

## 2018 CURRICULUM VITA

**DAVID B. YADEN, JR., Ph.D.**  
**Professor**

### ADDRESS

#### Professional:

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### EDUCATION

#### Degree/Field

#### Institution

#### Date

Ph.D.  
Reading Education

University of Oklahoma  
Norman, Oklahoma

July 1982

M.Ed.  
Reading Education

University of Oklahoma

July 1979

M.A.  
English

California Polytechnic State  
University  
San Luis Obispo, California

June 1977

B.A. - Honors  
English

California Polytechnic State  
University

June 1975

**Dissertation: Yaden, D. B., Jr.** (1982). A multivariate analysis of first graders' print awareness as related to reading achievement, intelligence and gender. *Dissertation Abstracts International*, 43(6), 1912A. (University Microfilms No. 8225520)

## AWARDS AND RECOGNITIONS

### *Recognitions*

*AERA Announces Most Read Education Research Articles of 2016--Congratulations! Your AERA Open article titled "Assessing Approaches to Learning in School Readiness: Comparing the Devereux Early Childhood Assessment to an Early Learning Standards-Based Measure" was among the 5 most read AERA Open articles during the month of August 2016.*

*AERA Announces Most Read Education Research Articles of 2015—3<sup>rd</sup> most read article in AERA Open, July-September 2015: [Assessing Approaches to Learning in School Readiness: Comparing the Devereux Early Childhood Assessment to an Early Learning Standards-Based Measure](#). Otilia C. Barbu, **David B. Yaden Jr.**, Deborah Levine-Donnerstein, Ronald W. Marx.*

*Recognition for Editorship of the Journal of Literacy Research (2013-2016), Literacy Research Association.*

*Invited panel member to participate in the Tennessee Early Literacy Network's Expert Convening sponsored by the Carnegie Foundation for the Advancement of Teaching and the Tennessee Department of Education, August 23-24, 2016.*

### *Awards*

*Excellence in Education Award—Awarded by Para Los Niños, a community based organization in Los Angeles for the implementation and research related to an emergent literacy program and longitudinal follow-up of Spanish-speaking preschool children November 6, 2004.*

*Academic Special Recognition—awarded by the Los Angeles County Office of Education Corporate Business Roundtable Award in for assisting with the design of and evaluation project for Head Start programs in the county, December 2002.*

*National Aeronautics and Space Administration/American Society of Engineering Education Summer Faculty Fellowship for the development of an expert system to diagnose adult illiteracy, two consecutive summers, June - August 1991, 1992.*

*City of Houston Mayor's and City Council's Commendation for contributions made in conjunction with NASA affiliation, December 1992.*

*7th World Congress of Applied Linguistics Commendation for 20 Best Papers\_submitted in field of Mother Tongue Education, June, 1985.*

*Commendation for Outstanding Educational Research, Oklahoma Reading Council, March 12, Longitudinal, ethnographic study of preschoolers' questions about print during story-reading.*

***Appointments & Nominations***

Member, *Read On Arizona Partner Advisory Committee* (2016 –present)—invited university representative to state initiative to improve reading achievement through grade three.

Nomination for *Outstanding Faculty Member* (March 2007), Graduate and Professional Student Council, University of Arizona—for “superior performance and contributions” to the studies of graduate students.

Nomination for *Outstanding Service Award* (February 2007), College of Education, University of Arizona for university, community and state work done in connection with the creation of an undergraduate Early Childhood Education major leading to state certification, birth–age 8.

Nomination for membership on *Commission on Reading Research (CORR)*—Commission jointly established by the National Institute for Literacy, National Institute of Child Health and Human Development, U.S. Department of Education, and U.S. Department of Health and Human Services to assess the current status of research on how children learn to read to help inform the practice of reading instruction.

*Invited Panel member and discussion leader*—Workshop on Developing an Agenda for Reading Comprehension Research jointly sponsored by the National Institute for Child Health and Development and the International Reading Association held in Washington, D.C., February 15-16, 2005. One of 35 educators invited nation-wide.

***Other Academic Recognitions***

*Invited Expert Reader*—for *English Language Learners, Immigrant Children and Preschool for All: The Importance of Family Engagement: An Issue Brief Series* published by Children Now, The National Council of La Raza and the Mexican American Legal Defense and Educational Fund, December 2004. Available online at [www.childrennow.org](http://www.childrennow.org).

**EMPLOYMENT HISTORY**

**2005 – present**      **Position:** Professor, Department Teaching, Learning and Sociocultural Studies, University of Arizona, 1430 E. 2<sup>nd</sup> Street, Tucson, AZ 85721. Affiliate faculty of the Second Language Acquisition and Teaching Graduate Interdisciplinary Ph.D. Program.

**Responsibility & Teaching:** Provide leadership in the department related to graduate programs in reading/writing processes, family and early childhood literacy studies and in the college creating programs in early childhood education. *Teaching:* LRC 532: Early Literacy Curriculum and Instruction; LRC 651: Readers, Writers and Texts: A Psychosociolinguistic Perspective; LRC 557: Applications of Miscue Analysis; LRC 653: Written Language Development; LRC 696d: Language Research Methodology in Education: Developmental Design in Literacy Research; LRC 795a: Theory and Research in Language, Reading, and Culture.

**Fall 2012**                    **Position:** Visiting Professor & Scholar, School of Education, Boston University, Two Silber Way, Boston, MA 02215.

**Research and Teaching Responsibilities:** Assisting the School of Education to develop a Plan to participate as a partner in the development of the new Bromley Heath Early Childhood Learning Center. Bromley Heath is a comprehensive urban development project in Boston (Jamaica Plain area) which has received a HUD grant to develop the early childhood center along with creating other health and educational opportunities for families and residents of the housing development. Teaching ECE 305/605: Child Development and Education and LR 551: Reading Development, Instruction and Assessment in the Elementary School.

**2009-2012**                    **Position:** Co-Principal Investigator & Project Leader, First Things First External Evaluation, College of Education, University of Arizona, 1501 E. Speedway, Avenue, Tucson, AZ 85721.

**Administrative Responsibilities:** Statewide project leader for evaluation of 9,000 children and their families across Arizona to assess the outcome of the state's early childhood investments across the areas of health, early education, child care and socioemotional development. Responsible for all aspects of the evaluation including research management, design, data collection, analyses and coordination of the statewide team of faculty, staff and students at the University of Arizona, Arizona State University and Northern Arizona University.

**1995 - 2005**                    **Position:** Associate Professor, Rossier School of Education, University of Southern California, Waite Phillips Hall 1004E, Los Angeles, CA 90089-0031. (Tenured May 1995.)

**1993 - 1995**                    **Position:** Visiting Associate Professor, Division of Curriculum and Teaching, School of Education, University of Southern California, Waite Phillips Hall 1004D, Los Angeles, CA 90089-0031.

**Administrative Responsibilities:** Program Head, Language, Literature and Learning Ph.D. Specialization (1995-2002) and Co-chair of Teacher Education in Multicultural Societies Concentration for Ed.D. Program (2002-2004).

**Teaching:** CTSE 534: Diagnosis of Reading Disability; CTSE 535: Remediation of Reading Disability; CTSE 649: Initial Encounters with Print; CTSE 659: Seminar in Comprehending, Composing & Instruction; CTSE 669: Seminar in Literacy, Cognition & Curriculum; EDPT 552: Assessing Individual and Program Performance. EDPT 655: Research Methods in Education.

**1989 - 1993**                    **Position:** Associate Professor and Program Chair, Language Arts, Literature and Reading. Department of Curriculum and Instruction, University of Houston. (Tenured September 1, 1989)

**1984 - 1989**                    **Position:** Assistant Professor, Department of Curriculum and Instruction, University of Houston, Houston, Texas 77204-5872.

**Administrative Responsibilities:** Coordinator, Reading Academic Specialization for elementary majors and Reading as a Second Teaching Field for secondary majors. Instruction in undergraduate/graduate elementary reading methods, remedial reading, psychology of reading, and early literacy. Research involvement, undergraduate/graduate advisement and service on dissertation and governance committees.

**Teaching:** CUIIN 2315: The Reading Process. ELED 3322: Reading for Young Children, Ages 3-8. ELED 4310: Reading in Elementary Schools. ELED 6320: Foundations of Reading Instruction. CUIIN 6330: Remedial Reading in the Classroom. CUIIN 7363: Socio-Cultural and Psychological Bases of Reading Instruction. CUIIN 7365: Theoretical Models of Reading. CUIIN 7364: Literacy Development in Young Children. CUIIN 8332: Seminar in Reading and Learning Problems. CUIIN 8345: Doctoral Residency Seminar

**1983 - 1984**                    **Position:** Visiting Assistant Professor, Division of Educational Studies, Emory University, Atlanta, Georgia 30322.

**Teaching:** EDS 521: Reading Curriculum: Elementary. EDS 525: Communications Curriculum: Elementary. EDS 321: Reading Instruction: Elementary. EDS 201: American Education. EDS 325: Communications Instruction: Elementary. EDS 331: Literature Instruction: Secondary. EDS 572R: School Problems Seminar: Reading.

**June - July 1983**            **Position:** Adjunct Assistant Professor, College of Education, University of Oklahoma, Norman, Oklahoma 73701.

**Teaching:** EDRG 5713: Problems in Teaching Remedial Reading. EDRG 5813: Diagnosis of Reading Difficulties.

## PUBLICATIONS

### *Books*

**Yaden, D. B., Jr., & Templeton, W. S. (Eds.). (1986).** *Metalinguistic awareness and beginning literacy: Conceptualizing what it means to read and write.* Portsmouth, NH: Heinemann Educational Books.

Tompkins, G. E., & **Yaden, D. B., Jr.** (1986). *Answering students' questions about words.* Urbana, IL: National Council of Teachers of English.

### *Research handbook chapters/archival volumes/encyclopedia entries*

**Yaden, D. B., Jr., Rueda, R., Tardibuono, J., Martinez, C., Mirzaei, A., Scott-Weich, B., & Tsai, T. (2014).** Interviewing young children: Using psycho- and microgenetic design methodology to assess children's understandings of reading and writing: The promise

and challenge. In O. Saracho & B. Spodek (Eds.), *Handbook of Research Methods in Early Childhood Education, Vol.II*. (pp. 309-348). Charlotte, NC: Information Age Publishing.

Rueda, R., & Yaden, D. B., Jr. (2013). The education of young dual-language learners: An overview. In O. Saracho & B. Spodek & (Eds.), *Handbook of Research on the Education of Young Children, 3<sup>rd</sup> ed.* (pp. 157-168). New York: Routledge.

Paratore, J., & Yaden, D. B., Jr. (2011). Family literacy and the defunding of Even Start: Omen or opportunity. In D. Lapp & D. Fisher (Eds.), *Handbook of Research on Teaching the English Language Arts (3<sup>rd</sup> ed.)* (pp. 90-96). New York: Routledge.

