

## CURRICULUM VITA

**Jeanne R. Paratore**  
**Professor, Literacy and Language Education**  
**Literacy and Language Academic Cluster**  
**Boston University School of Education**  
**Two Silber Way, Boston, MA 02215**  
**Ph: (617) 353-3285; e-mail: [jparator@bu.edu](mailto:jparator@bu.edu)**

### ***ACADEMIC DEGREES***

1983 Ed.D., Reading and Language, Boston University  
1974 M. Ed., Reading Education, University of New Hampshire, Durham, NH  
1970 B.S., Elementary Education, Syracuse University, Syracuse, NY

### ***ACADEMIC POSITIONS***

1987 – present Professor of Education, Boston University  
1983-87 Clinical Faculty, Boston University  
1980-1983 Adjunct Faculty, University of New Hampshire  
1979-80 Instructor, University of New Hampshire

### ***ADMINISTRATIVE POSITIONS***

2004-present Program Director, Reading Education and Literacy and Language Education  
2014-present Faculty Director, Language and Literacy Education Cluster  
2010-2013 School of Education Faculty Assembly Chair (Elected position)  
2004-present Director, Donald D. Durrell Reading and Writing Clinic  
1989-1996 Founder and Project Director, Intergenerational Literacy Project  
Boston University/Chelsea Public School Partnership  
1991-1993 Director, Center for Assessment and Design of Learning  
Boston University School of Education  
1987-1990 Co-Director, Center for Assessment and Design of Learning,  
Boston University School of Education

### ***SCHOOL-BASED POSITIONS***

1976-79 Reading Consultant, Somersworth, NH Public School District  
1975-76 Director of Title I, Cazenovia, NY Public School District  
1970-75 Classroom Teacher, Reading Coordinator, Greenland, NH

### ***PUBLICATIONS***

#### ***Books***

Wood, K. , Paratore, J. R., Kissell, B., & McCormack, R. (Eds.) (2014). *IRA E-ssentials: What's new in literacy teaching?* Newark, DE: International Reading Association. ISSN 2326-7216 (online: <http://www.reading.org/general/Publications/e-ssentials.aspx>).

Paratore, J. R., & Robertson, D. (2013). *Talk that teaches: Using strategic talk to achieve the Common Core*. Guilford Press.

Paratore, J. R., & McCormack, R. L. (Eds.) (2011). *After early intervention, then what? Teaching struggling readers in grades three and beyond* (2<sup>nd</sup> ed.) Newark, DE: International Reading Association.

Paratore, J. R., & McCormack, R. L. (Eds.) (2007). *Classroom literacy assessment: Making sense of what students know and do*. NY: Guilford Press.

Paratore, J. R., & McCormack, R. L. (2005) *Teaching second-grade literacy*. New York: Guilford Press.

Indrisano, R., & Paratore, J. R. (Eds.). (2005). *Learning to write, Writing to learn: Theory and research in practice*. Newark, DE: International Reading Association.

McCormack, R. L., & Paratore, J. R. (Eds.) (2003). *After early intervention, then what? Teaching struggling readers in grades three and beyond*. Newark, DE: International Reading Association. (This text was selected for “cobranding” and was republished with a new cover and a new copyright (2005) by Merrill Education/International Reading Association.)

Paratore, J. R. (2001). *Opening doors, opening opportunities: Family literacy in an urban community*. Needham Heights, MA: Allyn and Bacon.

Paratore, J. R., Melzi, G., & Krol-Sinclair, B. (1999). *What should we expect of family literacy: Home and school literacy experiences of Latino children whose parents participate in an intergenerational literacy project*. Newark, DE: International Reading Association.

Paratore, J. R., & McCormack, R. L. (Eds.) (1997). *Peer talk in the classroom: Learning from research*. Newark, DE: International Reading Association.

### ***Journal Articles (Refereed)***

Ford-Connors, E., Dougherty, S., Robertson, D.A. & Paratore, J.R. (2015). Mediating complex texts in the upper grades: Considering motivation, instructional intensity, and cognitive challenge. *Journal of Adolescent & Adult Literacy*, 58(8),648-657. doi: 10.1002 /jaal.418.

Ford-Connors, E. & Paratore, J.R. (2015). Vocabulary instruction in fifth-grade and beyond: Sources of word learning and productive contexts for development. *Review of Educational Research*, 85(1), 50-91. Online First Version at: <http://rer.sagepub.com/content/early/2014/07/01/0034654314540943><http://rer.sagepub.com/content/early/2014/07/01/0034654314540943>

O'Brien, L., Paratore, J.R., Leighton, C., Cassano, C., Krol-Sinclair, B., Green, J. (2014). Examining differential effects of a family literacy program on language and literacy growth of linguistically diverse children with varying vocabularies. *Journal of Literacy Research*. 46 (3), 383-415.

Robertson, D., Dougherty, S., Connors, E., Paratore, J. R. (2014). Re-envisioning instruction: Mediating complex text for older readers. *The Reading Teacher*. 67, 547-559.

Robertson, D., Ford Connors, E., Paratore, J. R. (2014) Coaching teachers' talk during vocabulary and comprehension instruction. *Language Arts, 91*, 416-428.

Wood, K., Stover, K., Paratore, J. R., & McCormack, R. L. (2013). A tale of two authentic assessment tools: Voices from the classroom. *Voices in the Middle. 21*, 26-35.

Concha, S., & Paratore, J. R. (2011). Local coherence in academic writing. *Journal of Written Communication, 28* (1), 34-69.

Hindin, A., & Paratore, J. R. (2007). Supporting young children's literacy learning through home-school partnerships: The effectiveness of a home repeated-reading intervention. *Journal of Literacy Research. 39*, 307-333.

Fahey, K., Lawrence, J., & Paratore, J. R. (2007). Using electronic portfolios to make learning public. *Journal of Adolescent and Adult Literacy. 50*, 460-471.

Melzi, G., Paratore, J. R. , & Krol-Sinclair, B. (2000). Reading and writing in the daily lives of Latino mothers who participate in a family literacy program. *National Reading Conference Yearbook, 49*, 178-193.

Paratore, J. R. (2000). Grouping for instruction in literacy: What we've learned about what's working and what's not. *The California Reader.33*, 4, 2-10.

Paratore, J. R., Hindin, A., Krol-Sinclair, B., & Durán, P. (1999). Discourse between teachers and Latino parents during conferences based on home literacy portfolios. *Education and Urban Society, 32*, 58-82.

Jackson, J. B., Paratore, J. R., Chard, D., & Garnick, S. (1999). An early intervention supporting the literacy learning of children experiencing substantial difficulty. *Learning Disabilities Research and Practice, 14*, 254-267.

Paratore, J. R., & Krol-Sinclair, B. (1996). A classroom storybook-reading program with immigrant parents, *The School Community Journal, 6*, 39-51.

Paratore, J. R., Krol-Sinclair, B., Homza, A., Lewis-Barrows, T. , Melzi, G., Sturgis, R., & Haynes, H. (1995). Shifting boundaries in home/school responsibilities: Involving immigrant parents the construction of literacy portfolios. *Research in the Teaching of English, 29*, 367-389.

Turpie, J., & Paratore, J. R. (1995). Using repeated readings to promote reading success in a heterogeneously grouped first grade. *National Reading Conference Yearbook, 44*, 255-264. Chicago, IL: The National Reading Conference.

Paratore, J. R. (1995). Assessing literacy: Establishing common standards in portfolio assessment. *Topics in Language Disorders, 16*, 67-82.

Paratore, J. (1993). Influence of an intergenerational approach to literacy on the practice of literacy of parents and their children. *National Reading Conference Yearbook, 42*, 83-91.

Morrow, L., & Paratore, J. (1993). Family literacy: Perspectives and practices. *The Reading Teacher*, 47, 191-200. Reprinted in *Wisconsin State Reading Association Journal*, (Spring 1994), 38, 21-26).

Paratore, J.R. & Indrisano, R. (1987). Intervention assessment in reading comprehension. *The Reading Teacher*, 40, 778-783.

### ***Journals (Guest Edited)***

Paratore, J. R. & Harrison, C. (Guest Eds.). (1995). Themed Issue on Family Literacy. *Journal of Reading*, 38, 516-588.

Indrisano, R. & Paratore, J. R. (Eds.). (1994). Themed Issue on the Boston University/Chelsea Public Schools Partnership. *Journal of Education*, 176, 3-143.

Paratore, J. R. & Indrisano, R. (1994). Changing classroom instruction in literacy. *Journal of Education*, 176, 49-66.

