

CURRICULUM VITAE

Margaret Gentile McKeown

PERSONAL INFORMATION

Home Address:
1273 Bellerock Street
Pittsburgh, PA 15217
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Business Address:
743 Learning Research &
Development Center
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-7068

EDUCATION

School	Degree	Field
Skidmore College	B.S.1972	Elementary Education
Cornell University	M.S.1977	Education
University of Pittsburgh	Ph.D.1983	Education

Dissertation Topic: "The Acquisition of Word Meaning from Context by Children of High and Low Vocabulary Ability"

CURRENT POSITION: University of Pittsburgh

Clinical Professor, Emerita, Department of Instruction and Learning,
School of Education (2007-present)

Senior Scientist, Learning Research and Development Center (2002-present)

CURRENT PROJECTS

Co-Principal Investigator, *For Argument's Sake: Applying Questioning the Author Techniques to Support Comprehension and Composition of Written Argument*. Funded by Institute of Education Sciences, US Department of Education. (PI, Amy Crosson; Co-PI's- McKeown, Lindsay Matsumura, Richard Correnti). \$1,495,244, July 2015 – June 2018; no cost extension through June 2020.

Co-Principal Investigator, *Returning to Our Roots: Development of a Morphology Intervention to Bolster Academic Vocabulary Knowledge for Adolescent English Learners*. Funded by Institute of Education Sciences, US Department of Education. (PI, Amy Crosson). \$1,499,262, July 2015 – June 2018; no cost extension through June 2019.

PROFESSIONAL EXPERIENCE: RESEARCH

Research Scientist (Sept 1989 – Nov 2002)
Research Associate (Sept 1985 - August 1989)

Post Doctoral Fellow (Sept 1983 - August 1985)
Graduate Research Assistant (Sept 1982 - August 1983)
Senior Research Assistant (Sept 1977 - August 1982)
Learning Research & Development Center
University of Pittsburgh, PA 15260

In my work at the University of Pittsburgh, I have pursued two major lines of research. One is the investigation of the development of vocabulary as it influences reading comprehension. The other line focuses on the comprehension students achieve from school texts.

The vocabulary work began as a study of the effects of vocabulary knowledge on reading comprehension through the implementation of a vocabulary program, developed within the project, designed to help children build rich semantic concepts. The work later expanded into investigation of children's processing in learning words from context, the effectiveness of dictionary definitions, and the design of several instructional products.

The comprehension work began with the analysis of textbook materials and investigation of their effect on comprehension. That work led to the examination of students' knowledge of school topics developed from textbooks, the design of revisions to texts based on cognitive theory, and the development of instructional approaches to help students construct meaning from text: Questioning the Author for intermediate and middle grades, and Text Talk, a read-aloud approach for primary grades.

RESEARCH INTERESTS

The effects of learner and text characteristics on learning in verbal domains.

Instructional design and teacher professional development based on principles of cognitive theory and research.

The acquisition of vocabulary in school-age children, its relation to general verbal functioning, and instructional strategies for enhancing verbal functioning through vocabulary development.

PROFESSIONAL EXPERIENCE: TEACHING

Teaching Assistant
Graduate course in Reading Methods and Materials
University of Pittsburgh
(Spring Semester, 1981)
Elementary Reading and Language Arts Teacher (1973-1976)
Randall Hyland Private School
Suitland, Maryland
Third Grade Teacher
Washington, D.C. Public Schools (1973)

AWARDS and HONORS

Presented 2017 Jeanne S. Chall Lecture at Harvard Graduate School of Education
Creative Thought Matters Award of Distinction from Skidmore College, 2017
Notable Vocabulary Researcher Award from AERA Vocabulary SIG, 2016
Fellow, American Educational Research Association, inducted 2010
Member, International Reading Association, Reading Hall of Fame, May 2008
University of Pittsburgh, Pitt Innovator Award, 2007
National Academy of Education Spencer Fellowship, 1988-89
International Reading Association Outstanding Dissertation Award, 1985

PROFESSIONAL MEMBERSHIPS

American Educational Research Association
International Literacy Association
Literacy Research Association
Society for the Scientific Study of Reading

PARTICIPATION IN PROFESSIONAL ACTIVITIES

Journals and Publications:

Editor, *American Educational Research Journal* (Teaching, Learning, Human Development section), 2001-2004
Editorial Board member for *American Educational Research Journal*, 1995-1998
Editorial Board member for *Cognition and Instruction*, 1992-present
Editorial Board member for *Elementary School Journal*, 2012-present
Editorial Board Member for *Reading Research Quarterly*, 1987-2000; 2007-present
Editorial Board Member for *The Reading Teacher*, 1990-1996
Editorial Board Member for *Journal of Literacy Research*, 1984-2001; 2014-present
Reviewer for *Journal of Educational Psychology*, 1987-present
Occasional reviewer (2009-2013) for *Early Childhood Research Quarterly*, *Early Education and Development*, *Educational Psychologist*, *Journal of Educational Psychology*, *Journal of Literacy Research*, *Review of Educational Research*, *Scientific Studies of Reading*.

Professional Service:

Member-at-large, AERA Council and AERA Executive Board, 2013 - 2016
Member, NAEP Reading Standing Committee, 2004-present
Member, NAEP Framework Planning Committee 2003-2004
Member, Institute for Education Sciences (US Dept of Education) Scientific Review Panel, 2004-2007; 2009-2012
Member, expert panel for comparative analysis of Progress in International Reading Literacy Study (PIRLS) and the National Assessment of Educational Progress (NAEP), 2011.
Member, ELA work team for ELA K-12 Common Core State Standards Initiative (National Governor's Association and the Council of Chief State School Officers) (CCSSO), 2010.
Member, ELA Advisory Committee, System of Common Core Courses project of the Pearson Foundation, 2011.
Mentor for AERA Division C Mentoring/Editing Roundtables, 2001-2005
Presenter, AERA Division C Graduate Student Seminar, 2001, 2002, 2003

Vice-president of American Educational Research Association for Division C (1998-2000)
Member of the Reading Committee for the National Test, 1997
Program Chair, Division C, American Educational Research Association, 1996-1997
Program Chair, National Reading Conference Area IV: Teaching/Learning Processes, 1995
Program Chair, Division C, Section 1a: Linguistic and Cognitive Research, American Educational Research Association, 1993
Chair, AERA Special Interest Group on Vocabulary, 1985-1988
Elva Knight Research Award Committee, International Reading Association, 1988
Member, Research Award Committee, International Reading Association, 1986-1987
Reviewer of program proposals, American Educational Research Association, 1987-2009

