Duke, & D. Fisher (Chairs), *Literacy as a tool for learning in the content areas*. Presentation at an Institute at the Annual Meeting of the International Reading Association, Minneapolis, MN.

Duke, N. K. & Keene, E. O. (2009, May). *Understanding understanding: Tools for assessing and conceptualizing reading comprehension.* Presentation at the Annual Meeting of the International Reading Association, Minneapolis, MN.

Duke, N. K., & Hartman, D. H. (Chairs) (2008, December). *Informational text instruction: Findings from the Literacy Achievement Research Center*. Alternative Format Symposium presented at the National Reading Conference, Orlando, FL.

Bolt, S. E., Duke, N. K., & Billman, A. K. (2008, December). Using informational reading comprehension assessment to inform instruction and improve achievement: The COCA in action. In N. K. Duke & D. H. Hartman (Chairs), *Informational text instruction: Findings from the Literacy Achievement Research Center*. Poster presented at the National Reading Conference, Orlando, FL.

Bolt, S. E., Duke, N. K., & Billman, A. K. (2008, August). *Comparing measures of oral reading fluency and informational text comprehension.* Poster presented at the Annual Meeting of the American Psychological Association, Boston, MA.

Zhang, X., Mostow, J., Duke, N. K., Trotochaud, C., Valeri, J., & Corbett, A. (2008, June). *Mining Free-form Spoken Responses to Tutor Prompts.* Proceedings of the First International Conference on Educational Data Mining, Montreal, 234-241.

Duke, N. K. (2008, May). *The impact of a project-based approach to building informational literacy (PABIL) on first graders' informational reading and writing.* Research Poster at the International Reading Association, Atlanta, GA.

Zhang, S., & Duke, N. K. (2008, March). *A comparative verbal protocol study of fourth- and fifth-grade students' Website evaluation.* Paper presented at the annual meeting of SITE (Society for Information Technology & Teacher Education International Conference), Las Vegas, NV.

Moses, A. M., Shedd, M. K., Duke, N. K., Sheffler, C. (2007, November). *Improving early childhood educators' knowledge about and practice of read alouds in home- and center-based settings.* Presentation at the National Reading Conference, Austin, TX.

Zhang, S., & Duke, N. K. (2007, November). *The impact of instruction in the WWWDOT approach to improving students' evaluation of websites: An experimental study with 4th and 5th grade students.* Presentation at the National Reading Conference, Austin, TX.

Duke, N. K. (2007, May). Building informational comprehension in the elementary grades: Challenges and opportunities. In K. Ganske & D. Fisher (Co-Chairs), *A comprehensive look at reading comprehension, K-12.* Institute at the International Reading Association, Toronto.

Duke, N. K., Hilden, K. R., Billman, A. K., Halladay, J. L., Reynolds, J., Zhang, S., & Park, Y. (2006, November). *The impact of the Project-Based Approach to Building Informational Literacy (PABIL) on informational reading and writing development.* Presentation at the National Reading Conference, Los Angeles, CA.

Moses, A., Duke, N. K., & Bennett-Armistead, V. S. (November, 2006). *How to meet the "raising bar" for literacy development in early childhood with developmentally appropriate practices.* Research poster session at the National Association for the Education of Young Children, Atlanta, GA.

Duke, N.K., Pressley, M., Fingeret, L., Golos, D., Halladay, J., Hilden, K., Park, Y., Reynolds, J., & Zhang, S. (July, 2006). *Revisiting the Simple View of Reading.* Presentation at the Society for the Scientific Study of Reading, Vancouver, British Columbia.

Duke, N. K., Bennett-Armistead, V. S., & Moses, A. M. (2006, May). *Building literacy for infants, toddlers, and preschoolers: Ideas to take home!* Presentation at the International Reading Association, Chicago, IL.

Duke, N. K. (April, 2006). The difficulty of informational text for beginning readers. In E. H. Hiebert & M. Sailors (Co-Chairs), *Text leveling and beginning and struggling readers*, Institute at the International Reading Association, Chicago, IL.

Duke, N. K. (April, 2006). Setting the stage: Some key findings in informational text research. In *Reading for information: Using nonfiction in the K-12 classroom*, Institute at the International Reading Association, Chicago, IL.

Duke, N. K. (April, 2006). Vocabulary research and practices that hold promise for the future, A focus on younger learners. In *The vocabulary-enriched classroom: Practices for improving the reading performance of all students in grades 3 and up*, Institute at the International Reading Association, Chicago, IL.

Duke, N. K., Moses, A. M., Subedi, D. R., Billman, A. K., & Zhang, S. (April, 2006). *Emergent literacy environments and activities in child care settings.* Presentation at the American Educational Research Association, San Francisco, CA.

Duke, N. K., Hilden, K. R., Billman, A. K., & Maier, K. (2006, March). *The Concepts of Comprehension Assessment (COCA), grades one and two.* Presentation at the Michigan Reading Association, Detroit, MI.

Duke, N. K., Reynolds, J. M., Hilden, K. R., Billman, A. K., Halladay, J. L., & Zhang, S. (2006, March). *Early learning from text (E-LFT): An instructional model for primary grades.* Presentation at the Michigan Reading Association, Detroit, MI.

Duke, N. K., & Hilden, K. R. (2005, December). *Assessing Informational Comprehension in the Primary Grades.* Paper presented at the National Reading Conference, Miami, FL.

Duke, N. K., Pressley, M., Hilden, K., Golos, D., Halladay, J., Zhang, S., Fingeret, L., Park, Y., & Reynolds, J. M. (2005). *The simple view of reading is probably too simple.* Paper presented at the National Reading Conference, Miami, FL.

Park, Y., & Duke, N. K. (2005, December). *An instrument for measuring elementary students' volition in reading.* Paper presented at the National Reading Conference, Miami, FL.

Duke, N. K. (2005, May). What has occurred and must occur for vocabulary development to increase content area instruction. In C. C. Block & J. N. Mangieri (chairs), *The new look of vocabulary instruction: Research-based, highly effective instructional practices.* Institute at the annual meeting of the International Reading Association, San Antonio, TX.

Zhang, S. & Duke, N. K. (2005, April). *Strategies in internet reading with different reading purposes: A descriptive study of twenty good internet readers.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Duke, N. K., Schmar-Dobler, B., & Zhang, S. (2004, December). Comprehension and technology. In M. McKenna (Chair), *The potential of technology in the principal dimensions of literacy instruction.* Symposium at the National Reading Conference, San Antonio, TX.

Purcell-Gates, V. & Duke, N. K. (2004, December). Four principles for measuring the ability to read and write particular genres of text. In C. A. Elster (Chair), *Methods and issues in current genre research*. Symposium at the National Reading Conference, San Antonio, TX.

Duke, N. K. (2004, November). *Including informational text in early childhood classrooms: A research-based rationale and specific classroom practices.* Presentation at the National Association for the Education of Young Children, Anaheim, CA.

Duke, N. K. (2004, May). Informational text and young readers: findings from research. In N. K. Duke (Chair), *Informational text and young readers: findings from research.* Symposium at the annual meeting of the International Reading Association, Reno, NV.

Duke, N. K. (2004, May). Learning from research: Critical understandings to guide our practices. In Hoyt, L., Taberski, S., Stead, T., Duke, N. K., & Keene E. (Co-chairs). *Building a literacy of*

thoughtfulness: Focus on comprehension instruction. Institute at the annual meeting of the International Reading Association, Reno, NV.

Duke, N. K., & Tower, C. (2004, May). Research on informational text and young readers: An overview. In N. K. Duke (Chair), *Informational text and young readers: findings from research.* Symposium at the annual meeting of the International Reading Association, Reno, NV.

Hoyt, L., Taberski, S., Stead, T., Duke, N. K., & Keene E. (2004, May) (Co-chairs). *Building a literacy of thoughtfulness: Focus on comprehension instruction.* Institute at the annual meeting of the International Reading Association, Reno, NV.

Duke, N. K. (2004, April) (Co-Chair). *Creating synergy across different methods of literacy research.* Symposium at the annual meeting of the American Educational Research Association, San Diego, CA.

Duke, N. K. (2003, December). Second grade classrooms including more informational text: Impacts on student achievement and motivation. In C. Donovan (Chair), *Development of informational writing*. Paper presented at the National Reading Conference, Scottsdale, AZ.

Purcell-Gates, V., Duke, N. K., Hall, L., & Tower, C. (2003, December). *Explicit explanation of genre within authentic literacy activities in science: Does it facilitate development and achievement?* Symposium presented at the National Reading Conference, Scottsdale, AZ.

Purcell-Gates, V., & Duke, N. K. (2003, June). Explicit teaching of genre as a means to improve comprehension and composition of non-narrative text. In B. A. Levy (chair), *Comprehension.* Annual Meeting of the Society for the Scientific Study of Reading, Boulder, CO.

Duke, N. K. (2003, May). Reading to learn AND learning to read: A research-based rationale for informational text from the beginning. . . In J. McCall (chair), *Celebrating the literacies of informational texts.* Presentation at the annual meeting of the International Reading Association, Orlando, FL.

Duke, N. K., & Kersten, J. K. (2003, May). Maintaining momentum across the grades. In P. D. Pearson & R. Jenkins (chairs), *Maintaining the Momentum in Elementary Grades: Exploring the development of the grade four slump.* Institute at the annual meeting of the International Reading Association, Orlando, FL.

Duke, N. K., & Purcell-Gates, V. (2003, April). *Reading comprehension development in second and third grade science: Effect of explicitness of instruction.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Frank, K. A., & Duke, N. K. (2003, April). *The value of large scale data bases versus randomized experiments for educational research.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

ResearchPurcell-Gates, V., & Duke, N. K. (2003, April). *Learning to write informational and procedural science text in second and third grade in two instructional conditions.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Duke, N. K. (2002, December). (Chair and Discussant). *Reading genres: Methods and findings from recent research.* Symposium at the annual meeting of the National Reading Conference, Miami, FL.

Duke, N. K., Bennett-Armistead, V. S., & Johnson, M. K. (2002, December). Text interventions and text use: A study in grade one and two classrooms. In W. H. Teale (chair), *Relationships between text and instruction: Evidence from three studies.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Purcell-Gates, V., Duke, N. K., Hall, L., & Tower, C. (2002, December). Text purposes and text use: A case from elementary science instruction. In W. H. Teale (chair), *Relationships between text and instruction: Evidence from three studies.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Duke, N. K. (2002, May). Informational texts in classrooms: Are there? In D. Birdyshaw (chair), *Texts, tasks, and effective teaching of reading: Issues and trends.* Presentation at the annual meeting of the International Reading Association, San Francisco, CA.

Duke, N. K. (2002, April). Comprehension. In D. Birdyshaw (chair), *The Center for the Improvement of Early Reading Achievement (CIERA) highlights literacy and assessment: Strengthening the connection between literacy instruction and classroom assessment.* Institute at the meeting of the International Reading Association, San Francisco, CA.

Duke, N. K. (2001, December). The larger study. In N. K. Duke (Chair), *Written information genre knowledge and acquisition in second grade science.* Symposium presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Duke, N. K. (2001, December). A new generation of researchers looks at comprehension. In *Comprehension instruction: New directions for future research.* Alternative session presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Duke, N. K. (2001, December). [Panelist]. In D. Reinking (Chair), *Preparation for new literacy researchers in multi-epistemological, multi-methodological times: A panel discussion.* Alternative Session conducted at the annual meeting of the National Reading Conference, San Antonio, TX.

Duke, N. K., & Bennett-Armistead, V. S. (2001, December). Investigating the impact of diversifying genres of text used in first grade literacy instruction. In M. Mallette (Chair), *Investigating texts for beginning instruction: Predictability, decodability, and genre.* Symposium presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Duke, N. K. (2001, November). Every child a comprehender. In *Every Child a Reader: Helping early childhood teachers meet the challenge.* National Association for the Education of Young Children, Anaheim, CA. Please note: I wrote this presentation but it was delivered it my stead by V. S. Bennett-Armistead.

Pearson, P. D., & Duke, N. K. (2001, May). *Comprehension instruction in the primary grades: The state of the art.* In P. D. Pearson (Chair), CIERA spotlights comprehension: The other side of reading instruction. International Reading Association, New Orleans, LA.

Duke, N. K. (2001, April). *Using nonfiction-informational text with young children.* In L. M. Morrow and D. M. Barone (Chairs), Life, literacy, and the pursuit of happiness: Motivating early literacy achievement. International Reading Association, New Orleans, LA.

Duke, N. K. (2001, April). *What do we expect young children to know and be able to do with different genres of text? An analysis of state standards.* In C. C. Pappas (Chair), Children, genre, and schooling. American Educational Research Association, Seattle, WA.

Duke, N. K., & Purcell-Gates, V. (2000, November). *Explicit explanation/teaching of informational text genres: A proposed model for research.* In S. Seidenstricker (Chair), Integrating information text in elementary school literacy instruction. National Reading Conference, Scottsdale, AZ.

Duke, N. K., & Purcell-Gates, V. (2000, April). *Genres of text young children encounter at home and at school.* In E. H. Hiebert (Chair), The content of text for young readers in learning to read and reading to learn. Symposium conducted at the National Reading Conference, New Orleans, LA.

Duke, N. K. (1999, December). *Children's interactions with informational texts.* In R. D. McCallum (Chair), Beyond narrative: Genres in reading research and instruction. Symposium conducted at the National Reading Conference, Orlando, FL.

Duke, N. K. (1999, December). *Information text and elementary school literacy: What do we know and what do we need to know?* Alternative format session presented at the National Reading Conference, Orlando, FL.

Duke, N. K. (1999, December). *Social reproduction through literacy education: An investigation in first grade classrooms.* In A. McGill-Franzen (Chair), Literacy instruction: Maintaining the status quo. Symposium conducted at the National Reading Conference, Orlando, FL.

Duke, N. K. (1998, December). The scarcity of informational text in the early grades. In M. L. Kamil (Chair), *Information text in the elementary school: Access, instruction, changing needs.* Symposium conducted at the National Reading Conference, Austin, TX.

Duke, N. K. (1998, February). *Empirical confirmation of the scarcity of informational text in the early grades.* Paper presented at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

Duke, N. K. (1997, December). *Explicit teaching of genre: What we think, what we know, what we ought to find out.* Paper presented at the National Reading Conference, Scottsdale, AZ.

Duke, N. K. (1997, December). *Inside classroom libraries: The good, the bad, and the ugly.* Paper presented at the National Reading Conference, Scottsdale, AZ.

Duke, N. K. (1996, December). *Young children's genre-principled responses to the world: Implications for early literacy education.* Paper presented at the National Reading Conference, Charleston, SC.

Duke, N. K., & Abell, J. S. (1996, December). Teaching by Doing: Modeling as an approach to international development. In S. Walter (Chair), *International literacy development: Issues and challenges for teacher training.* Symposium conducted at the National Reading Conference, Charleston, SC.

Purcell-Gates, V., & Duke, N. K. (1996, December). [Panelists]. In P. Freppon (Chair), *Literacy Centers and Clinics: Unique Features, Common Ground, and Research.* Symposium conducted at the National Reading Conference, Charleston, SC.

Kays, J., & Duke, N. K. (1996, March). *Breathing life into nonfiction: Incorporating quality information books into a primary grade classroom.* Paper presented at the spring convention of the National Council of Teachers of English, Boston, MA.

Caswell, L., & Duke, N. K. (1996, March). *Non-narrative as a scaffold for literacy development.* Paper presented at the Harvard Graduate School of Education Student Research Conference, Cambridge, MA.

Duke, N. K., & Kays, J. (1995, November). *"Can I say 'Once upon a time'?": Kindergarten children's knowledge of linguistic features of expository text in the written register.* Paper presented at the National Reading Conference, New Orleans, LA.

Kemler Nelson, D. G., with Almasy, L., Crowley, K., Duke, N., Gardner, J. A., Kiggins, V., Lasher, K., McQuilken, A., O'Connell, M., Russell, R., Sterner, D., & Tirk, E. (1991, April). *Principle-based inferences in preschoolers' categorization of novel artifacts.* Paper presented at the Meetings of the Society for Research in Child Development, Seattle, WA.

INVITED PRESENTATIONS AND PANELS:

Duke, N. K. (2023, July). *Essential Literacy Instructional Practices preschool through grade/year three: Updates and elaborations.* Presentation via recording for the Australian Association for the Teaching of English and Australian Literacy Educators' Association National Conference.

Caylor, E., Duke, N. K., & Thompson McMillon, G., (2023, May). *K to 3 Essentials updates.* Presentation for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2023, March). *Putting the "science" in the science of reading (adapted).* Presentation for the Chicago Public Schools, Chicago, IL.

Duke, N. K. (2023, March). (Panelist.) *Background knowledge and the science of reading.* Panel via videoconference for the National Council of Social Studies and InquirED.

Duke, N. K. (2023, March). *Literacy from day one.* Panel via videoconference for the Hunt Institute.

Duke, N. K. (2023, March). *Putting the "science" in the science of reading.* Presentation for the Aspen Institute Chief Academic Officer-Chief of Schools Network Spring Retreat, Aldine, TX.

Duke, N. K. (2023, February). (Keynote conversation.) Urban District Literacy Collaborative, Oakland, CA.

Duke, N. K. (2023, January). *SUNsational Studies!* Presentation for the Annual Meeting of the Florida Reading Association, Orlando, Florida.

Duke, N. K. (2023, January). (Panelist.) Annual Meeting of the Florida Reading Association, Orlando, Florida.

Duke, N. K. (2023, February). *Deep dive: Accelerating students' learning in literacy*. Panel via videoconference for the Aspen Institute.

Duke, N. K. (2023, February). *Frequently asked questions about literacy practices and research with Dr. Nell Duke.* Session via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2022, December). *Frequently asked questions about literacy practices and research with Dr. Nell Duke.* Session via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2022, November). *Play + academics + relationships: Teaching in ways kindergartners learn best.* Panel via videoconference for the Campaign for Grade Level Reading and the New America Foundation.