### ***Journal Columns (Invited)***

Paratore, J. R., & Jordan, G. (2007). Starting out together: A home-school partnership for preschool and beyond. *The Reading Teacher*. 60, 694-696.

Paratore, J. R. (2005/2006). Approaches to family literacy: Exploring the possibilities. *The Reading Teacher*, 59, 394-396.

Paratore, J. R., & Krol-Sinclair, B. (2003). Have you considered: Planning interventions that both honor and extend existing family literacy practices? *The California Reader*, 36, 66-73.

### ***Book Chapters: Research Handbooks***

Paratore, J. R., & Yaden, D. B. (2010). Family literacy on the defensive: The defunding of Even Start—Omen or opportunity? In D. Lapp, D. Fisher, & D. Alvermann (Eds.), *Handbook of research on teaching the English language arts*, 3<sup>rd</sup> ed. (pp. 90-96). Newark, DE: International Reading Association.

Paratore, J., Cassano, C., & Schickedanz, J. (2010). Supporting Early (and Later) Literacy Development at Home and at School: The Long View. In M. Kamiil, P. D. Pearson, E. Moje, & P. Afflerbach (Eds.), *Handbook of Reading Research*, Vol. 4. (pp. 107-135). NY: Routledge Education.

Paratore, J. R., & Dougherty, S. (2010). Home differences and reading difficulty. In R. Allington & A. Mc-Gill Franzen (Eds.), *Handbook of Reading Disability Research* (pp. 93-109). NY: Routledge Education.

Edwards, P. A., Paratore, J. R., & Roser, N. L. (2009). Family literacy: Recognizing cultural significance. In L. M. Morrow, R. Rueda, & D. Lapp (Eds.), *Handbook of research on literacy instruction: Issues of diversity, policy, and equity* (pp. 77-96). NY: Guilford Publications.

Yaden, D., B. & Paratore, J. R. (2002). Family literacy at the turn of the millenium: The costly future of maintaining the status quo. In J. E. Flood, D. Lapp, J. Jensen, & J. Squire (Eds.), *Handbook of research on teaching the English language arts, 2<sup>nd</sup> ed.* (pp. 532-545). Mahweh, NJ: Erlbaum.

Paratore, J. R., & Indrisano, R. (2002). Grouping for instruction in literacy. In J. E. Flood, D. Lapp, J. Jensen, and J. Squire (Eds.), *Handbook of Research on Teaching the English Language Arts, 2<sup>nd</sup> Ed* (pp. 566-572). Mahweh, NJ: Erlbaum.

Paratore, J. R., & Indrisano, R. (1997). Change through collaboration: The Boston University-Chelsea Public Schools partnership in literacy. In J. Flood, S. B. Heath, & D. Lapp (Eds.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 668-676). NY: Macmillan.

Indrisano, R. & Paratore, J.R. (1991). Classroom contexts for literacy learning. In J. Jenson, J. Flood, D. Lapp, & J.R. Squire (Eds.), *Handbook of research on teaching the English language arts* (pp. 477-488). NY: Macmillan Publishing Co.

### **Book Chapters**

Ford-Connors, E., Robertson, D. A., Leighton, C., Paratore, J. R., Proctor, C. P., & Carney, M. (2015). Comprehension instruction within the context of Common Core Standards. In S. R. Parris & K. Headley (Eds.), pp. 105-122. *Comprehension Instruction: Research Based Best Practices*, 3<sup>rd</sup> edition. New York, NY: Guilford Press.

Hindin, A., & Paratore, J. R. (2014). Supporting parents as valuable partners in their children's literacy learning. In Wood, K., Paratore, J., Kissell, B., & McCormack, R. (Eds.), *IRA E-ssentials: What's new in literacy teaching?* Newark, DE: International Reading Association. ISSN 2326-7216 (online: <http://www.reading.org/general/Publications/e-ssentials.aspx>).

Paratore, J. R., Edwards, P. A., & O'Brien, L. M. (2014). Helping parents help children achieve the Common Core State Standards: Reaching out in different ways. In L. B. Gambrell & L.M. Morrow (Eds.), *Best practices in literacy instruction*, 5<sup>th</sup> ed. (pp. 390-413). NY: Guilford.

Edwards, P. A., Paratore, J. R., & Sweeney, J. (2013). Working with parents and the community. In S. Wepner, D. Strickland, & D. Quatroche (Eds.), *The administration and supervision of reading programs*, 5th ed. NY: Teachers College Press.

Paratore, J. R., Steiner, L., Dougherty, S. (2011). Coaching teachers toward effective home/school literacy partnerships. In R. Bean & A. Swan (Eds.), *Best Practices of Literacy Leaders*. NY: Guilford.

Paratore, J. R. (2011). Parents and reading: What teachers should know about the ways they can help. In S. J. Samuels & A. Farstrup (Eds.), *What research has to say about reading instruction*, 4<sup>th</sup> ed. (pp. 406-424). Newark, DE: International Reading Association.

Paratore, J. R., & Edwards, P. E. (2011). Best practices in developing productive home-

school literacy partnerships. In L. M. Morrow & L. B. Gambrell (Eds.), *Best practices in literacy instruction*, 4<sup>th</sup> ed. (pp. 436-454). NY: Guilford.

McCormack, R. L., & Paratore, J. R. (2011). Grouping routines and instructional practices that mediate difficult text. In J. R. Paratore and R. L. McCormack (Eds.), *After early intervention, then what? Teaching struggling readers in grade three and beyond* (pp. 90-114). Newark, DE: International Reading Association.

Paratore, J. R., Krol-Sinclair, B., David, B., & Schick, A. (2010). Writing the next chapter in family literacy: Clues to long-term effects? In D. Fisher & K. Dunsmore (Eds.), *Family literacy: Research and practice* (pp. 265-288). Newark, DE: International Reading Association.

Paratore, J., R., Krol-Sinclair, B., Paez, M., & Paratore-Bock, K. (2010). Best practices for supporting learning in families for whom English is an additional language. In G. Li & P. Edwards (Eds.), *Best practices in ELL instruction* (pp. 299-327). NY: Guilford Publications.

Paratore, J. R., & McCormack, R. L. (2009). Grouping in the middle grades: Advancing content and literacy knowledge. In K. Wood & B. Blanton (Eds.), *Literacy instruction for adolescents*. NY: Guilford Publications.

McCormack, R. L., Pearson, P. D., & Paratore, J. R. (2007). Developing an Individual Educational Plan: What counts as evidence? In J. R. Paratore & R. L. McCormack (Eds.), *Classroom literacy assessment: Making sense of what students know and do* (pp. 294-305). NY: Guilford Press.

Paratore, J. R., Krol-Sinclair, B., Chacon, A., & Concha, S. (2005). Writing in Immigrant Families: When I write about my life my heart is relaxed. In R. Indrisano, & J. R. Paratore (Eds.), *Learning to write, Writing to learn: Theory and research in practice* (pp.97-119). Newark, DE: International Reading Association.

Paratore, J. R. (2005). Family and Community Involvement in Children's Reading and Literacy Development: A Response to Steven Sheldon and Joyce Epstein. In J. Flood & P. Anders (Eds.), *Closing the achievement gap in urban schools: Setting the research agenda* (pp.139-150). Newark, DE: International Reading Association.

Paratore, J. R., & McCormack, R. L. (2004). Honoring children's reading rights: Accounting for success in one urban first-grade classroom. In D. Lapp, C. Block, E. Cooper, J. Flood, N. Roser, & J. Tinajero (Eds.), *Teaching all the children: Strategies for developing literacy in an urban setting* (pp. 255-268). New York: Guilford.

Paratore, J. R. (2003). Children's right to classrooms that optimize learning opportunities. In P. A. Mason & Jeanne S. Schum (Eds.), *Promising practices for urban reading instruction* (pp. 472-478). Newark, DE: International Reading Association.

McCormack, R. L., Paratore, J. R., & Dahlene, K. (2003). Establishing Instructional Congruence Across Learning Settings: One Path to Success for Struggling Third-Grade Readers. In R. L. McCormack & J. R. Paratore (Eds.), *After early intervention, then*

*what: Teaching struggling readers in grades three and beyond* (pp. 117-136). Newark, DE: International Reading Association.

Paratore, J. R. (2003). Building on Family Literacies: Examining the past and planning the future. In A. DeBruin, & B. Krol-Sinclair, (Eds.), *Family literacy: From theory to practice* (pp. 8-27). Newark, DE: International Reading Association.

Paratore, J. R., Melzi, G., & Krol-Sinclair, B. (2003). Learning about the literate lives of Latino parents. In D. M. Barone & L. M. Morrow (Eds.) *Research-based practice in early literacy* (pp. 101-120) (pp. 255-268). New York: Guilford Publications, Inc.