Rueda, R., & Yaden, D. B., Jr. (2006). Education of linguistically and culturally diverse children: Trends in reading and literacy. In B. Spodek & O. Saracho (Eds.), *Handbook of Research on the Education of Young Children, 2<sup>nd</sup> ed.* (pp. 167-186). Mahwah, NJ: Erlbaum Associates, Inc.

Yaden, D. B., Jr., & Paratore, J. (2003). Family literacy at the turn of the millennium: The costly future of maintaining the status quo. In J. Flood, D. Lapp, J. Jensen, & J. Squire (Eds.), *Handbook of research on teaching English language arts, 2<sup>nd</sup> ed.* (pp. 532-546). Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

Yaden, D. B., Jr., & Rowe, D. W., & MacGillivray, L. (2000). Emergent literacy: A matter (polyphony) of perspectives. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research, Volume III* (pp. 425-454). Mahwah, NJ: Lawrence Erlbaum Associates.

Yaden, D. B., Jr., & Latta, D. (1994). Inner speech and the reading/writing connection. In V. S. Ramachandran (Ed.), *Encyclopedia of Human Behavior, Vol. II*. (pp. 655 - 661). New York: Academic Press.

### ***Book chapters in scholarly volumes***

Yaden, D. B., Jr., & Tsai, T. (2012). Learning how to write in English and Chinese: Young kindergarten and first grade children explore the similarities and differences in writing systems. In M. Gort & E. Bauer (eds.), *Early Biliteracy Development: Exploring Young Learners' Use of Their Linguistic Resources*. New York: Routledge.

Yaden, D. B., Jr., & Tardibouno, J. (2011). The emergent writing development of urban Latino preschoolers: A reanalysis of data. In R. Flippo (Ed.), *In search of common ground*. New York: Taylor and Francis.

Yaden, D. B., Jr., Rueda, R., Tsai, T., & Esquinca, A. (2004). Issues in early childhood education for English learners: Language and literacy assessment, professional development and the outcomes of early intervention. In B. Spodek & O. Saracho (Eds.), *Contemporary perspectives on early childhood education*. Mahwah, NJ: Erlbaum.

- Yaden, D. B., Jr.** (2003). Parent-child storybook reading as a complex adaptive system: Or "An igloo is a house for bears." In A. van Kleeck, S. Stahl, & E. Bauer (Eds.), *On reading books to children: Parents and teachers* (pp. 336-362). Mahwah, NJ: Lawrence Erlbaum.
- Yaden, D. B., Jr.**, Madrigal, P., & Tam, A. (2003). Access to books and beyond: Creating and learning from a book lending program for Latino families in the inner city. In G. Garcia (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 357-386). Newark, DE: International Reading Association
- Yaden, D. B., Jr.**, & Brassell, D. (2002). Enhancing emergent literacy with Spanish-speaking preschoolers in the inner-city: Overcoming the odds. In C. Roller (Ed.), *Comprehensive reading instruction across grade levels* (pp. 20-39). Newark, DE: International Reading Association.
- Yaden, D. B., Jr.** (2001). An emergent literacy preschool intervention with inner-city children. In F. Lamb-Parker, J. Hagen, & Ruth Robinson (Eds.), *Head Start's Fifth National Conference, Developmental and contextual transitions of Children and Families: Implications for Research Policy and Practice* (pp. 339-344). NY: Columbia University's Mailman School of Public Health, Heilbrunn Center for Population and Family Health and the Society for Research in Child Development.
- Yaden, D. B., Jr.**, Chavez, A., & Cubillas, C. (2001). Initial encounters with print: The beginnings of reading and writing. In J. E. Many (Ed.), *Instructional practices for literacy teacher educators* (pp. 189-200). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Yaden, D. B., Jr.** (1999). Reading disability and dynamical systems: When predictability implies pathology. In P. B. Mosenthal and D. Evensen (Eds.), *Reconsidering the role of the reading clinic in a new age of literacy* (pp. 293-323). Greenwich, CT: JAI Press.
- Gauthier, L. R., & **Yaden, D. B., Jr.** (1999). Developing story discourse: A technique for parents. In Olga Nelson & Wayne Linek (Eds.), *Practical classroom applications of language experience: Looking back, looking forward* (pp. 64-68). Boston: Allyn & Bacon. (reprinted journal article)
- Yaden, D. B., Jr.** (1995). Withdrawal and reversal designs. In S. McCormick & S. Neuman (Eds.), *Single-subject experimental research: Applications for literacy* (pp. 32-46). Newark, DE: International Reading Association.
- Yaden, D. B., Jr.** (1993). Evaluating early literacy knowledge by analyzing children's responses in storybooks during home read-alouds. In A. Carrasquillo & C. Hedley (Eds.), *Whole language and the bilingual learner* (pp. 132-150). Norwood, NJ: Ablex.

**Yaden, D. B., Jr.** (1987). Reasoning about print: Selected findings and implications of reading research in metalinguistic awareness. In G. Gagne, F. Daems, S. Kroon, J. Sturm, & E. Tarrab (Eds.), *Selected papers on mother tongue education/Etudes en pedagogie de la langue maternelle* (pp. 175-186). Dordrecht, The Netherlands: Foris Publications Holland and/CENTRE DE DIFFUSION P.P.M.F. primaire, Faculte des Sciences de l'education, Universite de Montreal.

**Yaden, D. B., Jr.** (1986). Reading research in metalinguistic awareness: A classification of findings according to focus and methodology. In D. B. Yaden & W. S. Templeton (Eds.), *Metalinguistic awareness and beginning literacy* (pp. 41-62). Portsmouth, NH: Heinemann Educational Books.

**Yaden, D. B., Jr., & Templeton, W. S.** (1986). Metalinguistic awareness: An etymology. In D. B. Yaden & W. S. Templeton (Eds.), *Metalinguistic awareness and beginning literacy* (pp. 3-10). Portsmouth, NH: Heinemann Educational Books.

### **Journal articles (Peer-reviewed)**

Cimetta, A. D., Marx, R. W., **Yaden, D. B.**, Alkhadim, G. S., Cutshaw, C. A. (in press). Latent variable structure and measurement invariance of a modified early literacy assessment. *International Journal of School and Educational Psychology*. DOI:10.1080/21683603.2017.1322016

**Yaden, D. B. Jr.**, Marx, R. W., Cimetta, A. C., Alkhadim, G. S., & Cutshaw, C. C. (2016). Assessing early literacy with Hispanic preschoolers: The factor structure of the Phonological Awareness Screening—Español. *Hispanic Journal of Behavioral Sciences*, 1-18. DOI: 10.1177/0739986316688877

Scott-Weich, B. A., & **Yaden, D. B. Jr.** (2016). Scaffolded writing and early literacy development with children who are deaf. A case study. *Journal of Early Child Development and Care*. DOI: 10.1080/03004430.2016.1246446.

Barbu, O.C., **Yaden, D. B.**, Levine-Donnerstein, D., & Marx, R. W. (July-September 2015). Assessing approaches to learning in school readiness: Comparing the Devereux Early Childhood Assessment to an early learning standards-based measure. *AERA Open*, 1 (3), p. 1-15. DOI: 10.1177/2332858415593923.

Barbu, O. C., Marx, R. M., **Yaden Jr., D. B.**, & Levine- Donnerstein, D. (2015). Measuring approaches to learning in preschoolers: Validating the structure of an instrument for teachers and parents, *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, DOI: [10.1080/03004279.2015.1024273](https://doi.org/10.1080/03004279.2015.1024273).

Holliday, M. R., Cimetta, A. C., Cutshaw, C. A., **Yaden, D.**, & Marx, R. W. (2014). Protective factors of school readiness among children in poverty. *Journal of Education for Students Placed at Risk*, 19, 125-147.

- Barbu, O. C., Donnerstein, D., Marx, R. W., & **Yaden, D. B., Jr.** (2012). Reliability and validity of the Devereux Early Childhood Assessment (DECA) as a function of parent and teacher ratings, *Journal of Psychoeducational Assessment, 31*(5), 469-481.
- Stahl, S., & **Yaden, D. B., Jr.** (2004). Development of literacy in preschool and primary Grades, *Elementary School Journal, 105* (2), 141-166.
- Yaden, D. B., Jr.**, & Massa, J. (2004). The emergent writing development of urban Latino preschoolers: A socio-psychogenetic trajectory. *Reading & Writing Quarterly, 20*, 1-33.
- Yaden, D. B., Jr.**, Tam, A., Brassell, D., Massa, J., Altamirano, S., & Armendariz, J. (2000). Early literacy for inner-city children: The effects of reading and writing interventions in English and Spanish during the preschool years. *The Reading Teacher, 56*, 186-189.
- Yaden, D. B., Jr.**, MacGillivray, L., Way, B., Villarreal, J. A. (1994). Authentic literacy assessment: NASA technology addressing adult illiteracy. *Computers in the Schools, 11* (2), 73-83.
- Robinson, R. D., & **Yaden, D. B. Jr.** (1993). Chaos theory and literacy: Implications for educational and reading research. *Reading Research and Instruction, 32* (4), 15-23.
- Yaden, D. B., Jr.**, Smolkin, L. B., & MacGillivray, L. (1993). A psychogenetic perspective on children's understanding about letter associations during alphabet book reading. *Journal of Reading Behavior, 25* (1), 43-68.
- Yaden, D. B., Jr.**, & Brown, L. M. (1992). The Adult Literacy Evaluator: NASA's response to the literacy crisis. *MOSAIC: Research Notes on Literacy, 2*(2), 1, 4.
- Smolkin, L. B., & **Yaden, D. B., Jr.** (1992). O is for mouse: First encounters with the alphabet book. *Language Arts, 69* (6), 432-443.
- Smolkin, L. B., **Yaden, D. B., Jr.**, Brown, L. M., & Hofius, B. (1992). The effects of genre, visual design choices, and discourse structure on preschoolers' responses to picture storybooks during parent-child read-alouds. In C. Kinzer & D. Leu (Eds.), *Literacy research, theory, and practice: Views from many perspectives* (pp. 291-302). Forty-first Yearbook of the National Reading Conference. Chicago: National Reading Conference.
- Yaden, D. B., Jr.**, Smolkin, L. B., & Conlon, A. (1989). Preschoolers' questions about pictures, print conventions and story text during reading aloud at home. *Reading Research Quarterly, 24* (2), 188-214.
- Gauthier, L. R., & **Yaden, D. B., Jr.** (1989). Naturalistic vs. traditional: Assessing two methods of reading assessment. *The Oklahoma Reader, 25* (1), 4-7.

**Yaden, D. B., Jr.** (1988). Understanding stories through repeated read-alouds: How many does it take? *The Reading Teacher*, 41(6), 556-560.

Gauthier, L. R., & **Yaden, D. B., Jr.** (1988). Stimulating the development of story discourse. *Journal of Language Experience*, 9 (2), 5-8.

Smolkin, L. B., Conlon, A., & **Yaden, D. B., Jr.** (1988). Print salient illustrations in children's picture books: The emergence of written language awareness. In J. E. Readence & R. S. Baldwin (Eds.), *Dialogues in literacy research* (pp. 59-68). Thirty-seventh Yearbook of the National Reading Conference. Chicago: The National Reading Conference, Inc.