University Service

Executive Committee member, LRDC, 2006-2008; 2011-2014
Chair, Search Committee, Assistant Professor in reading education, School of Education, 2013-2014
Member, Search Committee for joint LRDC/ School of Education position, 2009-2010
Co-chair, Search Committee, Open Rank in reading education, joint School of Education/ LRDC position, 2007-2009
Co-chair, Search Committee, Assistant Professor in reading education, School of Education, 2007-2008
Strategic Planning Committee member, LRDC, 2007-2008
Chair, Search Committee, Professor in reading education, joint School of Education/ LRDC position, 2006-2007

Graduate Student Training

Spencer Foundation grant, Tracy Busse, Natalie Heisey, and Michelle Rimbey (Language, Literacy, and Culture Program), employed in data collection in schools, 2009.
LRDC internal grant, James Chisolm (Language, Literacy, and Culture Program), GSR, May 2008 – April 2010.
Committee member:
Joseph Stafura (Ph.D. proposal 2015)
Maria Barron (Ed. D. August 2012)
Lindsay Harris (Ph.D. proposal 2013)
Michelle Rimbey (preliminary exams, May 2011)
Reece Wilson (Ed. D. July 2010)

CONSULTING WORK

KIPP Foundation 2013-2014
Pearson Learning, Advisory Board for CCSS ELA curriculum
Project LISTEN, Carnegie Mellon University, 2008-2012
Harcourt School Publishing, 2001-present (basal program author)
Steck-Vaughn Publishing, 2002-present (program author)
Scholastic, 2004-2006 (program author)
Arlington County Public Schools, 2002-2005
San Diego Unified School District, 2002-2003

World Book Publishing, 1996-2001
Harcourt, Brace, Jovanovich/Holt, Rinehart, Winston, 1984-1990

WORK IN PROGRESS

Beck, I. L., McKeown, M. G., & Sandora, C. A. *Robust Comprehension Instruction: Fifteen years smarter with Questioning the Author*. Guilford Press.

PUBLICATIONS

Journal Articles:

McKeown, M. G. (2019). Effective vocabulary instruction fosters knowing words, using words, and understanding how words work. *Language Speech, and Hearing Services in Schools*, 50, 4, pp 466–476. (Special forum on vocabulary).

https://doi.org/10.1044/2019_LSHSS-VOIA-18-0126

Crosson, A.C., McKeown, M., Robbins, K. P, & Brown, K. J. (2019). Key Elements of Robust Vocabulary Instruction for Emergent Bilingual Adolescents. *Language Speech, and Hearing Services in Schools*, 50, 4, pp 493 -505.

https://doi.org/10.1044/2019_LSHSS-VOIA-18-0127

Crosson, A.C., McKeown, M., Moore, D. & Ye, F. (2019). Extending the bounds of morphology instruction: teaching Latin roots facilitates academic word learning for English Learner adolescents. *Reading and Writing: An interdisciplinary journal*, 32 (3), pp 689-727. doi.org/10.1007/s11145-018-9885-y

Crosson, A. C., McKeown, M. G., & Ward, A. W. (2019). An innovative approach to assessing depth of knowledge of academic words. *Language Assessment Quarterly*, DOI: [10.1080/15434303.2019.1612899](https://doi.org/10.1080/15434303.2019.1612899)

McKeown, M. G., (2018). Promoting effective vocabulary growth for students. *Dyslexi: Aktuellt om läs-och skrivsvårigheter* (Current research on reading and writing difficulties) 23, 6-10.

McKeown, M., Crosson, A.C., Moore, D. & Beck, I. (2018). Word Knowledge and Comprehension Effects of an Academic Vocabulary Intervention for Middle School Students. *American Educational Research Journal* 55(3), 572-616.

doi.org/10.3102/0002831217744181

Rimbey, M., McKeown, M., Beck, I., & Sandora, C. (2016). Supporting teachers to implement contextualized and interactive practices in vocabulary instruction. *Journal of Education*, 196(2), 69-87.

Crosson, A.C., & McKeown, M. G. (2016) Middle school learners' use of Latin roots to infer the meaning of unfamiliar words. *Cognition and Instruction*. 34 (2), 1-24.

McKeown, M. G., & Beck, I. L. (2014). Effects of vocabulary instruction on measures of language processing: Comparing two approaches. *Early Childhood Research Quarterly*, 29(4), 520-530. doi: 10.1016/j.ecresq.2014.06.002

- McKeown, M. G., Crosson, A. C., Artz, N. J., Sandora, C., & Beck, I. L. (2013). In the Media: Expanding Students' Experience with Academic Vocabulary. *The Reading Teacher*, 67(1), 45-53.
- Apthorp, H., Randel, B., Cherasaro, T., Clark, T., McKeown, M., & Beck, I. (2012). Effects of a Supplemental Vocabulary Program on Word Knowledge and Passage Comprehension. *Journal of Research on Educational Effectiveness*, 5, 160-188.
- McKeown, M. G., Beck, I. L., & Blake, R. G. K. (2009). Rethinking Comprehension Instruction: Comparing Strategies and Content Instructional Approaches. *Reading Research Quarterly*, 44 (3), 218-253.
- McKeown, M. G., Beck, I. L., & Blake, R. G. K. (2009). Reading comprehension: Focus on content or strategies? *Perspectives* (International Dyslexia Association), 35, (2), 28-32.
- Beck, I. L., & McKeown, M. G., (2007). Increasing Young Low Income Children's Oral Vocabulary Repertoires through Rich and Focused Instruction *Elementary School Journal*, 107 (3), 251-271.
- McKeown, M. G., & Beck, I. L. (2004). Transforming knowledge into professional development resources: Six teachers implement a model of teaching for understanding text. *Elementary School Journal*, 104 (5), 391-408.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2003). Taking delight in words: Using oral language to build young children's vocabularies. *American Educator, spring issue*: Washington, DC: American Federation of Teachers.
- Beck, I. L. & McKeown, M. G. (2002). Questioning the Author: Making Sense of Social Studies. *Educational Leadership*, 60 (3), 44-47.
- McKeown, M. G., & Beck, I. L. (2001). Designing questions toward thinking and understanding rather than answers. *Perspectives*, 27 (2). 21-24.
- Beck I.L., & McKeown, M.G., (2001). Inviting Students into the pursuit of meaning. *Educational Psychology Review*, 13(3) (Special Issue edited by A. Renninger and S. Wade), 225-241
- Beck I.L., & McKeown, M.G., (2001). Text Talk: Capturing the benefits of reading aloud for young children. *The Reading Teacher*, 55 (1), 10-19.
- McKeown, M. G., & Beck, I. L. (1999). Getting the discussion started. *Educational Leadership*, 57 (3), 25-28.
- Sandora, C., Beck, I., & McKeown, M. (1999). A comparison of two discussion strategies on students' comprehension and interpretation of complex literature. *Reading Psychology*, 20 (3), 177-212.
- Goerss, B. L., Beck, I. L., & McKeown, M. G. (1999). Increasing Remedial Students' Ability to Derive Word Meaning from Context. *Reading Psychology*, 20 (2), 151-175.