Paratore, J. R. (2002). Home and school together: Helping beginning readers succeed. In S. J. Samuels & A. Farstrup, *What research has to say about reading instruction* (pp. 48-68). Newark, DE: International Reading Association.

Paratore, J. R., & McCormack, R. L. (1999). Responding to research in grouping: Flexible grouping in the middle grades. In K. Wood & T. Dickinson (Eds.), *Promoting literacy in the twenty-first century: A handbook for teachers and administrators in grades 4-8* (pp. 402-420). Needham, MA: Allyn and Bacon.

Paratore, J. R., Garnick, S., & Lewis-Barrow, R. (1997). Watching teachers watch children talk about books. In J. R. Paratore & R. L. McCormack (Eds.), *Peer talk in the classroom: Learning from research* (pp. 207-230). Newark, DE: International Reading Association.

Paratore, J. R., & Turpie, J. (1997). Implementing a flexible grouping model in the first grade. In L. R. Putnam, (Ed.), *Readings on language and literacy. Essays in honor of Jeanne S. Chall* (pp. 62-74). Cambridge, MA: Brookline Books, Inc.

Paratore, J. R. (1995). Implementing an intergenerational literacy project: Lessons learned. In L. Morrow (Ed.), *Literacy connections in families, schools, and communities* (pp. 37-53). Newark, DE: International Reading Association.

Paratore, J., Shoemaker, S., Mauro, A. & Matrinko, D. (1995). Documenting children's literacy learning: Learning from classroom teachers about implementing literacy portfolios. In L. R. Putnam, (Ed.), *How to be a better reading teacher* (pp. 123-139). Englewood Cliffs, NJ: Merrill.

Paratore, J. (1995). Connecting assessment and instruction in the flexibly-grouped classroom. In M. Radencich & L. McKay (Eds.), *Flexible grouping for literacy in the elementary grades* (p. 113-133). Needham, MA: Allyn & Bacon.

Radencich, M. C., McKay, L. J., & Paratore, J. R. (1995). Keeping flexible groups flexible. In M. Radencich & L. McKay (Eds.), *Flexible grouping for literacy in the elementary grades* (pp. 25-41). Needham, MA: Allyn & Bacon.

Radencich, M. C., McKay, L. J., Paratore, J. R., Plaza, G. L., Lustgarten, K. E., Nelms, P., & Moore, P. T. (1995). Implementing flexible grouping with a common reading selection. In M. C. Radencich & L. J. McKay (Eds.), *Flexible grouping for literacy in the elementary grades* (pp. 42-65). Needham, MA: Allyn & Bacon.

Paratore, J. (1994). Parents and children sharing literacy. In D. Lancy, (Ed.), *Emergent Literacy* (pp. 193-216). NY: Praegar Press.

Indrisano, R. & Paratore, J.R. (1992). Using literature with readers at risk. In B. Cullinan (Ed.), *Invitation to read: More children's literature in the reading program* (pp. 138-149). Newark, DE: International Reading Association.

### ***Media Productions***

*Counting, Cardinality, and Addition. Teaching Tips. A transmedia curriculum to support the use of selected PBS Kids Games in kindergarten classrooms.* Development team members: J. Paratore, J. Dwyer, A. Salinas, L. O'Brien, B. Kirsch. Project funded by PBS/CPB Ready to Learn Grant (August, 2012).

*Shapes and Spatial Sense. Teaching Tips. A transmedia curriculum to support the use of selected PBS Kids Games in kindergarten classrooms.* Development team: J. Paratore, J. Dwyer, A. Salinas, L. O'Brien, B. Kirsch. Project funded by PBS/CPB Ready to Learn Grant (August, 2012).

*Measurement, Sorting, and Data. Teaching Tips. A transmedia curriculum to support the use of selected PBS Kids Games in kindergarten classrooms).* Development team members: J. Paratore, J. Dwyer, A. Salinas, L. O'Brien, B. Kirsch. Project funded by PBS/CPB Ready to Learn Grant (August, 2012).

*Preparing Every Student to Achieve Common Core State Standards: Mediating Difficult Text.* Video funded by Massachusetts Department of Elementary and Secondary Education. Produced by Pellet Productions, Reading, MA. (June, 2012).

*Teaching Reading K-2 Workshops.* A cable television, videotape, and web-based collection developed in collaboration with WGBH Public Television and Annenberg Foundation. Retrieve at: <http://www.learner.org/resources/series175.html>

*Teaching Reading 3-5 Workshop.* Creating the Classroom Context for Literacy Learning. A cable television, videotape, and web-based collection developed in collaboration with WGBH Public Television and Annenberg Foundation. Retrieve at: <http://www.learner.org/resources/series204.html>

*Words That Cook! Parenting with Children's Books, Show #006: The Power of Language.* A Cable TV Production and DVD featuring the Intergenerational Literacy Program.

*Flexible Grouping: A Multi-Media Workshop.* Needham, MA: Silver Burdett Ginn.. (A multimedia system for introducing teachers to instructional practices that incorporate heterogeneous groupings. Includes a videotape, an audiotape, and a guidebook for incorporating media materials within a comprehensive professional development program.)

### ***Encyclopedia Entries***

Paratore, J. R. (2002). Family literacy. In B. J. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice, Vol. 1* (pp. 185-187). Santa Barbara, CA: ABC-CLIO.

Paratore, J.R. (1994). Flexible grouping. In A. Purves, et al., (Eds.), *Encyclopedia of English studies and language arts* (pp. 66-71). Urbana, IL: National Council of Teachers of English and Scholastic, Inc.

### ***Instructional Materials***

Afflerbach, P., et al. (2013). *Reading Street, Common Core*. Glenview, IL: Scott Foresman Educational Publishers.

Afflerbach, P., et al. (2010). *Reading Street, Texas Edition*. Glenview, IL: Scott Foreman Educational Publishers.

Juel, C., Paratore, J., Simmons, D., & Vaughn, S. (2010). *My Sidewalks: Intensive Intervention in Reading*. Glenview, IL: Pearson Scott Foresman Educational Publishers.

Afflerbach, P. et al (2010). *Reading Street, California Edition*. Glenview, IL: Scott Foresman Educational Publishers.

Afflerbach, P., et al. (2007/08). *Reading Street*. Glenview, IL: Scott Foresman Educational Publishers.

Juel, C., Paratore, J., Simmons, D., & Vaughn, S. (2008). *My Sidewalks: Intensive Intervention in Reading*. Glenview, IL: Pearson Scott Foresman Educational Publishers.

Afflerbach, P., et al. (2004). *Scott Foresman Reading*. Glenview, IL: Scott Foresman Educational Publishers. (Used widely in schools throughout the US)

Afflerbach, P., et al. (2002). *Scott Foresman Reading*. Glenview, IL: Scott Foresman Educational Publishers. (Used widely in schools throughout the US)

Afflerbach, P., et al. (2000). *Scott Foresman Reading*. Glenview, IL: Scott Foresman Educational Publishers. (Used widely in schools throughout the US)

Block, C., et al. (1996). *Literature works: An integrated approach to reading and the language arts*. Needham Heights, MA: Silver Burdett Ginn Educational Publishers.

Baumann, J., et al. (1993). *New dimensions in the world of reading*. Needham, MA: Silver Burdett Ginn Educational Publishers..

Pearson, P.D., et al. (1991). *World of reading*. Needham, MA: Silver Burdett Ginn, Educational Publishers.

### ***Reports and Monographs***

Paratore, J. R., O'Brien, L., Jiménez, L., & Salinas, A., Ly, C. (2014). *Engaging preservice teachers in integrated study and use of educational media and technology in*

*teaching reading*. Final Report, Year 4, Submitted to CPB/PBS, Ready to Learn, Expanded Learning Through Transmedia Content, US Department of Education.

Paratore, J. R., Dwyer, J., Salinas, A., O'Brien, A. (2011). *Ready to Learn: Educational media and children's learning: Pathways to improving teachers' and their students' opportunities to learn from and about educational media*. Final Report – Year 1, submitted to Public Broadcasting Systems.

Paratore, J. R., Cassano, C., Leighton, C., Krol-Sinclair, B. (2010). *Effects of a family literacy intervention the vocabulary and literacy growth of children in preschool to grade 2*. Final Report submitted to the Nellie Mae Education Foundation.

Paratore, J. R., & Krol-Sinclair, B. (2005). *Learning about and supporting home/school partnerships in literacy: The Intergenerational Literacy Project*. Boston MA: Boston University School of Education Research Report No. 2.

Paratore, J. R. (nd). *Research into practice: Grouping for instruction in literacy: What works and what doesn't*. Glenview, IL: Pearson Education.

