

VITA
Nell K. Duke
September 19, 2009

Michigan State University
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EDUCATIONAL HISTORY:

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

RECENT POSITIONS:

Professor, Michigan State University College of Education	2009 – present
Co-Director, Literacy Achievement Research Center (LARC)	2006 – present
Associate Professor, Michigan State University College of Education	2003 - 2009
Co-Founding Associate Director, Literacy Achievement Research Center (LARC)	2004 - 2006
Assistant Professor, Michigan State University College of Education	1998 - 2003

SELECTED AWARDS

Early Career Award, American Educational Research Association	2009
Early Career Achievement Award, National Reading Conference	2003

Dina Feitelson Research Award, International Reading Association	2002
Outstanding Dissertation Award, International Reading Association	2000
Promising Researcher Award, National Council of Teachers of English	1999
Entering Award, Harvard Graduate School of Education	1993
Sigma Xi, Swarthmore College	1993
Phi Beta Kappa, Swarthmore College	1993
Psycholinguistics Prize, Swarthmore College	1993
May E. Parry Award, Swarthmore College	1993
Alumni Scholar, Swarthmore College	1993
Haines Parry Scholar, Swarthmore College	1993

SELECTED PROFESSIONAL OFFICES:

Associate Editor, <i>Journal of Literacy Research</i>	2009 – present
Editorial Review Board, <i>Elementary School Journal</i>	2008 - present
Editorial Review Board, <i>Reading Research Quarterly</i>	1998 - present
Co-Chair (2009-present), Chair (2008-09), Michigan Reading Association Research Committee	2008 - present
Editorial Advisory Review Board, <i>National Reading Conference Yearbook</i>	2000 – 2004; 2006 - 2009
National Reading Conference Board of Directors	2004 - 2006
Editorial Board, <i>The Reading Teacher</i>	2002 - 2003
Editorial Advisory Board, <i>Journal of Literacy Research</i>	2001 - 2003

GRANTS:

<i>Meeting Primary Grade Content Standards in Social Studies and Content Area Literacy: A Design Experiment</i> The Spencer Foundation	\$40,000	2009 - 2011
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<i>Visual Literacy Development</i> International Reading Association Elva Knight Research Grant	\$8,198	2009 - 2010
<i>Michigan State University Literacy Achievement Research Center (MSU-LARC) with G. Michael Pressley Co-Principal Investigator</i> Michigan State University Research Excellence Fund	\$1,900,000	2004 - 2010
<i>Promoting Literacy in Child Care: A Study with V. Susan Bennett-Armistead and Annie M. Moses Co-Investigators</i> Families and Communities Together (FACT) Coalition	\$50,000	2006 - 2007
<i>Laying a Foundation for Learning from Text: Informational Comprehension Assessment and Instruction in the Primary Grades</i> Carnegie Corporation of New York	\$169,500	2004 - 2007
<i>Promoting Early Literacy in Licensed Childcare with Patricia Farrell Project Co-Leader</i> W. K. Kellogg Foundation	\$44,700	2005 - 2006
<i>Promoting Emergent Literacy in Licensed Care</i> Families and Communities Together (FACT) Coalition	\$50,000	2003 - 2006
<i>Comprehension of Informational Text: Basic and Applied Research</i> Michigan State University College of Education Seed Grant	\$5,022	2002 - 2003
<i>Dick, Jane, and Spot Meet the Information Age: Diversifying Genres Used in Early Literacy Instruction,</i> Interagency Education Research Initiative, Federal Government	\$994,210	2000 - 2002
<i>Explicit Explanation of Genre Within Authentic Literacy Activities in Science: Does It Facilitate Development and Achievement?</i> with Victoria Purcell-Gates, Interagency Education Research Initiative, Federal Government	\$839,785	2000 - 2002
<i>Explicit Explanation of Genre Within Authentic Literacy Activities in Science: Does It Facilitate Development and Achievement?</i> with Victoria Purcell-Gates, Center for the Improvement of Early Reading Achievement	\$5,000 \$5,000	2000 - 2001 1999 - 2000

<i>The Role of Text Genre in Primary Grade Reading Acquisition</i>	\$5,000	2000 - 2001
Center for the Improvement of Early Reading Achievement	\$5,000	1999 - 2000
<i>Genre Acquisition Project</i> , with Jane Kays	\$750	1994 - 1995
Massachusetts Field Center for Teaching and Learning		

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

ARTICLES, BOOK CHAPTERS, AND FOREWORDS:

* Denotes a refereed publication.

Duke, N. K., & Carlisle, J. F. (in press). The Development of Comprehension. In M. L. Kamil, P. D. Pearson, E. B. Moje, and P. Afflerbach (Eds.), *Handbook of Reading Research, Vol. IV*. London: Routledge.

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

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

Roberts, K. M., & Duke, N. K. (in press). Comprehension in the elementary grades: The research base. In K. Ganske & D. Fisher (Eds.), *A comprehensive look at reading comprehension*. New York: Guilford Press.

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

Pressley, M., Duke, N. K., Gaskins, I. W., Fingeret, L., Halladay, J., Hilden, K., Park, Y., Zhang, S., Mohan, L., Reffitt, K., Bogaert, L. R., Reynolds, J., Golos, D., Solic, K., & Collins, S. (2009). Working with struggling readers: Why we must get beyond the Simple View of Reading and visions of how it might be done. In T. B. Gutkin & C. R. Reynolds (Eds.), *The Handbook of School Psychology, Fourth Edition* (pp. 522-546). Hoboken, NJ: Wiley.

*Moses, A. M., & Duke, N. K. (2008). Portrayals of print literacy in children's television programming. *Journal of Literacy Research*, 40, 251-289.