**Yaden, D. B., Jr.** (1985). An American view. [Essay Review of *Teaching Elementary Reading Today*.] *Reading Psychology*, 6 (3-4), 278-284.

**Yaden, D. B., Jr.** (1984). Reading research in metalinguistic awareness: Findings, problems and classroom applications. *Visible Language*, 18, 5-47.

**Yaden, D. B., Jr.** (1984). Inner speech, oral language and reading: Huey and Vygotsky revisited. *Reading Psychology*, 5, 155-166.

**Yaden, D. B., Jr.**, & McGee, L. M. (1984). Reading as a meaning-seeking activity: What children's questions reveal. In J. A. Niles & L. A. Harris (Eds.), *Thirty-third Yearbook of the National Reading Conference* (pp. 101-110). Rochester, NY: National Reading Conference.

**Yaden, D. B., Jr.** (1982). Short-term memory capacity and letter identification rate. *Journal of Reading*, 26, 235-238.

### ***Manuscripts Submitted for Publication***

Clough, L. T., Cimetta, A. D., Cutshaw, C. A., **Yaden, D. B.**, Marx, R. W. Influences of home environment on the executive function of young children. *Journal of Child and Family Studies*.

Cutshaw, C., Cimetta, A., Taren, D., **Yaden, D. B., Jr.**, & Marx, R. W. *Health risks and school readiness in early childhood*. Manuscript submitted for publication.

### ***Journal of Literacy Research Editorials***

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2016). Literacy "turns": To what new horizons? *Journal of Literacy Research*, 48(4), 391-393. DOI: 10.1177/1086296X16675714

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2016).

Entanglements, intensities, and becoming: Non-representational perspectives on literacy research. *Journal of Literacy Research*, 48(3), 255–257. DOI: 10.1177/1086296X16662393

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2016). Editorial: More words for the poor? Problematizing the “language gap.” *Journal of Literacy Research*, 48(2), 131–133. DOI: 10.1177/1086296X16662391

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2016). Editorial: Improving theories in literacy research. *Journal of Literacy Research*, 48(1), 3–4. DOI: 10.1177/1086296X16637169

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2015). Editorial: A focus on text—broadly defined. *Journal of Literacy Research*, 47(4), 437–438. DOI: 10.1177/1086296X16631231

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2015). Advancing our literacy practices with sophisticated theoretical and methodological tools. *Journal of Literacy Research*, 47(3), 295–296. doi:10.1177/1086296X15620873

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2015). Advancing the field of literacy studies. *Journal of Literacy Research*, 47(2), 151–152. doi:10.1177/1086296X15619257

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2015). Literacy research: Toward classroom pedagogies of participation and possibility. *Journal of Literacy Research*, 47(1), 9–10. doi:10.1177/1086296X15587632

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2014). Editorial. *Journal of Literacy Research*, 46(4), 419–421. doi:10.1177/1086296X15575823

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2014). Considering the role of the research review in literacy research. *Journal of Literacy Research*, 46(3), 303–305. doi:10.1177/1086296X14549500

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2014). Editorial. *Journal of Literacy Research*, 46(2), 121–122. doi:10.1177/1086296X14531162

Anders, P. L., **Yaden, D. B., Jr.**, Da Silva Iddings, C. A., Katz, L., & Rogers, T. (2014). Inaugural editorial for volume 46. *Journal of Literacy Research*, 46(1), 3–8. doi:10.1177/1086296X14521932.

**Technical Reports/Research Briefs/Abstracts/Proceedings/Newsletters**

- Yaden, D. B., Jr.**, (2015). *Assessing the Impact of the Preschool Program of Make Way For Books (MWFB): Make Way for Books Program Evaluation First Year Report (November 1, 2014-December 31, 2015)*. Tucson, AZ: College of Education, Department of Teaching, Learning and Sociocultural Studies.
- Yaden, D. B., Jr.**, Cimetta, A., Marx, R., Taren, D., Perry, N., Enz, B., & Swadener, B., Gallagher, L., & Prior, J. (2011, January). *Arizona Kindergarten Readiness Study (Report No 1.)* University of Arizona, College of Education, First Things First External Evaluation.
- Perry, N., Mazur, C., Nagasawa, M., Enz, B., Prior, J., Gallagher, L., Horn, R., **Yaden, D.**, Cimetta, A., Cutshaw, C., & Taren, D. (2011, July). *Arizona Kindergarten Readiness Study: A reanalysis (Report No. 2)*. Arizona State University, College of Education, First Things First External Evaluation.
- Marx, R., **Yaden, D.**, Cimetta, A., Cutshaw, C., Taren, D., Swadener, B., Enz, B., Perry, N., Gallagher, L., & Prior, J. (2010). *What is "reading" for school in Arizona? A snapshot of beginning kindergarteners (Research Brief No. 1)*. Tucson, Arizona: University of Arizona, College of Education, First Things First External Evaluation.
- Swadener, B., Enz, B., Perry, N., Marx, R., **Yaden, D.**, Cimetta, A., & Gallagher, L. (2010). *Raising Arizona's children: Voices of Arizona families and service providers (Research Brief No. 2)*. Tucson, Arizona: University of Arizona, College of Education, First Things First External Evaluation.
- Yaden, D. B. Jr.** (2006). *Conceptual Framework for Early Childhood Literacy*. Final Report to the Community Foundation for Southern Arizona.
- Yaden, D. B., Jr.**, & Tam, A. (2000). *Enhancing emergent literacy in a preschool program through teacher-researcher collaboration (CIERA Report # 2-011)*. Ann Arbor, MI: University of Michigan, Center for the Improvement of Early Reading Achievement.
- Yaden, D. B., Jr.**, Rowe, D. W., & MacGillivray, L. (1999). *Emergent literacy: A matter of perspective*. (CIERA Tech. Rep. No. 1-005). Ann Arbor, MI: University of Michigan School of Education, Center for the Improvement of Early Reading Achievement.
- Madrigal, P., Cubillas, C., **Yaden, D. B. Jr.**, Tam, A., & Brassell, D. (1999). *Creating a book loan program for inner-city Latino parents (Tech. Rep. No. 2-003)*. Ann Arbor, MI: University of Michigan School of Education, Center for the Improvement of Early Reading Achievement.

- Villarreal, J. & Yaden, D. B., Jr. (1992). A NASA spin-off: The adult literacy tutor. *Proceedings of the Adult Literacy and Technology Conference, 23*.
- Yaden, D. B., Jr. (1991). *An intelligent computer-aided training system (ICAT) for diagnosing adult illiterates: Integrating NASA technology into workplace literacy* (Final Report to NASA/Johnson Space Center). Houston: University of Houston, Department of Curriculum and Instruction.
- Yaden, D. B., Jr. (1985). Short-term memory and letter identification rate. *Reading Abstracts, 11*, 3. (Abstract No. 8504218).
- Yaden, D. B., Jr. (1985). The metalanguage of reading: Students' misconceptions about terminology and process. *Greater Houston Area Reading Council Newsletter, 9*(3), 4-8.
- Yaden, D. B., Jr. (1984). *First graders' print awareness as related to reading achievement, intelligence and gender*. Norman, OK: University of Oklahoma. (ERIC Document Reproduction Service No. ED 243 074)
- Yaden, D. B., Jr. (1984). Reading research in metalinguistic awareness [Abstract]. *Proceedings of the Seventh World Congress of Applied Linguistics, 2*, 667-668.
- Yaden, D. B., Jr. (1983) *A categorization of two children's questions about print as they learn to read: A case study*. Norman, OK: University of Oklahoma. (ERIC Document Reproduction Service No. ED 227 442)

## MEDIA DISSEMINATIONS OF RESEARCH

- Tawa, R. (2000, March 7). Mom, read me a story. *The Los Angeles Times*, p. E1 & E3 (daily edition, circulation 1,000,000). This was a featured, front-page article in the Metro Section about the parent book-lending component of our USC emergent literacy preschool research program funded through the Center for the Improvement of Early Reading Achievement.
- Quiroz, G. (Reporter). (1999, August). *Leer es poder*. Los Angeles, CA: KMEX Broadcasting Corporation. (USC research project featured on the News Portion of the 6:00 p.m. and 11:00 p.m. broadcasts.)
- Wan, T. (Reporter). (1999, April). *Annenberg TV news hour*. Los Angeles, CA: University of Southern California Broadcasting Service. (5 minute report on research project in Los Angeles broadcast nationally on cable networks showing activities in the preschool as well as short interviews with the teachers, principal investigator, and members of the USC research team.)
- Yang, E. (1999, February 28). Getting an early start. *The Los Angeles Times*, p. B2. (Feature article about project published in the Metro Section of the Sunday edition, circulation of 1,385,787.)

## SELECTED NATIONAL/INTERNATIONAL CONFERENCE PRESENTATIONS ONLY

*Keynote/Invited Speeches/Featured Speaker*

- Yaden, D. B., Jr.** (2017, February). *Thoughts on evolving conceptions of sociocultural theory in education: Hybrids and mash-ups of competing epistemologies*. Invited speaker series at the College of Education and Human Ecology at The Ohio State University, Columbus, OH.
- Yaden, D. B., Jr.** (2014, February). *Some considerations on the nature and determinants of developmental change in the acquisition and growth of early Literacy: Principles and perspectives from developmental science*. Invited presentation given to faculty at the College of Education at the University of Missouri, Kansas City, February 14, Kansas City, MO.
- Yaden, D. B., Jr.** (2009, February). *Examining the social side of reading difficulty: Vygotskian guidelines to instruction for struggling readers*. Featured Speaker session presented at the 54<sup>th</sup> Annual Meeting of the International Reading Association, Phoenix, AZ.
- Yaden, D. B., Jr.** (2008, February). *Literacy and biliteracy growth in young children: Principles and perspectives from developmental science*. Invited keynote address to be given in a colloquium series in honor of the late Martha King. The Ohio State University, Columbus, OH.
- Yaden, D. B., Jr., & Anders, P.** (2007, May). *Processes of change: A microdevelopmental perspective upon research related to transitions in reading/writing growth across the life-span*. Paper presented at the National Conference Research on Language and Literacy (NCRL), Toronto.
- Yaden, D. B., Jr.** (2003, October). *From metaphor to method: Quantitative techniques for analyzing nominal and categorical social science data: Searching for attractors in storybook reading*. Invited paper presented at the Complexity Science and Educational Research: An Invitational Conference, Alberta, Edmonton, Canada.
- Yaden, D. B., Jr.** (2003, May 21-22). *Assessment for individualization*. Invited presentation to new grantees of Even Start Family Literacy Program, U.S. Department of Education, San Diego, CA.
- Yaden, D. B., Jr.** (2003, May 13-14). *Early literacy assessment*. Invited presentation to new grantees of Even Start Family Literacy Program U.S. Department of Education, Tampa, FL.