Paratore, J. R., Brisk, M. E., Fountas, I., Homza, A., Jenkins, C., Lin, Yulan, Ouellette, J., & Pho, L. (1995). *Teaching literacy to bilingual children: Effective practices for use by monolingual and bilingual teachers*. Position paper co-published by the Massachusetts Reading Association and the Massachusetts Association of Bilingual Educators.

Morrow, L. M., Paratore, J. R., & Tracey, D. H. (1994). *Family literacy: New perspectives, new opportunities*. Newark, DE: International Reading Association.

Paratore, J. R., Fountas, I. C, Jenkins, C. A., Matthews, M. E., Ouellette, J. M., & Sheehan, N. M. (1992). *Classroom assessment in literacy: Using what we know to construct literacy portfolios*. Position paper published by the Massachusetts Reading Association.

Paratore, J.R., Fountas, I., Jenkins, C. & Ouellette, J. (1991). *Grouping students for literacy learning: What works*. Position paper published by the Massachusetts Reading Association.

Paratore, J.R. (1991). *Flexible Grouping: Why and how?* Needham, MA: Silver Burdett and Ginn, Inc.

Paratore, J.R., Fountas, I., Jenkins, C. & Ouellette, J. (1989). *Adult literacy: Issues and answers*. Position paper published by the Massachusetts Reading Association.

Paratore, J.R., Fountas, I., Leland, C. & Ottinger, J. (1987). *A decade of research in reading: Ten findings that CAN make a difference in classroom practice*. Position paper published by the Massachusetts Reading Association.

Paratore, J.R., Leland, C. & Ottinger, J. (1985). *Teaching reading in kindergarten: Answers to frequently asked questions*. Position paper published by the Massachusetts Reading Association.

## **FUNDED RESEARCH**

**U. S. Department of Education, Ready to Learn.** *Expanded Learning through Transmedia Content* (Prime: CPB/PBS; Subcontract. J. Paratore, PI, \$200,000, Year 1; \$150,000 years 2-5, start date March 1, 2011; Total: \$800,000)

**Boston College Collaborative Fellows Grant.** *ELICIT: Enhancing Literacy Instruction through Coaching and Interactive Technology.* P. Proctor, PI., \$50,000 per year, 2011-2014.

**Nellie Mae Education Foundation.** Two-year study to assess the short and long-term impact of the Intergenerational Literacy Program on children whose families participate. PI, J. Paratore, \$242,472 (2007-2009).

**US Department of Education, OERI Field-Initiated Studies Grant Program, Early Childhood Education.** Three-year study to examine the effects of a family literacy portfolio project on home-school connections and interactions between parents and teachers. PI, J. Paratore, \$619,091 (1996-1999).

**Massachusetts Department of Education.** Four-year grant to evaluate effects of state-funded family literacy initiatives on the literacy development of adults and the school success of their children. PI, J. Paratore (1996-2000). \$89,000.

**Barbara Bush Foundation for Family Literacy.** A one-year grant to support the study of the effects of the Intergenerational Literacy Project as an approach to family literacy intervention. PI, J. Paratore \$49,625, (1992).

**Annenberg Foundation.** Three-year study to examine effects on parents and teachers of professional development program to join family literacy and classroom literacy practices. PI, J. Paratore, \$300,000, (1993-96).

**U.S. Department of Education, FIRST Initiative.** Three-year study to examine effects of the Intergenerational Literacy Project on Parents and Their Children. PI, J. Paratore. Principal Investigator, \$353,158, (1989-1992).

**Massachusetts Department of Education.** Three-year study of the effects of an intergenerational approach to literacy development on attendance, attrition, and achievement of adult basic education students. PI, J. Paratore, \$228,000, (1991-93).

**Massachusetts Department of Education.** One-year pilot study of the effects of an intergenerational approach to literacy development on attendance, attrition, and achievement of adult basic education students. PI, J. Paratore, \$25,000, 1989.

**Xerox Corporation.** An Investigation of the Impact of an Intergenerational Literacy Approach on the Language and Literacy Acquisition of Four and Five Year Old Children. PI, J. Paratore, \$45,000 (1989-1992).

***U.S. Department of Education, Fund for Post-Secondary Education.*** PROBE: An Assessment of Mathematical Abilities. (PI, C. Greenes), \$170,320 (1987-1989).

***GRANTS AND GIFTS TO SUPPORT OPERATIONAL ACTIVITIES OF THE INTERGENERATIONAL LITERACY PROGRAM***

***Massachusetts Department of Education,*** Funding to support instructional and administrative services of the Intergenerational Literacy Project, Total: \$999, 638 (Annually, in varying amounts) (1991-2008).

***Grants and gifts in varying amounts between 1989-2009 (exceeding \$2 million) awarded by:***

A. C. Ratschesky Foundation, Anna B. Stearns Charitable Foundation, Annenberg Foundation, Ari Kaplan Foundation, Barbara Bush Foundation for Family Literacy, Blackwell Publishing, Boston Foundation, Carl and Lily Pforzheimer Foundation, Chase Manhattan Corporation, Chelsea Early Childhood Partnership, Chelsea/Revere Family Network, Citizens Bank, Clipper Ship Foundation, Deluxe Corporation Foundation, Dollar General/ProLiteracy America, Florence V. Burden Foundation, George A. Ramlose Foundation, General Mills Foundation, Harold Whitworth Pierce Charitable Trust, Hewitt Associates Foundation, Hyams Foundation. Joseph H. and Florence A. Roblee Foundation, Keel Foundation, Lenny Zakim Foundation, Linnel Foundation, Lynch Foundation, Nellie Mae Education Foundation, New England Telephone Co., Office Depot, Oxford University Press, Pillsbury Foundation. Polaroid Fund at the Boston Foundation, Sarah Endo, Pforzheimer Foundation, Spector Foundation, St. Paul Companies, Inc. Foundation, State Street Bank, Target Foundation, TJX Foundation, USF&G Foundation.

***SCHOLARLY PAPERS, INVITED LECTURES AND PRESENTATIONS***

***Scholarly Papers (Refereed)***

Robertson, D., Kamberelis, G., Ford-Connors, E., Paratore, J. R. Enhancing teaching effectiveness through interactive video analysis with literacy coaches. Literacy Research Association, Dallas, TX. December, 2013.

Proctor, P., Paratore, J., Carney, M., Ford-Connors, E., Leighton, C., Osso Parra, M., Robertson, D., & Wagner, C. ELICIT: Enhancing literacy instruction through collaboration and interactive technology. Literacy Research Association, Dallas, TX, December, 20 13

Paratore, J. R., Dwyer, J., O'Brien, L. Extending the reach of the classroom teacher: Joining great games, great technology, and great teaching to develop early literacy, language, and mathematics skills. International Reading Association Preconvention Institute, San Antonio , Texas, April, 2013.

Paratore, J. R. , Hindin, A., Dougherty, S., Steiner, L. Leveraging parental support to prepare children for the demands of the Common Core State Standards. International Reading Association, San Antonio , TX, April. 2013.

Paratore, J. R., & Yaden, D. Family literacy: What we know about what works. International Reading

Association Preconvention Institute, San Antonio , Texas, April, 2013.

Paratore, J. R. Reflections on enduring issues in literacy: Family literacy research and practice: 24 years later. Invited Presentation: Reading Hall of Fame. International Reading Association Preconvention Institute, San Antonio , Texas, April, 2013.

Paratore, J. R., & Crawford, J. Teaching games well: Supercharging early math and literacy. International Society for Technology in Education, San Antonio , TX, June, 20 13.

Paratore, J. R., Crawford, J., O'Brien, L. Teaching games well: Effective use of online games to enhance children's early mathematics and literacy development in preschool settings. National Association for Education of Young Children, San Francisco , CA, June, 2013.

Paratore, J. R., Cassano, C., Leighton, C., O'Brien, L., Baughan, J., Katz, R., Krol-Sinclair, B. Effects of Family Literacy Program on Literacy Uses of Parents and on Their Children's Literacy Uses and Abilities. Literacy Research Association, San Diego, CA , December, 2012.

Proctor, P., Paratore, J. R., Carney, M., Ford-Connors, E., Ossa Parra, M., Robertson, D., Vargas, C. Enhancing literacy instruction through coaching and interactive technology. Literacy Research Association, San Diego, CA , December, 2012.

O'Brien, L., Paratore, J. R., Cassano, C., Leighton, C., Krol-Sinclair, B., Green, J. G. Family Literacy and Differential Effects: The Role of Vocabulary Knowledge. Paper presented at Annual Meeting of AERA, Vancouver, BC, April, 2012.