* Shedd, M. K., & Duke, N. K. (2008). The power of planning: Developing effective read-alouds. *Young Children*, 63(6), 22-27. Reprinted with study guide in D. Korelek (Ed.) (2009). *Spotlight on teaching preschoolers* (pp. 26- 32). Washington, DC: National Association for the Education of Young Children.

Duke, N. K., & Martin, N. M. (2008). Comprehension instruction in action: The elementary classroom. In C. C. Block & S. Parris (Eds.), *Comprehension instruction: Research-based best practices* (pp. 241-257). New York: Guilford.

* Zhang, S., & Duke, N. K. (2008). Strategies for Internet reading with different reading purposes: A descriptive study of twelve good Internet readers. *Journal of Literacy Research, 40*, 128-162.

Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2007, February/March). Beyond Bedtime Stories. *Parent and Child*. Excerpt reprinted from Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2007). *Beyond bedtime stories: A parent's guide to promoting reading, writing, and other literacy skills from birth to 5*. New York: Scholastic.

Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2007). To correct or not correct: The answer may surprise you. *Young Children, 61*(1), 41. Excerpt reprinted from Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2005). *Literacy and the youngest learner: Best practices for educators of children from birth to five*. New York: Scholastic.

Duke, N. K. (2007). Let's look in a book: Using nonfiction texts for reference with young children. *Young Children, 62*, 12-16.

* Purcell-Gates, V., Duke, N. K., & Martineau, J. A. (2007). Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly, 42*, 8-45.

* Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006/2007). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher, 60*, 344-355.

Duke, N. K. (2006). Foreword. To A. Stead, *Reality checks: Teaching reading comprehension with nonfiction*. Portland, ME: Stenhouse.

Duke, N. K. (2006). Making your writing interesting. In S. B. Wepner & L. B. Gambrell (Eds.), *Beating the odds: Getting published in the field of literacy* (p. 111). Newark DE: International Reading Association.

Duke, N. K., & Pressley, M. (2006, May/June). Call the struggling reader helpline! *Instructor, 115*(8), 20, 22.

Duke, N. K., Schmar-Dobler, E., & Zhang, S. (2006). Comprehension and technology. In M. C. McKenna, L. D. Labbo, R. D. Kieffer, & D. Reinking (Eds.), *International handbook of literacy and technology, Volume II* (pp. 317-326). Mahwah, NJ: Erlbaum.

Duke, N. K. (2005). Comprehension of what for what: Comprehension as a non-unitary construct. In S. Paris & S. Stahl (Eds.), *Current issues in reading comprehension and assessment* (pp. 93-104). Mahwah, NJ: Erlbaum.

Duke, N. K. (2005). Foreword. To D. E. Paynter, E. Bodrova, & J. K. Doty, *For the love of words: Vocabulary instruction that works*. San Francisco: Jossey-Bass.

Duke, N. K., & Pressley, M. (2005, December/January). "How can I help my struggling readers?" *Instructor*, 115(4), 23-25.

Duke, N. K., & Reynolds, J. M. (2005). Learning from research: Critical understandings to guide our practice. In L. Hoyt (Ed.), *Building a literacy of thoughtfulness: Focus on comprehension* (pp. 9-21). Portsmouth, NH: Heinemann.

Duke, N. K. (2004). The case for informational text. *Educational Leadership*, 61(6), 40-44.

Duke, N. K. (2004). Reading to learn has no minimum age: Nonfiction books for K – 3. *Children's Book Council Features*, 57(2).

Duke, N. K., & Bennett-Armistead, V. S. (May/June, 2004). Nonfiction reading in the primary grades: How and why it's good for young learners. *Scholastic News Teachers' Edition*, 3-4.

Duke, N. K., & Moses, A. M. (2004). On what crosses our desks and what does not [Review of the book *Language, Literacy and Cognitive Development: The Development and Consequences of Symbolic Communication*]. *Reading Research Quarterly*, 39, 360-366.

Duke, N. K., Pressley, M., & Hilden, K. (2004). Difficulties with reading comprehension. In C. A. Stone, E. R. Silliman, B. J. Ehren, & K. Apel (Eds.), *Handbook of language and literacy development and disorders* (pp. 501-520). New York: Guilford.

Duke, N. K., & Tower, C. (2004). Nonfiction texts for young readers. In J. Hoffman & D. Schallert (Eds.), *The texts in elementary classrooms* (pp. 125-144). Mahwah, NJ: Erlbaum.

* Palincsar, A. S., & Duke, N. K. (2004). The role of text and text-reader interactions in young children's reading development and achievement. *Elementary School Journal*, 105(2), 184-197.

Pressley, M., Duke, N. K., & Boling, E. C. (2004). The educational science and scientifically-based instruction we need: Lessons from reading research and policy making. *Harvard Educational Review*, 74(1), 30-61.

Purcell-Gates, V., & Duke, N. K. (2004). Texts in the teaching and learning of reading. In J. Hoffman & D. Schallert (Eds.), *The texts in elementary classrooms* (pp. 3-20). Mahwah, NJ: Erlbaum.

Clark, K. F. (2003). Voices in Michigan literacy: An interview with Nell K. Duke. *Michigan Reading Journal*, 35(3), 48-50.

Duke, N. K. (2003, November/December). Beyond once upon a time. *Instructor*, 23-26.

Duke, N. K. (2003). Informational text? The research says, "yes!" In L. Hoyt, M. Mooney, and B. Parkes (Eds.), *Exploring informational texts: From theory to practice* (pp. 2-7). Portsmouth, NH: Heinemann.

* Duke, N. K. (2003). Reading to learn from the very beginning: Information books in early childhood. *Young Children*, 58(2), 14-20.