- Yaden, D. B., Jr.** (2003, April). Implementing a bilingual, emergent literacy program with Spanish-speaking students and their parents in East Los Angeles. In R. Horowitz (Chair), *"Reach for the Stars,"* an invitational poster session sponsored by the SIG Basic Research on Reading and Literacy and presented at the annual meeting of the American Educational Research Association, Chicago.
- Yaden, D. B., Jr.** (2003, March). *A family literacy program in the inner-city for Latino parents and their preschoolers.* Invited presentation at the U.S. Department of Education Even Start New Grantee Orientation at the National Center for Family Literacy Annual Conference, Long Beach, CA.
- Yaden, D. B., Jr.** (2002, October). *Literacy in the inner-city: A five-year summary of research with Spanish-speaking preschoolers in the inner-city.* Invited presentation at the Annual Meeting of the Board of Directors 2001-2002 of Para Los Niños, Los Angeles.
- Yaden, D. B., Jr.** (2002, April). *Getting your kids to read: Grades K – 3.* Invited presentation and panel of experts at the Los Angeles Times Festival of Books, University of California, Los Angeles.
- Yaden, D. B., Jr.** (2000, June). *Conceptual development in literacy from preschool to first grade.* Invited address presented at the Fifth National Head Start Research Conference, Washington, D.C.
- Yaden, D.B. Jr.,** (2000, March). *Emergent literacy intervention in the inner city, with Latino families: Collaborating with teachers and parents.* Invited address at the 43<sup>rd</sup> Annual Conference of the Michigan Reading Association, Detroit, MI.
- Yaden, D.B., Jr.,** (2000, February). *Current research on bilingual program models and/or best practice.* Invited address presented during the Bilingual Research Symposium at the Annual Conference of the National Association of Bilingual Education, San Antonio, TX.
- Yaden, D. B., Jr.** (1999, July). Emerging literacy. Invited paper presented at the *Improving the Education of English Language Learners: Best Practices from Research Conference.* Co-sponsored by the National Educational Research Policy and Priorities Board, the Office of Bilingual Education and Minority Languages Affairs/DoEd and the Office of Educational Research and Improvement/DoEd, Washington, D.C.
- Yaden, D. B., Jr.** (1995, November). *Complexity theory and parent-child storybook reading: Exploring the topology of conversation.* Invited paper presented at the 46th Annual Meeting of The Orton Dyslexia Society, Houston, TX.
- Yaden, D. B., Jr.** (1988, June). *Storybook reading and literacy acquisition.* Keynote address presented at the Bill Martin, Jr. Literacy Conference, Houston.

**Yaden, D. B., Jr.** (1987, July). *Early identification and correction of reading difficulties*. Plenary speaker at Louisiana Tech Reading Conference, Ruston, LA.

***National/International peer-reviewed presentations***

**Yaden, D. B.** (2017, December). Meaningfulness, Marxism and sociocultural theory. In G. Hruby (Chair), *The much desired intercourse of literacy research and current developmental theory: Reframing for research on meaningfulness*. Symposium presented at the 67<sup>th</sup> Annual Meeting of the Literacy Research Association, Tampa, FL., Nov. 29 – Dec. 2, 2017.

**Yaden, D. B.** (2017, December). [Discussant]. In G. Newell (Chair), *What counts as knowledge and knowing in dialogic literary argumentation in high school English language arts classrooms: Teachers' epistemological transitions*. Symposium presented at the 67<sup>th</sup> Annual Meeting of the Literacy Research Association, Tampa, FL., Nov. 29 – Dec. 2, 2017.

**Yaden, D. B., & Allen, K.** (2017, November). *The power of positive social interaction to effect change in the literacy identity of a 3<sup>rd</sup>-grader: Overcoming the limitations of RTI, IEPs and resistant school personnel*. Paper presented at the 67<sup>th</sup> Annual Meeting of the Literacy Research Association, Tampa, FL., Nov. 29 – Dec. 2, 2017.

Cimetta, A. D., Marx, R. W., **Yaden, D. B.**, Alkhadim, G. S., Cutshaw, C. A. (2017, August). *Latent variable structure and measurement invariance of a modified early literacy assessment*. American Psychological Association Annual Conference, Washington, D.C.

Clough, L. T., Cimetta, A. D., Cutshaw, C. A., **Yaden, D. B.**, Marx, R. W. (2017 August). *Examining the influences of home environment on the executive function of young children*. American Psychological Association Annual Conference, Washington, D.C.

**Yaden, D. B.** (2017, June). Reintroducing Marxist thought back into new literacy theorizing. In G. Hruby (Chair), *Literacy as developmental affordance: Three distinct perspectives on symbolic transmediation of knowledge practices*. Symposium presented at the 47<sup>th</sup> Annual Meeting of the Jean Piaget Society, San Francisco, CA., June 8-10, 2017.

**Yaden, D. B.**, Marx, R. W., Cimetta, A. D., Alkhadim, G. S., Cutshaw, C. A. (2017, April). *Assessing early literacy with Hispanic preschoolers: The factor structure of the Phonological Awareness Literacy Screening—Español*. American Educational Research Association Annual Conference, San Antonio, Texas.

**Yaden, D. B., Jr.**, Allen, K., Betts, D., Goodman, K. (2016, December). Theoretical and methodological considerations in evaluating eye movement research. In P. Martens (Chair), *Transforming understandings of the reading process through Eye Movement Miscue Analysis (EMMA)*. Symposium presented at the 66<sup>th</sup> Annual Conference of the Literacy Research Association, Nashville, TN.

**Yaden, D. B., Jr.** (2016, December). [Discussant]. In G. Newell (Chair), *Languaging thinking practices in a secondary reading and writing classroom*. Symposium presented at the 66<sup>th</sup> Annual Conference of the Literacy Research Association, Nashville, TN.

**Yaden, D. B., Jr.** (2015, December) (Discussant). *Parent voices and teacher practices: Understanding parent involvement in young children's literacy learning*. Paper session presented at the 65<sup>th</sup> Annual Meeting of the Literacy Research Association, December 2-5, Carlsbad, CA.

**Yaden, D. B. Jr.,** (2015, November). The human cost of English Only in California and Arizona. In R. Flippo (Chair), '*California Dreaming*'—*The issues, the problems, the politics, and the policies*. Symposium presented at the 59<sup>th</sup> Annual Conference of the Association of Literacy Educators and Researchers, November 5-8, Costa Mesa, CA.

**Yaden, D. B. Jr.,** (2015, December). *Publishing literacy research: Meet the editors of JLR, the LRA Yearbook and RRQ: Theory, method and practice* [panel session]. Presented at the 65<sup>th</sup> Annual Meeting of the Literacy Research Association, December 2-5, Carlsbad, CA.

**Yaden, D. B. Jr.,** (2014, December). *Publishing literacy research: Meet the editors of JLR, the LRA Yearbook and RRQ* [panel session]. Presented at the 64<sup>th</sup> Annual Meeting of the Literacy Research Association, December 3-6, San Marco Island, FL.

Cutshaw, C. A., Cimetta, A., Taren, D. L., **Yaden, D. B., Jr.,** & Marx, R. W. (2014, Autumn). *Health Risks and School Readiness in Early Childhood. Pamela Turbeville Speaker Series, Frances McClelland Institute*. University of Arizona: Frances McClelland Institute, Norton School of Family and Consumer Sciences.

Paratore, J., & **Yaden, D. B., Jr.** (2014, May). Family literacy what do we know now? In D. Lapp and D. Fisher (Chairs), *Key research findings from the Handbook of research on teaching of the English language arts, Vol. 3*. Symposium conducted at the 59<sup>th</sup> Annual Conference of the International Literacy Association, May 9-12, San Antonio, TX.

**Yaden, D. B., Jr.** (2013, December). Overcoming the epistemological divide in literacy theorizing. In G. Hruby (Chair), *Is "big theory" still transformative after all these years*. Pecha Kucha symposium presented at the Annual Meeting of the Literacy Research Association, Dallas, TX.

Anders, P. L. & **Yaden, D. B., Jr.** (2013, December). *The publication process*. Presentation to the Doctoral Student ICG. Literacy Research Association Annual Conference, Dallas, TX.

Holliday, M.R., Cimetta, A.D., Cutshaw, C.A., Marx, R.W., **Yaden, D.B.** (2013, July). *Protective factors for school readiness among children in poverty*. American Psychological Association Annual Conference, Honolulu, Hawaii.

- Paratore, J., & **Yaden, D. B., Jr.** (2013, April). Family literacy and the defunding of Even Start. In D. Lapp & D. Fischer (Eds.), *What's new in language arts research? Looking inside the Handbook of research on teaching of the English language arts, Vol. 3*. Symposium conducted at the 58<sup>th</sup> Annual Conference of the International Reading Association, San Antonio, TX.
- Yaden, D. B., Jr.** (2013, April). Developmental science theories as prefigured in Vygotsky: Reintroducing development into the acquisition of biliteracy. In A. Kibler (Chair), *Theory and research in bilingual writing: Literacy experiences, self-perceptions and developmental trajectories of bilingual learners*. Symposium conducted at the Annual Meeting of the American Educational Research Association, April 27-30, San Francisco, CA.
- Yaden, D. B., Jr.** (2013, April). [Discussant]. *Kindergarten readiness*. Symposium conducted at the Annual Meeting of the American Educational Research Association, April 27-30, San Francisco, CA.
- Yaden, D. B. Jr.,** & Tsai, T. (2012, December). Young Chinese and English bilingual kindergarten and first grade children explore the similarities and differences between writing systems. In D. Yaden (Chair), *Interviewing young children: Using psycho- and microgenetic design elements and methodology to assess young children's understandings of reading, writing and spelling*. Symposium conducted at the 62<sup>nd</sup> Annual Conference of the Literacy Research Association, San Diego, CA.
- Yaden, D. B., Jr.** (2012, December). [Discussant]. In M. Mathews (Chair), *The role of neurology, epigenesis, and environment on variation and change in literacy outcomes*. Symposium conducted at the 62<sup>nd</sup> Annual Conference of the Literacy Research Association, San Diego, CA.
- Yaden, D. B. Jr.** (2012, December). [Discussant]. In D. Agostino (Chair), *Scaling up and educational innovation: Analyzing the case of Reading Recovery*. Symposium conducted at the 62<sup>nd</sup> Annual Conference of the Literacy Research Association, San Diego, CA.
- Yaden, D. B. Jr.** (2012, December). [Discussant]. In K. Kuntz (Chair), *Home-school partnerships: Engaging families in literacy events consequential for school success*. Symposium conducted at the 62<sup>nd</sup> Annual Conference of the Literacy Research Association, San Diego, CA.
- Yaden, D. B. Jr.** (2012, December). [Discussant]. In C. van Kraayenoord (Chair), *Literacy development and engagement in preschool and kindergarten*. Symposium conducted at the 62<sup>nd</sup> Annual Conference of the Literacy Research Association, San Diego, CA.
- Paratore, J., & **Yaden, D. B., Jr.** (2012, May). Family literacy and the defunding of Even Start: Omen or opportunity. In D. Lapp & D. Fisher (Co-chairs), *Research into Practice: How can research in language arts change your instruction? Discussing key ideas from*

*the Handbook of Research on Teaching the English Language Arts, Vol. 3.* Symposium presented at the 57<sup>th</sup> Annual Meeting of the International Reading Association, Chicago, May 1, 2012.