Dougherty, S., Paratore, J., & Bryson, J. (2012) Dads Read: Supporting Male Participation in Literacy Learning. Preconvention Institute on Early Literacy. Annual Meeting of the International Reading Association, Chicago, IL, April, 2012.

Paratore, J. R., Steiner, L.M., Dougherty, S. Developing Effective Home-School Literacy Partnerships. Preconvention Institute, Annual Meeting of the International Reading Association, Chicago, IL, April, 2012.

Paratore, J. R., Dougherty, S., Ford-Connors, E., Robertson, D. Preparing Struggling Readers for the Demands of the Common Core State Standards: Accelerating Learning Gains for Struggling Readers in Elementary and Middle School. Symposium. Annual Meeting of the International Reading Association, Chicago, IL, April, 2012.

Paratore, J. R., O'Brien, L., Cassano, C., Leighton, C., Krol-Sinclair, B., Green, J. G. Effects of Participation in a Family Literacy Program on Vocabulary and Early Literacy Development of Children in PreKindergarten to Grade 1. Paper presented at Annual Meeting of American Educational Research Association, April 11, 2011, New Orleans, LA.

Paratore, J. R., Dougherty, S., Stoia, J. Learning with the lions: Joining public television and other educational media to support early language and literacy learning. Annual Meeting of the International Reading Association, Orlando, FL, May 10, 2011.

Paratore, J. R., Yaden, D. Family Literacy on the Defensive: Is There Life After Even Start? (with D. Yaden). Annual Meeting of the International Reading Association, Orlando, FL, May 8-11, 2011.

Paratore, J. R., Hindin, A., Steiner, L., Dougherty, L. Home-School Partnerships: Increasing children's opportunities to learn by bridging home and school literacies. Paper presented at the Annual Meeting of the Literacy Research Association, Jacksonville, FL, November 29-December 3, 2011.

Family Literacy on the Defensive: Is There Life After Even Start? (with D. Yaden). Annual Meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX, December, 2010.

Parent-administered early literacy screening of preschoolers during well-child visits. (with Sices L, Sandler J, Shapiro N, and Zuckerman, B) Poster presentation, Pediatric Academic Societies' annual meeting, Vancouver, BC, Canada - May 1, 2010.

Supporting Children's Literacy Through Home-School Partnerships (with S. Dougherty & L. Steiner). International Reading Association, Chicago, IL, May, 2010.

Promising Home-School Partnerships: Ways that Children Learn (with A. Hindin). Paper presented at International Reading Association Special Symposium, Minneapolis, MN, May. 2009.

Building Connections in Literacy: Linking Home and School (with A. Hindin, S. Dougherty, & L. Steiner). Paper presented at International Reading Association, Phoenix, AZ, February, 2009.

Effects of a Family Literacy Intervention on the Vocabulary and Literacy Growth of Children in Prekindergarten to Grade Two (with B. Krol-Sinclair, C. Cassano, C. Leighton, L. O'Brien, J. Smock, A. Schick, & C. Tobar) Paper presented at National Reading Conference, Orlando, FL, December, 2008.

Differentiating Instruction for Children in Grades K-3: Making Decisions about Text, Contexts, and Instructional Interactions. Paper presented at International Reading Association Preconvention Institute, Atlanta, GA, May, 2008.

Long-Term Effects of a Family Literacy Program on the School Experiences of Children (with B. Krol-Sinclair & B. Jamboor-David). Paper presented at National Reading Conference, Austin, Texas, November, 2007.

Supporting Young Children's Literacy Learning through Home-School Partnerships (with A. Hindin). Paper presented at International Reading Association, Toronto, Canada, May, 2007.

Promoting Home-School Connections for Newly Arrived Immigrant Families (with B. Krol-Sinclair). Paper presented at International Reading Association, Toronto, Canada, May, 2007.

Closing the Achievement Gap in Literacy: Instruction that Supports the Literacy Development of African-American Males. Paper presented at Conference co-sponsored by the International Reading Association and Benedict College, Columbia, SC, November, 2006.

Grouping for Literacy Learning: Research-Based Practice for Early Childhood Classrooms. Preconvention Institute. Paper presented at International Reading Association. Chicago, IL, April, 2006.

Motivating Comprehension, Fluency, and Vocabulary Development in Struggling Readers: Examining One Intervention Model. Paper presented at International Reading Association Preconvention Institute. San Antonio, Texas. May, 2005

Classroom Literacy Assessment: Making Sense of What Students Know and Do. Paper presented at International Reading Association, San Antonio, Texas. May, 2005.

Parents and Teachers Learning Together: Ways to Exchange Information about School and Family Literacies, Paper presented at International Reading Association Preconvention Institute, Reno, NV, May, 2004.

Effective Professional Development in Literacy: Learning from Research. Paper presented at International Reading Association, Reno, NV, May, 2004.

Family and Community Involvement in Children's Reading and Literacy Development: A Response to Steven Sheldon and Joyce Epstein. Paper presented at International Reading Association-National Urban Alliance Joint Conference on Closing the Achievement Gap in Urban Schools, San Diego State University, April, 2003.

Honoring Children's Reading Rights: Accounting for Success in One Urban First-Grade Classroom. Paper presented at International Reading Association, Orlando, Florida, May, 2003.

Closing the Achievement Gap in Urban Schools: Family and Community Involvement in Children's Reading and Literacy Development. Paper presented at International Reading Association, Orlando, Florida, May, 2003.

Making a Difference Means Making it Different: Effective Classroom Grouping Strategies. Paper presented at International Reading Association, Orlando, Florida, May, 2003.

Designing Reading Instruction to Optimize Children's Achievement: How Should Research-Based Evidence Drive Us? Paper presented at International Reading Association, Orlando, Florida, May, 2003.

Family Literacy At The Turn Of The Millennium: The Costly Future Of Maintaining The Status Quo (with D. Yaden). Paper presented at National Reading Conference, San Antonio, TX, December, 2001.

If They Are Not Reading by the End of Grade Three, Then What? Paper presented at Annual Convention of the International Reading Association Preconvention Institute, April, 2001.

Teaching Reading to Children in Urban Schools. Paper presented at International Reading Association, May, 2001.

Improving Parent-Teacher Communication Through Family Literacy Portfolios. Paper presented at International Reading Association World Congress, Auckland, New Zealand, July, 2000.

Improving Parent-Teacher Communication Through Family Literacy Portfolios (with A. Hindin, B. Krol-Sinclair, J. Emig, & K. McClure). Paper presented at International Reading Association Annual Conference, Indianapolis, IN, May, 2000.

Discourse Between Teachers And Latino Parents During Conferences Based On Home Literacy Portfolios (with A. Hindin, B. Krol-Sinclair, P. Duran, & J. Emig). Paper presented at National Reading Conference, Orlando, FL, December, 1999.

What Do You Do Down There, Anyway?" Teachers Ask: A Reading Teacher's Intervention Using Grade-Level Text With Struggling Third-Grade Readers (with R. McCormack). Paper presented at National Reading Conference, Orlando, FL, December, 1999.

Latino Mothers' Revelations of Reading and Writing in Their Daily Lives (with G. Melzi & B. Krol-Sinclair). Paper presented at National Reading Conference, Orlando, FL, December, 1999.

What Can We Expect of Family Literacy? Paper presented at The Home and School Literacy Experiences of Children Whose Parents Participate in an Intergenerational Literacy Project. International Reading Association, San Diego, CA. May, 1999.

Change through Collaboration: The Boston University-Chelsea Schools Partnership in Literacy. Paper presented at the International Reading Association, Orlando, FL, May, 1998.

Discourse between teachers and Latino parents during conferences based on home literacy portfolios: A Pilot Study (with A. Hindin, B. Krol-Sinclair, & P. Duran). Paper presented at National Reading Conference, Austin, TX, December, 1998.

The Referral Conference: A Study of the Interpretive Nature of Assessment Data (with R. McCormack & P. D. Pearson). Paper presented at National Reading Conference, Austin, TX, December, 1998.

An Early Intervention: Identifying "Conditions of Success" for Children Experiencing Substantial Difficulty Learning to Read (with J. Jackson, D. Chard, & S. Garnick). Paper presented at the National Reading Conference, Scarsdale, AZ, December, 1997.

Listening to Children During Problem-Solving: What Literacy Strategies Do Children with Different Learning Needs Use When They Collaborate to Solve Mathematics

Problems? (with D. Chard, S. Garnick, R. McCormack, & S. Dietrich). Paper presented at the National Reading Conference, Scarsdale, AZ, December 1997.