Duke, N.K., Bennett-Armistead, V. S., & Roberts, E. M. (2003). Bridging the gap between learning to read and reading to learn. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 226-242). New York: Guilford Press. (This is, by permission, an only slightly different version of a chapter listed below.)

Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2003). Filling the great void: Why we should bring nonfiction into the early-grade classroom. *American Educator*, 27(1), 30-35. (Adapted with permission from "Bridging the gap between learning to read and reading to learn".)

Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2003). Incorporating Informational Text in the Primary Grades - Part II. *Instructional Leader*, 16(2), 4-5,10-11. (A reprinting of the second portion of a chapter by the same name and authors, listed 2002, below.)

Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2003). Incorporating Informational Text in the Primary Grades - Part I. *Instructional Leader*, 16(1), 6-11. (A reprinting of the first portion of a chapter by the same name and authors, listed 2002, below.)

Duke, N. K., & Moses, A. M. (2003). *10 Research-tested ways to build children's vocabulary*. Scholastic Professional Paper. New York: Scholastic.

* Duke, N. K., & Purcell-Gates, V. (2003). Genres at home and at school: Bridging the known to the new. *The Reading Teacher*, 57, 30-37.

Duke, N. K., Bennett-Armistead, V. S., & Roberts, E. M. (2002). Incorporating informational text in the primary grades. In C. Roller (Ed.), *Comprehensive reading instruction across the grade levels* (pp. 40-54). Newark, DE: International Reading Association.

Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed) (pp. 205-242). Newark, DE: International Reading Association.

Pearson, P. D., & Duke, N. K. (2002). Comprehension instruction in the primary grades. In C. C. Block & M. Pressley (Eds.), *Comprehension Instruction: Research-Based Best Practices* (pp. 247-258). New York: Guilford Press.

Duke, N. K., & Pearson, P. D. (2001). How can I help children improve their comprehension? In *Teaching every child to read: Frequently-asked questions*. Center for the Improvement of Early Reading Achievement.

Duke, N. K., & Mallette, M. H. (2001). Critical Issues: Preparation for new literacy researchers in multi-epistemological, multi-methodological times. *Journal of Literacy Research*, 33, 345-360.

* Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research Quarterly*, 35, 202-224. Reprinted in Mason, P. A., & Schumm, J. S. (Eds.). (2003). *Promising practices in urban reading instruction*. Newark, DE: International Reading Association.

* Duke, N. K. (2000). For the rich it's richer: Print experiences and environments offered to children in very low- and very high-SES first grade classrooms. *American Educational Research Journal*, 37, 441-478.

Duke, N. K. (2000). IRA Outstanding Dissertation Award for 2000: Print environments and experiences offered to first grade students in very low- and very high-SES school districts. *Reading Research Quarterly*, 35, 456-457.

* Kemler Nelson, D. G., Russell, R., Duke, N., & Jones, K. (2000). Two-year-olds will name artifacts by their functions. *Child Development*, 71, 1271-1288.

Duke, N. K. (1999). *Using non-fiction to increase reading achievement and world knowledge*. Occasional paper of the Scholastic Center for Literacy and Learning.

* Duke, N. K., & Beck, S. W. (1999). Education should consider alternative formats for the dissertation. *Educational Researcher*, 28(3), 31-36.

* Caswell, L. J., & Duke, N. K. (1998). Non-narrative as a catalyst for literacy development. *Language Arts*, 75, 108-117.

Duke, N. K. (1998, April). How to get the most out of trade books. *Instructor*, 107, p. 84.

* Duke, N. K., & Kays, J. (1998). "Can I say 'Once upon a time'?: Kindergarten children developing knowledge of information book language. *Early Childhood Research Quarterly*, 13, 295-318.

Kays, J., & Duke, N. K. (1998). Getting students into information books. *Teaching PreK-8*, 29(2), 52-54.

* Duke, N. K., & Stewart, B. B. (1997). Standards in action in a first grade classroom: The purpose dimension. *The Reading Teacher*, 51, 228-237. Reprinted in Hiebert, E. H., Skalitzky, K., & Tesnar, K. A. (1998). *Every Child a Reader*, Center for the Improvement of Early Reading Achievement.

Duke, N. K., & Ritchhart, R. (1997, October). No-pain high-gain standardized test preparation. *Instructor*, 107, pp. 89-92, 119.

* Wood, J. M., & Duke, N. K. (1997). Inside *Reading Rainbow*: A spectrum of strategies for promoting literacy. *Language Arts*, 74, 95-105.

Cazden, C. B., & Duke, N. K. (1996). [Review of the book *Relating Events in Narrative: A Crosslinguistic Developmental Study*]. *Language and Society*, 25, 122-125.

* Kemler Nelson, D. G., Almas, L., Crowley, K., Duke, N., Gardner, J. A., Kiggins, V., Lasher, K., McQuilken, A., O'Connell, M., Russell, R., Sterner, D., & Tirk, E. (1995). Principle-based inferences in young children's categorization: Revisiting the impact of function on the naming of artifacts. *Cognitive Development*, 10, 347-380.

Diamondstone, J., Duke, N. K., Kantrov, I. & Dalton, B. (1994). *Rethinking English language arts: An overview of research relevant to curriculum reform*. Newton, MA: Education Development Center.

BOOKS:

Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2007). *Beyond bedtime stories: A parent's guide to promoting reading, writing, and other literacy skills from birth to 5*. New York: Scholastic.

Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2005). *Literacy and the youngest learner: Best practices for educators of children from birth to five*. New York: Scholastic.

Duke, N. K., & Mallette, M. H. (Eds.) (expected, 2011). *Literacy research methodologies, second edition*. New York: Guilford Press.

Duke, N. K., & Mallette, M. H. (Eds.) (2004). *Literacy research methodologies*. New York: Guilford Press.