- Beck, I. L., McKeown, M. G., Hamilton, R. L., & Kucan, L. (1998). Getting at the Meaning. *Educational Leadership*, 22(1,2), 66-71; 85.
- Beck, I. L., McKeown, M. G., Worthy, J., Sandora, C., & Kucan, L. (1996). Questioning the Author: A Year-long Classroom Implementation to Engage Students with Text. *Elementary School Journal*, 96.4, 385-414.
- Beck, I. L., McKeown, M. G., & Worthy, J. (1995). Giving a text voice can improve students' understanding. *Reading Research Quarterly*, 30.2, 220-238.
- Almasi, J. F., McKeown, M. G., & Beck, I. L. (1996). The nature of engaged reading in classroom discussions of literature. *Journal of Literacy Research*, 28.1, 107-146.
- Loxterman, J. A., Beck, I. L., & McKeown, M. G. (1994). The effects of thinking aloud during reading on students' comprehension of more or less coherent text. *Reading Research Quarterly*, 29.4, 353-368.
- McKeown, M. G. (1993). Creating effective definitions for young word learners. *Reading Research Quarterly*, 28, 16-31.
- McKeown, M. G., Beck, I. L., & Worthy, M. J. (1993). Grappling with text ideas: Questioning the author. *The Reading Teacher*, 46, 560-566.
- Sinatra, G. M., Beck, I. L., & McKeown, M. G. (1993). How knowledge influenced two interventions designed to improve comprehension. *Reading Psychology*, 14, 141-163.
- Sinatra, G. M., Beck, I. L., & McKeown, M. G. (1992). A longitudinal characterization of young students' knowledge of their country's government. *American Educational Research Journal*, 29, 633-661.
- McKeown, M. G., Beck, I. L., Sinatra, G. M., & Loxterman, J. A. (1992) The contribution of prior knowledge and coherent text to comprehension. *Reading Research Quarterly*, 27, 79-93.
- Beck, I. L. & McKeown, M. G. (1991). Social studies texts are hard to understand: Mediating some of the difficulties (invited piece for "Research Directions" column). *Language Arts*, 68, 482-490.
- Beck, I. L., McKeown, M. G., Sinatra, G. M., & Loxterman, J. A. (1991). Revising social studies text from a text-processing perspective: Evidence of improved comprehensibility. *Reading Research Quarterly*, 26, 251-276.
- McKeown, M. G., & Beck, I. L. (1990). The assessment and characterization of young learners' knowledge of a topic in history. *American Educational Research Journal*, 27, 688-726.
- Beck, I. L., McKeown, M. G., & Gromoll, E. W. (1989). Learning from social studies texts. *Cognition and Instruction*, 6, 99-158.

Beck, I. L. & McKeown, M. G. (1988). Toward meaningful accounts in history texts for young learners. *Educational Researcher*, 17, 6, 31-39.

McKeown, M. G. & Beck, I. L. (1988). Learning vocabulary: Different ways for different goals. *Remedial and Special Education* (special issue on reading comprehension), 9, 42-46.

Beck, I. L. & McKeown, M. G. (1987). Getting the most from basal reading selections. *Elementary School Journal* (special issue on the Basal Reader), 87, 343-356.

Beck, I. L., & McKeown, M. G. (1985). Teaching vocabulary: Making the instruction fit the goal. *Educational Perspectives*, 23 (1), 11-15.

McKeown, M. G., Beck, I. L., Omanson, R. C., & Pople, M. T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly*, 20, 522-535.

McKeown, M. G. (1985). The acquisition of word meaning from context by children of high and low ability. *Reading Research Quarterly*, 20, 482-496.

Omanson, R. C., Beck, I. L., McKeown, M. G., & Perfetti, C. A. (1984). Comprehension of texts with unfamiliar versus recently taught words: An assessment of alternative models. *Journal of Educational Psychology*, 76, 1253-1268.

Beck, I. L., & McKeown, M. G. (1984). Application of theories of reading to instruction. In N. Stein (Ed.), *American Journal of Education* (special issue on the development of literacy), 93, 61-81.

Omanson, R. C., Beck, I. L., Voss, J. F., & McKeown, M. G. (1984). The effects of reading lessons on comprehension: A processing description. *Cognition and Instruction*, 1, 45-67.

Beck, I. L., McKeown, M. G. Omanson, R. C., & Pople, M. T. (1984). Improving the comprehensibility of stories: The effects of revisions that improve coherence. *Reading Research Quarterly*, 19, 263-277.

McKeown, M. G., Beck, I. L., Omanson, R. C., & Perfetti, C. A. (1983). The effects of long-term vocabulary instruction on reading comprehension: A replication. *Journal of Reading Behavior*, 15, 3-18.

Beck, I. L., & McKeown, M. G. (1983). On learning words well. *The Reading Teacher*, 36, 622-625.

Beck, I. L., & McKeown, M. G., & McCaslin, E. S. (1983). Vocabulary development: All contexts are not created equal. *The Elementary School Journal*, 83, 177-181.

Beck, I. L., Omanson, R. C., & McKeown, M. G. (1982). An instructional redesign of reading lessons: Effects on comprehension. *Reading Research Quarterly*, 17, 462-481.

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). The effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74, 506-521.

Beck, I. L., & McKeown, M. G. (1981). Developing questions that promote comprehension: The story map. *Language Arts*, 58, 913-918.

Beck, I. L., McKeown, M. G., & McCaslin, E. S. (1981). Does reading make sense? Problems of early readers. *The Reading Teacher*, 34, 780-785.

Beck, I. L., McCaslin, E. S., & McKeown, M. G. (1981). Purpose for story reading: Smoothly paving the road or setting up a detour? *The Elementary School Journal*, 81, 45-51.

McKeown, M. G. (1979). The game of the name. *Language Arts*, 56, 282-283.

McKeown, M. G. (1979). Developing language awareness or why leg was once a dirty word. *Language Arts*, 56, 175-180.

Chapters and Books:

McKeown, M. G. Creating interactions around words (2018). Invited essay in K. Ganske, *Word sorts and more* (second edition) (pp 74-76). New York: Guilford Press.

McKeown, M. G., Deane, P. D., Scott, J. A., Krovetz, R., & Lawless, R. R. *Vocabulary assessment to support instruction: Building rich word-learning experiences* (2017). New York: Guilford Press.

McKeown, M. G., & Beck, I. L. (2015). Effective Classroom Talk IS Reading Comprehension Instruction. In L. B. Resnick, C. Asterhan, & S. Clarke (Eds.), *Socializing Intelligence Through Academic Talk and Dialogue*. (pp 51- 62). Washington, D.C.: American Education Research Association (AERA).