Listening to Children During Problem-Solving: What Literacy Strategies Do Children with Different Learning Needs Use When They Collaborate to Solve Mathematics Problems? (with C. Greenes, D. Chard, & S. Dietrich). Paper presented at American Educational Research Association, Chicago, IL, April, 1997.

Performance Assessment in Literacy: Identifying Conditions of Success for Children Who Are Struggling in Literacy. Paper presented at Pacific Coast Research Conference, La Jolla, CA, February, 1997.

Learning From Research in Family Literacy. Paper presented at International Reading Association Preconvention Institute, Atlanta, GA, May, 1997.

Home and School Literacy Experiences of Children Whose Parents Participate in an Intergenerational Literacy Program. Paper presented at the National Reading Conference, Charleston, SC, December, 1996.

Watching Teachers Watch Children Talk About Books. Paper presented at the National Reading Conference, Charleston, SC, December, 1996.

The Influence of Parents' Participation in an Intergenerational Literacy Project on the School Experience of Their Children. Paper presented at the International Reading Association, New Orleans, LA, May, 1996.

The Roles Parents Play in Their Children's School Performance. International Reading Association Adolescent and Adult Literacy Conference, Washington, DC, February, 1996.

Supporting the Writing Development of Children with Special Learning Needs. Paper presented at Harvard Learning Disorders Conference, Harvard University, November, 1995.

The Influence of Parents' Participation in an Intergenerational Literacy Project on the School Experience of Their Children. Paper presented at the National Reading Conference, New Orleans, LA, December, 1995.

Implementing Mandated Performance Assessment in Literacy: Influences on Teachers' Decisions about Informal Assessment and Subsequent Instruction. Paper presented at the National Reading Conference, New Orleans, LA, December, 1995.

Joining Home and School Literacies: Affirming What Parents Know and Do. Paper presented at International Reading Association Preconvention Institute, Toronto, Canada, May, 1995.

Constructing Home/School Literacy Portfolios: Shifting Boundaries in Home/School Responsibilities (with A. Homza, B. Krol-Sinclair, T. Lewis-Barrow, G. Melzi, & R. Stergis). Paper presented at the National Reading Conference, San Diego, CA, December, 1994.

Lessons Learned from the Boston University/Chelsea Public School Partnership (with A. Mauro & P. Finkelstein). Paper presented at the National Reading Conference, San Diego, CA, December, 1994.

Immigrant Parents As Classroom Storybook Readers: What Parents And Teachers Learn (with B. Krol-Sinclair). Paper presented at the American Educational Research Association, New Orleans, LA, April, 1994.

Parents and Children Sharing Literacy Together. Paper presented at the American Educational Research Association, New Orleans, LA, April, 1994.

Learning from home literacies: Inviting parents to contribute to literacy portfolios (with J. Turpie, M. DiBiasio, & K. Sullivan). Paper presented at the National Reading Conference, Charleston, NC, December, 1993.

A Three-Year Study of the Effects of an Intergenerational Approach to Literacy on the Literacy Practices of Adults and Their Children. Paper presented at the National Reading Conference, San Antonio, TX, December, 1993.

Uses of Literacy by Immigrant Mothers Participating in an Intergenerational Literacy Project. Paper presented at American Educational Research Association, Atlanta, GA, April 1993.

Parents and Children Sharing Literacy Together. Paper presented at the International Reading Association, San Antonio, TX, 1993.

Shifting from Ability Grouping to Heterogeneously Grouping: Effective Strategies for Students At Risk. Paper presented at International Reading Association, Orlando, FL, May, 1992.

An Investigation of Intergenerational Literacy in a Multilingual, Multicultural Community. Paper presented at American Educational Research Association, April, 1992.

An Intergenerational Approach to Literacy in a Multicultural, Multilingual Community. National Center for Family Literacy, Chapel Hill, NC, April, 1992.

Shifting from Ability Grouping to Heterogeneous Grouping in One Urban School. Paper presented at the International Reading Association, Las Vegas, NV, May, 1991.

***Invited Lectures and Presentations (National and International) (2005-present)***

Meeting Common Core State Standards: Preparing Students to Read, Understand, and Respond to Complex Text, (Invited) Keynote, New York State Reading Association, October 29, 2012

Grouping for Literacy Instruction: New Evidence, New Understandings, New Practices. Seabrook, NH. August 24, 2012.

Making Complex Text Accessible To Struggling Readers. Kentucky Association of School Administrators, Lexington and Bowling Green, KY, August 9-10, 2012.

Technology in Education Second Annual Forum, Invited Panelist, The Atlantic Magazine, Washington, DC, May 22, 2012.

Meeting Common Core Standards: Preparing Students to Read, Understand, and Respond to Complex Text--Webinar, May 10, 2012

Meeting Common Core Standards: Preparing Students to Read, Understand, and Respond to Complex Text--Webinar, April 26, 2012

Teaching to Close the Achievement Gap: Introducing and Mediating Complex Texts. Providence, RI Public Schools, Literacy Specialists, K-5, November 15, 2011.

Meeting Common Core State Standards: Preparing Students to Read, Understand, and Respond to Complex Text. Webinar sponsored by Pearson Education. October 13, 2011.

Meeting Common Core State Standards: Preparing Students to Read, Understand, and Respond to Complex Text. Webinar sponsored by Pearson Education. October 13, 2011.

Using Evidence to Guide Effective Instruction in Literacy, Reading, PA Public Schools, School-Wide Professional Development (Grades Pre-K-5), August 23-24.

Grouping for Literacy Learning: Lessons Learned About What Works and What Does Not. Virginia Reading Association, Roanoke, VA, March 17, 2011 (Keynote Address)

Acting on What We Know About Effective Instruction for Struggling Readers. Union City, New Jersey Public Schools, Professional Development Meeting for Classroom Teachers and Literacy Specialist, January 28, 2011.

Grouping for literacy instruction: New Evidence, New Understandings, New Practices (Keynote Speaker). Rutgers University Center for Literacy Development, New Brunswick, NJ, December 9, 2010.

Acting on What We Know About Instruction for Struggling Readers (Featured Speaker), Lesley University Literacy for All Conference Providence, RI, November 15, 2010.

Acting on What We Know About Instruction for Struggling Readers (Featured Speaker), Connecticut Reading Association, Cromwell, CT, November 5, 2010.

Grouping for Literacy Instruction (Featured Speaker), Connecticut Reading Association, Cromwell, CT, November 5, 2010.

Grouping for Literacy Learning, Moravia College, Bethlehem, PA, October 21, 2010.

Acting on What We Know About Instruction for Struggling Readers (Keynote Speaker). Wisconsin State Title I Conference, Stevens Point, WI, October 14, 2010.

Parents and Reading: What Teachers Should Know About Ways They Can Help. (Featured Speaker). New England Reading Association. Nashua, NH, September 24, 2010.

Supporting Struggling Readers and Writers: Learning from Research and Excellent Teachers. Professional Development Seminar for Literacy Leaders and Principals, Houston, TX. August, 2009.

Acting on What We Know about Struggling Readers: What Should Principals Know? Montana State Elementary and Middle School Principals Association, Great Falls, MT, February, 2009.

Supporting Struggling Readers and Writers: Learning from Research and Excellent Teachers. Professional Development Seminar for Literacy Leaders and Principals, Minneapolis, MN, January, 2009.

Reading The Next Chapter In Family Literacy: Long-Term Effects On Children's Academic Experiences. Symposium on Family Literacy sponsored by The Ball Foundation, Chicago, IL, October, 2008.

Supporting Struggling Readers: Understanding Texts, Contexts, and Tasks that Help Children to Close the Achievement Gap (Featured Speaker). Annual Meeting of the New England Reading Association, Springfield, MA, September, 2008.

Supporting Struggling Readers and Writers: Learning from Research and Excellent Teachers. Virginia Department of Education Summer Literacy Institute, Richmond VA, July, 2008.

Supporting Struggling Readers and Writers: Learning from Research and Excellent Teachers. Riverbend Reading Council, Concord, NH, October, 2008.

Supporting Struggling Readers and Writers: Learning from Research and Excellent Teachers. Great Valley, PA Summer Institute, June, 2008.

Literacy IS the Connection: Acting on What We Know about Effective Instruction for Struggling Readers (Keynote Address), Massachusetts Reading Association, Sturbridge, MA, April, 2008.

Supporting Struggling Readers and Writers: Learning from Research and Excellent Teachers. Rutgers Literacy Conference, Rutgers University, April, 2008.

Supporting Struggling Readers and Writers: Learning from Research and Excellent Teachers. National Urban Alliance, Albany, NY. March, 2008.

Supporting Struggling Readers in Special Education Settings. Commack Union Free School District, Commack, NY, March, 2008.

