

[March 21, 2015]

Elfrieda H. Hiebert

e-mail: hiebert@textproject.org

EDUCATIONAL BACKGROUND

- Ph.D., Department of Educational Psychology, University of Wisconsin, Madison, August 1979
- Advanced Graduate Study, Elementary Education, Arizona State University, 1974-76
- M.Ed., Elementary Education, University of Illinois at Urbana-Champaign, 1971
- California Teaching Credential, California State University at Fresno, 1970
- B.A. (*summa cum laude*), Fresno Pacific College, 1969

PROFESSIONAL EXPERIENCES

- President/CEO, TextProject, Inc. (January, 2011 to present)
- Adjunct Professor (Summer 2005-2010), Visiting Researcher (Fall 2003- Spring 2005), University of California, Berkeley
- Professor (1994-June, 2004), University of Michigan; Director (1997-1999), Center for Improvement of Early Reading Achievement (CIERA)
- Visiting Professor (2000-2001), University of California-Santa Cruz
- Professor (1990-1994), Associate Professor (August 1987-1990), University of Colorado-Boulder
- Visiting Scholar, University of California, Berkeley, 1986
- Educational Consultant, August 1985-August, 1987
- Associate Professor (1983-1985), Assistant Professor (1979-83), University of Kentucky
- Visiting Associate Professor, Center for the Study of Reading, Univ. of Illinois, 1984
- Research Assistant, Department of Educational Psychology, University of Wisconsin-Madison, 1976-78
- Graduate Associate, Department of Elementary Education, Arizona State University, 1974-75
- Classroom Teacher, Clovis (CA) Unified School District, 1971-1974

ACADEMIC AWARDS

- Research to Practice (Interpretative), Award from the American Educational Research Association (2013)
- Fellow, American Educational Research Association, elected (2011)
- William S. Gray Citation of Merit, Award from the International Reading Association for outstanding contributions to the field of reading, 2008
- Reading Hall of Fame, elected (2008)
- University of Wisconsin-Madison, School of Education Alumni Achievement Award, 2000

ACADEMIC AWARDS (continued)

- University of Colorado--Boulder, Faculty Teaching Fellowship, 1988-1989
- Spencer Fellowship (National Academy of Education & Spencer Foundation), 1983-86
- Exceptional Achievement in Research, University of Kentucky, 1981-82, 1983-84
- University Fellowship, University of Wisconsin, 1978-79
- University Fellowship, Arizona State University, 1975-76
- Outstanding Academic Graduate, Fresno Pacific College, 1969-70

PUBLICATIONS

Books authored and edited

Hiebert, E.H. (2014). [*Frank views on literacy and the Common Core*](#). Santa Cruz, CA: TextProject.

Hiebert, E.H. & Reutzel, R. (Eds.) (2010). [*Revisiting Silent Reading: New Directions for Teachers and Researchers*](#). Newark, DE: IRA.

[Featured in Toolbox, *The Reading Teacher*, May, 2012, pp 26-27]

Hiebert, E.H. (Ed.) (2009). *Reading more, reading better: Solving Problems in the Teaching of Literacy*. NY: Guilford.

Hiebert, E.H., & Sailors, M. (Eds.) (2008). *Finding the right texts for beginning and struggling readers: Research-based solutions*. NY: Guilford.

Hiebert, E.H., & Kamil, M.L. (Eds.) (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hiebert, E. H., & Raphael, T.E. (1998). [*Early literacy instruction*](#). Fort Worth, TX: Harcourt Brace College Publishing.

Raphael, T.E., & Hiebert, E.H. (1996). [*Creating an integrated approach to literacy instruction*](#). Fort Worth, TX: Harcourt Brace College Publishers.

Hiebert, E.H., & Taylor, B.M. (Eds.) (1994). [*Getting reading right from the start: Effective early literacy interventions*](#). Boston: Allyn & Bacon, Inc.

Valencia, S.W., Hiebert, E.H., & Afflerbach, P. (Eds.) (1994). [*Authentic reading assessment: Practices and possibilities*](#). Newark, DE: IRA.