**Yaden, D. B., Jr.,** Cimetta, A., & Barbu, O. (2012, April). Children's performances on rhyme awareness and its relationship with family literacy practices. In R. Marx (Chair), *Evaluating a statewide community-based initiative to enhance school readiness in Arizona. A baseline profile of kindergarten students.* Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, BC, April 15, 2012.

Tsai, T., & **Yaden, D. B., Jr.** (2011, December). Bilingual children's understanding of alphabetic and logographic systems in early writing development. In J. Anderson (Chair), *Early Literacy as Meaning Making.* Symposium presented at the 61<sup>st</sup> Annual Conference of the Literacy Research Association, Jacksonville, FL.

Paratore, J., & **Yaden, D. B., Jr.** (2011, May). The defunding of Even Start: Omen or opportunity? In D. Lapp & D. Fisher (Chairs), *Handbook of Research on Teaching the English Language Arts.* Symposium presented at the 56<sup>th</sup> Annual Meeting of the International Association, Orlando, FL.

Enz, B., Horn, R., Prior, J., Perry, N., **Yaden, D. B., Jr.,** & Marx, R. (2011, April). *Be careful what you wish for: Lessons learned from conducting a statewide readiness study.* Poster session presented at the Annual Meeting of the American Research Association, New Orleans.

Marx, R., Demetras, M., Kelley, M., **Yaden, D.,** Swadener, B., Enz, B., Kain, D., & Perry, N. (2010, April). *Evaluating First Things First: Arizona's initiative to support families and communities.* Paper presented at the Association of Early Childhood International, Phoenix, AZ.

Paratore, J., & **Yaden, D. B., Jr.** (2010, November). *The defunding of Even Start.* Paper presented at the National Council of Teachers of English, Miami, FL.

**Yaden, D. B., Jr.,** & Tsai, T. (2010, December). *Learning how to write in English and Chinese: Young kindergarten and first grade children explore the similarities and differences in writing systems.* Paper presented at the Literacy Research Association, Fort Worth, TX.

Paratore, J., & **Yaden, D. B., Jr.** (2010, December). *Family literacy on the defensive.* Paper presented at the Literacy Research Association, Fort Worth, TX.

**Yaden, D. B., Jr.** (2009, December). *Reintroducing development into theories of the acquisition and growth of early literacy: Developmental science approaches and the cultural-historical perspective of L. S. Vygotsky.* Paper presentation at the annual meeting of the National Reading Conference, Albuquerque, NM.

- Yaden, D. B., Jr.** (2009, December). [Discussant]. In E. H. Son (Chair), *Responses to literature*. Paper session conducted at the annual meeting of the National Reading Conference, Albuquerque, NM.
- Yaden, D. B., Jr.** (2009, June). Socio-psycholinguistic universals in learning how to read. Some insight from models of complexity. In D. Yaden & Y. Goodman (Co-chairs), *Learning to reading and reading to learn in Asian languages*. Summer Institute conducted at the Center for Educational Resources in Culture, Language and Literacy (CERCLL), University of Arizona, Tucson, AZ.
- Yaden, D. B. Jr.** (2009, April). *Reintroducing development in the acquisition and growth of early literacy. Developmental science theories and Vygotsky*. Poster session presented at the annual meeting of the American Educational Research Association, San Diego.
- Yaden, D. B. Jr.** (2009, February). *How in the world to children learn to read? A developmental systems perspective*. Research poster session presented at the 54<sup>th</sup> Annual Meeting of the International Reading Association, Phoenix, AZ.
- Yaden, D. B., Jr., & Mirzaei, A.** (2008, December). *Early Farsi-English biliteracy: Developmental perspectives*. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.
- Yaden, D. B., Jr., & Martinez, C. C.** (2008, July). *The Emergent Literacy Project*. Paper presented at the World Congress of Reading, San Juan, Costa Rica.
- Yaden, D. B., Jr.** (2008, July). *Vygotskian perspectives on developmental change in the acquisition and growth of early literacy*. Paper presentation at the National Council of Teachers of English Whole Language Umbrella Conference, Tucson, Az.
- Yaden, D. B., Jr.** (Chair). (2008, April). *Biliteracy development in Chinese-English, Farsi-English, and Korean-English speaking children from developmental perspectives*. Symposium conducted at the Annual Meeting of the American Educational Research Association, New York.
- Yaden, D. B., Jr.** (2007, December). Metalinguistic awareness revisited. In D. Yaden (Chair), *The development of metalinguistic awareness in bilingual children and youth*. Symposium conducted at the Annual Meeting of National Reading Conference, Austin, TX.
- Scott-Weich, B., & **Yaden, D. B., Jr.** (2007, December). *The effects of scaffolded writing upon deaf children's acquisition of written language concepts: Three case studies*. Paper presented at the Annual Meeting of National Reading Conference, Austin, TX.

- Yaden, D. B., Jr.** [Discussant]. (2007, December). Writing before age three: Informing early literacy research through theories of early childhood development. In D. Rowe (Chair), *When interest meets opportunity: Preschoolers' responses to writing activities in the Write Start! Project*. Symposium conducted at the Annual Meeting of National Reading Conference, Austin, TX.
- Tardibouno, J., & **Yaden, D. B., Jr.** (2007, March). A Psychogenetic analysis of Spanish-speaking preschoolers' emergent writing development. In D. K. Manning (Chair), *Bilingual Students' Literacy Skills Development*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Yaden, D. B., Jr.** (2006, April). *Developing a prospective developmental theory of early writing ability: Applications from dynamic skill theory, indeterministic constraints modeling and probabilistic epigenesis*. Paper presented at the annual meeting of the American Research Association, San Francisco.
- Yaden, D. B., Jr.,** & Martinez, C. C., & La Faure, E. (2006, April). *A study of Latino parents' hopes for their children's educational future: Messages of perseverance, self-confidence and the importance of character*. Paper presented at the annual meeting of the American Research Association, San Francisco.
- Tsai, T., Orellana, K., & **Yaden, D. B., Jr.**, Colorado, K., Reese, J., & Park., Y. (2005, December). *Vygotsky's Zone of Proximal Development: Where is the development?* Paper presented at the annual meeting of the National Reading Conference.
- Rueda, R., & **Yaden, D. B. Jr.**, (2005, April). *Education of linguistically and culturally diverse children: Trends in reading and literacy*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal.
- Yaden, D. B., Jr.**, LaFaurie, E., & Martinez, C.C. (2004, December). *A study of Latino parents' hopes for their children's educational future: Messages of perseverance, self-confidence and the importance of character*. Paper presented at the 54<sup>th</sup> Annual Meeting of the National Reading Conference, San Antonio, TX.
- Gubler-Junge, L., & **Yaden, D. B., Jr.** (2004). *The coordination of reading and writing abilities in first grade, emergent bilingual children: Patterns of literacy growth in phonological awareness, orthographic knowledge, concept of word, and metalinguistic awareness*. Paper presented at the 54<sup>th</sup> Annual Meeting of the National Reading Conference, San Antonio, TX.
- Tsai, T.,** & Yaden, Jr., D. B., Jr. (2004). *The effects of bilingual and multilingual environments on the metalinguistic awareness of young children: Implications for practitioners*. Paper presented at the 54<sup>th</sup> Annual Meeting of the National Reading Conference, San Antonio, TX.

- Yaden, D. B., Jr., & Tsai, T.** (2004, April). *The Influence of Spanish language emergent literacy activities during preschool on Latino children's early literacy knowledge at the beginning and end of kindergarten*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.
- Tsai, T., & **Yaden, D. B., Jr.** (2004, April). *The effects of bilingual and multilingual environments on the metalinguistic awareness of young children*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.
- Yaden, D. B., Jr.,** Gubler-Junge, L., Tsai, T., & Rueda, R. (2003, December). *Profiling early Spanish-English bilingual preschool literacy growth from ages 4-6*. Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.
- Yaden, D. B., Jr.** (2003, April). *The influence of Spanish language emergent literacy activities during preschool on Latino first and second graders' achievement in English language and reading*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Brassell, D., & **Yaden, D. B., Jr.** (2003, April). *A two-year study of the influence of a classroom literacy intervention and a parent-lending library upon Latino preschoolers' concepts about print in their primary language*. Paper presentation at the Annual Meeting of the American Educational Research Association, Chicago.
- Tsai, T., & **Yaden, D. B., Jr.** (2003, April). *The state of early childhood professional development and funding implications for preschool programs with young English language learners in Los Angeles County*. Paper presented at the 4th International Symposium on Bilingualism, Arizona State University, Tempe, AZ.
- Yaden, D. B., Jr.,** Salazar, J., Brassell, D. (2002, December). *Emergent literacy activities during preschool in English and Spanish and their influence on academic achievement in the primary grades*. Paper presented at the annual meeting of the National Reading Conference, Miami, FL.
- Yaden, D. B., Jr.** (2002, May). CIERA's work with preschools. In J. Carlisle (Chair), *Center for the Improvement of Early Reading Achievement: Five years looking down the road: A summing up of CIERA's research*. Paper presented at the 47<sup>th</sup> Annual Conference of the International Reading Association, San Francisco.
- Yaden, D. B. Jr., & Paratore, J.** (2001, December). *Family literacy at the turn of the millennium*. Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, TX.
- Massa, J., & **Yaden, D. B., Jr.** (2001, December). *"Writing is so that you can learn." A profile of preschool children's writing conceptualizations*. Paper presented at the Annual Meeting of the National Reading Conference, San Antonio, TX.