Duke, N. K. (2003). *A bat and a rat*. New York: Scholastic.

Duke, N. K. (2003). *We work together*. New York: Scholastic.

Duke, N. K., & Bennett-Armistead, V. S., with Huxley, A., Johnson, M., McLurkin, D., Roberts, E., Rosen, C., Vogel, E. (2003). *Reading and writing informational text in the primary grades: Research-based practices*. New York: Scholastic.

THESES:

Duke, N. K. (1998). *Print environments and experiences offered to first grade students in very low- and very high-SES school districts*. Unpublished doctoral dissertation, Harvard University.

Duke, N. K. (1996). *The application of genre concepts to the education of young children: Empirical and theoretical arguments*. Unpublished qualifying paper, Harvard University.

Duke, N. K. (1993). *Can we get that in writing? Black English features in the writing of young children*. Unpublished undergraduate thesis, Swarthmore College.

OTHER PUBLICATIONS:

Billman, A. K., Duke, N. K., Hilden, K. R., Zhang, S., Roberts, K., Halladay, J. L., Martin, N. M., & Schaal, A. M. (2008). *Concepts of Comprehension Assessment (COCA)*. Retrieved June 18, 2008 from http://www.msularc.org/html/project_COCA_main.html.

Hilden, K. R., Duke, N. K., Billman, A. K., Zhang, S., Halladay, J. L., Schaal, A. M., Roberts, K., & Martin, N. M. (2008). *Informational Strategic Cloze Assessment (ISCA)*. Retrieved June 18, 2008 from http://www.msularc.org/html/project_ISCA_main.html.

Duke, N. K., Moses, A. M., Billman, A. K., Zhang, S., & Bennett-Armistead, V. S. (2006). *Promoting emergent literacy in licensed care* [video recording and booklet]. East Lansing, MI: Michigan State University. [under contract to be revised for national publication through Scholastic, Incorporated]

Duke, N. K. (1999). *The scarcity of informational texts in first grade*. Center for the Improvement of Early Reading Achievement Technical Report #1-007.

PEER-REVIEWED PRESENTATIONS:

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

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

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

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

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

Zhang, X., Mostow, J., Duke, N., Trotochaud, C., Valeri, J., & Corbett, A. (2008, June). *Mining free-form spoken responses to tutor prompts*. Paper presented at the International Conference on Educational Data Mining, Montreal, Canada.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

INVITED PRESENTATIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Duke, N. K. (2007, November). *Understanding and addressing comprehension difficulties*. Presentation at the Connecticut Reading Association, Cromwell, CT.
- Duke, N. K. (2007, October). *Comprehension throughout the day*. Presentation at the Alaska State Literacy Conference, Anchorage, AK.
- Duke, N. K. (2007, October). *Content-rich reading comprehension instruction*. Presentation at the Rockland Literacy Extravaganza, Rockland, NY.
- Duke, N. K. (2007, October). *Assessing informational reading comprehension in the primary grades*. Presentation at the Rockland Literacy Extravaganza, Rockland, NY.
- Duke, N. K. (2007, October). *Informational text in the elementary classroom: Who, what, when, where, why, and how*. Presentation for Pennsylvania Reading First, Johnstown, PA.
- Duke, N. K. (2007, September). *Improving informational text comprehension instruction*. Presentation at the Oakland County Reading Council, Waterford, MI.
- Duke, N. K. (2007, July). *Using informational text to increase literacy achievement and world knowledge*. Presentation for Books and Beyond, Escondido, CA.
- Duke, N. K. (2007, July). *Building reading comprehension through informational text read aloud and guiding reading*. Presentation for Books and Beyond, Escondido, CA.
- Duke, N. K. (2007, July). *Oh, the places comprehension instruction can go (with apologies to Dr. Seuss)*. Presentation for New Jersey Reading First, Long Branch, NJ.
- Duke, N. K. (2007, June). *Guiding reading with informational text*. Presentation for the Suburban Council of the International Reading Association, Libertyville, IL.
- Duke, N. K. (2007, June). *Reading comprehension instruction with/for informational text*. Presentation for the Long Island Regional Support Center, Long Island, NY.
- Duke, N. K. (2007, June). *Causes of comprehension difficulties and some strategies for addressing them*. Presentation for the Long Island Regional Support Center, Long Island, NY.
- Duke, N. K. (2007, June). *Essential elements of reading comprehension instruction*. Presentation for the Long Island Regional Support Center, Long Island, NY.
- Duke, N. K. (2007, June). *Comprehension in early education*. Presentation at Promoting Student Literacy Through Comprehension: Enhancing Teacher Preparation and Professional Development, Albany, NY.
- Duke, N. K. (2007, May). *Some directions for research and practice in literacy education*. Annual Research Address at the Annual Meeting of the International Reading Association, Toronto.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Duke, N. K. (2004, January). *Effective comprehension instruction*. Presentations for Nevada Reading First, Reno and Las Vegas, NV.

Duke, N. K. (2004, January). *Exploring the effective uses of instructional materials – A focus on informational texts*. Presentation for the Chicago Public Schools, Chicago, IL.

Duke, N. K. (2004, January). *Building comprehension of informational text*. Presentation for the Chicago Public Schools, Chicago, IL.

Duke, N. K. (2003, December). *Informational text in the primary grades*. Presentation at the National Reading Conference Saturday Conference, Scottsdale, AZ.

Duke, N. K. (2003, August). *Preventing and addressing comprehension difficulties*. Presentation at the New Jersey Department of Education Literacy Conference, Somerset, NJ.