Hiebert, E.H. (Ed.) (1991). [*Literacy for a diverse society: Perspectives, practices, and policies*](#). New York: Teachers' College Press. [Reviewed by S.D. Miller & D.H. Strahan (1993),

Journal of Reading Behavior, 24, 533-537; Reviewed by R.L. Venezky (1993). *Educational Researcher*, 22, 34-36.]

Monographs/Teacher Materials

Folkins, A.L., & Hiebert, E.H. (2011). [*Exceptional Expressions for Everyday Events*](#). Santa Cruz, CA: TextProject. Also available as an ebook at: www.textproject.org/e4.

Lehr, F., Osborn, J., with Hiebert, E.H. (2005). [*A Focus on Comprehension*](#). Honolulu: Pacific Resources for Education and Learning.

Lehr, F., Osborn, J., & Hiebert, E.H. (2004). [*A Focus on Vocabulary*](#). Honolulu: Pacific Resources for Education and Learning.

Osborn, J., Lehr, F., with Hiebert, E.H. (2003). [*A Focus on Fluency*](#). Honolulu: Pacific Resources for Education and Learning. [Reprinted in *The Utah Special Educator*, 24(5), 18-20 & 24(6), 16-17]

Hiebert, E.H., Pearson, P.D., Taylor, B.M., Richardson, V., & Paris, S.G. (1998). [*Every child a reader: Applying reading research in the classroom*](#). Ann Arbor, MI: CIERA.

Anderson, R.C., Hiebert, E.H., Scott, J.A., & Wilkinson, I.A.G. (1985). [*Becoming a Nation of Readers: The Report of the Commission on Reading*](#). Champaign, IL: The Center for the Study of Reading, National Institute of Education, National Academy of Education.

Chapters in Books

Hiebert, E.H. (in press). [*The forgotten reading proficiency stamina: Stamina in silent reading*](#). In E.H. Hiebert (Ed.), *Teaching stamina and silent reading in the digital-global age*. Santa Cruz, CA: TextProject.

Hiebert, E.H., & Pearson, P.D. (in press, February, 2015). Introduction to Research Based Practices for Teaching Common Core Literacy. In P.D. Pearson & E.H. Hiebert (Eds.), *Research Based Practices for Teaching Common Core Literacy*. New York, NY: Teachers College Press.

Hiebert, E.H., & Martin, L.A. (in press, February, 2015). [*Changes in texts of reading instruction during the past fifty years*](#). In P.D. Pearson & E.H. Hiebert (Eds.), *Research Based Practices for Teaching Common Core Literacy*. New York, NY: Teachers College Press.

Hiebert, E.H. (2014). From A to Anno: The gift that changed my life. In L. Bridges (Ed.), *Open a word of possible: Real stories about the joy and power of reading*. New York, NY: Scholastic, Inc.

Hiebert, E.H. (2014) [*What's complex in text complexity?*](#) In *What's new in literacy teaching?* E-ssentials series @reading.org.

Hiebert, E.H. (2014). Understanding the new demands for text complexity in American secondary schools. In M. Hougen & S. Smartt (Eds.), *Fundamentals of Literacy Instruction and Assessment, 7-12*. Baltimore, MD: Paul Brookes Publishing.

Hiebert, E.H., & Van Sluys, K. (2014). [Examining three assumptions about text complexity: Standard 10 of the Common Core State Standards](#). In K. Goodman, R.C. Calfee, & Y. Goodman (Eds.), *Whose knowledge counts in government literacy policies? Why expertise matters* (pp. 144-160). New York, NY: Routledge.

Hiebert, E.H. (Nov., 2013). [What words should be the focus of vocabulary instruction that gives students the foundation they need for reading complex texts?](#) In K. Ganske, *Word Journeys: Assessment-guided phonics, spelling, and vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

Hiebert, E.H. (2013). [Core vocabulary and the challenge of complex text](#). In S. Neuman & L. Gambrell (Eds.), *Quality Reading Instruction in the Age of the Common Core State Standards* (pp. 149-161). Newark, DE: IRA.