- Yaden, D. B., Jr.** (2001, November). *Early Spanish literacy as preparation for success in English-only kindergarten*. Paper presented at the Annual Conference of the National Association for the Education of Young Children, Anaheim, CA.
- Yaden, D. B., Jr., Jones, C., & Totta, A.** (2001, October). *Emergent reading and writing activities and preschool literacy intervention to prepare for English-only instruction in elementary school*. Paper presented at the 17<sup>th</sup> Annual Meeting of the California Association for the Education of Young Children, Ontario, CA.
- Yaden, D. B., Jr.** (2001, August). *Enhancing emergent literacy with Spanish-speaking preschoolers in the inner-city: Overcoming the odds*. Paper presented at the 2001 CIERA Summer Research Institute, Ann Arbor, MI.
- Yaden, D. B., Jr.** (2001, May). From preschool to second grade: Sustaining literacy growth in English language learners through the primary grades. In A. Sweet (Chair), *Center for the Improvement of Early Reading Achievement (CIERA), New research in beginning reading*. 46<sup>th</sup> Annual Convention of the International Reading Association, New Orleans.
- Yaden, D. B., Jr.** (2001, May). *Emergent writing and reading activities and literacy development in Spanish during the preschool years as a preparation for English-only instruction in elementary school*. Paper presented at Reading Research 2001 Conference, Comprehensive Reading Instruction Across the Grade Levels, New Orleans.
- Yaden, D. B. Jr., & Massa, J.** (2001, April). *Writing development during the preschool years: A developmental trajectory toward phoneme awareness*. Poster/paper presented at the Annual Meeting of the American Educational Research Association, Seattle.
- Yaden, D. B., Jr.** (2001, April). Raising early reading achievement: Effects of reading and writing interventions in English and Spanish during the preschool years. In S. B. Neuman (Chair), *Raising early reading achievement: The influence of quality instruction*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle.
- Madrigal, P., Tam, A., Estrada, R., & Barajas, G., & **Yaden, D. B., Jr.** (2000, December). In D. Yaden (Chair), *Building Connections between home and school to strengthen a preschool literacy intervention program*. Symposium presented at the 50<sup>th</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Yaden, D.B., Jr., Massa, J., Madrigal, P., & Tam, A.** (2000, December). *Assessing the developing literacy of bilingual preschoolers: A conceptual focus*. Poster/paper presented at the CIERA Poster Session at the 50<sup>th</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.
- Yaden, D. B., Jr.** (2000, December). Uncovering the unconventional: Glimpses into how preschoolers think about reading and writing. In D. W. Rowe (Chair), *Working with preschoolers: Issues of assessment, childhood play, preschool teacher education, and*

*access to literacy resources as related to early reading/writing behavior and later school achievement.* Paper presented at the 50<sup>th</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.

**Yaden, D. B. Jr., & Massa, J.** (2000, December). Four-year-olds emergent literacy growth in Spanish and English during preschool and the impact of transition to public schooling. In J. Shapiro (Chair), *Encountering the counter-intuitive: Interpreting research with preschoolers*. Paper presented at the 50<sup>th</sup> Annual Meeting of the National Reading Conference, Scottsdale, AZ.

**Yaden, D. B., Jr.** (2000, November). The effects of an emergent literacy preschool program upon primarily Spanish-speaking children in a childcare center in downtown Los Angeles. In D. Bergen (Chair), *Research-based policy and practice: a poster symposium of state-of-the-art examples*. Poster presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, Ga.

**Yaden, D. B. Jr.,** (2000, November). Gradations of phonological awareness during the preschool years. In S. Meisals (Chair), *Developmentally appropriate literacy practices and direct teaching of phonological awareness: Is there a balance point?* Paper presented at the Annual Conference of the National Association for the Education of Young Children, Atlanta, Ga.

**Yaden, D. B. Jr.** (2000, July). Fostering access to books: A preschool, book lending program for parents in the inner city. In J. Spreadbury and S. Mc Naughton (Chairs), *Beyond 2000: Family literacy around the world: an international perspective*. Symposium presented at the 18<sup>th</sup> annual World Congress, Auckland, New Zealand.

Rueda, R., **Yaden, D. B. Jr.,** MacGillivray, L., (2000, April). Early literacy in an inner city Latino immigrant community: The intertwining of cognitive and social factors in fostering social change. In M. Carlo (Chair), *Languages, literacies, practices and pedagogies: Latino immigrant students in the U.S.* Symposium presented at the annual conference of the American Educational Research Association, New Orleans, LA

**Yaden, D. B. Jr.,** Madrigal, P., Tam, A., (2000, April). *An emergent literacy preschool intervention with inner-city children: Collaborating with teachers and parents.* Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

**Yaden, D.B. Jr.,** Tam, A., Madrigal, P., Brassell, D., Massa, J., (2000, April). Fostering Access to books: A preschool book lending program for parents in the inner city. In J. Paratore and B. Krol-Sinclair (Chairs). *Strengthening literacy learning by learning from and about parents.* Institute presented at the Annual Conference of the International Reading Association, Indianapolis, IN.

**Yaden, D. B., Jr.** (1999, December). Quarks, jaguars, and fractal walks down wall street: How connectionist models of reading miss the point in employing systems concepts to

interpret the causes of reading disability. Paper presented at the 49<sup>th</sup> Annual Meeting of the National Reading Conference, Orlando, FL.

**Yaden, D. B., Jr. & Brassell, D.** (1999, December). Three faces of assessment: Ethnographic, performance, and developmental dimensions in assessing the effect of emergent literacy activities. In D. Yaden (Chair), *Longitudinal, emergent literacy interventions in high poverty areas*. Symposium presented at the 49<sup>th</sup> Annual Meeting of the National Reading Conference, Orlando, FL.

Madrigal, P., Massa, J., & **Yaden, D. B., Jr.** (December, 1999). Assessing the impact of a book loan program in the inner-city: Tales from parents working in the factories of Los Angeles' garment district. In D. Yaden (Chair), *Reading and writing beyond school walls: Emic descriptions of literacy events among children, adults and family members in diverse communities*. Symposium presented at the 49<sup>th</sup> Annual Meeting of the National Reading Conference, Orlando, FL.

**Yaden, D. B., Jr.**, Armendariz, J., & Hernandez, D. (1999, June). *Early literacy for inner-city children: Programmatic effects of reading and writing interventions during the preschool years*. 1999 Child Welfare League of America National Conference on Research in Child Welfare and Western Region Training Conference, Seattle, WA.

**Yaden, D.B., Jr.** (Chair). (1998, December). *Intervention contexts: Considering factors that influence going to scale: A symposium*. Symposium to presented at the 48<sup>th</sup> Annual Meeting of the National Reading Conference, Austin, TX.

**Yaden, D. B., Jr.**, & Cubillas, C. (1998, December). Attending to cultural practices in a preschool emergent literacy intervention with a primarily Spanish-speaking community: Or storybook reading can't be the only solution. In L. MacGillivray (Chair), *Learning about literacy beliefs and practices in an urban immigrant community*. Paper presented at the 48<sup>th</sup> Annual Meeting of the National Reading Conference, Austin, TX.

**Yaden, D. B., Jr.**, Cubillas, C., Brassell, D., Madrigal, P., & Tam, A. (1998, November). Setting the foundation: Collaborating on a preschool literacy program. In L. MacGillivray and D. Yaden (Chairs), *CIERA's collaborations with reading educators in California*. Paper presented at the 32<sup>nd</sup> Annual Meeting of the California Reading Association, Sacramento, CA.

**Yaden, D. B. Jr.**, Chavez, A., Lewis, B., Porter, S., Choi, N., & Huang, L. (1998, April). *Analyzing storybook reading discourse: Problems, techniques, and nonlinear solutions*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

**Yaden, D.B. Jr.**, Rueda, R., MacGillivray, L., & Orellana, M. (1998, February). *Fostering emergent literacy in a bilingual preschool setting*. Paper presented at the National Council of Teachers of English (NCTE) Research Assembly Midwinter Conference, Socio-cultural Views of Literacy: Creating Communities of Learners, Los Angeles, CA.

- Yaden, D. B., Jr., & Greeley, L.** (1997, March). Exploring the topology of conversation and the intentional learning process in parent-child storybook reading and the philosophical dialectics. In D. Kirshner (Chair), *Chaos and complexity as methodological tools*. Symposium conducted at the Annual Meeting of the American Educational Research Association, Chicago.
- Yaden, D. B., Jr.** (1997, March). *Reading diagnosis and dynamical systems: In pursuit of a theory which links to instruction*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
- Yaden, D. B., Jr.** (Chair). (1996, April). *From complexity to complicity: Reading complexity theory as an ethical imperative*. Symposium conducted at the Annual Meeting of the American Educational Research Association, New York.
- Yaden, D. B., Jr.** (Chair). (1996, December). *The ethics of literacy research: Issues and conundrums*. Symposium presented at the 46th Annual Meeting of the National Reading Conference, Charleston, SC.
- Yaden, D. B., Jr.** (1996, December). *The science and methodology of complexity*. Paper presented at the 46th Annual Meeting of the National Reading Conference, Charleston, SC.
- Yaden, D. B., Jr.** (1995, December). Complexity theory and parent-child storybook reading: Exploring the topology of conversation. In D. Yaden (Chair), *A multi-dimensional perspective on adult-child book reading and emergent readings: Notions of intertextuality, "weaving," and complexity theory*. Symposium conducted at the 45th Annual Meeting of National Reading Conference, New Orleans.
- Yaden, D. B., Jr.** (1995, December). Focusing on the "outliers:" Capturing the complexity, variability, and irregularity in literal learning. In D. Yaden (Chair), *Applications of complexity theory to reading, writing and teacher research: A discussion of metaphors and methodologies in dynamical systems analysis*. Paper presented at the 45th Annual Reading Conference, New Orleans.
- Yaden, D. B., Jr.** (1995, April). Evaluating interdisciplinary efforts through responsive evaluation. In D. Yaden (Chair), *Community partners forging new alliances: An interdisciplinary approach to solving education and health problems in the inner-city*. Symposium conducted at the Annual Meeting of the American Educational Research Association, San Francisco.
- Yaden, D. B., Jr.** (1994, December). Understanding the complexity and nonlinearity of parent-child interaction during storybook reading. In D. Yaden (Chair), *How chaos theory can inform the study of literacy: A discussion of techniques in dynamical systems analysis*. Symposium conducted at the Annual Meeting of the National Reading Conference, San Diego.

- Yaden, D. B., Jr.** (1994, December) [Chair]. *Home environments: ESL, parents as teachers, a new reader*. Paper session presented at the Annual Meeting of the National Reading Conference, San Diego.
- Yaden, D. B., Jr.** (1994, April). *A multiple baseline, alternating treatment design for storybook reading: Assessment of the effect of genre and print format on children's print-related talk*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Yaden, D. B., Jr.** (1994, April). [Chair/respondent]. *Extending conversations: Learning in early childhood settings*. Division C: SIG/Early Education and Child Development Poster Session presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Yaden, D. B., Jr.** (1993, December). [Chair]. *A qualitative assessment of students' and teachers' attitudes toward reading: Understanding the impact and implications of research on aliteracy*. Symposium presented at the Annual Meeting of the National Reading Association, Charleston, SC.
- Yaden, D. B., Jr., & Robinson, R. D.** (1993, April). *Chaos theory and literacy: A nonlinear look at a nonlinear subject*. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, Georgia.
- Yaden, D. B., Jr.** (1993, March). *A simulation-based expert system for diagnosing adult disabled readers*. Paper presented at the Technology and Literacy Forum, National Center on Adult Literacy, University of Pennsylvania, Philadelphia.
- Yaden, D. B., Jr.** (1992, December). *Developmental and longitudinal perspectives of kindergarten and first grade children's acquisition of literacy in whole language and basal environments*. Symposium conducted at the 42nd Annual Meeting of the National Reading Conference, San Antonio, Texas.
- Smolkin, L. B., & **Yaden, D. B., Jr.** (1992, December). *Parent-child picture book readings in rural Hispanic communities*. Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, Texas.
- Smolkin, L. B., **Yaden, D. B., Jr.**, & Mercado, E. (1992, December). *Anglo and Hispanic parent presentation of information books versus storybooks for preschoolers*. Paper presented at the 42nd Annual Meeting of the National Reading Conference, San Antonio, Texas.
- Smolkin, L. B., **Yaden, D. B., Jr.**, Brown, L. M., & Hofius, B. (1992, April). *The effects of genre, visual design choices and discourse structure on preschooler's responses to picture storybooks during home read-alouds*. In C. Daiute (Chair), *The social nature of*

*literacy*. Symposium conducted at the Annual Meeting of the American Educational Research Association, San Francisco.