Correnti, R., with Stein, M.K., & Smith, M., & Scherrer, J., & McKeown, M., & Greeno, J., & Ashley, K. (2015). Improving Teaching at Scale: Design for the Scientific Measurement and Development of Discourse Practice. In L. B. Resnick, C. Asterhan, & S. Clarke (Eds.), *Socializing Intelligence Through Academic Talk and Dialogue*. (pp 315 – 332). Washington, D.C.: American Education Research Association (AERA).

Beck, I. L, McKeown, M. G, & Kucan, L. (2013). *Bringing Words to Life: Robust Vocabulary Instruction Second Edition*. New York: Guilford Press. (Named one of the 10 books all teachers should read: <https://www.theguardian.com/teacher-network/2017/aug/15/ten-books-every-teacher-should-read>)

McKeown, M. G., Beck, I. L., & Sandora, C. (2012). Direct and Rich Vocabulary Instruction Needs to Start Early. In E. J. Kame'enui & J. F. Baumann, (Eds.), *Vocabulary instruction: Research to practice* (2nd ed.). (pp. 17-33). New York: Guilford Publications, Inc.

McKeown, M. G. (2011). Reflections on what's proven and where the promise lies. In J. Levin (Ed.), *Instructional Strategies for Improving Students' Learning* (pp. 53-63). Scottsdale, AZ: Information Age Publishing.

McKeown, M. G., & Beck, I. L. (2011). Making Vocabulary Interventions Engaging and Effective. In R. E. O'Connor & P. F. Vadasy, (Eds.), *Handbook of Reading Interventions* (pp. 138-168). New York: Guilford Press.

McKeown, M. G., & Kucan, L., (Eds.). (2010). *Bringing Reading Researchers to Life: Essays in Honor of Isabel Beck*. New York, Guilford Press.

McKeown, M. G., & Beck, I. L., (2009). The role of metacognition in understanding and supporting reading comprehension. In D. J. Hacker, J. Dunlosky, & A. C. Graesser, (Eds.), *Handbook of Metacognition in Education. The Educational Psychology Series*, Robert J. Sternberg & Wendy M. Williams, (Eds.), (pp. 7-25). Mahwah, NJ: Lawrence Erlbaum Associates.

Beck I. L., McKeown, M. G., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. NY: Guilford Publications, Inc.

Beck, I., & McKeown, M.G., (2007). How teachers can support productive classroom talk: Move the thinking to the students. In: Rosalind Horowitz (Ed.) *Talking Texts: How speech and writing interact in school learning*. (pp. 207-220). Mahwah, NJ: Lawrence Erlbaum Associates.

Beck, I. L., & McKeown, M. G., (2007). Different ways for different goals, but keep your eye on the higher verbal goals. In R. K. Wagner, A. Muse, & K. Tannenbaum, (Eds.), *Vocabulary and reading*, (pp. 182-204). New York: Guilford Publications.

Beck, I. L., & McKeown, M. G., (2006). *Improving Comprehension with Questioning the Author: A fresh and enhanced view of a proven approach*. New York: Scholastic, Inc.

McKeown, M. G. & Beck, I. L., (2006). Encouraging young children's language interactions with stories. In D. Dickinson, & S. Neuman (Eds.), *Handbook of Early Literacy Research Vol. 2* (pp. 281-294). New York: Guilford.

McKeown, M. G., & Beck, I. L. (2006). Issues in the Advancement of Vocabulary Instruction: Response to Stahl and Fairbanks's Meta-analysis. In K. A. D. Stahl, & M. C. McKenna (Eds.), *Reading Research at Work: Foundations of Effective Practice*. (pp. 262-271). New York: Guilford Press.

McKeown, M. G. & Beck, I. L. (2003). Direct and rich Vocabulary Instruction. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 13-27). New York: Guilford Press.

McKeown, M. G., & Beck, I. L. (2003). Taking advantage of read alouds to help children make sense of decontextualized language. In A. van Kleeck, S. A. Stahl, and E. B. Bauer (Eds.), *Storybook Reading* (pp. 159-176). Mahwah, NJ: Lawrence Erlbaum Associates.

- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford Press.
- McKeown, M. G., Beck, I. L., Hamilton, R., & Kucan, L. (1999). *"Questioning the Author" Accessibles: Easy access resources for classroom challenges*. Bothell, WA: The Wright Group.
- McKeown, M. G. (1998). Discussion of text for understanding. In T. E. Raphael and K. H. Au (Eds.) *Literature-based instruction: Reshaping the Curriculum* (pp. 365-370). Norwood, MA: Christopher-Gordon Publishers, Inc.
- McKeown, M. G. & Beck, I. L. (1998). Talking to an author: Readers taking charge of the reading process. In R. Calfee & N. Nelson (Eds.), *The Reading-writing connection. Ninety-seventh yearbook for the National Society for the Study of Education*. (pp. 112-130). Chicago: National Society for the Study of Education.
- Beck, I. L., & McKeown, M. G., (1998). Comprehension: The sine qua non of reading. *The Keys to Literacy*. (pp. 40-52). Washington, DC: Council for Basic Education. (Reprinted in *Teaching and Change, Vol. 6* No., 2, Winter 1999. (pp. 197-211). NEA Professional Library and Corwin Press, Inc.)
- Beck, I. L., McKeown, M. G., Hamilton, R. H., & Kucan, L. (1997). *Questioning the Author: An Approach for Enhancing Student Engagement with Text*. Newark, DE: International Reading Association.
- McKeown, M. G., Beck, I. L., & Sandora, C. A. (1996). Questioning the Author: An Approach to Developing Meaningful Classroom Discourse. In: Graves, M. G., Taylor, B. M. & van den Broek, P. *The first R: Every child's right to read*. Teachers College Press. (pp. 97-119). (Reprinted in: *Reading Research Anthology: The Why? of Reading Instruction*: (1999). Consortium on Reading Excellence. (pp. 156-178). CA: Arena Press.)
- McKeown, M. G., & Beck, I. L. (1994). Making sense of accounts of history: Why young students don't and how they might. In G. Leinhardt, I. L. Beck, & K. Stainton (Eds.), *Teaching and learning in history*, (pp. 1-26). Hillsdale, NJ: Erlbaum.
- Beck, I. L., & McKeown, M. G. (1994). Outcomes of history instruction: Paste-up accounts. In J. F. Voss & M. Carretero (Eds.), *Cognitive and instructional processes in history and the social sciences*, (pp. 237-256). Hillsdale, NJ: Erlbaum.
- Beck, I. L., & McKeown, M. G. (1992). Young students' social studies learning: Going for depth. In J. Dreher & W. Slater (Eds.), *Elementary school literacy: Critical issues* (pp. 133-156). Norwood, MA: Christopher-Gordon Publishers.
- McKeown, M. G. (1991). Learning word meanings from definitions: Problems and potential. In P. Schwanenflugel (Ed.), *The psychology of word meanings* (pp. 137-156). Hillsdale, NJ: Lawrence Erlbaum Associates.