Pearson, P. D., & Hiebert, E. H. (2013). [Understanding the Common Core State Standards](#). In L. Morrow, T. Shanahan, & K. K. Wixson (Eds.), *Teaching with the Common Core Standards for English Language Arts: What Educators Need to Know, Grades PreK-2* (pp. 1-21). New York, NY: Guilford Press.

Hiebert, E.H. (2012). [Curious George and Rosetta Stone: The Role of Texts in Supporting Automaticity in Beginning Reading](#). In T. Rasinski, C.L.Z. Blachowicz, & K. Lems (Eds.), *Teaching Reading Fluency: Meeting the Needs of All Readers* (Vol. 2). (pp. 289-309) New York: Guilford Press.

Pearson, P.D., Hiebert, E.H., & Kamil, M. (2012). [Vocabulary assessment: Making do with what we have while we create the tools we need](#). In J. Baumann and E. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice (2nd Ed.)* (pp. 231-255) New York, NY: Guilford Press.

Hiebert, E.H., & Cervetti, G.N. (2012). [What Differences in Narrative and Informational Texts Mean for the Learning and Instruction of Vocabulary](#). In J. Baumann and E. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice (2nd Ed.)* (pp. 322-344). New York, NY: Guilford Press.

Hiebert, E.H. (2012). [What's important to know about words of written language](#). In M. Hougen & S. Smartt (Eds.), *Fundamentals of Literacy Instruction and Assessment, Pre-K-6* (pp. 138-149). Baltimore, MD: Paul Brookes Publishing.

Hiebert, E.H. (2012). The Common Core State Standards and text complexity. In M. Hougen & S. Smartt (Eds.), *Fundamentals of Literacy Instruction and Assessment, Pre-K-6* (pp. 111-120). Baltimore, MD: Paul Brookes Publishing.

Hiebert, E.H. (2011). [Texts for beginning readers: The search for optimal scaffolds](#). In C. Conrad & R. Serlin (Eds.), *The Sage Handbook for Research in Education: Pursuing Ideas as the Keystone of Exemplary Inquiry* (pp. 413-428). Thousand Oaks, CA: Sage Publications.

Hiebert, E.H. (2011). [Reflections on critical incidents in exemplary inquiry](#). In C. Conrad & R. Serlin (Eds.), *The Sage Handbook for Research in Education: Pursuing Ideas as the Keystone of Exemplary Inquiry* (pp. 397-400). Thousand Oaks, CA: Sage Publications.

Samuels, S.J., Rasinski, T., & Hiebert, E.H. (2011). [Eye movements and reading: What teachers need to know](#). In A. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction* (4th Ed.). Newark, DE: IRA.

Samuels, S.J., Hiebert, E.H., & Rasinski, T. (2010). [Eye Movements Make Reading Possible](#). In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Hiebert, E.H., & Reutzel, R. (2010). In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Hiebert, E.H., Wilson, K.M. & Trainin, G. (2010). [Are Students Really Reading in Independent Reading Contexts? An Examination of Comprehension-based Silent Reading Rate](#). In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers*. Newark, DE. IRA.

Brenner, D., & Hiebert, E.H. (2010). [The impact of professional development on students' opportunity to read](#). In E.H. Hiebert & D. Ray Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers* (pp. 198-217). Newark, DE. IRA.

Nagy, W.E., Hiebert, E.H., (2010). [Toward a theory of word selection](#). In M.L. Kamil, P.D. Pearson, E.B. Moje, & P.P. Afflerbach (Eds.), *Handbook of Reading Research* (Vol. 4; pp. 388-404). NY: Longman.

Menon, S., & Hiebert, E.H., (2010). [Instructional texts and the fluency of learning disabled readers](#). In R. Allington & A. McGill-Franzen (Eds.), *Handbook of Reading Disability Research*, NY: Longman/Taylor & Francis.

Hiebert, E.H., & Bravo, M., (2010). [Morphological knowledge and learning to read in English](#). In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *International Handbook of English, Language and Literacy Teaching* (pp. 87-97). Oxford, UK: Routledge.