**Yaden, D. B., Jr.**, & Robinson, R. D. (1991, December). *Chaos theory and literacy: A synthesis for research and practice*. Paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.

Smolkin, L. B., **Yaden, D. B., Jr.**, Brown, L., & Hofius, B. (December, 1991). *The effects of genre, visual design choices and discourse structure on preschoolers' responses to picture storybooks during parent-child read-alouds*. Paper presented at the 41st Annual Meeting of the National Reading Conference, Palm Springs, CA.

Villarreal, J., **Yaden, D. B., Jr.**, & Way, B. (1991, July). *An intelligent computer-aided training (ICAT) system for diagnosing adult illiterates: Integrating NASA technology into workplace literacy*. Paper presented at the 4th Annual Adult Literacy and Technology Conference, Costa Mesa, CA.

Rowe, D.W., & **Yaden, D.B., Jr.** (1990, December). *The role of theory in young children's literacy development*. Preconference seminar presented at the 40th annual meeting of the National Reading Conference, Miami, FL.

Latta, D., & **Yaden, D.B., Jr.** (1990, December). *Inner speech--The reading/writing connection?* Paper presented at the 40th annual meeting of the National Reading Conference, Miami, FL.

Smolkin, L. B., & **Yaden, D. B., Jr.** (1990, April). *The effects of genre and artists' print design choices on preschoolers' responses to print in picture books during parent-child read-alouds*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.

**Yaden, D. B., Jr.** (1989, December). *A Piagetian interpretation of the nature and development of children's spontaneous questions during storybook reading*. In D. Yaden (chair), *Multiple perspectives on early literacy development*. Symposium presented at the annual meeting of the National Reading Association, Austin, TX.

**Yaden, D. B., Jr.** (1989, December). *Storybook reading events and literary acquisition: An analysis of the questions children asked and the answers parents gave them*. Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

**Yaden, D. B., Jr.**, (1989, May). *Understanding reading disability: Providing teachers a useful way to classify problems*. In B. Walker (Chair), *New decisions for remedial instruction*. Symposium presented at the 34th Annual Meeting of the International Reading Association, New Orleans.

**Yaden, D. B., Jr.** (1988, December). *A classifying scheme for categorizing the types of questions that children ask during storybook read-alouds: Theoretical and empirical*

*proofs*. Paper presented at the Thirty-eighth Annual Meeting of the National Reading Conference, Tucson, AZ.

Smolkin, L. B., **Yaden, D. B., Jr.**, & Conlon, A. (1988, December). *An exploratory examination of the effect of print salience in picture books on preschoolers' questions and comments*. Paper presented at the Thirty-eighth Annual Meeting of the National Reading Conference, Tucson, AZ.

**Yaden, D. B., Jr.** (1988, July). Why early readers read early: The influence of home story reading. In D. B. Yaden & W. S. Templeton (Co-chairs), *Literacy research in metalinguistic awareness: A summary of international viewpoints*. Precongress Institute conducted at the Twelfth World Congress on Reading, The Gold Coast, Australia.

**Yaden, D. B., Jr.** (1988, May). Story reading as a metalinguistic event: What do children really know about books. In S. W. Lundsteen (Chair), *International Council of Psychologists*. Invited address given at the thirty-third annual convention of the International Reading Association, Toronto, Canada.

**Yaden, D. B., Jr.** (1987, December). Preschoolers' questions during storybook reading as an indication of emerging print awareness. In D. B. Yaden (Chair), *The development of preschoolers' and kindergartners' attention to print in storybook illustrations and functional literacy materials*. Symposium conducted at the 37th Annual Meeting of the National Reading Conference, St. Petersburg Beach, FL.

**Yaden, D. B., Jr.** (1987, December). *Things "metalinguistic" An update on practical applications in reading methodology texts*. Paper presented at the 37th Annual Meeting of the National Reading Conference, St. Petersburg Beach, FL.

Smolkin, L. B., Conlon, A., & **Yaden, D. B., Jr.** (1987, December). The influence of print-salient illustrations in children's picture books upon the emergence of written language awareness. In D. B. Yaden (Chair), *The development of preschoolers' and kindergartners' attention to print in storybook illustrations and functional literacy materials*. Symposium conducted at the 37th Annual Meeting of the National Reading Conference, St. Petersburg Beach, FL.

**Yaden, D. B., Jr.**, & Smolkin, L. B. (1987, April) *The influence of repeated story reading by parents on young children's questions and comments about favorite books*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

**Yaden, D. B., Jr.** (1986, December). *Eight children's spontaneous questions during story reading*. Paper presented at the 36th Annual Meeting of the National Reading Conference, Austin.

**Yaden, D. B., Jr.** (1985, December). *Inner speech and reading: The jury is still out*. Paper presented at the 35th Annual Meeting of the National Reading Conference, San Diego.

**Yaden, D. B., Jr.** (1985, December). *Preschooler's inquiries about books and print during home story reading*. Paper presented at the 35th Annual Meeting of the National Reading Conference, San Diego.

**Yaden, D. B., Jr.** (1985, May). Reading research in metalinguistic awareness: An analysis of trends and issues. In D. B. Yaden & W. S. Templeton (Co-chairs), *Metalinguistic awareness and developing literacy*. Preconvention Institute conducted at the Thirtieth Annual Convention of the International Reading Association, New Orleans.

**Yaden, D. B., Jr.** (1985, March). *Children's questions during story reading as a function of plot structure and picture type*. Paper presented at the National Council of Teachers of English Spring Reading Convention, Houston.

**Yaden, D. B., Jr.** (1984, November). *1000 questions about reading: A classification of preschoolers' inquiries about print during story reading*. Paper presented at the 34th Annual Meeting of the National Reading Conference, St. Petersburg Beach, FL.

**Yaden, D. B., Jr.** (1984, November). [Discussant]. In J. Downing (Chair), *Language awareness/reading development: Cause? Effect? Concomitance?* Symposium conducted at the 34th Annual Meeting of the National Reading Conference, St. Petersburg Beach, FL.

**Yaden, D. B., Jr.** (1984, April). *Developing a sense of story: Why children reread their favorite books*. Paper presented at the Spring Conference of the National Council of Teachers of English, Columbus, OH.

**Yaden, D. B., Jr.** (1984, April). *First graders' print awareness as related to reading achievement, intelligence and gender*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

McGee, L., & **Yaden, D. B., Jr.** (1983, December). Reading as a meaning-seeking activity: What children's questions reveal. In E. Sulzby (Chair), *Young readers' comprehension: Reader variables, text variables, instructional variables*. Symposium conducted at the 33rd Annual Meeting of the National Reading Conference, Austin, TX.

## FUNDED GRANT PROPOSALS/FELLOWSHIPS

**Yaden, D. B., Jr.**, Principal Investigator, *Evaluation of the Preschool Success Literacy Project Phase Two Neighborhood School Readiness Collaborative Model*. Funder: Make Way for Books Organization (501C3), **\$50,214**, 2014-2015.

Marx, R. (Principal Investigator), **Yaden, D. B., Jr.** (Co-Principal Investigator & Statewide Project Leader), Swadener, B., Enz, B., Perry, N., Horn, R., & Gallagher (Co-Principal Investigators). (2008-12). *First Things First Evaluation (\$27,000,000)*. Evaluation

contract awarded to the University of Arizona, Arizona State University and Northern Arizona University proposing to provide an external evaluation of the state's early childhood education comprehensive community service intervention.

Cutshaw, C. (PI), & **Yaden, D.** (CoPI). *Arizona Parent Kit Evaluation (\$650,000)*. Sponsor: Arizona Early Childhood Development and Health Board, Phoenix, AZ.

Taren, D. ,(PI), & **Yaden, D.** (CoPI). *Child Care Capacity and Demand Study (\$1,200,000)*. Sponsor: Arizona Early Childhood Development and Health Board, Phoenix, AZ.

**Yaden, D.**, Marx, R., Daldrup, N., & Karp, N. (2007, June). *A plan for the state-wide evaluation of Arizona's early childhood and health initiative First Things First (\$60,000)*. Sponsor: Arizona Early Education Funds.

**Yaden, D. B., Jr.**, & Goodman, Y. M., Co-Principal Investigators. (2006-2009). *Learning to read and reading to learn in Asian languages* (Amount = **\$45,337**). Funder: National Center for Educational Resources in Culture, Language, and Literacy (CERCLL—Less Commonly Taught Languages in Literacy). (This project is part of a \$1,200,000 award to the University of Arizona and culminates in a summer Institute in 2009 that brings together teachers of “less commonly taught languages” to explore research and instructional strategies for teaching these languages in U.S., K-12 schools.

**Yaden, D. B., Jr.** (2004-2005). Co-Principal Investigator and Principal Evaluator, *School Readiness Initiative Award (\$148,000)*. Funder: First 5 California and First 5 Los Angeles. This subcontract was the evaluation portion of a \$1,400,000 grant awarded to the non-profit, CBO Para Los Niños to implement an early literacy program with preschool children in a facility for hospital employees and community residents and to evaluate the larger social service effort which includes 16 other partner agencies, including preschools, elementary schools, CBOs, and local government agencies.

**Yaden, D.**, & Rueda, R. (1997 - 2001). (Co-Principal Investigators). *Implementing an Emergent Literacy Preschool Program in the Inner-City*. Funding from OERI/Dept. of Education to the National Center for the Improvement of Early Reading Achievement (CIERA), Grant No. R305R70004, Subcontract No. C036469, Award No. M08540. **\$238,778**.

Rueda, R., & **Yaden, D.**, & MacGillivray, L. (1997 - 1999). (Co-Principal Investigators). *Studying Factors of Resilience in Latino Children in the Inner-City*. Funding from OERI/Dept. of Education to the National Center for the Improvement of Early Reading Achievement (CIERA). Grant No. R305R70004, Subcontract No. C036469, Award No. M08540. **\$134,184**.

**Yaden, D. B.** (1996). (Principal Investigator). *Ninth Street Elementary School/Las Familias Del Pueblo Continuity of Learning Plan*. ARCO Foundation of California, **\$7,500**.