Beck, I. L. & McKeown, M. G. (1991). Substantive and methodological considerations for productive textbook analysis. In J. P. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 496-512). New York, NY: Macmillan.

Beck, I. L., & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In P. D. Pearson (Ed.), *The Handbook of Reading Research, Vol. 2* (pp. 789-814). New York: Longman.

Beck, I. L. & McKeown, M. G. (1989). Expository text for young readers: The issue of coherence. In L. Resnick (Ed.), *Knowing, learning and instruction: Essays in honor of Robert Glaser* (pp. 47-66). Hillsdale, NJ: Lawrence Erlbaum Associates.

McKeown, M. G. & Curtis, M. E. (Eds.), (1987). *The nature of vocabulary acquisition*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary techniques. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 147-163). Hillsdale, NJ: Lawrence Erlbaum Associates.

Beck, I. L., & McKeown, M. G. (1986). Instructional research in reading: A retrospective. In J. Orasanu (Ed.), *Reading comprehension: From research to practice* (pp. 113-134). Hillsdale, NJ: Lawrence Erlbaum Associates.

Instructional Products:

Text Material

Beck, I. L., & McKeown, M. G. (2017). *Word Heroes* Vocabulary and comprehension program for kindergarten, first, and second grades. Austin, TX, Abrams Learning Trends.

Beck, I. L., & McKeown, M. G. (2008). *REV it up: Robust Encounters with Vocabulary* Vocabulary supplemental program for grades 6, 7, and 8. Orlando, FL, Harcourt Achieve (Steck-Vaughn).

Beck, I. L., & McKeown, M. G. (2004). *Text Talk*. New York: Scholastic.

Beck, I. L., & McKeown, M. G. (2004). *Elements of Reading: Vocabulary*. Vocabulary supplemental program for kindergarten through grade 5. Austin, TX: Harcourt Achieve (formerly Steck-Vaughn).

Software

Beck, I. L., McKeown, M. G., & Roth, S. (1988). *Word Wise*. Allen, TX: Developmental Learning Materials.

Beck, I. L., Roth, S. F., & McKeown, M. G. (1985). *Syllasearch*. Allen, TX: Developmental Learning Materials.

Selected Presentations:

McKeown, M.G. (March 2018). *Restoring key aspects of word knowledge to instruction and assessment*. Webinar for VocabularySpellingCity (<https://www.spellingcity.com/homeschool-vocabulary.html>)

McKeown, M.G. (September 2017). *Stealth Aspects of Vocabulary Learning*. Jeanne S. Chall Lecture, Cambridge, MA.

McKeown, M.G. (August 2017). *Effective Vocabulary Growth: Why it Matters and How it Works*, Keynote address to the Eighth Nordic Congress on the Remediation of Dyslexia, Stockholm, Sweden.

McKeown, M.G., Crosson, A.C., Correnti, R. Matsumura, L. C., Quintana, R., & Sartoris, M. (July 2017). *Enhancing Students' Argument Writing: Effects of an Instructional Intervention*. Paper presented as part of symposium, Exploring Intervention Effects on Students' Argument Writing, at the 2017 Scientific Studies of Reading Conference, Halifax, Nova Scotia.

McKeown, M.G., Correnti, R. Crosson, A.C., Quintana, R., Matsumura, L. C., Sartoris, M. & Howe, E. (April 2017). *Preliminary Results of an Instructional Intervention to Support Composition of Written Arguments*. Paper presented at American Educational Research Association Annual Meeting, San Antonio.

McKeown, M.G. (March 2017). *Cracking the Vocabulary Nut Requires Rich, Interactive Instruction*. Webinar presented to Oakland Schools (education service agency), Oakland MI.

McKeown, M. G. & Deane, P. D. (October 2015). *Becoming a nation of word learners. How do we get there?* ETS Research Forum. Washington. D.C.

McKeown, M.G. (May 2015). *Vocabulary development and comprehension*. Presented at AMBLE Symposium, University of Gothenburg, Sweden.

McKeown, M.G., Crosson, A. C. & Beck, I. L. (July 2014) *Enhancing word knowledge and comprehension through an academic word vocabulary intervention*. Paper presented at Society for Scientific Studies of Reading Conference, Santa Fe, NM.

Crosson, A.C. & McKeown, M.G. (2014). *Adolescent Learners' Use of Latin Roots as Clues to Infer Meanings of Unfamiliar Words*. Paper presented as part of the symposium, Innovative Approaches to Integrating Morphology within Adolescent Literacy Instruction, American Educational Research Association Annual Meeting, Philadelphia.

Crosson, A.C. & McKeown, M.G. (2014). *Investigating Student and Word-level Contributions to Morphological Analysis with Latin Roots*. Paper presented as part of the symposium, Using Text/Word-level and Student-level Lenses to Unravel Links between Morphology, Vocabulary, and Comprehension, at the 2014 Scientific Studies of Reading Conference, Santa Fe, NM.

McKeown, M.G., Crosson, A. C., Beck, I. L., Artz, N. J., Sandora, C., & Moore, D. (April 2014). *Word Knowledge and Comprehension Outcomes for the Second Year of*

Implementation of an Academic word Vocabulary Intervention. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia.

McKeown, M.G., Crosson, A. C., Beck, I. L., Sandora, C., Artz, N. J., Nelson, J., & Zhang, C. (April 2013). *An Academic Vocabulary Intervention to Enhance Word Knowledge and Comprehension for Middle School Students*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco.

Crosson, A. C. & McKeown, M.G. (April 2013). *Middle School Learners' Use of Morphological Decomposition to Infer Word Meaning In Context*. Paper presented at the American Educational Research Association Annual Meeting, San Francisco.

Crosson, A. C. McKeown, M.G., Beck, I.L., & Ward, A. K. (April 2013). An Innovative Approach to Assessing Depth of Knowledge of Academic Words. In *Depth of Vocabulary Knowledge: Results and Implications of Validation and Intervention Studies*. Symposium presented at the American Educational Research Association Annual Meeting, San Francisco.

McKeown, M. G. (October 2012). *Building Comprehension through Questioning the Author*. 2-day professional development for University of Utah Reading Clinic associates.

McKeown, M. G. (July 2012). *Robust Vocabulary Instruction: Building Effective Knowledge of Words*. Full-day professional development for Jenks Public Schools, Tulsa, OK.

Crosson, A. C., McKeown, M.G., Beck, I.L., & Ward, A. K. (July 2012). *Clo-e Assessment of Partial Word Knowledge: Development of an Innovative Assessment of Vocabulary Depth*. Poster presented at the Nineteenth Annual Conference of Society for Scientific Studies of Reading, Montreal.

Crosson, A. C., McKeown, M. G., Beck, I. L., & Ward, A. (April 2012). *Development of an innovative assessment of vocabulary depth*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.