Hiebert, E.H. (2010). [Understanding the word-level features of texts for students who depend on schools to become literate](#). In M.G. McKeown & L. Kucan (Eds.) *Bringing Reading Research to Life* (pp. 207-231). The Guilford Press: New York, NY

Hiebert, E.H., & Martin, L.A. (2009). [Opportunity to read: A critical but neglected construct in reading instruction](#). E.H. Hiebert (Ed.), *Reading more, reading better: Solving Problems in the Teaching of Literacy*. NY: Guilford.

Cervetti, G.N., Jaynes, C.A., & Hiebert, E.H. (2009). [Increasing opportunities to acquire knowledge through reading](#). E.H. Hiebert (Ed.), *Reading more, reading better: Solving Problems in the Teaching of Literacy*. (pp. 3-29). NY: Guilford.

Brenner, D., Hiebert, E.H., & Tompkins, R., (2009). [How much and what are third graders reading?](#) E.H. Hiebert (Ed.), *Reading more, reading better: Solving Problems in the Teaching of Literacy*. (pp. 118-140). NY: Guilford.

Hiebert, E.H., & Lubliner, S. (2008). [The nature, learning, and instruction of general academic vocabulary](#). In S.J. Samuels & A. Farstrup (Eds.), *What research has to say about vocabulary* (pp. 106-129). Newark, DE: International Reading Association.

Hiebert, E.H., & Martin, L.A. (2008). [Repetition of words: The forgotten variable in texts for beginning and struggling readers](#). In E.H. Hiebert & M. Sailors (Eds.), *Finding the right texts for beginning and struggling readers: Research-based solutions* (pp. 47-69). NY: Guilford.

Hiebert, E.H. (2008). [The \(mis\)match between texts and students who depend on schools to become literate](#). In E.H. Hiebert & M. Sailors (Eds.), *Finding the right texts for beginning and struggling readers: Research-based solutions* (pp. 1-21). NY: Guilford.

Hiebert, E.H. (2007). [The Word Zone Fluency Curriculum: An Alternative Approach](#). In M. Kuhn & P. Schwanenflugel (Eds.), *Fluency in the Classroom* (pp. 154-170). New York: Guilford.

Cervetti, G., Pearson, P.D. Barber, J., Hiebert, E., & Bravo, M. (2007). [Integrating literacy and science: The research we have, the research we need](#). In M. Pressley, A.K. Billman, K. Perry, K. Refitt, & J. Reynolds (Eds.), *Shaping literacy achievement Research we have, Research we need* (pp. 157-174). New York: Guilford.

Bravo, M.A., Hiebert, E.H., & P.D. Pearson (2007). [Tapping the linguistic resources of Spanish/English bilinguals: The role of cognates in science](#). In R.K. Wagner, A. Muse, & K. Tannenbaum (Eds.), *Vocabulary development and its implications for reading comprehension* (pp. 140-156). New York: Guilford.

Hiebert, E.H. (2006). [Becoming fluent: Repeated Reading with Scaffolded Texts](#). In S.J. Samuels & A.E. Farstrup (Eds.), *What research has to say about reading fluency* (pp. 204-226). Newark, DE: International Reading Association.

Hiebert, E.H., & Fisher, C.W. (2006). [Fluency from the first: What works with first graders](#). In T. Rasinski, C.L.Z. Blachowicz, & K. Lems (Eds.), *Teaching Reading Fluency: Meeting the Needs of All Readers* (pp. 279-294). New York: Guilford Press.

Kamil, M.L., & Hiebert, E.H. (2005). [The teaching and learning of vocabulary: Perspectives and persistent issues](#). In E.H. Hiebert & M. Kamil (Eds.), *The teaching and learning of vocabulary: Bringing scientific research to practice* (pp. 1-23). Mahwah, NJ: Lawrence Erlbaum.

Hiebert, E.H. (2005). [In pursuit of an effective, efficient vocabulary curriculum for the elementary grades](#). In E.H. Hiebert & M. Kamil (Eds.), *The teaching and learning of vocabulary: Bringing scientific research to practice* (pp. 243-263). Mahwah, NJ: LEA.