Duke, N. K. (2003, July). *Comprehension difficulties*. Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2003, July). *Including more informational text in the primary grades*. Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2003, May). *Diversifying genres in grades 1 and 2: Impacts on achievement and motivation*. Presentation at Reading Research 2003: Reading Research: The Cutting Edge, Orlando, FL.

Purcell-Gates, V., & Duke, N. K. (2003, May). *Learning to read and write information text in 2nd and 3rd grade science: The roles of authenticity and explicit explanation of genre features*. Presentation at Reading Research 2003: Reading Research: The Cutting Edge, Orlando, FL.

Duke, N. K. (2003, March). *Comprehension instruction for informational text*. Presentation for LEP from RESEARCH to ACTION II: What comprehension instruction should be! Grand Rapids, MI.

Duke, N. K. (2003, February). *Nonfiction genres and comprehension strategies*. Presentation for National Geographic Society School Publishing Division. Washington, DC.

Duke, N. K. (2003, February). *Reading comprehension strategies*. Presentation to the Western Dunes Reading Council, Muskegon, MI.

Duke, N. K. (2002, December). *Teaching comprehension of informational text in science*. Presentation for Woodcreek Elementary School, Lansing, MI.

Duke, N. K. (2002, October). *Comprehension*. Presentation for the Iowa State Department of Education. Des Moines, IA.

Duke, N. K. (2002, August). *Comprehension*. Presentation to the Institute for Statewide Literacy Initiatives, Harvard Graduate School of Education, Cambridge, MA.

Duke, N. K. (2002, July). *Improving comprehension of informational text*. General session presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K., Grattan, K., Knoll, M., & Stajos, C. F. (2002, July). *Comprehension*. Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2002, June). How does diversifying genres used in first-grade literacy instruction impact comprehension development? In R. Stainthorp (Chair), *Instruction in reading comprehension*. Joint Symposium of the Society for the Scientific Study of Reading and the Society for Text and Discourse, Chicago, IL.

Duke, N. K. (2002, June). *Addressing SES differences in print environments and experiences offered to children in first grade*. Presentation at the University of Wisconsin Symposium 2002, Madison, WI.

Duke, N. K. (2002, May). *Increasing attention to informational text, comprehension, and agency in primary grade literacy instruction*. Presentation at The Seminar on Maintaining Momentum, Sponsored by the Center for the Improvement of Early Reading Achievement, Rigby Publishers, and the University of California at Berkeley. Berkeley, CA.

Duke, N. K. (2002, April). *Improving informational text comprehension*. Presentation to the Oakland County Chapter of the Michigan Association of State and Federal Program Specialists. Oakland, MI.

Duke, N. K. (2002, April). *Research and best practices*. Presentation at the Berrien County Intermediate School District. Berrien Springs, MI.

Duke, N. K., Grattan, K., Knoll, M., Seagren, A., & Stajos, C. F. (2002, March). *Effective reading comprehension instruction in the primary grades*. Presentation at the Michigan Reading Association, Detroit, MI.

Duke, N. K. (2002, February). *Effective comprehension instruction*. Presentation to the Muskegon Public Schools, Muskegon, MI.

Duke, N. K. (2002, February). [No title]. Presentation at Benchmark School, Media, PA.

Duke, N. K. (2001, December). *What research says about effective reading comprehension instruction*. Presentation at the East Lansing Public Schools, East Lansing, MI.

Duke, N. K. (2001, December). *Combining comprehension instruction with decoding in the early grades*. Presentation at "Putting Children First": Georgia Department of Education 2001 Reading Excellent Act Best Practices Institute, Atlanta, GA.

Duke, N. K. (2001, September). *Effective comprehension instruction in the primary grades*. Keynote presentation at the joint conference of the Michigan Reading Association and the Center for the Improvement of Early Reading Achievement, East Lansing, MI.

Purcell-Gates, V., & Duke, N. K. (2001, August). *Explicit explanation/teaching of informational text genres: A model for research*. Paper presented at Crossing Borders: Connecting Science and Literacy conference, a conference sponsored by the National Science Foundation, Baltimore, MD.

Duke, N. K. (2001, July). *Effective comprehension instruction in the primary grades*. Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute, Ann Arbor, MI.

Duke, N. K. (2001, May). *Informational text in the primary grades: Recent research and implications for practice*. Presentation in a cosponsored meeting of the Office of Education Research and Improvement (OERI) and the U.S. Department of Education, International Reading Association, New Orleans, LA.

Duke, N. K. (2001, April). *Incorporating informational text in the primary grades*. Keynote presentation at the Reading Research 2001 Conference sponsored by the International Reading Association, New Orleans, LA.

Duke, N. K. (2001, April). [Panelist]. Opening panel discussion at the Reading Research 2001 Conference sponsored by the International Reading Association, New Orleans, LA. [I was filling in for a panelist who was, at the last minute, unable to attend.]

Duke, N. K. (2001, March). *Developing comprehension in the primary grades*. Paper presented at the Michigan Reading Association, Grand Rapids, MI.

Duke, N. K. (2001, March). *Reading to learn from the very beginning: Informational literacy in early childhood*. Paper presented in Early literacy instruction for children at risk: Research-based solutions, a joint conference of the Center for the Improvement of Early Reading Achievement, Council for Exceptional Children, International Reading Association, National Association for the Education of Young Children, and National Center for Learning Disabilities. Ann Arbor, MI.

Duke, N. K. (2001, February). *Improving comprehension of informational text*. Keynote presentation at the Reading Days Institute sponsored by the Illinois State Board of Education, Belleville, IL.

Duke, N. K., & Carlson, N. (2000, August). *Effective use of informational text*. Presentation at the Center for the Improvement of Early Reading Achievement Summer Institute.

Duke, N. K. (2000, May). *The role of interest in reading intervention*. Presentation at the Scholastic Literacy-in-Action Breakfast Series, Indianapolis, IN.