McKeown, M. G., Crosson, A., Beck, I., Sandora, C., & Artz, N. (April 2012). *Development of an academic word vocabulary intervention to enhance word knowledge and comprehension for middle school students (RAVE)*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia.

McKeown, M. G. & Beck, I. L (September 2011). Structured talk IS reading comprehension instruction. *Socializing Intelligence through Academic Talk and Dialogue* Conference, Pittsburgh, PA.

McKeown, M. G. & Beck, I. L (July 2011). *Comparing two approaches to vocabulary instruction for kindergartners*. Eighteenth Annual Conference of the Society for the Scientific Study of Reading. St. Pete Beach, FL.

Gates, D., Aist, G., Mostow, J., McKeown, M., & Bey, J. (November 2011). *How to Generate Cloze Questions from Definitions: a Syntactic Approach*. AAAI Symposium on Question Generation, Arlington, VA.

McKeown, M.G. (June 2011). *Connections and Interactions: Vocabulary Development that Leads to Comprehension*. Boston University School of Education Summer Literacy Institute, Boston.

McKeown, M. G. (May 2011). *What does Depth of Processing in Vocabulary Lessons Look Like?* Meet the Researchers Poster Session, International Reading Association Annual Meeting, Orlando.

McKeown, M. G. & Beck, I.L. (April 2011). *Two approaches to vocabulary instruction for kindergartners: Comparing comprehension effects*. American Educational Research Association, New Orleans.

McKeown, M. G., Beck, I.L. & Apthorp, H. (April 2011). *Examining depth of processing in vocabulary lessons*. American Educational Research Association, New Orleans.

McKeown, M. G. (April 2011). *Vocabulary learning that enhances comprehension*. Presentation to Allegheny Intermediate Unit Scholars' Group, Pittsburgh, PA.

McKeown, M.G. (March 2011). *Tough Issues in Vocabulary Instruction and Assessment*. Invited lecture for Proseminar Series on Training Interdisciplinary Educational Scientists. College of Education, Penn State University.

McKeown, M. G. (January 2011). *Robust vocabulary: Engaging learners for maximum effects*. Presentation to Benchmark School staff, Media, Pa.

McKeown, M.G. (July 2010) *Vocabulary, Comprehension, and the Talkative Classroom*. U.S. Department of Education 2010 Reading Institute, Anaheim, California.

McKeown, M. G. (April 2010). *Robust Vocabulary Affects Comprehension*. Keynote Address, Maryland IRA Annual Meeting, Hunt Valley, MD.

McKeown, M. G. (March 2010). *Robust vocabulary: Engaging Learners at All Levels*. Presentation to KIPP NY school staff.

McKeown, M. G. (July 2009). *Making vocabulary instruction effective and fun!* Plenary session, U.S. Dept. of Education Reading Institute, Cincinnati.

McKeown, M. G. (August 2009). *Digging into vocabulary: An interactive presentation*. Presentation to Harlem Village Academies staff, New York City.

Mostow, J., Gates, D., Aist, G., & McKeown, M. (June 2009). *How often are prefixes useful cues to word meaning? Less than you might think!* Sixteenth Annual Conference of the Society for the Scientific Study of Reading.

McKeown, M. G., Beck, I. L., & Blake, R. G. K. (June 2009). *Comparison of strategies and content approaches to comprehension instruction*. Sixteenth Annual Conference of the Society for the Scientific Study of Reading, Boston.

McKeown, M. G. (February 2009). *Getting from vocabulary to comprehension: Decades on the trail of that relationship*. In annual Reading Hall of Fame session. International Reading Association, Phoenix.

McKeown, M. G. (February 2009). Vocabulary instruction that affects comprehension. In C. C. Block, J Mangione, & S. Neuman. *Institute 3: How and why it is important to teach vocabulary and comprehension interactively*. International Reading Association, Phoenix.

McKeown, M. G. (October 2008). *Creating a Rich vocabulary Environment*. Presentation to Uncommon Schools staff, New York.

McKeown, M. G. (October 2008). Effective vocabulary instruction: Why it matters and how it works. In *Bridging the gap between research and practice*. Council for Exceptional Children, Division for Learning Disabilities. Philadelphia.

McKeown, M. G. (July 2008). *Building a vocabulary foundation for comprehension: Big words for little kids*. 5th Annual National Reading First Conference. Nashville.

McKeown, M. G. (April 2008). *Instigating Rich, Robust Vocabulary*. Keynote presentation, Academic Language Therapy Association, Dallas.

McKeown, M. G. (March 2008). *Engaging Students with Words: Why, How--and Making it Fun!* Keynote presentation, New Jersey Dyslexia Association/New Jersey Speech-Hearing Association, Newark.

McKeown, M. G. (July 2008). *Why Comprehension is Hard and How to Support Its Development*. Presentation, New York State Reading First and Adolescent Literacy Conference, Brooklyn.

McKeown, M. G. (August 2008). *Building a vocabulary foundation for comprehension: Big words for little kids*. Massachusetts Reading First Summer Conference. Sturbridge.

McKeown, M. G. (July 2008). *Engaging students with effective vocabulary instruction*. In *Teaching Literacy for Social Justice*, summer institute for Ennis William Cosby Graduate Certificate Program, Fordham University.

McKeown, M. G. (July 2008). *Building a vocabulary foundation for comprehension: Big words for little kids*. 5th Annual National Reading First Conference. Nashville, TN.

McKeown, M. G. (May 2008). *Rev-ing up Vocabulary for Middle School Students*. Presentation, International Reading Association, Atlanta, GA.

McKeown, M. G. (April 2008). *Developing Reading Comprehension for Students at all Levels*. Presentation, PA Charter School Conference, Pittsburgh, PA.