Stahl, S.A., & Hiebert, E.H. (2005). [The “word factors”: A problem for reading comprehension assessment](#). In S.G. Paris & S.A. Stahl (Eds.), *Current issues in reading comprehension and assessment*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hiebert, E.H., & Mesmer, H. (2005). [Perspectives on the difficulty of beginning reading texts](#). In S. Neuman & D. Dickinson (Eds.), *Handbook of Research on Early Literacy* (Vol. 2, pp. 935-967). New York: Guilford Press.

Hiebert, E.H., Brown, Z.A., Taitague, C., Fisher, C.W., & Adler, M.A. (2003). [Texts and English Language Learners: Scaffolding entrée to reading](#). In F. Boyd, C. Brock, & M. Rozendal (Eds.), *Multicultural and multilingual literacy and language practices* (pp. 50-73). New York: Guilford.

Frey, N., & Hiebert, E.H. (2003). [Teacher-based assessment of literacy learning](#). In J. Flood & D. Lapp (Eds.), *Handbook of Research on Teaching the English/Language Arts* (Vol.2, pp. 608-618). New York: Macmillan.

Hiebert, E.H. (2002). [The texts we have and the texts we need](#). In S.A. Beach, P. Fry, & J. Collins (Eds.), *Perspectives on reading: Preparing teachers for the 21st century* (pp. 21-30). Norman, OK: The University of Oklahoma.

Hiebert, E.H. (2002). [Standards, assessment, and text difficulty](#). In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction* (3rd Ed., pp. 337-369). Newark, DE: International Reading Association.

Hiebert, E.H. (2002). [Textbooks and model programmes: Reading Reform in the United States](#). In R. Fisher, M. Lewis, & G. Brooks (Eds.), *Raising standards in literacy* (pp.157-173). London: Falmer Press.

Hiebert, E.H., & Scott, J.A. (2002). The Commission on Reading. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia*. Denver, CO: ABC Publishers.

Hiebert, E.H., & Adler, M.A. (2002). The National Reading Panel. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia*. Denver, CO: ABC Publishers.

Hiebert, E.H., & Martin, L.A. (2001). [The texts of beginning reading instruction](#). In S. Neuman & D. Dickinson (Eds.), *Handbook of Research on Early Literacy* (pp. 361-376). New

York: Guilford Press. [Reprinted in: Ruddell, R. & Unrau, N. (Eds.) (2004). *Theoretical models and processes of reading* (5th Ed.). Newark, DE: International Reading Association.]

Hiebert, E.H., & Taylor, B.M. (2000). [Beginning reading instruction: Research on early interventions](#). In M. Kamil, P. Mosenthal, R. Barr, & P.D. Pearson (Eds.), *Handbook of Reading Research* (Vol. 3) (pp. 455-482). Mahwah, NJ: Erlbaum Publishers.

Hiebert, E.H. (1999). [Every Child a Reader: At work in a first-grade classroom](#). In D. Hammond & T.E. Raphael (Eds.), *Early literacy instruction for the millennium* (pp. 23-47). Grand Rapids, MI: MRA/CIERA.

Fisher, C.W., & Hiebert, E.H. (1999). [The architecture of literacy instruction: Patterns in classrooms and potentials for learning](#). In R. Stevens (Ed.), *Teaching in American schools* (pp. 195-220). Columbus, OH: Merrill Education.

Hiebert, E.H. (1999). [Text matters in learning to read](#). In N.D. Padak et al. (Eds.), *Distinguished educators on reading* (pp. 453-472). Newark, DE: IRA.

Hiebert, E.H. (1997). [Selecting texts for beginning reading instruction](#). In T.E. Raphael & K.H. Au (Eds.), *Literature-based instruction: Reshaping the curriculum* (pp. 195-218). Newton, MA: Christopher-Gordon.

Hiebert, E.H. (1997). The assessment of learning in literature-based classrooms. In S.I., McMahan & T.E. Raphael with V.J. Goatley & L.S. Pardo (Eds.), *The book club project: Exploring literature-based literacy instruction*. New York: Teachers College Press.

Hiebert, E. H. (1996). [Creating and sustaining a love of literature...and the ability to read it](#). In M. Graves, B.M. Taylor, & P. van den Broek (Eds.), *The first R* (pp. 15-36). New York: Teachers College Press.