Duke, N. K. (2022, October). *Instructional density: What it is, why we need it, and how to achieve it.* Presentation via videoconference for the Annual Conference of the California Reading Association.

Duke, N. K. (2022, October). *Indispensable early literacy instruction.* Presentation for the Reading League Wisconsin, Brookfield.

Duke, N. K. (2022, October). *Frequently asked questions about literacy practices and research with Dr. Nell Duke.* Session via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2022, August). *Studies worth studying!* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2022, Jul 5). A conversation with Nell K. Duke. (Season 3, No. 3) [Audio podcast episode]. In L. Persohn (Host), *Classroom Caffeine* Podcast series. Retrieved from: https://www.classroomcaffeine.com/guests/nellduke

Duke, N. K. (2022, June). *Early literacy foundational skills overview.* Presentation via videoconference for the New York City Department of Education.

Duke, N. K. (2022, June 14). Re-thinking the Reading Rope. (Episode 66) In *Melissa and Lori Love Literacy* Podcast series. Retrieved from https://literacypodcast.com/podcast?podcast=Buzzsprout-10786506.

Duke, N. K. (2022, June). *Orchestrating effective early literacy instruction.* Presentation for Keep Indiana Learning, Indianapolis, IN.

Duke, N. K. (2022, June). *Real-world experiences.* Recording for Rethink NYC, NYC Department of Education.

Duke, N. K. (2022, May). *Effective instruction and equity are inseparable.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2022, April). *A conversation about the Literacy Essentials.* Cultivating Michigan's Literacy Leaders project, Central Michigan University.

Duke, N. K. (2022, April). *Curricularizing project-based learning.* Presentation for the problem-based and project-based learning special interest group, annual meeting of the American Educational Research Association, presented via videoconference.

Duke, N. K. (2022, April). *Linking for literacy: Bridging PreK & K.* Presentation for the Livingston Education Service Agency, Howell, MI.

Duke, N. K. (2022, March). *Effective instruction and equity are inseparable.* Presentation for the Michigan Reading Association, Lansing, MI.

Duke, N. K. (2022, February). *961 rubrics for writing.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2021, December). (Discussant.) *Anti-racist, critical, and equitable literacy practices.* Session at the Annual Meeting of the Literacy Research Association, Atlanta, GA.

Duke, N. K. (2021, December). (Discussant.) *Reading, discussing, and writing within a STEM context.* Session at the Annual Meeting of the Literacy Research Association, Atlanta, GA.

Duke, N. K. (2021, November). *Social studies and the science of reading: How to play in the same sand box.* Presentation via videoconference for the National Council of Social Studies.

Duke, N. K. (2021, October). *Morphological awareness as a mega skill.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2021, October). *Building a day that supports reading (comprehension).* Presentation via videoconference for the Reading Leadership Institute, National Louis University.

Duke, N. K. (2021, October). *Believe, inspire, and achieve through project-based learning.* Presentation via videoconference at the Anne Frank Social Justice Festival, Buffalo State University, Buffalo, NY.

Duke, N. K., & Wright, T. S. (2021). *10 essentials about the 10 Essentials.* Presentation via videoconference for new coaches in the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2021, August). *The Essentials already reflect the science of reading.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2021, August). *Revisiting the Gradual Release of Responsibility.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2021, August). *Common questions about the Essentials.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2021, August). *Effective comprehension instruction in layers.* Presentation via videoconference for the Washington County (MD) Public School District.

Duke, N. K. (2021, July). *High quality literacy instruction for all learners.* Presentation for the Flint Community Schools, by invitation from the Office of K-12 Outreach in the College of Education at Michigan State University.

Duke, N. K. (2021, July). *A layered model of effective comprehension instruction.* Presentation via videoconference for the Wyoming Department of Education.

Wright, T. S. & Duke, N. K. (2021, June). *The research-informed read aloud.* Presentation via videoconference for the National Association for the Education of Young Children Symposium on Developmentally Appropriate Practice.

Duke, N. K. (2021, May). *Disciplinary literacy: The case for building literacy through engagement in science.* Presentation via videoconference for the Council of Chief State School Officers Science Collaborative.

Duke, N. K. (2021, May). *Quality tier I literacy instruction in the primary grades.* Presentation via videoconference for the Higher Education Literacy Partnership of Minnesota.

Duke, N. K. (2021, May). *The science of reading: Best practices for the early grades.* Panel via videoconference for the *EdWeek* 2021 Leadership Symposium.

Duke, N. K. (2021, May). *Comprehension instruction and the active view of reading.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K., Norman, N., & Janecke, S. (2021, April). *How foundations can help to accelerate early literacy development.* Presentation via videoconference for the Michigan Council on Foundations. (Portions repeated in May, 2021 for the Washtenaw County Association of School Boards.)

Duke, N. K. (2021, April). *Cutting through the cacophony around comprehension.* Presentation via videoconference for the State of Maryland Literacy Association.

Duke, N. K. (2021, April). *Promoting literacy in the precious preschool years.* Presentation via videoconference for the State of Maryland Literacy Association.

Duke, N. K. (2021, April). *Tier 1 classroom literacy instruction.* Presentation via videoconference for the Regional Education Lab Midwest.

Duke, N. K. (2021, March). *Putting the gradual back in the gradual release of responsibility.* Presentation for the World Education Summit.

Duke, N. K. (2021, March). *Prompting young readers as they read.* Presentation via videoconference for the Michigan Reading Association.

Duke, N. K. (2021, March). *The science of reading comprehension instruction.* Presentation via videoconference for the International Literacy Association.

Duke, N. K. (2021, March). *The right to read.* Panel discussion via videoconference for the Extraordinary districts podcast series from EdTrust.

Duke, N. K. (2021, March). *How to build a daily schedule based on the science.* Conversation via videoconference for Reading Meetings with Mark and Molly: Conversations Bridging Science and Practice.

Duke, N. K. (2021, February). *Early readers do's and don't's.* Presentation via videoconference for the American Reading Company open-access webinar series.

Duke, N. K. (2021, February). *Fostering early literacy development among children living in economic poverty.* Presentation via videoconference for the New York University Developmental Psychology Colloquium Series.

Lindsey, J. B., & Duke, N. K. (2020, December). *Dialing up the decodability in texts for beginning readers.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2020, December). *Matching methodology to research questions.* Presentation via videoconference for the Washington (DC) Teacher's Union.

Gardner-Neblett, N., & Duke, N. K. (2020, December). *Using curb-cut thinking to improve children's literacy.* Presentation via videoconference for the Zero to Thrive Network.

Duke, N. K. (2020, November). *Interactive writing instruction online with young children.* Presentation and teaching demonstration via videoconference for the Regional Education Lab West, with introduction by Dr. Steve Graham.

Duke, N. K. (2020, November). *Bringing the actual science of reading to policy and practice.* Presentation via videoconference for the Education Policy Institute, University of Michigan.

Duke, N. K. (2020, November). *Teaching early reading with a digital mindset.* Presentation via videoconference for the Campaign for Grade Level Reading.

Duke, N. K. (2020, October). *Literacy instruction in an online environment.* Panel via videoconference for the National Association of State Boards of Education.

Ward, A. E., & Duke, N. K. (2020, October). *Growing our coaching around assessment literacy using a listening to reading protocol.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K., & Wright, T. S. (2020, September). *10 essentials about the 10 Essentials.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K., & Cruz, M. C. (2020, August). *Bridging the gap between research and practice.* Podcast (open-access) via videoconference for Heinemann Publishing.

Duke, N. K. (2020, August). *Literacy teaching in turbulent times.* Panel discussion via videoconference for the International Literacy Association.

Duke, N. K. (2020, August). *Review of literacy learning progressions.* Presentation via videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2020, August). *Progress in disrupting traditional grouping practices.* Presentation and panel discussion with A. Elmblad, O. McBride, and S. Sweet video videoconference for the Michigan Early Literacy Coaches' Network.

Duke, N. K. (2020, August). An overview of research surrounding early literacy. Presentation via videoconference for a joint committee of the Wisconsin State Legislature.

Duke, N. K. (2020, August). *Relationships between literacy and science: Implications for policy.* Presentation via videoconference for the National Academies of Science.

Duke, N. K. (2020, July). *Literacy learning progressions.* Presentation via videoconference for the American Association of School Administrators.

Duke, N. K. (2020, June). *The fade-out phenomenon or coherence at the transition from prek to k.* Presentation via videoconference for the Council of Chief State School Officers Early Childhood Network.

June, N. K. (2020, June). *Progressions of learning in early literacy.* Presentation via videoconference for the Washington County Public School District.

Duke, N. K. (2020, February). *Strategies to engage young learners with informational text.* Webinar for the Public Broadcasting Service TeacherLine and edweb.net.

Duke, N. K. (2020, January). *A visit to Kent ISD to talk about Connect4Learning.* Presentation for the Kent Intermediate School District, Grand Rapids, MI.

Duke, N. K. (2019, December). *A collective impact for early literacy in Shelby County.* Presentation for a consortium of education organizations, Memphis, TN.

Duke, N. K. (2019, December). *Framing the next literacy horizon for Michigan.* Presentation for the Michigan Association of Intermediate School Administrators, presented virtually.

Duke, N. K. (2019, December). Informing classroom instruction: How do experimental and quasi-experimental designs contribute? In S. McCarthey (Chair), *How can we study children's/youth's experiences out of school to inform classroom practices?* Integrative Review at the Annual Conference of the Literacy Research Association, Tampa, FL.

Duke, N. K. (2019, November). *Project-based literacy.* Presentation for the Literacy Association of Ireland, Dublin.

Duke, N. K. (2019, October). *Aligning up! Addressing lack of alignment in foundational skills instruction.* Presentation for the Maryland State Department of Education, Columbia, MD.

Duke, N. K. (2019, October). *Superstudies! Research studies that have the power to improve your practice.* Presentation at the Annual Convention of the International Literacy Association, New Orleans, LA.

P. D. Pearson, Duke, N. K., Cabell, S., & McMillon, G. (2019, October). *What research really says about teaching reading—and why that still matters.* Panel Discussion at the Annual Convention of the International Literacy Association, New Orleans, LA.

Lund, A., Duke, N. K., Olufemi, O. M., & Crawford, J. (2019, October). *Introducing Molly of Denali & her adventures with informational text.* P. Johnson & D. Lowenstein Session Producers and Supporters. Presentation at the Annual Convention of the International Literacy Association, New Orleans, LA.

Duke, N. K. (2019, October). *Reducing disconnects among research, practice, and policy in literacy.* Presentation at the Annual Convention of the International Literacy Association, New Orleans, LA.

Jackson, J., Duke, N., & Ferguson, R. (2019, October). *A conversation about district improvement*. K. Chenoweth (Moderator). Panel discussion and podcast for the ExtraOrdinary Districts, Chicago, IL.

Duke, N. K. (2019, September). *Research-guided coaching practice; Essential instructional practice #1; Essential instructional practice #3; Essential instructional practice #6; Essential instructional practice #8.* Presentations for the Michigan Association of School Administrators, Lansing, MI.

Duke, N. K. (2019, September). *Research-guided pre-k practice in literacy.* Presentation for the Kent Intermediate School District, Grand Rapids, MI.

Duke, N. K. (2019, August). *How can coaches support teachers in expanding their knowledge and skill around phonological awareness, phonics, and spelling for the purpose of differentiating instruction?* Session for the Michigan Intermediate School District Coaches Institute, Traverse City, MI.

Duke, N. K., & Wright, T. S. (2019, August). *Writing curriculum: What to do if . . .* ? Presentation for the Michigan Intermediate School District Coaches Institute, Traverse City, MI.

Wright, T. S., & Duke, N. K. (2019, August). *Embedding writing into social studies and science.* Presentation for the Michigan Intermediate School District Coaches Institute, Traverse City, MI.

Duke, N. K. (2019, July). *Non-negotiables in reading comprehension instruction.* Presentation for Sardes, Utrecht, Netherlands.

Duke, N. K. (2019, July). *Achieving equity in literacy: Culturally relevant and ambitious instruction.* Presentation for the Milwaukee Public Schools, Milwaukee, WI.

Duke, N. K. (2019, June). *10 Essentials About the 10 Essentials.* Presentation for the Michigan Association of Intermediate School Administrators, East Lansing, MI. (delivered on two days)

Duke, N. K., & Palincsar, A. S. (2019, June). *Groundbreaking standards for elementary literacy teacher preparation.* Presentation at the Michigan Department of Education Office of Professional Preparation Conference, Mt. Pleasant, MI.

Duke, N. K. (2019, May). *Improving early literacy in Tennessee.* Presentation for the National Council of State Legislators.

Duke, N. K. (2019, May). *How social studies and science can improve literacy outcomes.* Presentation for the District of Columbia Public Schools, Washington, DC.

Duke, N. K. (2019, May). *Early literacy PCK and CK.* Webinar for the Michigan Intermediate School District Coaches.

Duke, N. K. (2019, May). *Essential understandings about Essential Practices.* Presentation for the Wayne County Regional Service Agency, Livonia, MI.

Duke, N. K. (2019, April). *Improving early literacy.* Presentation for Karoub Associates, Lansing, MI.

Duke, N. K. (2019, April). *Striking studies: Literacy research with important implications for practice.* Presentation at the Michigan Literacy Symposium, Lansing, MI.

Duke, N. K. (2019, March). *Unpacking a practice.* Presentation at for the High-Impact Leadership Project, Kalamazoo, MI.

Duke, N. K. (2019, March). *Motivation matters: Research-supported practices for motivating and engaging elementary-age children in literacy.* Presentation at the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2019, March). *Literacy activism: Pedagogy that empowers.* Presentation at the MidSouth Reading Conference, Birmingham, AL.

Duke, N. K. (2019, March). *Effective literacy pedagogical practices (PK-2)*. Presentation at the MidSouth Reading Conference, Birmingham, AL.

Duke, N. K. (2019, March). *Speaking up for science and social studies.* Video commissioned by the Council of Chief State School Officers Social Studies Collaborative. Retrieved from https://www.youtube.com/watch?v=LAWO2lvAnjI&t=1003s.

Duke, N. K. (2019, February). *Early literacy development in children age 3 to grade 3.* Presentation for the Michigan School Testing Association, Ann Arbor, MI.

Duke, N. K. (2019, February). *Research-guided coaching practice; Essential instructional practice #1; Essential instructional practice #3; Essential instructional practice #6; Essential instructional practice #8.* Presentations for MI Excel Statewide Achievement Statewide Field Team, Lansing, MI.

Duke, N. K. (2019, February). *Project-based instruction for literacy and social studies.* Presentation for the Reading Recovery Conference of North America, Columbus, OH.

Duke, N. K. (2019, February). *Another seven studies with important implications for classroom practice.* Presentation for the Reading Recovery Conference of North America, Columbus, OH.

Duke, N. K. (2019, February). *Literacy in pre-K: Research-supported practices.* Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2019, February). *Problem solved: How project-based learning can support literacy.* Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2019, February). *Achieving equity in literacy.* Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2019, February). *Things that make you go hmmm: Literacy practices that need to be rethought.* Presentation at Plain Talk about Reading, New Orleans, LA.

Duke, N. K. (2019, February). *Innovations to increase informational text achievement.* Presentation at Plain Talk about Reading, New Orleans, LA.

Duke, N. K. (2019, January). *Supporting literacy leaders in leading for literacy.* Webinar for the High-Impact Leadership Project.

Duke, N. K. (2019, January). *Constructing meaning across texts and disciplines.* Presentation for the District of Columbia Public Schools, Washington, DC.

Duke, N. K. (2018, December). *A three-topic talk: Equity, phonics, and policy.* Presentation for the Michigan Intermediate School District Coaches, Ithaca, MI.

Duke, N. K. (2018, November). *Early literacy and family engagement.* In D. Fisher (Chair), Literacy research that should expand meaningfulness within public policies, Symposium presented at the annual meeting of the Literacy Research Association, Indian Wells, CA.

Duke, N. K. (2018, November). *Project-based learning in elementary school classrooms.* Video presentation to the International Conference on Research in Education, Lahore, Pakistan.

Duke, N. K. (2018, November). *Project-based learning as a key to literacy.* Presentation for the West Virginia Reading Association, White Sulphur Springs, WV.

Duke, N. K. (2018, November). *Dos and don'ts of literacy instruction.* Presentation for the Georgia Elementary and Middle School Principals Association, Savannah, GA.

Duke, N. K. (2018, November). *Governance that supports early literacy development.* Presentation for the Michigan Association of School Boards. Grand Rapids, MI.

Duke, N. K. (2018, October). *Small-group instruction and experiences in pre-K.* Presentation for the District of Columbia Public Schools, Washington, DC.

Duke, N. K. (2018, October). *Deepening expertise in preschool literacy.* Presentation for the District of Columbia Public Schools, Washington, DC.

Duke, N. K. (2018, October). *Third-grade reading matters: A policymaker's role in supporting early literacy.* Presentation at the National Association of State Boards of Education, Denver, CO.

Duke, N. K. (2018, October). *The best things come in small packages: Effective small-group instruction and intervention K to 3.* Presentation for the North Dakota Department of Education, Bismarck, ND.

Duke, N. K. (2018, October). *Striving for equity in literacy.* Presentation for the North Dakota Department of Education, Bismarck, ND.

Duke, N. K. (2018, October). *Better informational writing instruction.* Presentation for the Jacobson Center and Reading Recovery Literacy Academy, Cedar Falls, IA.

Duke, N. K. (2018, October). *Engineering equity in literacy education.* Presentation for the Jacobson Center and Reading Recovery Literacy Academy, Cedar Falls, IA.

Duke, N. K. (2018, October). *Setting instructional non-negotiables in early literacy.* Presentation at the annual meeting of ProLEER, Cambridge, MA.

Duke, N. K. (2018, September). *Research-guided coaching practice; Essential instructional practice #1; Essential instructional practice #3; Essential instructional practice #6; Essential instructional practice #8.* Presentations for Coaching literacy: A professional learning series for K to 3 school district literacy coaches, Grand Rapids, MI.

Duke, N. K. (2018, September). *High-impact practices for developing literacy and promoting equity.* Presentation for the Buffet Early Childhood Institute, Omaha, NE.