**Yaden, D. B.** (1993). *College of Education Faculty Computing Opportunity*. **\$500**.

**Yaden, D. B.** (Summers of 1991-1992, June - August). *An intelligent computer-aided training (ICAT) system for diagnosing adult literacy: Integrating NASA technology into the workplace.* Summer Faculty Fellowship Award from the NASA/Johnson Space Center and the American Society for Engineering Education, **\$19,000.**

**Yaden, D. B.** (1991-1992). *An intelligent computer-aided training (ICAT) system for diagnosing adult literacy: Integrating NASA technology into the workplace.* Research Grant Award from NASA/Johnson Space Center, **\$86,785.**

**Yaden, D. B.** (1988, June). *Literacy research in metalinguistic awareness.* University of Houston Limited Grant-in-Aid, **\$400.**

**Yaden, D. B.** (Principal investigator). (1986, October). *An analysis of young children's questions about story books: Assessing the literacy-specific benefits of story reading.* Faculty Research Opportunities Grant, **\$450.**

**Yaden, D. B.** (Principal investigator). (1985, July). *A classification of children's questions about books and print during story reading: Emerging perceptions of the act of reading.* University of Houston Beginning Faculty Research Support Grant, **\$500.**

**Yaden, D. B.** (Principal investigator). (1985, February). *A classification of children's questions about books and print during story reading: Emerging perceptions of the act of reading.* University of Houston Research Initiation Grant, **\$6,000.**

## UNFUNDED GRANT PROPOSALS

Yaden, D. B. (2008). (PI). *Quality First Assessment Grant (\$1,200,000).* Sponsor: Arizona Early Childhood Development and Health Board. This proposal called for a team of assessors statewide to assist selected early childhood centers in meeting the standards to participate in the state's new 5-star early childhood center quality rating system.

Yaden, D. B., Jr., Principal Investigator (2004). *A systematic, longitudinal investigation of an early literacy Intervention with urban, Spanish-speaking children in at-risk conditions (\$3,033,353).* Funder: NICHD (Assgn. No. 1 R01 HD048823-1). This proposal was designed to replicate and extend research of an early literacy intervention funded previously by OERI (1997-2001). The investigation proposed a 5-year, quasi-experimental, institutional cycles design which compared half-day vs. full-day preschool programs and varying intensities of an early literacy intervention for Spanish-speaking children in six different geographical locations in Los Angeles.

Yaden, D. B., Jr., Principal Investigator (2003). *Addressing the literacy achievement of Spanish-speaking preschoolers in the inner-city: Scaling up the Emergent Literacy Project—A joint university/community family services center project (\$964,474).* Funder: Institute of Education Sciences (Interagency Education Research Initiative no. R305W03245). This proposal was for a two year scale-up of an early literacy

intervention from 48 children to 432 across 6 preschool sites operated by a Los Angeles-based CBO. The proposed design called for a quasi-experimental, multiple baseline, institutional cycles structure comparing the literacy achievement of six different cohorts of second and third generation immigrant children.

Yaden, D. B., Jr., Principal Investigator (2002). *Early Literacy Program Expansion (\$1,147,403)*. Funder: Los Angeles County Children and Families First Proposition 10 Commission. This project was to expand an early literacy intervention program from one preschool site of a Comprehensive Family Services CBO to four other sites operated by the agency.

Yaden, D. B., Jr., Principal Investigator (2001). *A multivariate, mixed design analysis of Spanish-speaking children's English Literacy from preschool to fifth grade (\$719,151)*. Funder: Department of Education (CDFR 84:305T, Field Initiated Studies Education Research Grant Program). This research was designed to follow the 250 children who participated in an early literacy program during their preschool years through the fifth grade. The design took into account different bilingual program structures, reading programs, and out-of-school factors such as home literacy environment, parent's occupation and other household variables.

Yaden, D. B., Jr. Principal Investigator (2000). *Early literacy in Spanish: Effects on English reading (\$1,500,000)*. Funder: NICHD (RFA HD-99-012: 1 R01 HD39498-01). The goal of this research was to establish more clearly the theoretical and statistical relationships between Spanish and English language and literacy growth and performance in home and school environments in the larger context of community and regional influences. The population for the research were children in an early literacy intervention in preschool who were to be studied until fifth grade. A portion of the research was aimed at identifying children at kindergarten at risk for reading problems and applying strategies for developing phonological awareness in both languages and then tracking those children for three years. A very extensive home interview in the native language that was amenable to statistical analysis was also planned to link important home and community variables to literacy performances in school.

## OTHER SCHOLARLY ACTIVITIES

### *Editorships*

Co-Editor, *Journal of Literacy Research* (2013-2016)

### *Editorial Consultant/Reviewer:*

*Elementary School Journal* (Guest Reviewer)  
*Journal of Classroom Interaction* (Guest Reviewer)  
*Journal of Early Childhood Literacy* (Guest Reviewer, 2006)  
*Journal of Early Education and Development* (2006-present)  
*Journal of Visible Language* (1987-1988)

*Journal of Literacy Research* (1990-1997)  
*National Reading Conference Yearbook* (1988 - 1992)  
*Reading Education in Texas* (Vol. III, IV)  
*Reading Teacher* (1990-1992; 1994-1997)  
*Reading Research Quarterly* (1991-1994; 2006 - 2012)  
*Research in the Teaching of English* (2007 - 2010)  
*Language Arts* (1998-2002)

## SERVICE TO THE UNIVERSITY/COLLEGE/DIVISION/DEPARTMENT

### *The University of Arizona*

#### **Department of Teaching, Learning and Sociocultural Studies, Program of Language, Reading, and Culture (LRC)**

Member, LRC Curriculum Committee (2011-2012)  
Member & Chair, LRC Annual Faculty Performance Review Committee (2011-2013)  
Member, LRC Promotion and Tenure Committee (2011-present)  
Member, LRC Student Advisory Committee (2008-2010)

#### **College**

Member, Early Childhood Development and Learning Committee (2005-present)  
Member, Early Childhood Center Planning and Business Plan Committee (2011-  
Chair, College of Education Faculty (2007 – 2010)  
Member & Chair, Personnel and Salary Committee (2005-2008; 2016-2018)

#### **University Interdisciplinary Programs**

Member, Executive Committee, Interdisciplinary Ph.D. Program in Second Language Acquisition and Teaching (2005-present)

#### **University Search Committees**

COE Representative on *Fitch Nesbitt Endowed Chair for Early Childhood Education* (College of Agriculture, Dept. of Family & Consumer Sciences) (2007)

#### **University Standing Committees**

University Advisory Committee for Promotion and Tenure (2016-2018)

#### **State**

COE representative on the *Professional Development & Articulation Subcommittee* of the School Readiness Board (2005-2008)

#### **Community**

Member of the *PIMA Community College Advisory Board for Early Childhood Education* (2005-2006)

Member of the *United Way First Focus on Kids Impact Council* (2005-present). This is a

consortium of early childhood educators from public schools and higher education , preschool directors, and other non-profit staff who advise United way on funding initiatives and various other projects.

### ***University of Southern California***

#### **University**

Member, University Park Institutional Review Board (1996 -1998; 1999 - 2002)  
Member, Graduate and Professional Studies Committee (2000 - 2001)  
Member, Child Care Center Advisory Committee (1994-1996)

#### **Rossier School of Education**

Co-chair, Teacher Education in Multicultural Societies Ed.D. Concentration (2002-2004)  
Chair, Human Subjects Delegated Review Committee (1999-2002)  
Chair, Faculty Council (1997-1998)  
Chair, Faculty Handbook Committee (1998 - 1999)  
Member, Ed. Steering and Governance Committee (2001-2004)  
Member, Faculty Council (1996 – 1999; 2001-2004)  
Member, Research and Development Committee (1993-1994)  
Member, Master’s Steering Committee (1995- 1999)  
Member, Ph.D. Steering Committee (1995-1998)

#### **Division of Learning and Teaching**

Vice-Chair, Division of Learning and Instruction (1998 -1999)  
Chair, Faculty Handbook Committee (1998 - 1999)  
Coordinator, Masters Admissions Committee

### ***University of Houston***

#### **University**

Graduate Policies Committee, Chair, 1990-1991  
Educational Policies Committee, 1990  
Committee for Faculty in the 90s, Faculty Senate Representative, 1989-90  
Course Evaluation & Review Committee, 1989-90  
Faculty Senate, COE Representative, 1988-91  
Graduate and Professional Studies Council, COE representative, 1988-91  
Student Service Fee Planning and Allocation Committee, 1988-89  
Campus Life Committee, 1988-89  
Writing Proficiency Examination, 1986-87

#### **College of Education**

Dean's Budget Advisory Committee (1991-1992)  
Faculty Executive Committee, Chair, 1991-1992  
Merit & Salary Review Committee, 1991  
Faculty Executive Committee Chair-Elect, 1990-91  
Graduate Studies Committee, Chair, 1991

Graduate Studies Committee, At large member, Vice Chair, 1988-91  
COE Strategic Planning Committee, C&I Representative, 1988-89  
Undergraduate Studies Committee, C&I Representative, 1987-88  
Holmes Task Force, C&I Representative, 1986-87  
Faculty Development and Support Services Committee, C&I Representative, 1985-87

**Department of Curriculum and Instruction**

Chair, Language Arts/English Education Search Committee, 1991-1992  
Tenure & Promotion Review Committee, 1985-86, 1989-90  
Professional Development & Concerns Committee, 1989-1990, 1991-1993  
Chair, Language Arts/Reading Search Committee, 1988-90  
Merit Salary Review Committee, 1988-89  
Chair, English Education Search Committee, 1987-88  
Secretary to the Faculty, 1987-88, 90-91  
Graduate Studies Committee, 1987-88  
Undergraduate Studies Committee, 1984-85

**Emory University**

Division of Educational Studies Admissions Committee, 1983-84

**University of Oklahoma**

Naval ROTC Board of Review (university), 1982-83  
Reading Specialist Certificate Program Committee (college), 1982-83

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Educational Research Association  
The Society for Chaos in Psychology and the Life Sciences  
International Reading Association  
Los Angeles Reading Association  
National Association for the Education of Young Children  
National Reading Conference  
Southern Arizona Association for the Education of Young Children

**SERVICE TO PROFESSIONAL ORGANIZATIONS**

**National**

Ethics Committee, Chair, National Reading Conference, 1995-97  
Ethics Committee, Member, National Reading Conference, 1991-1994  
Program Committee, National Reading Conference, 1989-1994

**State**

Board member, Texas Association for the Improvement of Reading, University of Houston  
Representative, 1988-90

**Local**

Member of the United Way First Focus on Kids Impact Council, Tucson, AZ (a consortium of early childhood educators from public schools and higher education , preschool directors, and other non-profit staff who advise United way on funding initiatives and various other projects.

Board member, Los Angeles Reading Association (1995-1996)

Co-director, Texas Association for the Improvement of Reading, Houston Conference, 1988-90

Program Committee, Texas Association for the Improvement of Reading, Houston Conference, 1984-88

**SERVICE TO COMMUNITY/SCHOOL**

Advisory Board Member, Central Arizona College, Early Care and Education Program (2006-present).

Member, Advisory Board, Para Los Niños Charter School (2004-present), Los Angeles, CA.

Chairman, Board of Education, Abiding Word Lutheran Elementary School (1991-1992), Houston, TX.

Secretary, Board of Education, Abiding Word Lutheran Elementary School (1990).  
Educational Consultant, The Woodridge School, 1985-1987, The Woodlands, TX.