Effective Instruction in Literacy. Georgia Department of Education Advisory Board on Reading, Atlanta, GA, February, 2008.

Conceptual Understanding as a Foundation in Literacy and Mathematics Instruction. Leadership Conference sponsored by Pearson Education, Chicago, IL, February, 2008.

Effective Instruction in Literacy: Learning from Teaching and Research. Southwest Regional Meeting of the International Reading Association, Little Rock, Arkansas, Featured Speaker, November, 2007.

Characteristics of Effective Instruction in Literacy. Bayonne, NJ Administrators' Meeting, August, 2007.

Differentiating Instruction in Ways that Accelerate Achievement for Struggling Readers and Writers. Chicago Public Schools Principals' Meeting, Chicago, IL, April 2007.

Characteristics of Effective Instruction in Literacy. National Urban Alliance Conference, Birmingham, AL, April, 2007.

Effective Instruction in Literacy: Learning from Teaching and Research, Brandywine Public Schools, Wilmington, DE, 2007.

Effective Instruction in Literacy: Learning from Teaching and Research. Michigan State Reading Association Conference (Keynote Address), Lansing, MI, March, 2007.

Characteristics of Effective Instruction in Literacy. Pearson Education Leadership in Literacy Conference, Chicago, IL, March, 2007.

Differentiating Instruction in Ways that Accelerate Achievement for Struggling Readers and Writers. Pearson Education Conference on Leadership in Literacy, Boston, MA, February, 2007.

Differentiating Instruction in Ways that Accelerate Achievement for Struggling Readers and Writers. Conestoga Valley School District, Lancaster, PA, February, 2007.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. New England Reading Association (Featured Speaker), Warwick, RI, December, 2006.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Florida Reading Association (Featured Address), Miami, FL, October, 2006

Effective Instruction in Literacy: Learning from Research AND Excellent Teachers (Keynote Address), Rochester, Minnesota Public Schools Opening Day, August, 2006.

Accelerating Achievement for Struggling Readers in the Elementary Grades. Leadership Conference for Administrators in Midwest States, Chicago, IL, 2006.

Effective Instruction in Literacy: Learning from Research AND Excellent Teachers. Lancaster, Pennsylvania Literacy Institute, July, 2006.

Effective Instruction in Literacy: Learning from Research AND Excellent Teachers. University of Minnesota Reading First Conferenee, Minneapolis, MN, July, 2006.

Grouping for Literacy Learning: Research-Based Practice for Early Childhood Classrooms. Keystone State Reading Association (Featured Speaker), Bethlehem, PA, May, 2006.

Leadership in Literacy: Making a Difference STILL Means Making it Different. Massachusetts Reading Association Annual Convention (Featured Speaker), Sturbridge, MA, March. 2006.

Differentiating Instruction through Text, Task and Grouping Practices, Pearson Education Leadership Seminar, Boston, MA, March, 2006.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Brick, NJ Elementary School Teachers, March, 2006.

Differentiating Instruction through Text, Task and Grouping Practices, Pearson Education Leadership Seminar, Boston, MA, February, 2006.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Pinellas County, FL Reading Council, Tampa, FL, January, 2006.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Meeting co-sponsored by Washington DC Public Schools & International Reading Association Institutes on Literacy Instruction, Washington, DC, January, 2006.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers, North Carolina Department of Education, Executive Board, Raleigh, NC, November, 2005.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Midwest Regional Leadership Conference, Denver, Colorado, October, 2005.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Bronx, NY Public Schools Elementary Teachers, September, 2005.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Southern Illinois Council of the International Reading Association, Chicago, IL, June, 2005.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. San Diego State University, Summer Conference on Literacy, June, 2005.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Immaculata College, Elverson, PA, June, 2005.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Rutgers University Conference on Literacy, New Brunswick, NJ, March, 2005.

Using Evidence-Based Practices To Improve Literacy Instruction: Learning From Excellent Teachers. Bronx Archdiocese Leadership Conference, NY, NY, January, 2005.

***Invited Presentations and Workshop Series (Local) (2006 – present)***

Teaching Children to Read and Write Informational Text, Principals' Literacy Institute, (w/ Patrick Proctor) City of Boston's Step Up Initiative, Academic Year, 2010-11 (7 sessions).

Effective Instruction of Reading, Principals' Literacy Institute (w/Patrick Proctor) City of Boston's Step Up Initiative, Academic Year, 2009-10 (8 sessions).

Accelerating Achievement in Reading: Creating Effective Context, Choosing Appropriate Texts, and Planning Productive Tasks. Holmes Elementary School, Boston Public Schools, Professional Development Series for Classroom Teachers, Spring, 2009.

Whole School Change in Literacy: The Morey School, Lowell, MA.-Professional Development Series for Classroom Teachers , Spring, 2008 .

Effective Instruction in Literacy: Supporting Vocabulary Learning of English Language Learners. Professional Development Series for Classroom Teachers, Varnum School, Lowell, MA. Spring, 2008.

Effective Instruction in Literacy: Coaching the Coaches. Professional Development Series for Literacy Specialists in Lowell, MA, Fall-Spring, 2007-08.

Effective Instruction in Literacy: Learning from Teaching and Research. Melrose, MA . August, 2007.

Effective Instruction in Literacy: Supporting Teachers in Excellent Instruction. Professional Development Series for Teachers and Literacy Specialists in Lowell, MA, Spring, 2007.

Effective Instruction in Literacy: Coaching the Coaches. Professional Development Series for Literacy Specialists in Lowell, MA, Fall, 2007.

Effective Instruction in Literacy: Learning from Teaching and Research. Professional Development Day, Marion, MA Publics Schools, March, 2007.

Effective Instruction in Literacy: Action Research Professional Development Series for Elementary Teachers, Hastings School, Lexington, MA. Spring, 2007.

Using evidence-based practices to improve literacy instruction: Learning from excellent teachers. Greenfield, MA Public Schools. October, 2006.

Evidence-Based Instruction in Literacy, Professional Development Series for Elementary Teachers, Marion, MA, Spring, 2006.

### ***PROFESSIONAL CONSULTING AND ADVISING***

- Advisor, National Governors Association, Early Literacy Legislation. January 29, 2013.
- Advisor, Race to the Top Early Learning Challenge, Massachusetts Department of Early Education and WGBH Public Television, July, 2012 – present.
- Advisor, Universidad de Chile, National Standards for Secondary Teacher Education in the Language and Communication area, July, 2011.
- Co-Curriculum Director (with S. Dougherty), *Between the Lions*, A production of Corporation for Public Broadcasting (CPB) and WGBH Television, 2006 – 2010.
- Advisor, Universidad Diego Portales, Santiago, Chile, *Collected Disciplinary And Pedagogical Standards For Pre-Professional Training Of Elementary Teachers In The Subject Areas Of Language And Communication And Mathematics. (Laboración De Estándares Disciplinarios Y Pedagógicos Para Orientar La Formación Inicial De Profesores De Educación Básica En Los Subsectores De Lenguaje Y Comunicación Y Matemática)*, 2009-present.
- Consultant, Elementary Literacy Program Review, Rockport, MA Public Schools, Spring, 2009.
- Core Advisor, *Teaching Reading 3-5 Workshops*. A cable television, videotape, and web-based collection in collaboration with WGBH Public Television and Annenberg Foundation, 2003-2005.
- Core Advisor, WGBH, Teaching Reading K-2, A Video Library. Project funded by the Annenberg Foundation, 2001-2003.
- Presenter, WGBH, Teaching Reading K-2, A Professional Development Video and Web-based Series. Project Funded by the Annenberg Foundation, 2002.
- Consultant, Improving Instruction in Reading and Writing, Hastings School, Lexington, MA, 2006-07.
- Consultant, Improving Instruction in Reading and Writing, Elementary and Middle School Literacy Specialists, Lowell Public Schools, Lowell, MA, 2002-present.
- Consultant, Improving Instruction in Reading and Writing, Marion, MA Elementary Teachers, 2006-07.
- Consultant, Improving Instruction in Reading and Writing, Lowell Public Schools, Lowell, MA, 2002-present.
- Consultant, Improving Instruction in Reading and Writing, Varnum School, Lowell, MA, 2000-2002; 2006-08.
- Consultant, Joseph P. Tynan School Literacy Lessons Project, Boston, MA, 1999-2002.
- Advisory Board Member, Center for Applied Special Technology (CAST), Strategic Reader Project; Engaging the Text Project, 1998-2004.
- Advisory Board Member, Education Development Corporation, Science and Reading Project, 2001-2002.
- Advisor, Boston Herald in Education Program, 2001-02.
- Member, Even Start National Evaluation Working Group, 1997-2000.
- Visiting Scholar, National Faculty, 1995-2000. Worked with administrators and teachers in high-poverty, low-performing districts to advance achievement in reading.
- Member, Advisory Council, READ Boston, 1996-1998.
- Member, Massachusetts Department of Education Adult Education Advisory Council, 1995-1998.
- Consultant, Brookline Public Schools Middle School Literacy Study Group, 2000-2001.