Duke, N. K. (2018, September). *Little literacy learners: Promoting literacy development in infants, toddlers, and preschoolers.* Presentation for the Buffet Early Childhood Institute, Omaha, NE.

Duke, N. K. (2018, September). *Ready for retirement: Literacy instructional practices that need to be retired and what to do instead (K to 3).* Presentation for the Buffet Early Childhood Institute, Omaha, NE.

Duke, N. K. (2018, September). *How can early childhood program directors support literacy in the home and community?* Presentation for the Florida Association for the Education of Young Children, Orlando, FL.

Duke, N. K. (2018, August). *Developing literacy in the infant and toddler years.* Presentation for the State of Tennessee Department of Health, Murfreesboro, TN.

Duke, N. K. (2018, August). *Developing literacy in the preschool years and beyond.* Presentation for the State of Tennessee Department of Health, Murfreesboro, TN.

Duke, N. K. (2018, August). *Working toward literacy equity.* Presentation for the Wayne Westland Community School District, Wayne, MI.

Duke, N. K. (2018, August). *Research-guided coaching practice.* Presentation for the Michigan Intermediate School District Coaches, Traverse City, MI.

Duke, N. K., & Wright, T. S. (2018, August). *Clarifications and elaborations about the* Essential Instructional Practices in Early Literacy: K to 3. Presentation for the Michigan Intermediate School District Coaches, Traverse City, MI.

Duke, N. K. (2018, July). *Equity in literacy: Leveraging small group instruction to increase access to rigorous content.* Presentation for the District of Columbia Public Schools, Washington, DC.

Duke, N. K. (2018, July). *Excellent instruction, every class, every day.* Presentation within a panel session at the Grade-Level Reading Week, Philadelphia, PA.

Duke, N. K. (2018, July). *The big matter of small-group instruction.* In M. McLaughlin (Chair), ILA Research Institute 2018. Institute presented at the Annual Convention of the International Literacy Association, Austin, TX.

Duke, N. K. (2018, July). *Absolutely essential instructional practices in early literacy.* Presentation for the Australian Association for the Teaching of English and the Australian Literacy Education Association, Perth, Australia.

Duke, N. K. (2018, July). *Transforming literacy education through project-based learning.* Presentation for the Australian Association for the Teaching of English and the Australian Literacy Education Association, Perth, Australia.

Duke, N. K. (2018, June). *Literacy and social studies as allies.* Presentation for the Council of Chief State School Officers, San Diego, CA.

Duke, N. K. (2018, June). *Achieving equity in literacy.* Presentation for the Charlotte-Mecklenburg Schools, Charlotte, NC.

Duke, N. K. (2018, May). *Leading for early literacy.* Presentation for the Taylor Public School District, Taylor, MI.

Duke, N. K. (2018, May). *The role of literacy and mathematics in advancing equity.* Presentation for the Aspen Institute Urban Literacy Leadership Network, Tulsa, OK.

Duke, N. K. (2018, May). *What reading by third grade requires.* Presentation for the School of Social Work/School of Education Detroit Seminar, Detroit, MI.

Duke, N. K. (2018, May). *An ocean, not a droplet: Improving literacy birth to age 8.* Presentation for the AASA: The School Superintendents Association Early Learning Cohort, Cleveland, OH.

Duke, N. K. & Keene, E. O. (2018, April). *The confluence of research and practice.* Presentation for the Educator Collaborative Gathering [virtual conference].

Duke, N. K. (2018, April). *Help your district improve early literacy.* Presentation for the Association of Michigan School Business Officials, Detroit, MI.

Duke, N. K. (2018, April). *Essential instructional practices in early literacy, K to 3.* Presentation for the DC Public Schools, Washington, DC.

Duke, N. K. (2018, March). *Leading for early literacy.* Presentation for the Washtenaw Intermediate School District Superintendents and School Boards, Ann Arbor, MI.

Duke, N. K. (2018, March). *The state of the state for improving early literacy.* Presentation for a convening of EdTrust-Midwest, Lansing, MI.

Duke, N. K. (2018, March). *Using project-based learning to address common problems of practice.* Presentation for the Michigan Reading Association, Detroit, MI.

Duke, N. K. (2018, March). *Introduction to the* Essential Instructional Practices in Early Literacy K to 3. Presentation for the Michigan Reading Association, Detroit, MI.

Duke, N. K. (2018, March). *Supporting the improvement of writing instruction.* Presentation for the Michigan Early Literacy Coaches Network, Lansing, MI.

Duke, N. K. (2018, March). *Three areas for revision of the National Assessment of Educational Progress Reading Framework.* Presentation to the National Assessment Governing Board Assessment Development Committee [by video], Washington, DC.

Duke, N. K. (2018, March). *Effective literacy practices #2: Children 3 – 8 years*. Presentation for the Carnegie Early Literacy Meta-Network, Cincinnati, OH.

Duke, N. K. (2018, February). *Assessing research alignment.* Presentation for the Baltimore City School District, Baltimore, MD.

Duke, N. K. (2018, February). *Instructional time is not infinite: Making the most of every minute in preK- 2.* Presentation for the Nebraska State Reading Association, Kearney, NE.

Duke, N. K. (2018, February). *The infinite possibilities of project-based pedagogy.* Presentation for the Nebraska State Reading Association, Kearney, NE.

Duke, N. K. (2018, February). *Supporting comprehension development K – 2.* Presentation for the Orange County Public Schools, Orlando, FL.

Duke, N. K. (2018, February). [Panelist] *3rd grade reading success: Root causes of what gets in the way and what we can do about it*. Presentation for the Annual Spring Meeting of the Council of Michigan Foundations (CMF) and the Governor's Office of Foundation Liaison (OFL) P20 Education Funders, Lansing, MI.

Duke, N. K. (2018, January). *Essential Instructional Practices in Early Literacy, K to 3.* Presentation for the Aspen Institute Urban Literacy Leadership Network, San Antonio, TX.

Duke, N. K. (2018, January). *Leading for early literacy.* Presentation for the Michigan Association of School Administrators, Kalamazoo, MI.

Duke, N. K. (2018, January). *Research-tested practices for improving literacy.* Presentation for the Council of Chief State School Officers Networked Improvement Communities, Arlington, VA.

Duke, N. K. (2017, January). *What does it mean to lead with the essentials?* Presentation for the Macomb Intermediate School District, Clinton Township, MI.

Duke, N. K. (2017, December). *Curiosity.* Presentation for use in World Read Aloud Day [by video]. New York: Scholastic.

Duke, N. K. (2017, December). *Equity in literacy must start early.* Presentation for the Ready at Five School Readiness Symposium, Baltimore, MD.

Duke, N. K. (2017, December). *Developing literacy in the infant and toddler years.* Presentation for the Ready at Five School Readiness Symposium, Baltimore, MD.

Duke, N. K. (2017, November). *Powerful practices: What should we see in literacy K – 3?* Presentation for the Duke Power of Literacy Summit, Terre Haute, IN.

Duke, N. K. (2017, November). *The power of project-based pedagogy: Integrated reading-writing projects with informational text.* presentation for the Duke Power of Literacy Summit, Terre Haute, IN.

Duke, N. K. (2017, November). *The power of teachers to improve comprehension.* Presentation for the Duke Power of Literacy Summit, Terre Haute, IN.

Duke, N. K. (2017, November). *What does it mean to lead in the essentials?* Presentation for the Wayne Regional Educational Service Agency, Wayne, MI.

Duke, N. K. (2017, November). *What does it mean to lead in the essentials?* Presentation via videoconference for the Michigan Association of Intermediate School Administrators, MI.

Duke, N. K. (2017, October). *Our youngest treasures: Supporting literacy development in infants, toddlers, and preschoolers.* Presentation for the Kentucky Reading Association, Louisville, KY.

Duke, N. K. (2017, October). *Open your practice to project-based learning.* Presentation for the Kentucky Reading Association, Louisville, KY.

Duke, N. K. (2017, October). *Project-based learning: Perfunctory or profound?* Presentation for the Rutgers Annual Conference on Reading and Writing, New Brunswick, NJ.

Duke, N. K. (2017, October). *Research- supported literacy practices that must be taught: Text-set read alouds, writing strategies, graphophonemic analysis of high frequency sight words, and new-to-known vocabulary (K-4)*. Presentation for the Rutgers Annual Conference on Reading and Writing, New Brunswick, NJ.

Duke, N. K. (2017, October). *There are read alouds and then there are read alouds.* Presentation for the Upper Peninsula Reading Association, Marquette, MI.

Duke, N. K. (2017, October). *Eight common pitfalls of foundational skills instruction.* Presentation for the Upper Peninsula Reading Association, Marquette, MI.

Duke, N. K. (2017, October). *Progress with projects.* Presentation for the Upper Peninsula Reading Association, Marquette, MI.

Duke, N. K. (2017, October). *Coaching intensive presentation*. Presentation via video for the Michigan ISD Early Literacy Coaches Network, Muskegon, MI.

Duke, N. K. (2017, October). *Literacy equity.* Presentation at the Literacy Summit of the Michigan Elementary and Middle School Principals Association, Ann Arbor, MI.

Duke, N. K. (2017, September). Research-guided coaching practice; Essential instructional practice #1; Essential instructional practice #3; Essential instructional practice #6; Essential instructional practice #8. Presentations for *Coaching literacy: A professional learning series for K to 3 school district literacy coaches,* Romulus, MI.

Duke, N. K. (2017, September). Research-guided coaching practice; Essential instructional practice #1; Essential instructional practice #3; Essential instructional practice #6; Essential instructional practice #8. *Presentations for Coaching literacy: A professional learning series for K to 3 school district literacy coaches,* Saginaw, MI.

Duke, N. K. (2017, August). *What to do when students are word callers.* Presentation for the Michigan ISD Early Literacy Coaches Network, Traverse City, MI.

Duke, N. K. (2017, August). *Supporting early literacy development.* Presentation for New Bedford Reads, New Bedford, MA.

Duke, N. K. (2017, August). *Supporting districts to move toward literacy research alignment.* Presentation for the Michigan ISD Early Literacy Coaches Network, Traverse City, MI.

Duke, N. K. (2017, August). *Essential literacy instructional practices in pre-K.* Presentation for the Michigan Department of Education Office of Great Start, Mt. Pleasant, MI.

Duke, N. K. (2017, June). *Precious moments: Small-group literacy instruction.* Presentation for the Philadelphia School District, Philadelphia, PA.

Duke, N. K. (2017, June). *Solving common problems of practice through project-based pedagogy.* Presentation for the Rutgers Center for Literacy Development, New Brunswick, NJ.

Duke, N. K. (2017, June). *Project-based learning as a means to develop literacy and 21st century skills.* Presentation for the Aspen Institute Urban Literacy Leadership Network, Berkeley, CA.

Duke, N. K. (2017, May). *Coaching intensive presentation.* Presentation for the Michigan Early Literacy Coaches Network, Saline, MI.

Duke, N. K. (2017, May). Working on the research ← → practice problem. Presentation for *The Practice of Teaching*, a University of Michigan School of Education Community Conversation, Grand Rapids, MI.

Duke, N. K. (2017, May). *Ambitious literacy instruction.* Presentation at the Centennial of the Fordham University Graduate School of Education, New York City, NY.

Duke, N. K. (2017, April). *Literacy birth to three!* Presentation for the Nashville Area Association for the Education of Young Children, Nashville, TN.

Duke, N. K. (2017, April). *The abcs and so much more.* Presentation for the Nashville Area Association for the Education of Young Children, Nashville, TN.

Duke, N. K. (2017, April). *Pre-K literacy: What should we see?* Presentation at the Annual Meeting of the Michigan Association of Special Education Administrators, Lansing, MI.

Duke, N. K. (2017, April). *What works in early literacy education?* Presentation for the Novi Community School District, Novi, MI.

Duke, N. K. (2017, April). *Beyond bedtime stories.* Presentation for the Novi Community School District and Novi Public Library, Novi, MI.

Duke, N. K. (2017, April). *Developing infotext reading and writing through a project-based approach.* Presentation for Benchmark School, Media, PA.

Duke, N. K. (2017, March). *Small fortune: Using small-group instruction to develop reading comprehension.* Presentation at Plain Talk About Reading, New Orleans, LA.

Duke, N. K. (2017, March). *Write all about I.T.! Teaching informational text writing.* Presentation at Plain Talk About Reading, New Orleans, LA.

Duke, N. K. (2017, March). *Small-group literacy instruction.* Presentation to the Detroit Community School District Coaches Network, Detroit, MI.

Duke, N. K. (2017, February). *Literacy in pre-K: 10 essential practices.* Presentation for the South Carolina Council of the International Reading Association, Myrtle Beach, SC.

Duke, N. K. (2017, February). *Invigorating informational text instruction.* Presentation for the South Carolina Council of the International Reading Association, Myrtle Beach, SC.

Duke, N. K. (2017, February). *Essential ingredients of effective literacy instruction.* Presentation at the Colorado Council of the International Reading Association, Denver, CO.

Duke, N. K. (2017, February). *Cooking up informational reading and writing skills.* Presentation at the Colorado Council of the International Reading Association, Denver, CO.

Duke, N. K. (2017, February). *Getting research-informed practices into practice.* Presentation for selected networks of the Council of Chief State School Officers, New Orleans, LA.

Duke, N. K. (2017, February). *Refining research- and standards-aligned pre-K–12 literacy plans: Keeping the focus on instruction.* Presentation for the Aspen Institute Urban Literacy Leadership Network, Berkeley, CA.

Duke, N. K. (2017, February). *Stopping summer reading loss.* Presentation for the Michigan Elementary and Middle School Principals Association, Grand Rapids, MI.

Duke, N. K. (2017, February). *Essential instructional practices pre-K.* Presentation for selected networks of the Council of Chief State School Officers.

Duke, N. K. (2017, February). *Essential instructional practices K to 3.* Presentation for selected networks of the Council of Chief State School Officers.

Duke, N. K. (2016, December). *Summer reading, in brief.* Presentation recorded for the Michigan Early Literacy Coaches Network.

Duke, N. K. (2016, December). *Principals as literacy leaders.* Presentation for the Michigan Elementary and Middle School Principals Association, Traverse City, MI.

Duke, N. K. (Chair). (2016, December). *Issues of design, policy, and publication in literacy research.* Paper session presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Duke, N. K. (2016, November). *Ten essential literacy education practices in pre-K*. Presentation for the Michigan Collaborative Early Childhood Conference, Dearborn, MI.

Duke, N. K. (2016, November). *Literacy in project-based pedagogy*. Presentation for the New York State Reading Association, Rochester, NY.

Duke, N. K. (2016, November*). Essential literacy instructional practices in pre-K.* Presentation for the Michigan Department of Education Office of Great Start, Mt. Pleasant, MI.

Duke, N. K. (2016, October). *The significance of informational text.* Presentation as part of a PBS/CPB Panel at the Annual Convention of the National Institute for Families Learning, Detroit, MI.

Duke, N. K. (2016, October). *Reading by third grade: Research-informed practices.* Presentation to selected networks at the meeting of the Council of Chief State School Officers, Minneapolis, MN.

Duke, N. K. (2016, October). *Emphasizing engagement: Why literacy engagement is more important than ever & what we can do about it.* Presentation for the Literacy For All Conference, Providence, RI.

Duke, N. K. (2016, October). *Reading by third grade: Research-informed practices.* Presentation for selected networks of the Council of Chief State School Officers, Minneapolis, MN.

Duke, N. K. (2016, October). *Projects for the primary grades.* Presentation for the Literacy For All Conference, Providence, RI.

Duke, N. K. (2016, October). E*ssential Literacy Instructional Practices PreK - Grade 3.* Presentation for the Florida Reading Association, Orlando, FL.

Duke, N. K. (2016, October). *Raising rigor through project-based approaches.* Presentation for the Florida Reading Association, Orlando, FL.

Duke, N. K. (2016, October). *Essential instructional practices in early literacy, prekindergarten.* Presentation for the Pennsylvania Early Childhood Summit, State College, PA.

Duke, N. K. (2016, October). *Quality matters in early literacy education.* Presentation for the Pennsylvania Early Childhood Summit, State College, PA.

Duke, N. K. (2016, October). *Early literacy.* Presentation for Houghton Mifflin Harcourt, New York, NY.

Duke, N. K. (2016, October). *Quality in pre-K literacy education.* Presentation for the Kent, Muskegon, Newaygo, and Ottawa Area Intermediate School Districts, Fruitport, MI.

Duke, N. K. (2016, October). *Essential instructional practices in early literacy, K to 3.* Presentation for the Kent, Muskegon, Newaygo, and Ottawa Area Intermediate School Districts, Fruitport, MI.

Duke, N. K. (2016, September). *Motivation matters: How to motivate informational reading and writing.* Presentation for the Illinois Reading Council, Peoria, IL.

Duke, N. K. (2016, September). *There's no place like home: Fostering family literacy in the preschool years.* Presentation for the Illinois Reading Council, Peoria, IL.

Duke, N. K. (2016, September). *Instructional materials and professional learning.* Presentation for the Aspen Institute convening of Chief Academic Officers, Memphis, TN.

Duke, N. K. (2016, September). *Literacy foundations: The power of preschool.* Presentation for the Genesee Intermediate School District, Flushing, MI.

Duke, N. K. (2016, September). *Closing the early literacy achievement gap through compelling instruction.* Presentation at African American Young Men of Promise Initiative Fall 2016 Conference: Moving Beyond the Conversation, Ypsilanti, MI.

Duke, N. K. (2016, September). Research-guided coaching practice; Essential instructional practice #1; Essential instructional practice #3; Supplement for essential instructional practice #6; Essential instructional practice #8. Presentations for *Coaching literacy: A professional learning series for K to 3 literacy coaches,* Ann Arbor, MI.

Duke, N. K. (2016, August). *Laying a literacy foundation.* Presentation for the Washtenaw Intermediate School District, Ann Arbor, MI.

Duke, N. K. (2016, August). *Laying a literacy foundation: Continuing the conversation.* Presentation for the Washtenaw Intermediate School District, Ann Arbor, MI.