- McKeown, M. G., Beck, I. L., & Blake, R. (March 2008). *Effects of Content and Strategies Approaches on Comprehension Outcomes*. Poster presentation, AERA.
- McKeown, M. G. (December 2007). *Effective comprehension instruction: Focus on content or strategies?* Keynote address presented at American Reading forum, Sanibel, FL.
- McKeown, M. G., & Kibby, M. (December 2007). *Vocabulary Assessment and the New NAEP Framework* In Vocabulary Assessment: Possibilities and Challenges. Symposium presented at the National Reading Conference Annual Meeting, Austin, TX.
- McKeown, M. G. (November 2007). *Enhancing Young Students' Comprehension: Text Talk* Presentation, Fall Leadership Institute, Maryland State Education Dept, Baltimore, MD.
- McKeown, M. G. (March 2007). *Fostering development among teachers and children in literacy, math, science, and social studies*. Symposium (served as chair and discussant), Society for Research in Child Development. Boston, MA.
- McKeown, M. G. (February 2007). *Capturing the Benefits of Read-Alouds*. Presentation, Oregon Reading Association, Portland, OR.
- McKeown, M. G., & Beck, I. L. (December 2006). *Words with Mileage and a Road Map for Instruction*. In *Vocabulary Instruction: Moving Between Theory and Practice*, symposium presented at the National Reading Conference Annual Meeting, Los Angeles, CA.
- McKeown, M. G., & Beck, I. L. (April 2006). *Building vocabulary and comprehension: Why big words work for little kids*. In *Choosing words to teach*, symposium presented at the American Educational Research Association, San Francisco, CA.
- McKeown, M. G., Beck, I. L., Killcrece, R. G., & Barron, M. A. (April 2006). *Examining comprehension instruction through comparison of strategies-based and content-based approaches*. In *The many faces of strategies instruction*, symposium presented at the American Educational Research Association, San Francisco, CA.
- McKeown, M. G. (April 2006). *Understanding Text: What's It Mean, Why Is It Hard, And How Can We Support Students To Do It?* paper presented at International Reading Association Reading Research Conference, Chicago, IL.
- McKeown, M. G. (January 2006). *Vocabulary is Vital for Students of All Ages* paper presented at America's Choice Annual Conference, Los Angeles, CA.
- McKeown, M. G. (November 2005). *Improving Children's Vocabulary: The What and How of Instruction* In *Vocabulary Development is Crucial for Children with Reading Difficulties*, symposium presented at International Dyslexia Association Annual Meeting, Denver, CO.
- McKeown, M. G., & Beck, I. L. (April 2005). *Which words to teach: Teaching sophisticated words to young children*. Paper presented at the American Educational Research Association, Montreal, Canada.

Beck, I. L. & McKeown, M. G. (April 2005). *Enhancing young children's vocabulary repertoires*. Paper presented at the American Educational Research Association, Montreal, Canada.

McKeown, M. G. (November 2003). *Increasing young children's oral vocabulary*. Presentation to QUest Conference, Rhode Island Federation of Teachers, Providence, RI.

McKeown, M. G. (October 2003). *Vocabulary learning in kindergarten and first grade: Big words for little kids*. Presentation to Beginning with Books Conference, Pittsburgh, PA.

Beck, I. L. & McKeown, M. G. (May 2003). *Text Talk*. Featured presentation at the 48th Annual Convention of the International Reading Association, Orlando, FL.

Beck, I. L. & McKeown, M. G. (April 2002). *Increasing young children's oral vocabulary repertoires*. Paper presented at American Educational Research Association Annual Meeting, New Orleans, LA.

McKeown, M. G., & Beck, I. L. (2001). *Text Talk: Capturing the benefits of reading aloud to young children*. Paper presented at American Educational Research Association Annual Meeting, Seattle, WA.

McKeown, M.G. (2001). *Text Talk: Reading aloud and discussing stories with young children*. Presented at IST Class Networking Meeting, Allegheny Intermediate Unit, Pittsburgh, PA.

McKeown, M.G. (2000). *Successes and failures in attempting to explain, or why language is hard to put into words*. Vice-presidential Address, American Educational Research Association Annual Meeting, New Orleans, LA.

McKeown, M.G. (2000). *Designing questions toward thinking and understanding rather than answers*. Paper presented at National Conference on Curriculum, Instruction, and Assessment in the Middle Grades: Linking Research to Practice. National Educational Research Policy and Practices Board, Washington, D.C.

McKeown, M.G. & Beck, I. L. (2000). *How Instruction Can Facilitate Intentional Learning, in Intentionality: What does it mean to be an intentional learner? Alternative perspectives* (Symposium). American Educational Research Association Annual Meeting, New Orleans, LA.

McKeown, M. G., & Beck, I. L. (1998). *Effects of resources to support teacher professional development*. Paper presented at American Educational Research Association Annual Meeting, San Diego, CA.

McKeown, M. G., Beck, I. L. & Kucan, L. (1996). *Fostering student thinking in meaning-oriented discussion. In The role of collaborative discussion in fostering critical and reflective thinking*. Symposium presented at American Educational Research Association Annual Meeting, New York, NY.

Beck, I. L. & McKeown, M. G. (1995) *Issues in supporting teachers' pedagogical change. In Relating teacher development and effects on children's learning in cognitive approaches to teaching reading.* Symposium presented at National Reading Conference, New Orleans, LA.

McKeown, M. G. & Beck, I. L. (1995). *The text, the author, and the reader: Who's in charge here? In Author-reader-text: Different theories, different roles.* Symposium presented at National Reading Conference, New Orleans, LA.

McKeown, M. G., Beck, I. L., Kucan, L., & Sandora, C. (1995). *Questioning the Author: Assessing the impact of an innovation beyond the initial site.* Paper presented at American Educational Research Association Annual Meeting, San Francisco, CA.

McKeown, M. G., Beck, I. L., Sandora, C. & Worthy, J. (1994). *Getting Inside Meaningful Classroom Discourse: Grade 4.* Paper presented at the National Reading Conference, San Diego, CA.

Almasi, J., Beck, I. L., & McKeown, M. G. (1994). *The Nature of Engaged Reading in Classroom Discussions of Literature.* Paper presented at the National Reading Conference, San Diego, CA.

Beck, I. L., & McKeown, M. G. (1994). *Lifting the lid off texts. In Instructional balance for reading, writing, and literacy development.* Pre-convention Institute at the International Reading Association Annual Meeting, Toronto, Canada.

McKeown, M. G., Beck, I. L., & Worthy, J. (1994). *Giving a text voice can improve students' understanding.* American Educational Research Association Annual Meeting, New Orleans, LA.

Beck, I. L., McKeown, M. G., & Worthy, J. (1994). *Developing and implementing an approach to enhancing students' engagement with text: Questioning the Author.* In Three cognitive-based approaches to teaching students to understand text while they are reading. Symposium at American Educational Research Association Annual Meeting, New Orleans, LA.

Goerss, B., Beck, I. L., & McKeown, M. G. (1994). *A study to train remedial elementary students to become more sensitive to context clues.* American Educational Research Association Annual Meeting, New Orleans, LA.

Beck, I. L., & McKeown, M. G. (1993). *Engaging readers with text: From the outside in and the inside out.* Invited presentation at the National Council of Teachers of English Annual Meeting, Pittsburgh, PA.

McKeown, M. G., Beck, I. L., Worthy, J., Sandora, C., & Kucan, L. (1993). *Developing and implementing an approach to student engagement: Questioning the Author.* Symposium at the National Reading Conference Annual Meeting, Charleston, SC.