Hiebert, E.H., & Raphael, T.E. (1996). [Psychological perspectives on literacy and extensions to educational practice](#). In D.C. Berliner & R.C. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 550-602). New York: Macmillan.

Hiebert, E.H. (1995). Multiple literacy contexts in classrooms: Frameworks, functions, and forecasts. In M. Radencich & L. McKay (Eds.), *Flexible grouping in the elementary grades* (pp. 149-170). Boston: Allyn & Bacon.

Scott, J.A., Hiebert, E.H., & Anderson, R.C. (1994). [Research as we approach the millennium: Beyond Becoming a Nation of Readers](#). In F. Lehr & J. Osborn (Eds.), *Reading, language, and literacy: Instruction for the 21st century* (pp. 253-282). Hillsdale, NJ: Lawrence Erlbaum. [A form of this chapter appears as: Scott, J.A., Hiebert, E.H., & Anderson, R.C. (1988). *From present to future: Beyond Becoming a Nation of Readers* (Technical Report #443). Champaign-Urbana, IL: Center for the Study of Reading.]

Borko, H., Davinroy, K.H., Flory, M.D., & Hiebert, E.H. (1994). [Teachers' knowledge and beliefs about summary as a component of reading](#). In R. Garner & P. Alexander (Eds.), *Beliefs about text and instruction with text* (pp. 155-182) Hillsdale, NJ: Lawrence Erlbaum.

Hiebert, E.H. (1994). Literacy in preschool programs. In A. Purves et al. (Eds.), *Encyclopedia of English Studies Language Arts* (pp. 754-756). New York: NCTE & Scholastic.

Hiebert, E.H. (1994). Invented spelling. In A. Purves et al. (Eds.), *Encyclopedia of English Studies Language Arts* (pp. 666-668). New York: NCTE & Scholastic, Inc.

Hiebert, E.H. (1994). [Becoming literate through authentic tasks: Evidence and adaptations](#). In R.B. Ruddell, M.R. Ruddell, & H. Singer (Eds.), *Theoretical models and processes of reading* (4th Ed., pp. 391-413). Newark, DE: IRA.

Taylor, B.M., & Hiebert, E.H. (1994). Early literacy interventions: Aims and issues (pp. 3-11). In E.H. Hiebert & B.M. Taylor (Eds.) (1994). *Getting reading right from the start: Effective early literacy interventions*. Boston: Allyn & Bacon, Inc.

Hiebert, E.H., & Taylor, B.M. (1994). [Interventions and the restructuring of American literacy instruction](#). In E.H. Hiebert & B.M. Taylor (Eds.), *Getting reading right from the start: Effective early literacy interventions* (pp. 201-218). Boston: Allyn & Bacon, Inc.

Hiebert, E.H. (1994). [A small group intervention with Chapter 1 students](#). In E.H. Hiebert & B.M. Taylor (Eds.), *Getting reading right from the start: Effective early literacy interventions* (pp. 85-105). Boston: Allyn & Bacon, Inc.

Hiebert, E.H., Valencia, S.W., & Afflerbach, P. (1994). Definitions and perspectives of authentic assessment In S.W. Valencia, E.H. Hiebert, & P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 6-25). Newark, DE: IRA.

Valencia, S.W., Hiebert, E.H., & Afflerbach, P. (1994). Realizing the possibilities of authentic assessment: Current trends and future issues. In S.W. Valencia, E.H. Hiebert, & P. Afflerbach (Eds.), *Authentic reading assessment: Practices and possibilities* (pp. 286-300). Newark, DE: IRA.

Hiebert, E.H. (1993). [Young children's literacy experiences in home and school](#). In S.R. Yussen & M.C. Smith (Eds.). *Reading across the lifespan* (pp. 33-56). New York: Springer-Verlag.

Hiebert, E.H. (1993). Lessons from a Chapter 1 project. In I.C. Rotberg (Ed.), *Federal policy options for improving the education of low-income students* (pp. 48-53). Santa Monica, CA: Rand.

Hiebert, E.H., & Calfee, R.C. (1992). [Assessing literacy: From standardized tests to portfolios](#). In A.E. Farstrup & S.J. Samuels (Eds.). *What research has to say about reading instruction* (2nd Ed., pp. 70-100). Newark, DE: International Reading Association.