Duke, N. K. (2016, August). *Must-have instructional practices in early literacy K to 3.* Presentation for the Monroe Intermediate School District, Monroe, MI.

Duke, N. K. (2016, August). *Interactive read aloud, interactive writing, and playing with sounds in words: Three research-supported practices that span preK and K.* Presentation for the Maine Department of Education, Augusta, ME.

Duke, N. K. (2016, August). *Making compelling use of informational text in preK and K: Why and how.* Presentation for the Maine Department of Education, Augusta, ME.

Duke, N. K. (2016, August). Research-guided coaching practice; Essential instructional practice #1; Essential instructional practice #3; Supplement for essential instructional practice #6; Essential instructional practice #8. Presentations for *Coaching literacy: A professional learning series for K to 3 literacy coaches*, Gaylord, MI.

Duke, N. K. (2016, August). *Information in Action: Reading, writing, and researching with informational text.* Presentation for the Study of Early Literacy Network, Washtenaw Intermediate School District and Livingston Educational Service Agency, Pinckney, MI.

Duke, N. K. (2016, July). *Introduction to essential instructional practices.* Presentation for the Baltimore City School District, Baltimore, MD.

Duke, N. K. (2016, July). *Digging into the essentials.* Presentation for the Baltimore City School District, Baltimore, MD.

Duke, N. K. (2016, July). *Characteristics of effective professional development: An overview.* Presentation at the Annual Convention of the International Literacy Association, Boston, MA. Presented in my stead by Sheila Valencia.

Duke, N. K. (2016, July). Comprehension instruction. Presentation in P. D. Pearson and D. Ogle (Chairs), *Celebrating the life and leadership of Alan Farstrup*. Session at the annual convention of the International Literacy Association, Boston, MA.

Duke, N. K. (2016, July). *Standing up for social studies: What we can do and why we should do it.* Presentation at the Annual Convention of the International Literacy Association, Boston, MA.

Duke, N. K. (2016, July). What are promising practices we might see in classrooms? In J. Rowsell (Chair), *Teaching and learning literacy: Research, policy, and everyday classroom practice.* Panel conducted at the annual convention of the International Literacy Association, Boston, MA.

Duke, N. K., & Bigelman, L. G. (2016, July). *Information in action: Project-based instruction that works! (K-5)*. Presentation at the Annual Convention of the International Literacy Association, Boston, MA. Presented in my stead by Pamela Parker.

Duke, N. K. (2016, June). *Getting to grade-level: Essential instructional practices.* Presentation for the Nashville School District, Nashville, TN.

Duke, N. K. (2016, June). *Teaching across curriculum boundaries through project-based pedagogy*. Presentation at the Teaching Across Curriculum Boundaries Conference, Perry, GA.

Duke, N. K. (2016, June). *Write here right now: High-quality writing instruction K to 3.* Presentation for the Emma Eccles Jones Symposium, Utah State University, Salt Lake City, UT.

Sarama, J., Clements, D. H., Brenneman, K., Duke, N. K., & Hemmeter, M. L. (2016, May). *C4L (Connect4Learning): Teaching and learning the interdisciplinary way*. McCormick Center Leadership Connections National Conference, Wheeling, IL.

Duke, N. K. (2016, May). Content knowledge matters for reading comprehension. Presentation in R. Pondiscio (Chair), *The Reading Paradox & the ESSA Solution.* Panel at the Knowledge Matters Campaign, Washington, DC.

Duke, N. K. (2016, April). Books and beyond: Supporting early literacy development. In M-C Harrison (Chair), *Art as social action: Book deserts in Detroit.* Symposium at the Museum of Contemporary Art Detroit, Detroit, MI.

Duke, N. K. (2016, April). Teaching literacy: Reading. In R. W. Rumberger (Chair), *Handbook of Research on Teaching, Fifth Edition: A New AERA Publication.* Session at the annual convention of the American Educational Research Association, Washington, DC.

Duke, N. K. (2016, April). *How literacy can support STEAM and STEAM can support literacy.* Presentation for the University of Central Florida Literacy Symposium, Orlando, FL.

Duke, N. K. (2016, April). *Literacy leadership intensive, day two.* Presentation for the Center for Education Design, Evaluation, and Research, University of Michigan, Ann Arbor, MI.

Duke, N. K. (2016, March). *Family literacy for the 21st century.* Presentation for the Michigan Reading Association, Detroit, MI

Duke, N. K. (2016, March). *Literacy leadership intensive, day one.* Presentation for the Center for Education Design, Evaluation, and Research, University of Michigan, Ann Arbor, MI.

Duke, N. K. (2016, March). *The indispensability of engagement.* Presentation for the Virginia State Reading Association, Norfolk, VA.

Duke, N. K. (2016, March). *Home is where the start is: Family literacy workshops for families of preschoolers.* Presentation for the Virginia State Reading Association, Norfolk, VA.

Duke, N. K. (2016, February). *Closing the literacy gap: A game plan.* Presentation for the Michigan Elementary and Middle School Principals Association, Lansing, MI.

Duke, N. K. (2016, February). *Essential literacy practices for grades K-3.* Presentation for the Michigan Elementary and Middle School Principals Association, Lansing, MI.

Duke, N. K. (2016, February). *The power of project-based pedagogy.* Presentation at the Scholastic Reading Summit, Marina del Rey, CA.

Duke, N. K. (2016, February). *Not like pulling teeth: Revision in a project-based context.* Webinar for Oakland Schools, MI.

Duke, N. K. (2016, February). *Project-based informational text author studies.* Presentation for the Reading Recovery Association of North America, Columbus, OH.

Duke, N. K. (2016, February). *Seven studies with important implications for classroom practice.* Presentation for the Reading Recovery Association of North America, Columbus, OH.

Duke, N. K. (2016, February). *The power of a project-based approach, pre-K to grade 2.* Presentation for the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2016, February). *The power of a project-based approach, grades 3 and 5.* Presentation for the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2016, January). *Developing powerful readers and writers of informational text through project-based instruction.* Webinar presented for the Vermont Department of Education.

Duke, N. K. (2015, December) (Discussant). *Reading comprehension: Strategies and assessment for English-dominant & Spanish-dominant children.* Session at the Annual Conference of the Literacy Research Association, Carlsbad, CA.

Duke, N. K. (2015, November). *Essential elements of pre-k literacy education.* Presentation at the Michigan Collaborative Early Childhood Conference. Dearborn, MI.

Duke, N. K. (2015, November). *The engagement imperative: Why literacy engagement is more important than ever and what we can do about it.* Presentation at Framingham State University, Framingham, MA.

Duke, N. K. (2015, October). *Building early literacy through family workshops.* Presentation at the Minnesota Association for Administrators of State and Federal Education Programs, Brooklyn Park, MN.

Duke, N. K. (2015, October). *Improving infotext achievement through a project-based approach.* Presentation at the Minnesota Association for Administrators of State and Federal Education Programs, Brooklyn Park, MN.

Duke, N. K. (2015, October). *Addressing standards for informational reading, writing, speaking and listening.* Presentation for the Prince George's County Schools, Bowie, MD.

Duke, N. K. (2015, October). *Inside information: Developing powerful readers & writers of informational text through project-based instruction.* Presentation for the Greater Washington Reading Council, Fairfax, VA.

Duke, N. K. (2015, October). *Engaging families: Many ways families and communities can support children's literacy development.* Presentation at the Family and Community Engagement Symposium, Miami, FL.

Duke, N. K. (2015, October). *Lifting literacy in the preschool years.* Presentation for the Connecticut Reading Association, Cromwell, CT.

Duke, N. K. (2015, October). *Lifting literacy to the next level with project-based instruction.* Presentation for the Connecticut Reading Association, Cromwell, CT.

Duke, N. K. (2015, September). *The press for informational text and the promise of projects.* Presentation for the Department of Educational Leadership and Policy Analysis, University of Missouri, St. Louis, MO.

Roberts, K. L., & Duke, N. K. (2015, August). *Workshops work! Hosting literacy workshops for families of preschoolers.* Webinar for Early Childhood Investigations.

Duke, N. K. (2015, July). *Incorporating informational text to build literacy and content knowledge.* Webinar for the Michigan Department of Education.

Duke, N. K. (2015, July). *Planning project-based instruction with informational text (K – 12)*. Presentation at the Hamline Literacy Institute, Minneapolis, MN.

Duke, N. K. (2015, July). *Teachers as rocket scientists: Developing higher-order literacy skills K - grade 3.* Presentation for the Philadelphia School District, Philadelphia, PA.

Duke, N. K. (2015, July). *Reading by fourth grade: Challenges and opportunities.* Presentation for Public Citizens for Children and Youth, Philadelphia, PA.

Duke, N. K. (2015, July). *Research-based project-based instruction.* Presentation at the Model Schools Conference, Atlanta, GA.

Duke, N. K. (2015, July). Panelist. In P. Freebody (Chair), *The ILA literacy research panel: Priorities for literacy policy and practice.* Panel at the Annual Convention of the International Literacy Association, St. Louis, MO.

Duke, N. K. & Bigelman, L. (2015, July). *A project-based place: Supporting project-based instruction at the school level.* Presentation at the Annual Convention of the International Literacy Association, St. Louis, MO.

Duke, N. K. (Chair.) (2015, July). *Meet the bloggers: A conversation with contributors to the IRA literacy research panel blog.* Panel at the Annual Convention of the International Literacy Association, St. Louis, MO.

Duke, N. K. (2015, June). *Open a world of projects.* Presentation to the Harnett County School District, Harnett County, NC.

Duke, N. K. (2015, May). *The next step: Strengthening literacy through projects for the primary grades.* Presentation for the Erickson Institute New Schools Project, Chicago, IL.

Duke, N. K. (2015, May). *Project-based pedagogy in preK through grade three.* Presentation for The Early Childhood Academy (The National Institute for Early Education Research, The Center on Enhancing Early Learning Outcomes, and the NJ Department of Education), Piscataway, NJ.

Duke, N. K. (2015, May). *Explicit instruction within compelling writing projects.* Presentation for the Urban Literacy Leadership Network, Baltimore, MD.

Duke, N. K. (2015, April). *Text type and assessment in project-based instruction.* Presentation at the University of Minnesota, Minneapolis, MN.

Duke, N. K. (2015, April). *Presentation for third-grade reading workgroup.* Lansing, MI.

Duke, N. K. (2015, April). *Using informational test to build literacy and content knowledge.* Video interview with classroom teacher for Michigan Department of Education Early Literacy and Mathematics Initiative. Michigan Department of Education, Lansing, MI.

Duke, N. K. (2015, March). *Finding the right texts for project-based instruction.* Presentation for the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2015, March). *Supporting literacy development birth to five in your community: Concrete steps with proven impacts.* Presentation for the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2015, March). *Beyond bedtime stories: Engaging families to support children's literacy development.* Webinar for Family Engagement Resource Providers, U.S. Department of Education.

Duke, N. K. (2015, March). *Using a project-based approach to improve reading and writing achievement and engagement.* Presentation for the Ann Arbor Public Schools Teacher Retention Program, Ann Arbor, MI.

Duke, N. K. (2015, March). *Aligning effective informational text instruction with the Common Core State Standards.* Presentation at Northern Illinois University, DeKalb, IL.

Duke, N. K. (2015, March). *The expansion of comprehension.* Presentation at Northern Illinois University, DeKalb, IL.

Duke, N. K. (2015, March). *D is for developmentally appropriate: Building literacy birth to five.* Presentation for the University of Michigan Children's Centers, Ann Arbor, MI.

Duke, N. K. (2015, February). *Summer reading.* Presentation for the Scholastic Reading Summit, San Diego, CA.

Duke, N. K. (2015, February). *Using informational text to build literacy and content knowledge.* Video presentation for Michigan Department of Education Early Literacy and Mathematics Initiative. Michigan Department of Education, Lansing, MI.

Duke, N. K. (2015, February). *Improving informational reading and writing achievement and engagement using a project-based approach.* Presentation at Bryant Elementary School, Ann Arbor, MI.

Duke, N. K. (2015, February). *Information nation: How we can increase and improve our informational text instruction.* Presentation for the Colorado Council of the International Reading Association, Denver, CO.

Duke, N. K. (2015, February). *Literacy workshops for families with preschool-age children.* Presentation for the Colorado Council of the International Reading Association, Denver, CO.

Duke, N. K. (2015, January). *Engaging urban students through project-based instruction with informational text.* Presentation for the Urban Literacy Leadership Network, Baltimore, MD.

Duke, N. K. (2015, January). *Informational text unpacked.* Presentation for Commonwealth Learning Institute, Framingham, MA.

Duke, N. K. (2015, January). *Critical elements of early and primary-focused education.* Presentation for Philanthropy New York, New York City, NY.

Duke, N. K. (2015, January). *Improving reading in the early grades.* Presentation for the Brooke Astor Fund, New York City, NY.

Duke, N. K. (Discussant). (2015, December). In M. K. Block (Chair), *The new emphasis on informational texts and influences on instruction.* Session at the annual meeting of the Literacy Research Association, Marco Island, FL.

Duke, N. K. (2014, November). *Beyond bedtime stories: Many ways families and communities can support literacy development.* Presentation at the Family and Community Engagement Symposium, Los Angeles, CA.

Duke, N. K. (2014, October). *Tying text to project-based instruction.* Presentation at the Scholastic Book Summit, Miami, FL.

Duke, N. K. (2014, October). *The possibilities of projects: How project-based instruction can support informational reading and writing development.* Presentation at Monmouth University, Monmouth, NJ.

Duke, N. K. (2104, October). *Designing units that teach genre with purpose.* Two-part webinar for Fox Meadow Elementary School, Scarsdale, NY.

Duke, N. K. (2014, September). *K-3 literacy: Implementing the core.* Presentation for the Iowa ASCD, Des Moines, IA.

Duke, N. K. (2014, August). *Supporting informational text reading and writing.* Presentation for Thoreau Elementary School, Madison, WI.

Duke, N. K. (2014, August). *Addressing Common Core State Standards through a project-based approach.* Presentation for the Madison School District, Madison, WI.

Duke, N. K. (2014, August). *Wanted: Engaging informational text instruction.* Presentation at the Teachers' College Reading and Writing Project Institute for Teaching Reading, New York City, NY.

Duke, N. K. (2014, June). *Planning project-based units to develop informational reading and writing.* Presentation for the LA Presentation for the Los Angeles Unified School District, South Zone, Los Angeles, CA.

Duke, N. K. (2014, June). *Teaching students to comprehend and compose informative/explanatory and persuasive text using a project-based approach.* Presentation at the University of Wisconsin Reading Research Symposium, Milwaukee, WI.

Duke, N. K. (2014, May). *Using a project-based approach to teaching informational reading and writing.* Presentation at Northside Elementary School, Ann Arbor, MI.

Duke, N. K. (2014, May). *The expansion of comprehension.* Presentation at the Research Institute of the annual convention of the International Reading Association, New Orleans, LA.

Duke, N. K. (2014, May). *The IRA Literacy Research Panel blog.* Poster presented at the annual convention of the International Reading Association, New Orleans, LA.

Duke, N. K. (2014, May). How does research help us think about ensuring all children get a strong start in literacy? In P. Johnston (Chair), *The IRA Literacy Research Panel: Priorities for literacy policy and practice.* Panel conducted at the annual convention of the International Reading Association, New Orleans, LA.

Duke, N. K. (2014, April). *Teaching genre and addressing the CCSS with project-based units.* Presentation at the Massachusetts Reading Association, Quincy, MA.

Duke, N. K. (2014, April). *Helping parents promote literacy in their children birth to five.* Presentation at the Massachusetts Reading Association, Quincy, MA.

Duke, N. K. (2014, April). *Project-based instruction to address the CCSS for reading and writing.* Presentation at the State of Maryland International Reading Association Council, Baltimore, MD.

Duke, N. K. (2014, April). *Hosting literacy workshops for families of children from birth to five.* Presentation at the State of Maryland International Reading Association Council, Baltimore, MD.

Duke, N. K. (2014, April). *Genre in the Common Core State Standards.* Webinar for *School Library Journal.*

Duke, N. K. (2014, April). *Inside information: Strategies for providing more and better informational reading and writing instruction.* Presentation at Plain Talk about Reading, New

Orleans, LA.

Duke, N. K. (2014, April). *Recent research worth knowing about.* Presentation at Plain Talk about Reading, New Orleans, LA.

Duke, N. K. (2014, April). *Effective reading comprehension instruction: Much more than teaching comprehension strategies.* Presentation at Plain Talk about Reading, New Orleans, LA.

Duke, N. K. (2014, March). *Designing project-based units to address the CCSS.* Presentation at Jayno Adams Elementary School, Waterford, MI.

Duke, N. K. (2014, March). *Looking back to move forward: Research-supported shifts in practice for the Common Core State Standards.* Presentation for the North Carolina Reading Association, Raleigh, NC.

Duke, N. K. (2014, March). *Conversation with Lee County.* Workshop for the Lee County Schools, Raleigh, NC.

Duke, N. K. (2014, March). *Increasing Engagement with Informational Text in the Age of the CCSS.* Webinar for the Developmental Studies Center.

Duke, N. K. (2014, February). *Seven studies with important implications for classroom practice.* Presentation at the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, OH.

Duke, N. K. (2014, February). *Designing project-based units to address the CCSS.* Presentation at the National Reading Recovery & K-6 Classroom Literacy Conference, Columbus, OH.

Duke, N. K. (2014, January). *How can we support strong early literacy: An emphasis on comprehension and informational texts.* Presentation for the Teachers College Reading and Writing Project, New York City, NY.

Duke, N. K. (2014, January). *Supporting strong comprehension across the school.* Presentation for the Teachers College Reading and Writing Project, New York City, NY.

Duke, N. K. (2014, January). *Project-based integrated reading and writing units.* Presentation at the Washtenaw Intermediate School District, Ann Arbor, MI.

Duke, N. K., & Moje, E. B. (2014, January). *Addressing the CCSS by tailoring your reading and writing instruction to specific genres and disciplines.* Presentation for the Rutgers Center for Literacy Development, New Brunswick, NJ.