Duke, N. K. (2000, May). *Outstanding dissertation presentation: Print environments and experiences offered to first grade students in very low and very high SES school districts*. Presentation at the convention of the International Reading Association, Indianapolis, IN.

Duke, N. K. (2000, April). *What do we know about young children's interactions with informational text*. Paper presented at the University of Illinois at Chicago Colloquia Series.

Duke, N. K., & Carlson, N. (2000, March). *Informational text in the primary grades*. Presentation at the Michigan Reading Association Annual Conference, Detroit, MI.

Duke, N. K. (1999, December). *Graduate student focus: The job search process*. Alternative format session presented at the National Reading Conference, Orlando, FL.

Duke, N. K. (1999, November). *Report of the 1999 Promising Researcher: 3.6 minutes per day: The scarcity of informational texts in first grade*. Paper presented at the annual convention of the National Council of Teachers of English, Denver, CO.

Duke, N. K. (1999, May). For the rich it's richer: Print experiences and environments offered to first grade children in very low- and very high-SES classrooms. In E. Hiebert (Facilitator), *New voices on best practices for beginning readers*. Symposium conducted at the convention of the International Reading Association, San Diego, CA.

Duke, N. K. (1998, February). [Panelist]. *Designing educational research training programs*. Spencer Working Conference on Apprenticeships and Mentoring, Cambridge, MA.

Duke, N. K., & Wood, J. M. (1997, November). *Taking the Harvard Literacy Lab on the road: Literacy Institute, Dorchester Massachusetts*. Paper presented at the Harvard Graduate School of Education Language and Literacy Speaker Series, Cambridge, MA.

Duke, N. K. (1997, September). *Orientation to the Spencer Research Training Grant: Planning your professional development*. Harvard Graduate School of Education, Cambridge, MA.

Duke, N. K. (1996, October). *Presentation to the Spencer Research Training Grant and Apprenticeship Recipients*. Harvard Graduate School of Education, Cambridge, MA.

OTHER SERVICE TO THE PROFESSIONAL COMMUNITY (SEE ALSO PAGE 2):

Panelist, What Works Clearinghouse, Reading Comprehension Practice Guide	2009 – present
Panelist, National Institute of Child Health and Human Development and International Reading Association Expert Panel on Measuring Classroom Instruction	2009 – present
Consultant, Michigan Department of Education, Michigan Educational Assessment Program	2009
Reviewer, Spencer Foundation Small Grants Program	2008 – present
Series Editor, <i>Practical Research</i> , Heinemann Publishers	2008 – present

Michigan Reading Association Research Pre-Conference Planning Committee	2006 - present
Guest Reviewer, <i>Journal of the Society for Research on Educational Effectiveness</i>	2009
Guest Reviewer, <i>Metacognition and Learning</i>	2009
Guest Reviewer, <i>Journal of Research on Teaching and Learning</i>	2009
Guest Reviewer, <i>Scientific Studies of Reading</i>	2009
Expert Advisor, New York State Department of Education and New York Board of Regents English Language Arts/English as a Second Language Content Committee	2008 – 2009
Reviewer, International Reading Association Research Grants	2003; 2004; 2009
Guest Reviewer, <i>Research in the Teaching of English</i>	1998; 2001; 2003; 2005; 2006; 2008; 2009
Education Policy Literacy Consult Team, Education Policy Transition	Dec., 2008 – Jan., 2009
Guest Reviewer, <i>American Educational Research Association Handbook on Educational Policy Research</i>	2008
Member, 2008 Society for Research on Educational Effectiveness Program Committee	2008
Co-Chair, Symposium on Research and Practice, Public Education and Business Coalition	2007 - present
Guest Reviewer, <i>Educational Researcher</i>	1999; 2008
Co-Organizer, National Reading Conference Research Methodology Series	2004-2006; 2008
Reviewer, International Reading Association Research Poster Proposals	2007
Guest Reviewer, <i>Metacognition and Learning</i>	2007
Guest Reviewer, <i>Discourse Processes</i>	2003; 2007
Guest Reviewer, <i>Educational Psychologist</i>	2007

Guest Reviewer, <i>Early Childhood Research Quarterly</i>	2006
<i>Journal of Literacy Research</i> Search Committee	2006
Ad hoc Reviewer, National Institute of Child Health and Human Development Biobehavioral & Behavioral Sciences Review Panel	2004; 2005
Chair, International Reading Association Subcommittee on Research Publication Awards	2003 - 2005
Participant, National Institute of Child Health and Human Development and International Reading Association Conference on Comprehension of Complex Text, Meeting and Follow-up Meeting	2004
Center for the Improvement of Early Reading Achievement Research Council	2000 – 2003
Guest reviewer, <i>Journal of Educational Psychology</i>	2003
Guest Reviewer, <i>Early Childhood Research Quarterly</i>	1999, 2001, 2003
Reviewer, National Reading Conference Proposals	1999, 2002, 2003
Reviewer, Office of Educational Research and Improvement (OERI) Program of Research on Reading Comprehension	2002
Reviewer, Interagency Education Research Initiative (government funding program through NSF, OERI, and NICHD)	2000; 2002
Member, International Reading Association Subcommittee on Research Publication Awards	2000; 2002
Reviewer, Center for the Improvement of Early Reading Achievement	1998 - 2002
Guest Reviewer, <i>Reading Research and Instruction</i>	2001
Reviewer, National Reading Conference and International Reading Association <i>Literacy Studies Series</i>	1999 - 2001
Reviewer, Guilford Press	2000
Reviewer, Alabama Reading Excellence Act Local Reading Improvement Subgrants	2000
Guest Reviewer, <i>Review of Educational Research</i>	2000