Advisor, Chelsea Public Schools Literacy Curriculum Committee (1991-1997).  
 Consultant, Brookline, MA Public Schools Early Literacy Study Committee, 1994-1998.  
 Consultant, Chelmsford, MA Public Schools Portfolio Assessment Study Group, 1995-1997.  
 Consultant, Improving Instruction in Literacy, Rhode Island Department of Education, 1988-1994.  
 Member, Advisory Board, Educational Development Corporation, Newton, MA, 1989-1994).  
 Consultant, Concord, NH Public Schools, Classroom Assessment Committee (1991-1992).  
 Co-Chair, Steering Committee on Family Literacy, Massachusetts Department of Education, 1990-91.  
 Consultant, Pinellas County, Florida Public Schools, 1989-92.  
 Member, Advisory Board, WGBH Television Series, *Long Ago and Far Away*, 1988-90.  
 Member, Advisory Board, Massachusetts Department of Education, Teacher Certification Committee, 1988-89.  
 Member, Planning Committee, Massachusetts Department of Education, In-service Education Program, 1988-90.  
 Advisor, Winchester, MA Public Schools, Committee on Secondary Assessment Strategies, 1988.  
 Advisor, Weston, MA Early Assessment Committee, 1988.  
 Advisor, Northbridge, MA, Early Education Curriculum Committee, 1988.  
 Panelist, United States Department of Education, Secretary's Initiative to Improve the Education of Disadvantaged Children: National Recognition Program, 1987.  
 Reviewer, Child Safety Curriculum Project, Project co-funded by Digital Equipment Corporation and Adam Walsh Foundation, 1986.  
 Panelist, Building a New Profession: A Teacher's Working Conference, sponsored by the Massachusetts Field Center for Teaching and Learning, 1986.

### ***SCHOOL-BASED PROGRAM EVALUATION***

Chairperson, Reading Program Review, Scituate, MA Public Schools, 1993-94.  
 Chairperson, Reading Program Review, Shrewsbury, MA Public Schools, 1992-93.  
 Chairperson, Reading Program Review, Meadowbrook School, Weston, MA, 1989-90.  
 Chairperson, Reading Program Review, West Boylston, MA Public Schools, 1988-89.  
 Chairperson, Reading Program Review Northbridge, MA Public Schools, 1987-88.  
 Consultant, Northbridge, MA, Early Education Curriculum Committee, 1988.  
 Member, Chelsea Study Committee, Curriculum and Instruction, 1987-88.  
 Chairperson, Reading Program Review Weston, MA Public Schools, 1986-87.  
 Chairperson, Reading Program Review Bartlett School, Lowell, MA, 1987.  
 Chairperson, Chapter I Reading Program Evaluation, Pittsfield, MA, 1986.

### ***PROFESSIONAL ASSOCIATION MEMBERSHIPS AND ACTIVITIES***

#### ***Advisory Board and Editorial Activities***

*Reading Research Quarterly*, Advisory Review Board, 2002-present  
*Journal of Literacy Research*, 2004-present  
*American Educational Research Journal*, Ad hoc Reviewer, 2012  
*Yearbook of the National Reading Conference*, 1995-present

*Literacy Research Association* (Formerly National Reading Conference) Proposals, 1993-present

*Pedagogies: An International Journal*, Editorial Review Board, Ad Hoc Reviewer, 2011-2013

*Elementary School Journal*, Special Issue on Response to Intervention, 2010

IRA/NRC Literacy Research Series, Member, Advisory Review Board, 1997-2003

*Journal of Reading*, Guest Editor, April 1995, Themed Issue on Family Literacy

*The Reading Teacher*, Advisory Board and Review Committee, 1989-92

### ***International Reading Association***

Member, Board of Directors, 1999-2002

#### Committee Activities

Member, Task Force on Early Literacy

Member, Response to Intervention Commission, 2008-11.

Member, Learning Diversity Subcommittee, 2008-present

Co-Chair, Urban Diversity Commission, 2006-2009

Advisory Board, Urban Partnership for Literacy, Collaboration between IRA and National Urban Alliance. 2002-present

Member, Urban Diversity Initiative Committee, 2000-present

Member, Subcommittee on Research Publications Awards, 1998-1999

Chair, Family Literacy Committee, 1996-1998

Member, Family Literacy Commission, 1991-95

Chair, Studies and Research Committee, 1991-92

Member, Studies and Research Committee, 1987-92

Chair, Committee on the Reading Disabled, 1986-88

Member, Task Force on the Reading Disabled, 1986-87

Member, Clinical and Corrective Reading Committee, 1985-86

#### Convention Activities

Presenter and/or Institute Chair, Annual Convention, 1983-2003

Chair, Program Committee, Sixth Eastern Regional Conference in Hyannis, MA, 1987

Reviewer, Conference Proposals, 1997-present

Testimony: Committee on Education and Labor

Testified (as IRA's representative) before Subcommittee on Elementary,

Secondary and Vocational Education, United States House of Representatives

Committee on Education and Labor in support of Even Start Bill, 1985

### ***Literacy Research Association/National Reading Conference***

Chair, Strategic Planning Committee, 2012-2013

Chair, Ethics Committee, 2011-2014

Chair, Early Career Achievement Award Committee, 2000-2001

Co-Chair, Early Career Achievement Award Committee. 1999-2000

Chair, Intergenerational Literacy Study Group, 1993-96

Member, Policy and Legislative Committee, 1994-95

Field Representative, 1991-92

### ***Reading Hall of Fame (Elected Member)***

Chair, Committee on Supporting Young Scholars: A Mentoring Program, 2013-present

Member, Planning Committee on Supporting Young Scholars: A Mentoring Program, 2012

***Massachusetts Reading Association***

Member, Board of Directors, 1984-1996  
 Chair, Studies and Research Committee, 1984-1996  
 Presenter, Statewide Conference, annually 1983-present  
 Recipient, Statewide Literacy Award, 1998

***Massachusetts Association for College and University Reading Educators***

President, 1995-96  
 President-elect, 1994-95  
 Vice-President, 1991-94

***Greater Boston Reading Council***

Recipient, Literacy Award, 1993

***Phi Delta Kappa, Boston University Chapter***

Vice President - Program, 1989-92

***American Educational Research Association***

Reviewer, Conference Proposals, 1991-2000

***National Society for the Study of Education***

***National Conference of Researchers of English***

***New England Reading Association***

***Boston University/Chelsea Public School Partnership for School Reform***

Advisor, Intergenerational Literacy Project, 1997 – present.  
 Director, Intergenerational Literacy Project, 1989-1996.  
 Advisor, Mentor Teacher Project, 1999-2000; 2000-01.  
 Advisor, Literacy Curriculum Committee, 1991-97.  
 Chair, Performance Assessment Project, 1991-97.  
 Member, Task Force on Assessment, 1994-95.  
 Member, Faculty Cluster appointed to interview and make recommendations in search for the Chelsea Public School Superintendent, 1992.  
 Demonstration Teacher and Seminar Leader, 1991-97.  
 Chair, Literacy Program Assessment Committee, 1987.

***SPECIAL RECOGNITION***

Boston University School of Education Distinguished Alumni Award, 2014

Elected to *Reading Hall of Fame*, 2012

Lifetime Achievement Award, New England Reading Association, 2010.

Exemplary Program Recognition, *Communication Success to Stakeholders*,  
Intergenerational Literacy Program, ProLiteracy, 2008 (\$1500 Stipend).

Exemplary Program Recognition, *Data-Driven Instruction*, Intergenerational Literacy  
Program, ProLiteracy, 2007 (\$1500 Stipend).

Exemplary Program Recognition (one of ten in US), by the Barbara Bush Foundation for  
Family Literacy, 1999.

*Peer Talk in the Classroom*. Recipient of Small Publisher Award, Scholarly Publications,  
1997.

Recipient, Massachusetts Literacy Award, Massachusetts Reading Association.

Recipient, Celebrate Literacy Award for Exemplary Service in the Promotion of Literacy,  
Massachusetts Association of College and University Educators.

Recipient, Celebrate Literacy Award for Exemplary Service in the Promotion of Literacy,  
International Reading Association and Greater Boston Reading Council.