Duke, N. K. (2013, November). *The ball's in our Core-t: Responding to the CCSS for literacy.* Presentation for the California Reading Association, Sonoma, CA.

Brenneman, K., Duke, N. K., Hemmeter, M. L., Sarama, J., & Clements, D. H. (2013, October).

Science, math, literacy, and social-emotional development in early childhood—Can we do it all? Presentation at the Marsico Institute for Early Learning and Literacy, Denver, CO.

Duke, N. K. (2013, October). *Myths and misconceptions around early childhood language and literacy.* Presentation at the Marsico Institute for Early Learning and Literacy, Denver, CO.

Duke, N. K. (2013, October). *Shifts in practice to promote literacy achievement in the era of the Common Core State Standards.* Jean S. Chall Lecture, Harvard Graduate School of Education, Cambridge, MA.

Duke, N. K. (2013, October). *Getting to the Core in K-8 literacy.* Presentation for the Iowa ASCD, Des Moines, IA.

Duke, N. K. (2013, September). *Esprit de Core: Addressing the Common Core State Standards for informational text.* Presentation for the Utah Reading Association.

Duke, N. K. (2013, August). *The Esprit de Core: Reforming writing instruction for the Common Core State Standards*. Presentation for the Wayne Regional Literacy Training Center, Hillsdale, MI.

Duke, N. K., & Reischl, C. H. (2013, August). *Reading and writing with purpose in K-5 multilingual classrooms.* Presentation for the Dearborn School District, MI.

Duke, N. K. (2013, July). *The CCSS and strategies for addressing them: Review and extension of June, 2013 presentation and 10 critical components of effective comprehension instruction.* Presentations for the Los Angeles Unified School District, South Zone, Gardena, CA.

Duke, N. K. (2013, June). *Developing knowledge of words and the world: Emergent literacy and teaching content in early childhood education.* Presentation for CESA 6, Madison, WI.

Duke, N. K. (2013, June). *The CCSS and strategies for addressing them.* Presentation for the Los Angeles Unified School District, South Zone, South Gate, CA.

Duke, N. K. (2013, May). *Informational text and the CCSS: Pitfalls and potential*. Webinar presented for Text Project/textproject.org.

Duke, N. K. (2013, May). *Reading and writing genre with purpose in the K-8 classroom.* Presentation at the Wayne Regional Educational Service Agency, Wayne, MI.

Duke, N. K. (2013, May). *Informational reading and writing.* Presentation at the Genesee Intermediate School District, Flint, MI.

Duke, N. K. (2013, April). *Beyond fiction and nonfiction: Teaching genre better.* Presentation at the Annual Convention of the International Reading Association, San Antonio, TX.

Duke, N. K. (2013, April). *Project-based integrated social studies and literacy instruction.* Presentation at the Annual Convention of the International Reading Association, San Antonio, TX.

Mallette, M. H., & Duke, N. K. (2013, April). *Synergy in literacy research methodology.* Presentation at the Annual Convention of the International Reading Association, San Antonio, TX.

Duke, N. K. (2013, March). *Integrating literacy and science for the CCSS*. Presentation for the Hillsborough County School District, FL.

Duke, N. K. (2013, March). *Beyond storybooks: Incorporating a broad range of texts in preschool and kindergarten classrooms.* Presentation at the Annual Meeting of the Illinois Reading Council, Springfield, IL.

Duke, N. K. (2013, March). *Teaching informational reading and writing more effectively and more enjoyably.* Presentation at the Annual Meeting of the Illinois Reading Council, Springfield, IL.

Duke, N. K. (2013, February). (Panelist). *Making use of educational research for educational change.* Session at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2013, February). *Teaching genre more effectively: Five principles for practice.* Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2013, January). *Using informational text in the early childhood classroom.* Presentation at the Chicago Metro Association for the Education of Young Children, Chicago, IL.

Duke, N. K. (2013, January). *Addressing the Common Core State Standards for informational text in the elementary grades.* Presentation at the 2012 Comprehensive Literacy and Illinois Reading Recovery Conference, Chicago, IL.

Duke, N. K. (2013, January). *10 critical components of effective comprehension instruction.* Presentation at the 2012 Comprehensive Literacy and Illinois Reading Recovery Conference, Chicago, IL.

Duke, N. K. (2013, January). *Addressing the Common Core State Standards for informational text in the elementary grades.* Presentation at the Southeastern Reading Recovery and Early Literacy Conference, Wilmington, NC.

Duke, N. K. (2013, January). *Engaging strategies for developing comprehension.* Presentation at the Southeastern Reading Recovery and Early Literacy Conference, Wilmington, NC.

Duke, N. K. (2013, January*). Getting informed about informational text and the Common Core State Standards.* Presentation for Achievement First, Brooklyn, NY.

Duke, N. K. (2012, December). *Integrating reading strategies into the science classroom.* Presentation for Scientist in the Classroom, Vanderbilt Center for Science Outreach, Nashville, TN.

Duke, N. K. (2012, November). *Transforming students' literacy lives through reading and writing for real-world purposes.* Presentation at the Association of Literacy Education Researchers, Grand Rapids, MI.

Duke, N. K. (2012, September). Children's magazine publishing and the Common Core State Standards. *Presentation for the Children's Magazine Editors' Retreat 2012*, Boyds Mills, PA.

Duke, N. K. (2012, September). *Purposes worth writing for: Compelling contexts for writing instruction.* Presentation for the Oklahoma Higher Education Research Council, Oklahoma City, OK.

Duke, N. K., Caughlan, S., Juzwik, M. M., & Martin, N. M. (2012). *Reading and writing genre with purpose K - 5.* Presentation at the Grand Ledge Schools, Grand Ledge, MI.

Duke, N. K. (2012, July). *Teaching reading comprehension K – 3: Recommendations resources from the WWC and DWW*. Presentation at the Striving Readers Comprehensive Literacy Institute, Anaheim, CA.

Duke, N. K. (2012, July). *Bring I.T. On! Informational text curriculum and instruction in the age of the Common Core*. Presentation at the Striving Readers Comprehensive Literacy Institute, Anaheim, CA.

Duke, N. K. (2012, May). *Informational text and the Common Core State Standards.* Presentation to the Urban Literacy Leadership Network, Denver, CO.

Duke, N. K. (2012, May). *Raising student achievement through Common Core State Standards & informational text.* Presentation to the Baltimore City Schools, Baltimore, MD.

Duke, N. (2012, May). The WWWDOT approach. In S. Fortner, D. Barone, & M. Mallette (Co-Chairs), *Ideas shared in* The Reading Teacher*: Research guiding practice.* Presentation at the Annual Convention of the International Reading Association, Chicago, IL.

Afflerbach, P., et al (2012, April). *The IRA Literacy Research Panel: Big ideas, literacy needs, and national priorities* (P. David Pearson, Chair). Panel presentation at the Annual Convention of the International Reading Association, Chicago, IL.

Duke, N. K. (2012, March). *Teachers matter in reading comprehension.* Presentation at the Virginia State Reading Association, Richmond, VA.

Duke, N. K. (2012, March). *Five principles for teaching genre with purpose.* Presentation at the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2012, February). *Reading and writing informational texts with connection to the Common Core State Standards.* Presentation to the Broward County School District, FL.

Duke, N. K. (2012, January). *Promoting informational reading and writing, K – 8.* Presentation to the Illinois Comprehensive Literacy and Reading Recovery® Conference, Chicago, IL.

Duke, N. K. (2012, January). *Engaging children in reading and writing of informational text with purpose.* Presentation to the Southeastern Reading Recovery and Early Literacy Conference, Myrtle Beach, SC.

Duke, N. K. (2012, January*). Teaching reading comprehension K – 3: Recommendations from a What Works Clearinghouse Practice Guide.* Presentation to the Southeastern Reading Recovery and Early Literacy Conference, Myrtle Beach, SC.

Duke, N. K. (2011, December). *Putting evidence into practice: Classroom components for improving reading comprehension K – 3.* Presentation at the Forum on Third Grade Literacy: Ensuring World Class Readers, Des Moines, IA.

Duke, N. K. (2011, December). *10 things you should see in teachers' comprehension instruction.* Presentation the Michigan Elementary and Middle School Principals Association, Kalamazoo, MI.

Mallette, M. H., & Duke, N. K. (2011, December). (Co-Chairs). *What to do, what not to do: Elements of excellence and fundamental flaws in literacy research.* Session at the Annual Meeting of the Literacy Research Association, Jacksonville, FL.

Duke, N. K. (2011, November). *Promoting literacy from birth to five.* Presentation for the Marsico Institute for Early Learning and Literacy, Denver, CO.

Duke, N. K. (2011, October). *Engaging strategies for boosting informational reading and writing achievement.* Presentation at the New York State Reading Association, Rye Brook, NY.

Duke, N. K., Block, M. K., Knight, J. A., & Watanabe, L. W. (2011, October). *Informational text in reading and writing.* Presentation at the Genesee Intermediate School District, Flint, MI.

Duke, N. K. (2011, October). *Raising student achievement with informational text.* Presentation at the 2011 Fall Book Summit, Orlando, FL.

Duke, N. K. (2011, September). *Helping students learn to read and write informational and procedural text: Five principles for instruction at any grade level.* Presentation to the Alamo Reading Council, San Antonio, TX.

Duke, N. K. (2011, September). *The genre-specific nature of reading comprehension: Implications for instruction* (visiting scholar address). Presentation at the University of Florida, Gainesville, FL.

Duke, N. K. (2011, August). *Providing high-quality tier I instruction with informational text in pre-K to grade 2.* Presentation for the Macomb Intermediate School District, Clinton Township, MI.

Duke, N. K. (2011, July). *Improving reading comprehension in kindergarten through 3rd grade.* Presentation for the Regional Education Lab Southeast, in Partnership with the Alabama State Department of Education MEGA Conference, Mobile, AL.

Duke, N. K., Roberts, K. L, Norman, R. R., Martin, N. M., Knight, J. A., Morsink, P. M., & Calkins, S. L. (2011, May). *Young children's understanding of specific graphical devices in informational texts.* Poster presented at the Annual Meeting of the International Reading Association, Orlando, FL.

Duke, N. K. (2011, April). *Developing informational reading and writing ability K – 3.* Presentation to the Newburyport Public Schools, MA.

Duke, N. K. (2011, April). *Informational reading and writing and connections to the Common Core, K-12.* Presentation for the Massachusetts Department of Education, Marlborough, MA.

Duke, N. K. (2011, March). *Get the facts! Using information books with young children.* Presentation at the Michigan Association for the Education of Young Children, Grand Rapids, MI.

Duke, N. K. (2011, March). *Teacher, teacher, what do you see? What a literacy-rich early childhood classroom looks like.* Presentation at the Michigan Association for the Education of Young Children, Grand Rapids, MI.

Duke, N. K. (2011, March). *Developing students' informational reading and writing skill.* Presentation at the Arkansas Reading Recovery and K-8 Comprehensive Literacy Conference, Little Rock, AR.

Duke, N. K. (2011, March). *Teaching students how to read and write how-to texts.* Presentation at the Arkansas Reading Recovery and K-8 Comprehensive Literacy Conference, Little Rock, AR.

Duke, N. K. (2010, October). *How to teach how-to text.* Presentation to the Kentucky Reading Association, Lexington, KY.

Duke, N. K. (2010, October). *Leading for literacy with informational text.* Presentation to the Kentucky Reading Association, Lexington, KY.

Duke, N. K. (2010, October). *Six components of effective informational text comprehension.* Presentation delivered via videoconference from Michigan State University to Springfield Elementary School, New Middletown, OH.

Duke, N. K. (2010, September). *Teaching reading and writing of procedural or how-to text.* Presentation for the Los Angeles County Office of Education, Burbank, CA.

Duke, N. K. (2010, August). *Informational text and early literacy: New urgency, new directions.* Presentation at Annual Conference of the Minnesota Reading Association, Apple Valley, MN.

Duke, N. K. (2010, August). *Teaching reading and writing of procedural or how-to text.* Presentation at Annual Conference of the Minnesota Reading Association, Apple Valley, MN.

Duke, N. K. (2010, July). *Six components of effective informational text comprehension.* Presentation at the United States Department of Education Summer Reading Institute, Anaheim, CA.

Duke, N. K. (2010, July). *Teaching reading and writing of procedural or how-to text.* Presentation at the United States Department of Education Summer Reading Institute, Anaheim, CA.

Duke, N. K. (2010, July). *Addressing English Language Arts standards in the context of science.* Presentation for the JUST ASK project delivered via videoconference to educators in Iowa and Missouri.

Duke, N. K. (2010, June). *Teaching children to comprehend informational texts.* Boston University Seminar on Building World Knowledge through Reading and Writing Informational Texts: What Effective Teachers Know and Do, Lexington, MA.

Duke, N. K. (2010, June). *Comprehending informational texts.* Presentation for Arkansas Reading First delivered via videoconference from Michigan State University to educators throughout the state of Arkansas.

Duke, N. K. (2010, May). *What's (relatively) new in informational comprehension instruction.* Presentation at Emerson Elementary School, Detroit Public Schools, MI.

Duke, N. K. (2010, May). (Panelist.) *Leveraging what we know: A literacy agenda for the 21st century.* American Educational Research Association, Denver, CO.

Duke, N. K. (2010, May). *The genre-specific nature of reading comprehension and the case of informational text.* Early Career Award Presentation at the American Educational Research Association, Denver, CO.

Duke, N. K., Roberts, K. L., Norman, R. R., Martin, N. M., Knight, J. A., Morsink, P. M., & Calkins, S. L. (2010, April). *What we've been learning about children's visual literacy development and what it might mean for assessment and instruction.* Presentation at the Annual Meeting of the International Reading Association, Chicago, IL.

Duke, N. K., & Bolt, S. E. (2010, March). *Implementing RtI in first and second grade. Presentation at the Michigan Reading Association.* Detroit, MI.

Duke, N. K., & Martin, N. M. (2010, March). *10 things every literacy educator should know about research.* Presentation at the Michigan Reading Association, Detroit, MI.

Duke, N. K., Roberts, K. L., Norman, R. R., Martin, N. M., Knight, J. A., Morsink, P. M., & Calkins, S. L. (2008, March). *Concepts of print expanded: Understanding young children's concepts of the pictures in text.* Presentation at the Michigan Reading Association, Detroit, MI.

Duke, N. K. (2010, February). *Beyond making peanut butter and jelly sandwiches: Developing students' ability to read and write procedural or how-to text.* Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2010, February). *Recent developments in informational text research and practice.* Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2010, January). *Developing reading comprehension birth to eight.* Presentation for the Michigan State University Good Schools Resource Center, Detroit, MI.

Duke, N. K. (2009, December) (Discussant). In E. C. Lewis (Chair), *New Directions in Methodology.* Paper session at the National Reading Conference, Albuquerque, NM.

Duke, N. K. (2009, November). *Pay a little now or a lot later: The importance and effectiveness of early literacy education.* Presentation for the Michigan State University President's Education Forum, Lansing, MI.

Duke, N. K. (2009, October). *Of sharks, snakes, and storms: Teaching with informational text.* Presentation for the 2009 Annual Reading Conference of Youngstown State University, Kent State University, The University of Akron, and The Ohio Council of the International Reading Association. Youngstown, OH.

Duke, N. K. (2009, October). *How to teach "how-to" text.* Presentation for the 2009 Annual Reading Conference of Youngstown State University, Kent State University, The University of Akron, and The Ohio Council of the International Reading Association. Youngstown, OH.

Duke, N. K. (2009, September). *Making guided reading appropriate for informational text.* Presentation for the Grand Ledge Community Schools, Grand Ledge, MI.

Duke, N. K. (2009, July). *Findings from research on informational text comprehension and what they mean for classroom practice.* Presentation at the Michigan Reading Association Summer Literacy Conference, Ypsilanti, MI.

Duke, N. K. (2009, May). *Integrating reading comprehension instruction throughout the school day.* Presentation at the Advanced Coaching Institute, Houston, TX.

Duke, N. K. (2009, May). *Tailoring your reading comprehension instruction to your learners.* Presentation at the Advanced Coaching Institute, Houston, TX.

Duke, N. K. (2009, April). *Exploring new (and old) possibilities in reading comprehension instruction.* Presentation at the Massachusetts Reading Association, Sturbridge, MA.

Duke, N. K. (2009, March). *Getting informed about informational texts: Strategies for assessment and instruction in the primary grades.* Presentation at the Illinois Reading Council Conference, Springfield, IL.

Duke, N. K. (2009, March). *Beyond bedtime stories: How parents and early childhood educators can lay a foundation for literacy in infants, toddlers, and preschoolers.* Presentation at the Illinois Reading Council Conference, Springfield, IL.

Duke, N. K. (2009, March). *Beyond making peanut butter and jelly sandwiches: Developing students' ability to read and write procedural or how-to text.* Presentation at the Michigan Reading Association Pre-Conference, Grand Rapids, MI.

Duke, N. K. (2009, March). *Focusing your informational reading comprehension instruction.* Presentation at the Michigan Reading Association Annual Conference, Grand Rapids, MI.

Duke, N. K. (2009, February). *Making guided reading appropriate for informational text.* Presentation at the Annual Conference of the Reading Recovery Association of North America, Columbus, OH.

Duke, N. K. (2009, February). *Laying a foundation for reading comprehension in infants, toddlers, and preschoolers.* Presentation at the Colorado Conference of the International Reading Association, Denver, CO.

Duke, N. K. (2009, February). Research on informational comprehension assessment in the primary grades. In S. Whitaker (Chair), *From theory into practice.* Symposium presented at the Colorado Conference of the International Reading Association, Denver, CO.

Duke, N. K. (2009, February). *Five things you can do to improve students' informational reading comprehension.* Presentation at the Colorado Conference of the International Reading Association, Denver, CO.

Duke, N. K. (2009, January). *Read aloud and guiding reading with informational text.* Presentation for the South Carolina State Department of Education, Columbia, SC.