Beck, I. L., McKeown, M. G., & Worthy, J. (1993). *Questioning the author: An approach to enhancing students' engagement with text. In Facilitating active text*

- processing: Strategic and technological approaches.* Symposium at the American Educational Research Association Annual Meeting, Atlanta, GA.
- McKeown, M. G., Beck, I. L., & Worthy, M. J. (1992). *Engaging students with text.* National Reading Conference Annual Meeting, San Antonio, TX.
- McKeown, M. G. & Beck, I. L. (1992). *Exploring young students' attempts to make sense of difficult texts.* In *Getting meaning from "instructional" texts.* Symposium presented at American Educational Research Association Annual Meeting, San Francisco, CA.
- McKeown, M. G., Beck, I. L., Sinatra, G. M., & Loxterman, J. A. (1991). *Effectiveness of revising text from a text-processing perspective.* In *Emergent literacy: Developing reading skills in elementary students.* Symposium at American Educational Research Association Annual Meeting, Chicago, IL.
- Beck, I. L. & McKeown, M. G. (1991). *Using what students know and don't know in designing history instruction.* American Educational Research Association Annual Meeting, Chicago, IL.
- McKeown, M. G. (1991). *Research-based strategies for vocabulary instruction.* Presentation to school district administrators, Barrington, IL.
- McKeown, M. G. (1990). *Learning word meanings from definitions: Problems and potential.* Spencer Fellowship Forum, National Academy of Education Spring Meeting, Cambridge, MA.
- McKeown, M. G. (1990). *Making definitions more effective for young learners.* National Reading Conference Annual Meeting, Miami, FL.
- McKeown, M. G. (1990). *Components of a qualitative analysis of social studies textbooks.* In *The effects of analyzing and revising texts from a cognitive processing perspective.* Symposium at National Reading Conference, Miami, FL.
- McKeown, M. G. (1990). *Making dictionary definitions more effective.* In *Making meaning: Children's interactions with definitions.* Symposium at American Educational Research Association Annual Meeting, Boston, MA.
- McKeown, M. G. & Beck, I. L. (1990). *What young students understand from their textbooks about the American Revolution.* In *Subject specificity in social studies: How does the nature of the subject matter affect curriculum theory and practice?* Symposium at American Educational Research Association Annual Meeting, Boston, MA.
- Beck, I. L. & McKeown, M. G. (1990). *The assessment and characterization of what learners know about a topic in history.* American Educational Research Association Annual Meeting, Boston, MA.
- McKeown, M. G. (1989). *Examining dictionary definitions: Research in progress.* National Reading Conference Annual Meeting, Austin, TX.

- Beck, I. L. & McKeown, M. G. (1989). *The mismatch between what learners know about a topic in history and what texts assume*. National Reading Conference Annual Meeting, Austin.
- McKeown, M. G. (1989). *Research-based strategies for vocabulary development*. Featured presentation at International Reading Association, 17th Plains Regional Conference, Omaha, NE.
- McKeown, M. G. (1989). *A content analysis of "The American Revolution."* In Dealing with social studies texts: Four perspectives. Symposium at International Reading Association Annual Meeting, New Orleans, LA.
- McKeown, M. G. (1989). *The mismatch between what learners know about a topic in history and what the texts assume*. International Reading Association Annual Meeting, New Orleans, LA.
- McKeown, M. G. (1989). Discussant for *Growth of vocabulary knowledge and reading comprehension*. American Educational Research Association Annual Meeting, San Francisco, CA.
- McKeown, M. G. (1989). *The role of definitions in learning word meaning*. In The psychology of word meaning. Cognitive Science Conference, University of Georgia, Athens, GA.
- McKeown, M. G., Beck, I. B., & Gromoll, E. W. (1988). *Coherence as an aspect of text structure*. In *Considering larger expository text*. Symposium at American Educational Research Association Annual Meeting, New Orleans, LA.
- McKeown, M. G. (1988). *Ongoing vocabulary instruction in reading and language arts*. In Vocabulary instruction in the elementary school: Theory into practice. Symposium at International Reading Association Annual Meeting, Toronto, Canada.
- McKeown, M. G. (1988). *Vocabulary instruction*. Featured speaker series, Littleton Public Schools, Littleton, CO.
- McKeown, M. G. (1988). *Creating a classroom vocabulary program*. Presentation to elementary reading teachers, Columbia, SC.
- McKeown, M. G. (1988). Effective strategies for vocabulary instruction. Presentation to elementary reading teachers, New York, NY.
- Beck, I. L., McKeown, M. G., & Gromoll, E. W. (1987). *Issues in content area reading: Examples from history texts*. National Reading Conference Annual Meeting, St. Petersburg, FL.
- McKeown, M. G., (1987). *Research-based instructional strategies for vocabulary development*. Conference on Cognition and Metacognition, Pennsylvania Resources and Information Center for Special Education, Pittsburgh, PA.

Beck, I. L., McKeown, M. G. & Gromoll, E. W. (1987). *Issues concerning the role of expository selections in basal readers*. American Educational Research Association Annual Meeting, Washington, D.C.

McKeown, M. G., Beck, I. L., Omanson, R. C. & Pople, M. T. (1985). *How specific aspects of vocabulary instruction contribute to the knowledge and use of words*. American Educational Research Association Annual Meeting, Chicago, IL.

McKeown, M. G. (1985). *Can a computer teach Johnny to read?* Cooperative Inservice Workshop, Midwestern Intermediate Unit IV, Sharon, PA.

McKeown, M. G. (1984). *The acquisition of word meaning from context*. National Reading Conference Annual Meeting, St. Petersburg, FL.

Beck, I. L., McKeown, M. G., & Omanson, R. C. (1984). *The fertility of some types of vocabulary instruction*. In *The role of instruction in learning and using vocabulary*. Symposium at American Educational Research Association Annual Meeting, New Orleans, LA.

Beck, I. L., McKeown, M. G., Omanson, R. C., & Pople, M. T. (1983). *Rewriting stories to improve comprehensibility*. American Educational Research Association Annual Meeting, Montreal, Canada.

Omanson, R. C. Beck, I. L., McKeown, M. G., & Voss, J. F. (1982). Modeling the effects of a revised reading lesson on comprehension. American Educational Research Association Annual Meeting, New York, NY.

Omanson, R. C., Beck, I. L., McKeown, M. G., & Perfetti, C. A. (1982). *Modeling the effects of unknown words on text processing*. Psychonomic Society Annual Meeting, Minneapolis, MN.

McKeown, M. G., Beck, I. L., Perfetti, C. A., & Omanson, R. C. (1982). *The enhancement of reading comprehension through vocabulary instruction*. National Reading Conference Annual Meeting, Clearwater, FL.

Beck, I. L., McKeown, M. G., & McCaslin, E. S. (1981). *Examples of good and problematic instructional comprehension practices*. International Reading Association Annual Meeting, New Orleans, LA.

Beck, I. L., Omanson, R. C., & McKeown, M. G. (1981). *A study of instructional dimensions that affect reading comprehension*. American Educational Research Association Annual Meeting, Los Angeles, CA.