Guest Reviewer, <i>Sociology of Education</i>	2000
Guest Reviewer, <i>Journal of Literacy Research</i>	1999
Reviewer, International Reading Association Annual Convention Proposals	1999
CIERA Faculty Associate	1998 - 1999
Guest Reviewer, <i>Reading Research Quarterly</i>	1996 - 1998
Graduate Student Reviewer, <i>Research in the Teaching of English</i>	1996 - 1998
Facilitator, Literacy Lab Graduates Teacher Research Group, Harvard Graduate School of Education	1995 - 1997
Reviewer, Harvard Graduate School of Education Student Research Conference Proposals	1995 - 1996
Guest Reviewer, <i>Michigan Academician</i>	1994
CONSULTING:	
Teacher Helping Teachers Teach Science Inquiry: The “Just ASK” Project, Advisory Board	2007 – present
Project LeX (Reading to Learn) Ready-to-Learn Project, A project to develop a television program to air through the Public Broadcasting Service (PBS)	2007 - present
Senior Reading Expert, Robotics Institute, Carnegie Mellon University Project: <i>Explicit Comprehension Instruction in an Automated Reading Tutor That Listens</i> , Jack Mostow, Principal Investigator	2007 - present
Author, National Geographic School Publishing and Hampton-Brown, <i>National Geographic Science and Literacy</i>	2007 - present
Urban League Literacy Network PreK-12 Literacy Framework	Dec., 2008
The New England and New York Comprehensive Centers Expert Advisory Group (EAG)	2006 - 2008
National Geographic Society School Publishing Division & Literacy Advisory Council, Washington, DC	2000 – 2008
Components of Effective Professional Development in Reading for First Grade Teachers and Their Students, Joanne Carlisle, Principal	2006 - 2007

Investigator	
Scholastic Incorporated, New York, New York (a consultant for <i>Booktime</i> program, and co-author of <i>Nell K. Duke presents Buzz About IT</i> collection)	2002; 2003 - 2006
Pearson Education, Parsippany, New Jersey (K – 2 Consultant for <i>iOpeners</i> Nonfiction Literacy Program)	2002 – 2004; 2006
Roots of Reading / Seeds of Science Project	2003 - 2005
All Kinds of Minds Institute, Carnegie Project Advisory Board	2004
Florida Reading Initiative	2002 - 2003
Michigan Association of Community Mental Health Boards	June, 2002
Adrian Public School District, Adrian, Michigan (including inservices)	2000 – 2001
Neighborhood House Charter School, Dorchester (Boston), Massachusetts	1998 - 2000
<i>Literacy Place</i> (Program Consultant, Early Literacy Development), Scholastic, Incorporated, New York, New York	1997 - 2000
Williamston Community Schools, Williamston, Michigan (including inservices)	1999 - 2000
NAEP Research Team (Pearson, Lycke, Roberts, & Hamm), East Lansing, Michigan	1999
<i>Reading Counts!</i> (Program Consultant), Scholastic, Incorporated, New York, New York	1998 - 1999
The BELL Foundation, Cambridge, Massachusetts	1997
First Coast Family and Housing Foundation, Inc., Jacksonville, Florida	1997
Harvard College & Phillips Brooks House, Cambridge, Massachusetts	1997
Abt Associates, Inc., Cambridge, Massachusetts	1994 - 1995
Education Development Center, Inc., Newton, Massachusetts	1994

SERVICE TO THE COLLEGE/UNIVERSITY:

Co-Chair, Task Force on Department Expectations and Faculty Work Load	2009 - Present
Literacy Faculty Committee Member	1998 – present
Literacy Search Committee, Department of Teacher Education, Member	2008 – present
College of Education Undergraduate Scholarship Review Committee	2009
College Research Requirements Task Force	2008 – 2009
McNair/SROP Mentor	2008
Chair, PhD Administrative Policy and Program Committee	2007 – 2008
Literacy Search Committee, Department of Teacher Education, Chair	2007 - 2008
Department Mentor to Untenured Faculty, Teacher Education and Counseling, Psychology, and Special Education	2004 - 2008
Literacy Search Committee, Department of Teacher Education, Co-Chair	2006 - 2007
Early Childhood Search Committee, College of Education, ex officio	2006 – 2007
Beaumont Scholars Mentor	2000 - 2005
Admissions (Revision) Task Force, Teacher Education	2003 - 2005
Faculty Advisory Committee for Diversity, College of Education	2003 - 2005
College Faculty Advisory Committee	2004 - 2005
Department Personnel Committee, Counseling, Educational Psychology, and Special Education	2003 - 2005
College of Education Seed Grant Review Committee	2003 – 2005
Hannah Chair Search Committee, College of Education	2003 - 2005
Learning, Technology, and Culture Search Committee	2003 - 2004
College Graduate Scholarship Committee	2004
Visiting Professor in Development Search Committee, CEPSE	2003
Undergraduate Admissions Essays	2003

College of Education Undergraduate Scholarship Review Committee	2003
College of Education Undergraduate Scholarship Review Committee	2003
Speaker, Colloquium with Your College	August 2000; 2003
University Appeals Board	1999 – 2003
Literacy Education Search Committee	2001 - 2002
Team One Member (Preservice Teacher Education)	1998 – 2002
Teacher Education Graduate Administrative Policy and Program Committee And Subcommittee on Minority Recruitment	1998 – 2002
Educational Psychology Search Committee	2000 - 2001
Reviewer, IDEA Scholarship Applications	August, 2000
Speaker, Young Educators' Society (YES) Conference	May 11, 2000
Social Studies Search Committee	1999 – 2000
College of Education Representative, CIC/SROP Minority Recruitment Fair	July, 1999
Co-Facilitator, Writers' Symposium	1998 - 1999