Duke, N. K. (2008, October). *Some key findings from research on reading comprehension and what they mean for classroom practice.* Presentation for the Texas Reading First Higher Education Collaborative, Austin, TX.

Duke, N. K. (2008, October). *Beyond bedtime stories: A parent's guide to promoting reading, writing, and other literacy skills birth to 5.* Presentation for the Chicago Public Library System, Chicago, IL.

Duke, N. K. (2008, October). *Using informational text with young children.* Presentation for the Chicago Public Library System, Chicago, IL.

Duke, N. K. (2008, September). *Beyond bedtime stories: Ways parents and early childhood educators can build literacy in infants, toddlers, and preschoolers.* Presentation at the Florida Reading Association, Orlando, FL.

Duke, N. K. (2008, September). *Comprehension difficulties: Who has them, why, and what you can do to help.* Presentation at the Florida Reading Association, Orlando, FL.

Duke, N. K. (2008, August). *Read aloud and guided reading with informational text.* Presentation for the Chicago Public Schools, Chicago, IL.

Duke, N. K. (2008, July). *Building comprehension.* Presentation at the National Reading First Conference, Nashville, TN.

Duke, N. K. (2008, July). *Building comprehension through strategy instruction.* Presentation at the National Reading First Conference, Nashville, TN.

Duke, N. K. (2008, July). *Assessing reading comprehension in the primary grades.* Presentation for the Hamline University Summer Literacy Institute, Minneapolis, MN.

Duke, N. K. (2008, July). *Findings from research on comprehension and their implications for classroom practice.* Presentation for the Hamline University Summer Literacy Institute, Minneapolis, MN.

Duke, N. K. (2008, July). *Essential elements of informational reading comprehension instruction.* Presentation for South Carolina Reading First, Columbia, SC.

Duke, N. K. (2008, June). *Developing informational reading comprehension.* Presentation at the Ohio Literacy Institute, Dublin, OH.

Duke, N. K. (2008, June). *Informational reading comprehension assessment for the primary grades.* Presentation at the Ohio Literacy Institute, Dublin, OH.

Mostow, J., Corbett, A., Valeri, J., & Duke, N. K. (2008, June). *Explicit comprehension instruction in an automated reading tutor that listens: Report of progress, year one.* Poster presented at the Institute of Education Sciences, Washington, DC.

Duke, N. K. (2008, May). *Thoughts on the relationship of theory and method in literacy research.* Presentation at the International Reading Association, Atlanta, GA.

Duke, N. K. (2008, March). *Comprehension and the youngest learner: Ways to lay a foundation for reading comprehension in the preschool years.* Presentation at the Virginia State Reading Association, Richmond, VA.

Duke, N. K., & Hilden, K. R. (2008, March). *Finally! Informational comprehension assessment for the primary grades.* Presentation at the Virginia State Reading Association, Richmond, VA.

Duke, N. K. (2008, February). *Building informational reading comprehension through collaboration.* Presentation for the Minnesota Reading First Winter Literacy Institute, Minneapolis, MN.

Duke, N. K. (2008, February). *Assessment and instruction of informational reading comprehension K – 3*. Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2008, February). *Beyond bedtime stories: Ways parents and early childhood educators can build literacy in infants, toddlers, and preschoolers*. Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2007, January). *Authenticity, informational text, and integrated instruction.* Presentation for the Iowa State Department of Education, Des Moines, IA.

Duke, N. K. (2007, December). *Catch it if you can: Some directions for reading comprehension research.* Presentation at the American Reading Forum, Sanibel, FL.

Duke, N. K. (2007, November). *Comprehension development.* Presentation at the National Reading Conference Pre-Conference, Austin, TX.

Duke, N. K. (2007, November). *Read aloud and guided reading with informational text.* Presentation at the Connecticut Reading Association, Cromwell, CT.

Duke, N. K. (2007, November). *Understanding and addressing comprehension difficulties.* Presentation at the Connecticut Reading Association, Cromwell, CT.

Duke, N. K. (2007, October). *Comprehension throughout the day.* Presentation at the Alaska State Literacy Conference, Anchorage, AK.

Duke, N. K. (2007, October). *Content-rich reading comprehension instruction.* Presentation at the Rockland Literacy Extravaganza, Rockland, NY.

Duke, N. K. (2007, October). *Assessing informational reading comprehension in the primary grades.* Presentation at the Rockland Literacy Extravaganza, Rockland, NY.

Duke, N. K. (2007, October). *Informational text in the elementary classroom: Who, what, when, where, why, and how.* Presentation for Pennsylvania Reading First, Johnstown, PA.

Duke, N. K. (2007, September). *Improving informational text comprehension instruction.* Presentation at the Oakland County Reading Council, Waterford, MI.

Duke, N. K. (2007, July). *Using informational text to increase literacy achievement and world knowledge.* Presentation for Books and Beyond, Escondido, CA.

Duke, N. K. (2007, July). *Building reading comprehension through informational text read aloud and guiding reading.* Presentation for Books and Beyond, Escondido, CA.

Duke, N. K. (2007, July). *Oh, the places comprehension instruction can go (with apologies to Dr. Seuss)*. Presentation for New Jersey Reading First, Long Branch, NJ.

Duke, N. K. (2007, June). *Guiding reading with informational text.* Presentation for the Suburban Council of the International Reading Association, Libertyville, IL.

Duke, N. K. (2007, June). *Reading comprehension instruction with/for informational text.* Presentation for the Long Island Regional Support Center, Long Island, NY.

Duke, N. K. (2007, June). *Causes of comprehension difficulties and some strategies for addressing them.* Presentation for the Long Island Regional Support Center, Long Island, NY.

Duke, N. K. (2007, June). *Essential elements of reading comprehension instruction.* Presentation for the Long Island Regional Support Center, Long Island, NY.

Duke, N. K. (2007, June). *Comprehension in early education.* Presentation at Promoting Student Literacy Through Comprehension: Enhancing Teacher Preparation and Professional Development, Albany, NY.

Duke, N. K. (2007, May). *Some directions for research and practice in literacy education.* Annual Research Address at the Annual Meeting of the International Reading Association, Toronto.

Duke, N. K. (2007, May). Authentic literacy instruction in the primary grades. In V. Purcell-Gates (Chair), *Authentic literacy instruction across the life span*. Cosponsored session with the National Reading Conference at the Annual Meeting of the International Reading Association, Toronto.

Duke, N. K. (2007, May). *Content-rich comprehension instruction.* Presentation at Reading Research 2007, Toronto.

Duke, N. K. (2007, April). *Improving informational text comprehension: An integrated approach.* Presentation at the Rutgers University 39th Annual Conference on Reading and Writing, Somerset, NJ.

Duke, N. K. (2007, April). *Guided reading: Focusing on research-based practices.* Presentation at the Rutgers University 39th Annual Conference on Reading and Writing, Somerset, NJ.

Duke, N. K. (2007, April). *Using informational text in social studies, science, and language arts.* Presentation in the Developing Leaders in Literacy Symposium Series, Rowan University. Glassboro, NJ.

Duke, N. K. (2007, March). *Five Ws Plus H of Building Informational Literacy.* Presentation for the Massachusetts Department of Education, Marlboro, MA.

Duke, N. K. (2007, March). *Oh the places comprehension instruction can go.* Webinar presented for the New England Comprehensive Centers, Portsmouth, NH.

Duke, N. K. (2007, March). *Revisiting the informational text read aloud.* Presentation at the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K., Bennett-Armistead, V. S., & Moses, A. M. (2007, March). *Comprehension and the youngest learner: Developing text understanding in the preschool years.* Presentation at the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2007, January). *It takes a village: Building informational literacy in the U.S.* Presentation to the Blue Water Reading Council, Marysville, MI.

Duke, N. K., & Mallette, M. H. (2006, November). (Co-Chair.) Research methodology series: Research design workshop. National Reading Conference, Los Angeles, CA.

Duke, N. K. (2006, November). Moving beyond the 'Simple View of Reading.' In N. K. Duke & J. F. Almasi (Eds.), *Michael Pressley: A research retrospective on his contributions to the field and a vision for the future.* Presentation at the National Reading Conference, Los Angeles, CA.

Duke, N. K. (2006, October). *Assessing informational reading comprehension in the primary grades.* Presentation at the Billie J. Askew Reading Recovery/Early Literacy Institute, Dallas, TX.

Duke, N. K. (2006, October). *A project-based approach to building literacy in the primary grades.* Presentation at the Billie J. Askew Reading Recovery/Early Literacy Institute, Dallas, TX.

Duke, N. K. (2006, October). *Developing informational literacy PreK – Grade 3.* Presentation for the Genesee County Early Literacy Conference, Flint, MI.

Duke, N. K. (2006, September). *It takes a village: Building informational literacy in the U.S.* Presentation at New England Reading Association, Lowell, MA.

Duke, N. K. (2006, September). *Using informational text.* Presentation for the Georgia Reading First Pre-service Conference, Atlanta, GA.

Duke, N. K., Billman, A., Hilden, K., & Halladay, J. (2006, September). *Improving informational comprehension achievement in the primary grades.* Presentation at the Literacy Achievement Research Center Conference, East Lansing, MI.

Duke, N. K., Moses, A. M., & Zhang, S. (2006, September). *Improving literacy birth to five.* Presentation at the Literacy Achievement Research Center Conference, East Lansing, MI.

Duke, N. K. (2006, August). *Using informational text.* Presentation at Vermont Reads, Killington, VT.

Duke, N. K., Hilden, K. R., & Billman, A. K. (2006, July). *Assessing informational text comprehension.* Presentation at the National Geographic School Publishing and Literacy Achievement Research Center Literacy Institute 2006, Washington, DC.

Duke, N. K. (2006, July). *Building informational literacy through a project-based approach.* Presentation at the National Geographic School Publishing and Literacy Achievement Research Center Literacy Institute 2006, Washington, DC.

Duke, N. K. (2006, July). *Of head lice and helicopters: Engaging and effective informational literacy instruction.* Presentation at the Purdue Summer Literacy Institute, West Lafayette, IN.

Duke, N. K. (2006, July). *Putting it all together: An integrated approach to building informational literacy.* Presentation at the University of California, Berkeley's 2nd Annual Summer Institute in Reading.

Duke, N. K., Hilden, K. R., Billman, A. K., Halladay, J. L., Park, Y. (2006, May). *Assessing informational text comprehension in the primary grades.* Poster session at Meet the Researchers, International Reading Association, Chicago, IL.

Duke, N. K. (2006, March). *Building informational literacy K – 4.* Workshop presented at the Victoria Inn, Winnipeg, Manitoba.

Duke, N. K. (2006, March). *The use of informational text with young children.* Presentation for the McCormick Tribune Early Literacy Grant Project, Chicago Public Library, Chicago, IL.

Duke, N. K. (2006, February). *Reading comprehension instruction for students who are learning to read: Challenges in curricularizing comprehension in the primary grades.* Presentation at the K-12 literacy training meeting with representatives from the Comprehensive Regional Centers, Boston, MA.

Duke, N. K. (2006, February). *Building and assessing informational literacy in the primary grades.* Presentation at the Colorado Council of the International Reading Association, Denver, CO.

Duke, N. K. (2006, February). *Promoting emergent literacy in infants, toddlers, and preschoolers.* Presentation at the Colorado Council of the International Reading Association, Denver, CO.

Duke, N. K. (2006, January). *Building informational text comprehension: Recent findings from research.* Presentation at the Kent County Reading Council, Grand Rapids, MI.

Duke, N. K. (2006, January). *Promoting literacy birth to five: What early childhood and K - 12 reading educators can do.* Presentation at the Kent County Reading Council, Grand Rapids, MI.

Duke, N. K. (2005, December). (Chair and Introduction of Speaker). Plenary session at the National Reading Conference, Miami, FL.

Duke, N. K., & Mallette, M. (2005, December). (Co-Chair and Panelist). *Workshop on research design.* Session at the National Reading Conference, Miami, FL.

Duke, N. K. (2005, December). *Experimental studies.* Presentation at the National Reading Conference, Miami, FL.

Duke, N. K. (2005, December). *The Literacy Achievement Research Center.* Presentation to the Michigan State University Board of Trustees, East Lansing, MI.

Duke, N. K. (2005, August). *Strategies for developing important emergent literacy skills.* Presentation at the Even Start Retreat, Gaylord, MI.

Duke, N. K. (2005, August). *Using information books in early childhood.* Presentation at the Even Start Retreat, Gaylord, MI.

Duke, N. K. (2005, July). *The role of content area learning in literacy.* Presentation at the National Geographic Society and Literacy Achievement Research Center Literacy Institute, Washington, DC.

Duke, N. K. (2005, June). *Building informational comprehension across the grades.* Presentation at the Flint Public Schools, Flint, MI.

Duke, N. K. (2005, June). *Curricularizing comprehension.* Presentation at the Utah Reading First Institute, Salt Lake City, UT.

Duke, N. K. (2005, June). *Strategies for developing informational literacy K – 3.* Presentation at the Minnesota Reading First Institute, Minneapolis, MN.

Duke, N. K., & Moses, A. M. (2005, April). *Improving literacy environments and experiences for children birth to five: Research and resources.* Presentation at Reading Research 2005: Reaching readers through research, San Antonio, TX.

Duke, N. K. (2005, March). [Expert Commentary.] *Teaching Reading 3 – 5, Vocabulary and Comprehension Program*. Educational Productions, WGBH Boston.

Duke, N. K., Moses, A. M., Billman, A., & Zhang, S. (2005, March). S*upporting literacy development in infants, toddlers, and preschoolers.* Presentation at the Annual Meeting of the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K., & Hilden, K. A. (2005, March). *Assessing informational comprehension in the primary grades.* Presentation at the Annual Meeting of the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2005, February). *Promoting emergent literacy in infants, toddlers, and preschoolers.* Presentation at the Virginia State Reading Association, Arlington, VA.

Duke, N. K. (2005, February). *Promoting informational literacy in the elementary grades.* Presentation at the Virginia State Reading Association, Arlington, VA.

Duke, N. K. (2005, January). [Expert Commentary.] Comprehension course, Teachscape.

Duke, N. K. (2004, December). *Building comprehension of informational text.* Presentation at the National Reading Conference Saturday Conference: Research-Based Practices in Literacy Instruction, San Antonio, TX.

Duke, N. K. (2004, December). (Discussant). In J. F. Almasi (Chair), *Studies in comprehension and composing.* Paper session at the National Reading Conference, San Antonio, TX.

Leu, D. J., Mallette, M. H., & Duke, N. K. (2004, December). (Chairs). *Research methodology series: Questions and conversation with the series participants.* Special session at the National Reading Conference, San Antonio, TX.

Duke, N. K. (2004, November). *Building informational literacy across the grades (K – 6).* Presentation at Literacy for All: Northeast K – 6 Literacy Conference and Reading Recovery Institute, Providence, RI.

Duke, N. K. (2004, November). *Comprehension strategy instruction in the primary grades.* Presentation at Literacy for All: Northeast K – 6 Literacy Conference and Reading Recovery Institute, Providence, RI.

Duke, N. K. (2004, October). *Developing expertise in developing comprehension.* Presentation for the California State University Reading Conference, Los Angeles, CA.

Duke, N. K. (2004, October). *Effective comprehension instruction.* Presentation for Celebrate Literacy! Grand Valley State University, Grand Rapids, MI.

Duke, N. K. (2004, October). *Supporting informational comprehension K – 3.* Presentation at Celebrate Literacy! Grand Valley State University, Grand Rapids, MI.

Duke, N. K. (2004, September). *Strategies for building comprehension of informational text.* Presentation at Pacific Resources for Education and Learning (PREL) A Focus on Comprehension Forum, New York, NY.

Duke, N. K. (2004, September). *Developing informational literacy in early childhood.* Presentation to the Chicago Public Schools and Agencies, Chicago, IL.

Duke, N. K. (2004, September). *Reading and writing informational text in the primary grades.* Presentation at Reading and Writing in Science: Research-Based Trends and Practices, Institute for Math/Science Education and Learning Technologies, University of Missouri-St. Louis College of Education.

Hummer, E., Pearson, P. D., & Duke, N. K. (2004, September). *Content reading in the classroom: A videotape analysis and discussion.* Presentation at Reading and Writing in Science: Research-Based Trends and Practices, Institute for Math/Science Education and Learning Technologies, University of Missouri-St. Louis College of Education.

Duke, N. K. (2004, August). *Building comprehension of informational text.* Presentation at Eaton Rapids Public Schools, Eaton Rapids, MI.

Duke, N. K. (2004, August). *Laying the foundation for learning from text.* Presentation at the Edmonton Regional Literacy Consortium Early Literacy Symposium, Edmonton, Alberta, Canada.

Duke, N. K. (2004, August*). Incorporating informational text in the preprimary and primary grades.* Presentation at the Edmonton Regional Literacy Consortium Early Literacy Symposium. Edmonton, Alberta, Canada.

Duke, N. K. (2004, July). *Incorporating informational text in P – 3 classrooms.* Presentation at the Emma Eccles Jones Early Childhood Symposium, Sandy, UT.

Duke, N. K. (2004, July). *Portrait of a kindergarten classroom: Incorporating informational text in kindergarten classrooms.* Presentation at the Colorado Kindergarten Literacy Conference, Denver, CO.

Duke, N. K. (2004, July). *Saturating the day with literacy.* Presentation at the CIERA Summer Institute, Ann Arbor, MI.

Duke, N. K. (2004, June). *Improving comprehension of informational text.* Presentation at the Learning Network Conference, Boulder, CO.

Duke, N. K. (2004, June). *Making the most of every minute: Instructional density in literacy education.* Presentation to the Iowa Statewide Reading Team Summer Institute, Des Moines, IA.

Duke, N. K., & Pearson, P. D. (2004, June). *Nonfiction and research.* Presentation at the National Geographic Literacy Summit, Washington, DC.

Duke, N. K. (2004, May). *Preventing and addressing comprehension difficulties.* Presentation to the Suburban Council of Reading Consultants, Lombard, IL.

Duke, N. K. (2004, May). *Strategies for addressing comprehension difficulties.* Presentation at Reading Research 2004: Moving Forward on Many Fronts, Reno, NV.

Duke, N. K. (2004, April). *Increasing informational text in K – 5 classrooms.* Presentation at the Iowa Reading Association, Iowa, Education Media Association, & ESEA Title I Shared Conference, Des Moines, IA.

Duke, N. K. (2004, March). *Effective comprehension instruction, with a focus on informational text.* Presentation for the Chicago Public Schools, Chicago, IL.

Duke, N. K. (2004, March). *Incorporating informational text in the primary grades.* Presentation at the Michigan Reading Association, Detroit, MI.

Duke, N. K. (2004, February). *Reading and writing informational text in first grade.* Presentation at the New Jersey State First Grade Teacher Conference, Atlantic City, NJ.

Duke, N. K. (2004, February). *Developing comprehension of informational text.* Presentation at the Wisconsin State Reading Association, Milwaukee, WI.

Duke, N. K. (2004, January). *Effective comprehension instruction.* Presentations for Nevada Reading First, Reno and Las Vegas, NV.

Duke, N. K. (2004, January). *Exploring the effective uses of instructional materials – A focus on informational texts.* Presentation for the Chicago Public Schools, Chicago, IL.

Duke, N. K. (2004, January). *Building comprehension of informational text.* Presentation for the Chicago Public Schools, Chicago, IL.

Duke, N. K. (2003, December). *Informational text in the primary grades.* Presentation at the National Reading Conference Saturday Conference, Scottsdale, AZ.

Duke, N. K. (2003, August). *Preventing and addressing comprehension difficulties.* Presentation at the New Jersey Department of Education Literacy Conference, Somerset, NJ.

Duke, N. K. (2003, July). *Comprehension difficulties.* Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2003, July). *Including more informational text in the primary grades.* Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2003, May). *Diversifying genres in grades 1 and 2: Impacts on achievement and motivation.* Presentation at Reading Research 2003: Reading Research: The Cutting Edge, Orlando, FL.

Purcell-Gates, V., & Duke, N. K. (2003, May). *Learning to read and write information text in 2nd and 3rd grade science: The roles of authenticity and explicit explanation of genre features.* Presentation at Reading Research 2003: Reading Research: The Cutting Edge, Orlando, FL.

Duke, N. K. (2003, March). *Comprehension instruction for informational text.* Presentation for LEP from RESEARCH to ACTION II: What comprehension instruction should be! Grand Rapids, MI.

Duke, N. K. (2003, February). *Nonfiction genres and comprehension strategies.* Presentation for National Geographic Society School Publishing Division. Washington, DC.

Duke, N. K. (2003, February). *Reading comprehension strategies.* Presentation to the Western Dunes Reading Council, Muskegon, MI.

Duke, N. K. (2002, December). *Teaching comprehension of informational text in science.* Presentation for Woodcreek Elementary School, Lansing, MI.

Duke, N. K. (2002, October). *Comprehension.* Presentation for the Iowa State Department of Education. Des Moines, IA.

Duke, N. K. (2002, August). *Comprehension.* Presentation to the Institute for Statewide Literacy Initiatives, Harvard Graduate School of Education, Cambridge, MA.

Duke, N. K. (2002, July). *Improving comprehension of informational text.* General session presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K., Grattan, K., Knoll, M., & Stajos, C. F. (2002, July). *Comprehension.* Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2002, June). How does diversifying genres used in first-grade literacy instruction impact comprehension development? In R. Stainthorp (Chair), *Instruction in reading comprehension.* Joint Symposium of the Society for the Scientific Study of Reading and the Society for Text and Discourse, Chicago, IL.

Duke, N. K. (2002, June). *Addressing SES differences in print environments and experiences offered to children in first grade.* Presentation at the University of Wisconsin Symposium 2002, Madison, WI.

Duke, N. K. (2002, May). *Increasing attention to informational text, comprehension, and agency in primary grade literacy instruction.* Presentation at The Seminar on Maintaining Momentum, Sponsored by the Center for the Improvement of Early Reading Achievement, Rigby Publishers, and the University of California at Berkeley. Berkeley, CA.

Duke, N. K. (2002, April). *Improving informational text comprehension.* Presentation to the Oakland County Chapter of the Michigan Association of State and Federal Program Specialists. Oakland, MI.

Duke, N. K. (2002, April). *Research and best practices.* Presentation at the Berrien County Intermediate School District. Berrien Springs, MI.

Duke, N. K., Grattan, K., Knoll, M., Seagren, A., & Stajos, C. F. (2002, March). *Effective reading comprehension instruction in the primary grades.* Presentation at the Michigan Reading Association, Detroit, MI.

Duke, N. K. (2002, February). *Effective comprehension instruction.* Presentation to the Muskegon Public Schools, Muskegon, MI.

Duke, N. K. (2002, February). [No title]. Presentation at Benchmark School, Media, PA.

Duke, N. K. (2001, December). *What research says about effective reading comprehension instruction.* Presentation at the East Lansing Public Schools, East Lansing, MI.

Duke, N. K. (2001, December). *Combining comprehension instruction with decoding in the early grades.* Presentation at "Putting Children First": Georgia Department of Education 2001 Reading Excellent Act Best Practices Institute, Atlanta, GA.

Duke, N. K. (2001, September). *Effective comprehension instruction in the primary grades.* Keynote presentation at the joint conference of the Michigan Reading Association and the Center for the Improvement of Early Reading Achievement, East Lansing, MI.

Purcell-Gates, V., & Duke, N. K. (2001, August). *Explicit explanation/teaching of informational text genres: A model for research.* Paper presented at Crossing Borders: Connecting Science and Literacy conference, a conference sponsored by the National Science Foundation, Baltimore, MD.

Duke, N. K. (2001, July). *Effective comprehension instruction in the primary grades.* Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2001, May). *Informational text in the primary grades: Recent research and implications for practice.* Presentation in a cosponsored meeting of the Office of Education Research and Improvement (OERI) and the U.S. Department of Education, International Reading Association, New Orleans, LA.

Duke, N. K. (2001, April). *Incorporating informational text in the primary grades.* Keynote presentation at the Reading Research 2001 Conference sponsored by the International Reading Association, New Orleans, LA.

Duke, N. K. (2001, April). [Panelist]. Opening panel discussion at the Reading Research 2001 Conference sponsored by the International Reading Association, New Orleans, LA. [I was filling in for a panelist who was, at the last minute, unable to attend.]

Duke, N. K. (2001, March). *Developing comprehension in the primary grades.* Paper presented at the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2001, March). *Reading to learn from the very beginning: Informational literacy in early childhood.* Paper presented in Early literacy instruction for children at risk: Research-based solutions, a joint conference of the Center for the Improvement of Early Reading Achievement, Council for Exceptional Children, International Reading Association, National Association for the Education of Young Children, and National Center for Learning Disabilities. Ann Arbor, MI.

Duke, N. K. (2001, February). *Improving comprehension of informational text.* Keynote presentation at the Reading Days Institute sponsored by the Illinois State Board of Education, Belleville, IL.

Duke, N. K., & Carlson, N. (2000, August). *Effective use of informational text.* Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute.

Duke, N. K. (2000, May). *The role of interest in reading intervention.* Presentation at the Scholastic Literacy-in-Action Breakfast Series, Indianapolis, IN.

Duke, N. K. (2000, May). *Outstanding dissertation presentation: Print environments and experiences offered to first grade students in very low and very high SES school districts.* Presentation at the convention of the International Reading Association, Indianapolis, IN.

Duke, N. K. (2000, April). *What do we know about young children's interactions with informational text.* Paper presented at the University of Illinois at Chicago Colloquia Series.

Duke, N. K., & Carlson, N. (2000, March). *Informational text in the primary grades.* Presentation at the Michigan Reading Association Annual Conference, Detroit, MI.

Duke, N. K. (1999, December). *Graduate student focus: The job search process.* Alternative format session presented at the National Reading Conference, Orlando, FL.

Duke, N. K. (1999, November). *Report of the 1999 Promising Researcher: 3.6 minutes per day: The scarcity of informational texts in first grade.* Paper presented at the annual convention of the National Council of Teachers of English, Denver, CO.

Duke, N. K. (1999, May). For the rich it's richer: Print experiences and environments offered to first grade children in very low- and very high-SES classrooms. In E. Hiebert (Facilitator), *New voices on best practices for beginning readers.* Symposium conducted at the convention of the International Reading Association, San Diego, CA.

Duke, N. K. (1998, February). [Panelist]. *Designing educational research training programs.* Spencer Working Conference on Apprenticeships and Mentoring, Cambridge, MA.

Duke, N. K., & Wood, J. M. (1997, November). *Taking the Harvard Literacy Lab on the road: Literacy Institute, Dorchester Massachusetts.* Paper presented at the Harvard Graduate School of Education Language and Literacy Speaker Series, Cambridge, MA.

Duke, N. K. (1997, September). *Orientation to the Spencer Research Training Grant: Planning your professional development.* Harvard Graduate School of Education, Cambridge, MA.

Duke, N. K. (1996, October). *Presentation to the Spencer Research Training Grant and Apprenticeship Recipients.* Harvard Graduate School of Education, Cambridge, MA.

OTHER SERVICE TO THE PROFESSIONAL COMMUNITY (SEE ALSO PAGES 3–4):

Participant & Contributor, The Reading Forum, https://thereadingforum.com/	2021 – present
Guest Reviewer, Shanker Institute	2023
Guest Reviewer, revision of foundational skills review tools, EdReports	2023
Guest Reviewer, *Topics in Language Disorders*	2022
Literacy Research Association Publications Committee	2021 – 2022
Chair, William S. Gray Citation of Merit Award Committee	2019 – 2022
Pre-K Essentials (Training) Advisory Board	2018 – 2022
Member, Book Trust Advisory Board	2017 – 2022
Advisor, Reading Partners	2013 – 2022
Guest Reviewer, *Journal of Experimental Child Psychology*	2020
Principal Contributor, Early Literacy Assessment System, Michigan Assessment Consortium	2018 – 2020
Advisor, Mia Learning	2018 – 2020
Member, Early Literacy Assessment System Principal Contributor Group	2018 – 2020
Advisor, *Zoology One: Kindergarten Research Labs*, Gray (PI) and Sirinides (Co-PI)	2016 – 2020
Member, Launch Michigan Literacy Workgroup	2018 – 2019

Member, Early Literacy Meta-Network, Carnegie Foundation for the Advancement of Teaching	2017 – 2019
Member, Standards Revision Committee for Elementary Education: Literacy, Michigan Department of Education	2016 – 2019
Advisor, *Mapping the Reading Improvement Sector in New York City*, Hatch and Ahn, Co-Principal Investigators	2015 – 2019
Guest Reviewer, *Early Childhood Research Quarterly*	2005; 2006; 2009; 2011; 2016; 2018; 2019
Guest Reviewer, *Review of Educational Research*	2000; 2019
Member, Training of Trainers in the *Essential Instructional Practices in Early Literacy: Prekindergarten* Advisory Board	2018
Guest Reviewer, *The Reading Teacher*	2011; 2018
Contract Lead, Boston Educational Development Foundation	2017
Member, Third Grade Reading Law Assessment Action Team, Michigan Department of Education	2017
Member, Wonder of Learning Exhibit Advisory Committee	2016 – 2017
Member, Educator Preparation, Standards & Assessment Action Team, Michigan Department of Education	2016 – 2017
Advisor, *An Integrated Instructional Model for Accelerating Student Achievement in Science and Literacy in Grades 1-2*, Romance, Vitale, and Palincsar, Co-Principal Investigators	2014 – 2016
Advisor, *Teacher Helping Teachers Teach Science Inquiry: The "Just ASK" Project*	2007 – 2016
Guest reviewer, *Journal of Educational Psychology*	2003; 2016
Reviewer, International Literacy Association Convention Proposals	2015
Guest Reviewer, *Canadian Journal of Information and Library Science*	2015
Guest Reviewer, *Modern Language Journal*	2014

Member, Michigan Reading Association Assessment Committee	2012 – 2014
Guest Reviewer, *Cognition and Instruction*	2011, 2012, 2014
Participant, Carnegie Foundation Expert Convening on Early Grade Literacy	June, 2013
Chair, Reading, Writing, and Language Development Two Panel, United States Department of Education, Institute of Education Sciences	February-March, 2013; February, 2014
Member, International Reading Association Poverty and Literacy Task Force	2011 – 2013
Advisor, *The iterative development of modules to support teachers' engagement in* Exploring Language and Meaning in Text *with English Language Learners,* Schleppegrell and Palincsar, Principal Investigators	2010 – 2014
Reviewer, *Journal of Literacy Research*	2013
Specialist/Advisor, Interactive, *Multimedia Assessment of Knowledge of Reading: Case Studies of Reading Lessons*	2010 – 2013
Member, Michigan Statewide Literacy Team (MILIT)	2010 – 2012
Senior Reading Expert, Robotics Institute, Carnegie Mellon University Project: *Explicit Comprehension Instruction in an Automated Reading Tutor That Listens*, Jack Mostow, Principal Investigator	2007 - 2012
Reviewer, Elva Knight Research Grants	2011, 2012
Member, Literacy Research Association Nominating Committee	2011
Member, *Reading Research Quarterly* Editor Search Committee	2011
Reviewer, Reading, Writing, and Language Development Two Panel, United States Department of Education, Institute of Education Sciences	2011, 2012
Area Co-Chair (for Research Theory, Methods, and Practices), National Reading Conference (2010) and Literacy Research Association (2011)	2010 – 2011
Featured Expert and Reviewer, Doing What Works Website, Institute of Education Sciences	2010 – 2011
Panelist, National Institute of Child Health and Human Development and International Reading Association Expert Panel on Measuring Classroom Instruction	2009 – 2011

Co-Chair, Symposia on Research and Practice, Public Education and Business Coalition	2007 - 2011
Michigan Reading Association Research Pre-Conference Planning Committee	2006 – 2011
Member, Search Committee, International Reading Association Director of Research Search	2010
Panelist, What Works Clearinghouse, Reading Comprehension Practice Guide	2009 – 2010
Consultant, *Uniting Research and Design to Serve the Field in ELA Standards and Assessment*, Project funded by the Bill and Melinda Gates Foundation	2009 – 2010
Reviewer, Mathematica Policy Research Associates	2009 – 2010
Reviewer, Spencer Foundation Small Grants Program	2008 – 2010
Guest Reviewer, *American Educational Research Journal*	2009, 2010
Guest Reviewer, *Scientific Studies of Reading*	2009, 2010
Guest Reviewer, Journal of the *Society for Research on Educational Effectiveness*	2009, 2010
Guest Reviewer, *Metacognition and Learning*	2009, 2010
Project Advisor, Project LeX (Reading to Learn)/Planet 429 Ready-to Learn Project, A project to develop a television program to air through the Public Broadcasting Service (PBS)	2007 - 2010
Guest Reviewer, *Journal of Research on Teaching and Learning*	2009
Consultant, Michigan Department of Education, Michigan Educational Assessment Program	2009
Expert Advisor, New York State Department of Education and New York Board of Regents English Language Arts/English as a Second Language Content Committee	2008 – 2009
Reviewer, International Reading Association Research Grants	2003; 2004; 2009

Guest Reviewer, *Research in the Teaching of English*	1998; 2001; 2003; 2005; 2006; 2008; 2009
Education Policy Literacy Consult Team, Education Policy Transition	Dec., 2008 – Jan., 2009
Guest Reviewer, *American Educational Research Association Handbook on Educational Policy Research*	2008
Member, 2008 Society for Research on Educational Effectiveness Program Committee	2008
Urban League Literacy Network PreK-12 Literacy Framework	Dec., 2008
The New England and New York Comprehensive Centers Expert Advisory Group (EAG)	2006 - 2008
Components of Effective Professional Development in Reading for First Grade Teachers and Their Students, Joanne Carlisle, Principal Investigator	2006 - 2007
Guest Reviewer, *Educational Researcher*	1999; 2008
Co-Organizer, National Reading Conference Research Methodology Series	2004-2006; 2008
National Geographic Society School Publishing Division & Literacy Advisory Council, Washington, DC	2000 – 2008
Reviewer, International Reading Association Research Poster Proposals	2007
Guest Reviewer, *Metacognition and Learning*	2007
Guest Reviewer, *Discourse Processes*	2003; 2007
Guest Reviewer, *Educational Psychologist*	2007
Journal of Literacy Research Search Committee	2006
Ad hoc Reviewer, National Institute of Child Health and Human Development Biobehavioral & Behavioral Sciences Review Panel	2004; 2005
Chair, International Reading Association Subcommittee on Research Publication Awards	2003 - 2005
Roots of Reading / Seeds of Science Project	2003 - 2005

Participant, National Institute of Child Health and Human Development and International Reading Association Conference on Comprehension of Complex Text, Meeting and Follow-up Meeting	2004
All Kinds of Minds Institute, Carnegie Project Advisory Board	2004
Florida Reading Initiative	2002 - 2003
Center for the Improvement of Early Reading Achievement Research Council	2000 – 2003
Guest Reviewer, *Early Childhood Research Quarterly*	1999, 2001, 2003
Reviewer, National Reading Conference Proposals	1999, 2002, 2003
Michigan Association of Community Mental Health Boards	2002
Reviewer, Office of Educational Research and Improvement (OERI) Program of Research on Reading Comprehension	2002
Reviewer, Interagency Education Research Initiative (government funding program through NSF, OERI, and NICHD)	2000; 2002
Member, International Reading Association Subcommittee on Research Publication Awards	2000; 2002
Reviewer, Center for the Improvement of Early Reading Achievement	1998 - 2002
Guest Reviewer, *Reading Research and Instruction*	2001
Adrian Public School District, Adrian, Michigan (including inservices)	2000 – 2001
Reviewer, National Reading Conference and International Reading Association *Literacy Studies Series*	1999 - 2001
Advisor, Williamston Community Schools, Williamston, Michigan (including inservices)	1999 - 2000
Advisor, Neighborhood House Charter School, Dorchester (Boston), Massachusetts	1998 - 2000
Reviewer, Guilford Press	2000
Reviewer, Alabama Reading Excellence Act Local Reading Improvement Subgrants	2000