TEACHING EXPERIENCE:

College/University Teaching:

Professor, Michigan State University College of Education	2009 - present
Courses taught as Assistant, Associate, or Full Professor	
TE301: Learners and Learning in Context, Elementary	
TE402: Designing and Studying Practice, Literacy Segment	
TE842: Advanced Methods of Elementary Reading	
TE853: Corrective Literacy	
TE854: Clinical Literacy	
TE891: Early Literacy Development (masters and doctoral students)	
CEP901A: Proseminar in Learning and Development	
CEP/TE912: Psychological and Cognitive Aspects of Literacy Learning	
CEP/TE930L: Introduction to Educational Inquiry, Literacy Section	
TE946: Current Issues in Literacy Research and Instruction (Literacy Proseminar)	
CEP955: Research Design in Learning, Technology, and Culture	
TE982: History of Reading	

Associate Professor, Michigan State University College of Education	2003 - 2009
Assistant Professor, Michigan State University College of Education	1998 - 2003
Instructor, Michigan State University College of Education	1998
Instructor, Harvard University Graduate School of Education H810B: Evaluating Instructional Materials	1996 - 1998
Trainer, BELL Foundation, Cambridge, Massachusetts	1998
Trainer, Harvard Emergent Literacy Project, Harvard & Radcliffe Colleges	1997 - 1998
Trainer, America Reads Program, Harvard Graduate School of Education	1997 - 1998
Trainer, Reach Out: Help Teach a Child to Read Program, MIT	1997 - 1998
Supervisor, Harvard Literacy Laboratory, Harvard Graduate School of Educ.	1994 - 1996
Teaching Fellow, Harvard Graduate School of Education	1994 - 1996
<u>PreK – 12 Teaching:</u>	
Co-Founder and Director, Neighborhood House Charter School Literacy Institute, Dorchester (Boston), Massachusetts	1998
Primary Grades Literacy Specialist (part-time), Neighborhood House Charter School, Dorchester (Boston), Massachusetts	1997 - 1998
Co-Founder and Co-Coordinator, Neighborhood House Charter School Literacy Institute, Dorchester (Boston), Massachusetts	1997
Literacy Instructor & Consultant (volunteer, summers), Hogar Diamante (home for street children), Amaratoca, Honduras	1995; 1996
Literacy Instructor (volunteer, one day per week), Mozart School Kindergarten Program, Boston Public Schools, Massachusetts	1993 - 1996
Latin Teacher (summers), Upward Bound/Project ADVANCE, Boston, Massachusetts	1994; 1995
Clinical Instructor and Graduate Student, Harvard Literacy Laboratory, Harvard Literacy Laboratory, Harvard Graduate School of Education	1993 - 1994
Writing Teacher (summer), Higher Achievement Program, Washington, DC	1993

Student Teacher, Wetherill Elementary School, Chester, Pennsylvania	1992
Teacher's Assistant (volunteer, one day per week), Douglass School Headstart Program, Wetherill Elementary School, Columbus Elementary School, Chester, Pennsylvania	1990 - 1993
Teacher, infant/toddlers through preK (summer & winter terms), Gretchen's House Child Care Centers, Ann Arbor, Michigan	1990; 1991

DOCTORAL ADVISEES AND DISSERTATIONS DIRECTED:

(Positions listed are most recent positions.)

Yonghan Park, Research Associate, University of Oregon

Dissertation: *Exploring students' achievement patterns in informational and literary reading: National and cross-national analyses of data from PIRLS* (2008)

Alison K. Billman, Literacy Specialist, University of California, Berkeley Lawrence Hall of Science

Dissertation: *Inquiry-based instruction in second-grade classrooms in high- and low-socioeconomic status settings* (2008)

Juliet H. Halladay, Assistant Professor, University of Vermont, Burlington, VT

Dissertation: *Difficult texts and the students who choose them: The role of text difficulty in second graders' text choices and independent reading experiences* (2008)

Katherine R. Hilden, Assistant Professor, Radford University, Radford, VA

Dissertation: *Process-oriented assessment tools for studying second graders' informational comprehension* (2008)

M. K. Johnson, Assistant Professor, Monmouth College, Monmouth, IL

(Did not serve as dissertation director.)

V. Susan Bennett-Armistead, Assistant Professor, University of Maine, Orono, ME

Dissertation: *Are we there yet?: Parents' perceptions of kindergarten readiness* (2008)

Annie M. Moses, Postdoctoral Fellow, University of Pennsylvania, Philadelphia, PA

Dissertation: *The impact of television messages about literacy on young children's literacy attitudes* (2007)

Kristen Perry, Assistant Professor, University of Kentucky, Lexington, KY

Dissertation: *"Look, you have to sign": Literacy practices among Sudanese refugee families* (2007)

Please note: I was the official advisor, dissertation chair and director for this student due to the departure of Victoria Purcell-Gates, previously a professor at Michigan State University, to the University of British Columbia. In practice, while I provided support, Professor Purcell-Gates served as the student's primary advisor and dissertation director.

Shenglan Zhang, Assistant Professor, Winona State University, Winona, MN

Dissertation: *Instruction in the WWWDOT approach to improving students' evaluation of Internet sites: An experimental study with 4th and 5th grade students* (2007)

Cathy Tower, Teacher, Prairie Creek Community School, Northfield, MN

Dissertation: *Of wolves, matter and magnetism: Fourth graders' writing in science* (2004)

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association

International Reading Association

Michigan Reading Association

National Association for the Education of Young Children

National Conference on Research in Language and Literacy (elected)

National Council of Teachers of English

National Reading Conference

Society for Research on Educational Effectiveness

Society for the Scientific Study of Reading (elected to voting membership status)