Guest Reviewer, *Sociology of Education*	2000
Guest Reviewer, *Journal of Literacy Research*	1999
Advisor, NAEP Research Team (Pearson, Lycke, Roberts, & Hamm), East Lansing, Michigan	1999
Reviewer, International Reading Association Annual Convention Proposals	1999
CIERA Faculty Associate	1998 - 1999
Guest Reviewer, *Reading Research Quarterly*	1996 - 1998
Graduate Student Reviewer, *Research in the Teaching of English*	1996 - 1998
Consultant, First Coast Family and Housing Foundation, Inc., Jacksonville, Florida	1997
Facilitator, Literacy Lab Graduates Teacher Research Group, Harvard Graduate School of Education	1995 - 1997
Reviewer, Harvard Graduate School of Education Student Research Conference Proposals	1995 - 1996
Consultant, Abt Associates, Inc., Cambridge, Massachusetts	1994 - 1995
Consultant, Education Development Center, Inc., Newton, Massachusetts	1994
Guest Reviewer, *Michigan Academician*	1994

PROGRAM CONSULTING AND AUTHORSHIP:

Co-Author, The Great First Eight Curriculum (independent OER)	2019 – present
Co-Author, *Connect4Learning*, Kaplan Early Learning	2014 – 2019
Consultant, *Exploring Science*, National Geographic Learning	2014 – 2017
Author, *Information in Action*, Scholastic, Incorporated	2012 – 2015
Consultant, *Core Clicks*, Scholastic, Incorporated	2012 – 2015
Member, HarperCollins Publishers Advisory Board	2011
Co-author, *DLM Early Childhood Express 2011*, McGraw-Hill School Education Group	2009 - 2010

Co-author, *National Geographic Science,* National Geographic School Publishing and Hampton-Brown	2007 - 2010
Co-author, *Nell K. Duke Presents Buzz About IT,* Scholastic Incorporated, New York	2003 - 2006
Consultant, *Booktime* program*,* Scholastic Incorporated, New York	2002
K – 2 Consultant, *iOpeners* Nonfiction Literacy Program, Pearson Education, Parsippany, New Jersey	2002 – 2004; 2006
Consultant, *Literacy Place* (Program Consultant, Early Literacy Development), Scholastic, Incorporated, New York	1997 - 2000
Consultant, *Reading Counts!* (Program Consultant), Scholastic, Incorporated, New York	1998 - 1999

SERVICE TO THE DEPARTMENT, COLLEGE, AND UNIVERSITY:

Contributor, Marygrove P-20 Partnership	2018 – present
Faculty Advisor, Women of Color and the Academy (WOCATA)	2021 – 2022
Member, Education Leadership and Policy Search Committee	2021 – 2022
School of Education EdHub (online education coordinating body)	2020 – 2022
Member, Elementary Teacher Education Faculty Workgroup	2012 – 2022
Member, Executive Committee, Combined Program in Education and Psychology (served primarily on Communications and Curriculum committees)	2012 – 2022
Chair, Promotion and Tenure Committee	2020 – 2021
Member, Educational Studies Executive Committee	2019 – 2021
Member, Promotion and Tenure Committee	2017 – 2018
Member, School of Education Executive Committee	2014 – 2017
Member, Technology Advisory Committee	2014 – 2016
Coordinator, Literacy, Language, and Culture Program	2013 – 2016

Member, Provost Task Teams on Engaged Learning and Digital Instruction	2014
Chair, Promotion and Tenure Committee	2013 – 2014
Member, Executive Committee, Educational Studies Unit	2012 – 2104
Coordinator, Literacy Colloquium Series	2013
Coordinator, Portfolio Review, Language, Literacy, and Culture Unit	2013
Coordinator, Admissions, Language, Literacy, and Culture Unit	2012 – 2013
Member, Graduate Affairs Committee, School of Education	2012 – 2013
Co-Coordinator, Literacy Faculty, College of Education	2010 – 2012
Chair, Reappointment, Promotion, and Tenure Evaluation Committee, Department of Teacher Education	2011 – 2012
Co-Chair, Task Force on Department Expectations and Faculty Work Load, Department of Teacher Education	2009 – 2011
Member, Reappointment, Promotion, and Tenure Evaluation Committee, Department of Teacher Education	2010 – 2011
Chair, Literacy Search Committee, Department of Teacher Education	2010 – 2011
Member, Undergraduate Scholarship Review Committee, College of Education	2009; 2011
Member, University Committee on the Library	2009 – 2010
Member, Literacy Faculty Committee, College of Education	1998 – 2010
Member, Literacy Search Committee, Department of Teacher Education	2008 – 2009
Member, College Research Requirements Task Force	2008 – 2009
Mentor, McNair/SROP Program	2008
Chair, PhD Administrative Policy and Program Committee, Department of Teacher Education	2007 – 2008
Chair, Literacy Search Committee, College of Education	2007 – 2008
Department Mentor to Untenured Faculty, Department of Teacher Education and Counseling, Psychology, and Special Education	2004 – 2008

Co-Chair, Literacy Search Committee, College of Education	2006 – 2007
Member ex-officio, Early Childhood Search Committee, College of Education	2006 – 2007
Mentor, Beaumont Scholars Program	2000 – 2005
Member, Admissions (Revision) Task Force, Department of Teacher Education	2003 – 2005
Member, Faculty Advisory Committee for Diversity, College of Education	2003 – 2005
Member, College Faculty Advisory Committee	2004 – 2005
Member, Department Personnel Committee, Counseling, Educational Psychology, and Special Education	2003 – 2005
Member, College of Education Seed Grant Review Committee	2003 – 2005
Member, Hannah Chair Search Committee, College of Education	2003 – 2005
Member, Learning, Technology, and Culture Search Committee, Department of Counseling, Educational Psychology, and Special Education	2003 – 2004
Member, College Graduate Scholarship Committee	2004
Member, Visiting Professor in Development Search Committee, Department of Counseling, Educational Psychology, and Special Education	2003
Reader, Undergraduate Admissions Essays, College of Education	2003
Member, Undergraduate Scholarship Review Committee, College of Education	2003
Member, Undergraduate Scholarship Review Committee, College of Education	2003
Speaker, Colloquium with Your College	August 2000; 2003
Member, University Appeals Board	1999 – 2003
Member, Literacy Education Search Committee, College of Education	2001 – 2002
Member, Team One Member (Preservice Teacher Education), Department of Teacher Education	1998 – 2002
Member, Teacher Education Graduate Administrative Policy and Program Committee And Subcommittee on Minority Recruitment	1998 – 2002

Member, Educational Psychology Search Committee, Department of Counseling, Educational Psychology, and Special Education	2000 – 2001
Reviewer, IDEA Scholarship Applications	August, 2000
Speaker, Young Educators' Society (YES) Conference	May 11, 2000
Member, Social Studies Search Committee, Department of Teacher Education	1999 – 2000
College of Education Representative, CIC/SROP Minority Recruitment Fair	July, 1999
Co-Facilitator, Writers' Symposium	1998 – 1999

TEACHING EXPERIENCE:

College/University Teaching:

University of Michigan School of Education 2012 – present

Undergraduate:
EDUC 401: Developmental Reading & Writing in the Elementary Classroom (Fall, 2021, 2019, 2017, 2015, 2014, 2013)

Masters:
EDUC 649: Foundational Perspectives on Educational Reform (Winter, 2022)
EDUC 695: Educational Research and Practice (Winter, 2018, 2017)
Ambitious Literacy Instruction portion of In Pursuit of Ambitious Instruction: Leading for Deeper Learning (MOOC) (2016)

Doctoral:
EDUC 706: Influencing Education Policy: The Case of Early Literacy Development (Winter, 2021)
EDUC 706: Advanced Seminar in Early Literacy Development (Winter, 2016)

Other:
Accelerating Early Literacy Development, online course for practitioners (Fall, 2020)
Updating and Aligning to Early Literacy Research, online course for urban district literacy learners (May-June, 2017)

Michigan State University College of Education 1998 – 2012

Undergraduate:
TE 301: Learners and Learning in Context, Elementary (a literacy foundations course)
TE 402: Designing and Studying Practice, Literacy Segment (a literacy methods course)

Masters:

TE 842: Advanced Methods of Elementary Reading
TE 853: Corrective Literacy
TE 854: Clinical Literacy
TE 873: Literacy Leadership
TE 891: Early Literacy Development (masters and doctoral students)
Doctoral:
CEP 901A: Proseminar in Learning and Development
CEP/TE 912: Psychological and Cognitive Aspects of Literacy Learning
CEP/TE 912: Reading Comprehension: Research and Theory
CEP/TE 930L: Introduction to Educational Inquiry, Language and Literacy Section
TE 946: Current Issues in Literacy Research and Instruction (Literacy Proseminar)
CEP 955: Research Design in Learning, Technology, and Culture
TE/CEP 959: Acquisition and Development of Language and Literacy in Early and Middle Childhood
TE 982: History of Reading

Instructor, Michigan State University College of Education 1998

Trainer, BELL Foundation, Cambridge, Massachusetts 1998

Instructor, Harvard University Graduate School of Education 1996 – 1998
H810B: Evaluating Instructional Materials

Trainer, Harvard Emergent Literacy Project, Harvard College, Radcliffe College, Phillips Brooks House 1997 – 1998

Trainer, America Reads Program, Harvard Graduate School of Education 1997 – 1998

Trainer, Reach Out: Help Teach a Child to Read Program, Massachusetts Institute of Technology 1997 – 1998

Supervisor, Harvard Literacy Laboratory, Harvard Graduate School of Education 1994 – 1996

Teaching Fellow, Harvard Graduate School of Education 1994 – 1996

PreK – 12 Teaching:

Director, Neighborhood House Charter School Literacy Institute, Dorchester (Boston), Massachusetts 1998

Primary Grades Literacy Specialist (part-time), Neighborhood House Charter School, Dorchester (Boston), Massachusetts 1997 – 1998

Co-Founder and Co-Coordinator, Neighborhood House Charter School Literacy Institute, Dorchester (Boston), Massachusetts	1997
Literacy Instructor & Consultant (volunteer, summers), Hogar Diamante (home for street children), Amarateca, Honduras	1995; 1996
Literacy Instructor (volunteer, one day per week), Mozart School Kindergarten Program, Boston Public Schools, Massachusetts	1993 - 1996
Latin Teacher (summers), Upward Bound/Project ADVANCE, Boston, Massachusetts	1994; 1995
Clinical Instructor and Graduate Student, Harvard Literacy Laboratory, Harvard Literacy Laboratory, Harvard Graduate School of Education	1993 – 1994
Writing Teacher (summer), Higher Achievement Program, Washington, DC	1993
Student Teacher, Wetherill Elementary School, Chester, Pennsylvania	1992
Teacher's Assistant (volunteer, one day per week), Douglass School Headstart Program, Wetherill Elementary School, Columbus Elementary School, Chester, Pennsylvania	1990 – 1993
Teacher, infant/toddlers through pre-kindergarten (summer & winter terms), Gretchen's House Child Care Centers, Ann Arbor, Michigan	1990; 1991

DOCTORAL ADVISEES AND DISSERTATIONS DIRECTED OR CO-DIRECTED:
(Position listed is the first position taken after graduation.)

Margaret O'Connell Hanna, Ph.D. (secondary advisor), Learning, Research, and Evaluation Director, Brilliant Detroit
Secondary advisory, did not direct dissertation

Julia B. Lindsey, Ph.D., Manager, Early Literacy, Advanced Education Research and Development Fund
Dissertation: *Realigning early reading instruction with research: A preliminary evaluation of two research-based early reading programs* (2021)

Katie Z. Revelle, Ph.D., Visiting Professor, University of Vermont
Dissertation: *Opportunities and challenges within project-based learning: An exploration of integrated civics and literacy instruction in diverse third-grade classrooms* (2020)

Crystal N. Wise, Ph.D., Postdoctoral Fellow, University of Michigan
Dissertation: *Assessment and instruction for developing second graders' skill in ascertaining word meanings from context* (2019)

Shana Rochester, Ph.D., Holmes Postdoctoral Research Fellow, Boston University
Dissertation: *Learning together in context: Attending to culture in early childhood family engagement initiatives* (2018)

Hye Jin Hwang, Ph.D., Postdoctoral Research Fellow, Florida State University

Dissertation: *Do knowledge and motivation matter? The role of general knowledge and reading motivation in reading achievement in the elementary years* (2018)

Stephanie Strachan, Ph.D., Assistant Professor, Western Washington University
Dissertation: *Elementary literacy and social studies integration: An observation study in low- and high-SES classrooms* (2016)

Lynne Watanabe, Ph.D., Assistant Professor, Arizona State University
Dissertation: *Books for Botswana: Developing, reading, and writing informational texts with young children* (2015)

Jennifer Ann Knight, Ph.D., Assistant Professor, Utah State University, Tooele
Dissertation: *Background knowledge, curriculum, and socioeconomic status: What do second-grade readers know about topics in core reading programs?* (2013)

Meghan Block, Ph.D., Assistant Professor, Central Michigan University, Mt. Pleasant
Dissertation: *The impact of identifying a specific purpose and external audience for writing on second graders' writing quality* (2013)

Wenying Zhou, Ph.D., Project Director, Confucius Institute, East Lansing, MI
Dissertation: *A singing approach to shared reading: The effects upon U.S. kindergarteners' Chinese vocabulary acquisition and retention* (Chair, not Director) (2013)

Laura Jimenez, Ph.D., Lecturer, Boston University, MA
(advised until dissertation phase)

Lauren Fingeret, Ph.D., Independent Consultant
Dissertation: *Graphics in children's informational texts: A context analysis* (2012)

Nicole M. Martin, Ph.D., Assistant Professor, University of North Carolina, Greensboro (now Assistant Professor, Ball State University)
Dissertation: *Exploring informational text comprehension: Reading biography, persuasive text, and procedural text in the elementary grades* (2011)

Meagan Shedd, Ph.D., Assistant Professor, Plymouth State University, Plymouth, NH
Dissertation: *Influences on early childhood educators' classroom literacy practices: Effects of perceptions of themselves as literacy educators and content knowledge* (2011)

Laurel Disney, Ed.S., Independent Consultant
Exit Paper: *Adult literacy education in the United States: Research on instructional best practices at the word level and challenges to implementation* (2010)

Kathryn Roberts, Ph.D., Assistant Professor, Wayne State University, Detroit, MI
Dissertation: *Promises and possibilities of infusing parent-child read alouds with comprehension strategy instruction: An intervention study* (2010)

Rebecca Norman, Ph.D., Assistant Professor, Mount Saint Mary College, Newburgh, NY
Dissertation: *Reading the graphics: Reading processes prompted by the graphics as second graders read informational text* (2010)

Yonghan Park, Ph.D., Research Associate, University of Oregon, Eugene
Dissertation: *Exploring students' achievement patterns in informational and literary reading: National and cross-national analyses of data from PIRLS* (2008)

Alison K. Billman, Ph.D., Literacy Specialist, University of California, Berkeley Lawrence Hall of Science
Dissertation: *Inquiry-based instruction in second-grade classrooms in high- and low-socioeconomic status settings* (2008)

Juliet H. Halladay, Ph.D., Assistant Professor, University of Vermont, Burlington

Dissertation: *Difficult texts and the students who choose them: The role of text difficulty in second graders' text choices and independent reading experiences* (2008)

Katherine R. Hilden, Ph.D., Assistant Professor, Radford University, Radford,
Dissertation: *Process-oriented assessment tools for studying second graders' informational comprehension* (2008)

M. K. Johnson, Assistant Professor, Monmouth College, Monmouth, IL
(Did not serve as Dissertation Director.)

V. Susan Bennett-Armistead, Ph.D., Assistant Professor, University of Maine, Orono
Dissertation: *Are we there yet?: Parents' perceptions of kindergarten readiness* (2008)

Annie M. Moses, Ph.D., Postdoctoral Fellow, University of Pennsylvania, Philadelphia
Dissertation: *The impact of television messages about literacy on young children's literacy attitudes* (2007)

Kristen Perry, Ph.D., Assistant Professor, University of Kentucky, Lexington
Dissertation: *"Look, you have to sign": Literacy practices among Sudanese refugee families* (2007)
Please note: I was the official advisor, dissertation chair and director for this student due to the departure of Victoria Purcell-Gates, previously a professor at Michigan State University, to the University of British Columbia. In practice, while I provided support, Professor Purcell-Gates served as the student's primary advisor and dissertation director.

Shenglan Zhang, Ph.D., Assistant Professor, Winona State University, Winona, MN
Dissertation: *Instruction in the WWWDOT approach to improving students' evaluation of Internet sites: An experimental study with 4th and 5th grade students* (2007)

Cathy Tower Oehmke, Ph.D., Teacher, Prairie Creek Community School
Dissertation: *Of wolves, matter and magnetism: Fourth graders' writing in science* (2004)

ADDITIONAL DISSERTATION COMMITTEES (list may not be complete):

Kristy Brugar, at Michigan State University
Sean Cavazos-Kottke, at Michigan State University
Teresa Parton Clark, at Michigan State University
Autumn Dodge, at Michigan State University
Tanya Flushman, at Vanderbilt University
Paola Andrea Guerrero Rosada, University of Michigan
Laura Herold, at the University of Michigan
Carolyn Jaynes, at Michigan State University
Rachel Klingelhofer, at the University of Michigan
Paul Morsink, at Michigan State University
Catherine O'Hallaron, at the University of Michigan
Jaime Puccioni, at Michigan State University
Sheryl Rop, at Michigan State University
Rachel Schacter, at the University of Michigan
Preeti Samudra, at the University of Michigan
Michelle Schira-Hagerman, at Michigan State University
Anna Shapiro, at the University of Michigan
William Toledo, at the University of Michigan

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association
International Literacy Association
Literacy Research Association
Michigan Reading Association
National Association for the Education of Young Children
National Council of Teachers of English
Society for the Scientific Study of Reading