Hiebert, E.H., & Fisher, C.W. (1992). [The tasks of school literacy instruction: Trends and tensions](#). In J. Brophy (Ed.), *Advances in Research on Teaching* (Volume 3) (pp. 191-223). Greenwich, CT: JAI Press.

Hiebert, E.H., & Fisher, C.W. (1991). [Task and talk structures that promote literacy](#). In E.H. Hiebert (Ed.), *Literacy for a diverse society: Perspectives, practices, and policies* (pp. 141-156). New York: Teachers' College Press.

Hiebert, E.H. (1991). [Introduction](#). In E.H. Hiebert (Ed.), *Literacy for a diverse society: Perspectives, practices, and policies* (pp. 1-6). New York: Teachers' College Press.

Hiebert, E.H. (1991). [Teacher-based assessment of literacy](#). In J. Flood, J. Jensen, D. Lapp, & J. Squire (Eds.), *Handbook of Research on Teaching the English/Language Arts* (pp. 510-520). New York: Macmillan.

Calfee, R.C., & Hiebert, E.H. (1991). Teacher assessment of student achievement. In R.E. Stake (Ed.), *Advances in program evaluation (Vol. 1): Using assessment policy to reform education* (pp. 103-131). Greenwich, CT: JAI Press.

Hiebert, E.H., (1991). Integrating information from classrooms into state-wide assessment programs. In P. Afflerbach (Ed.), *Issues in Statewide Reading Assessment* (pp. 57-72). Washington, D.C.: American Institutes for Research.

Calfee, R.C., & Hiebert, E.H. (1991). [Classroom assessment of reading](#). In R. Barr, M. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), *Handbook of research on reading* (2nd Ed., pp. 281-309). New York: Longman Publishers.

Calfee, R.C., & Hiebert, E.H. (1988). [The teacher's role in using assessment to improve literacy](#). In C.V. Bunderson (Ed.), *Assessment in the service of learning*. Princeton, NJ: ETS.

Hiebert, E.H. (1986). [Using environmental print in beginning reading instruction](#). In M. Sampson (Ed.), *Literacy learning and instruction: Research implications* (pp. 73-80) Kendall/Hunt Publishing Co.

Hiebert, E.H. (1986). [Issues related to home influences on young children's print-related development](#). In D. Yaden & S. Templeton (Eds.), *Metalinguistic awareness and beginning literacy: Conceptualizing what it means to write and read*. Portsmouth, NH: Heinemann.

Hiebert, E.H. (1985). [What young children know about reading before formal instruction](#). *Essays by the Spencer Fellows*. Pittsburgh, PA: National Academy of Education.

Hiebert, E.H. (1985). Review of ACER paragraph Reading Test. In J.V. Mitchell (Ed.), *The Ninth Mental Measurements yearbook* (pp. 20-21). Lincoln, NE: Buros Institute.

Hiebert, E.H. (1985). Review of PRI Reading Systems. In J.V. Mitchell (Ed.), *The Ninth Mental Measurements Yearbook* (pp. 201-202). Lincoln, NE: Buros Institute.

Yussen, S.R., Mathews, S.R., & Hiebert, E.H. (1982). Metacognitive aspects of reading. In W. Otto & S. White (Eds.), *Reading expository text*. New York: Academic Press.

Journal Articles

Hiebert, E.H. (accepted for publication, February, 2015). Changing Readers, Changing Texts: Beginning Reading Texts from 1960 to 2010. *Journal of Education*.

Cervetti, G.N., & Hiebert, E.H. (in press). [The sixth pillar of reading instruction: Knowledge development](#). *The Reading Teacher*.

Trainin, G., Hiebert, E.H., & Wilson, K. (in press). [A comparison of reading rates, comprehension, and stamina in oral and silent reading of fourth-grade students](#). *Reading Psychology*.

Cervetti, G.N., & Hiebert, E.H. (in press). [Knowledge, literacy, and the Common Core](#). *Language Arts*.

Cervetti, G.N., Hiebert, E.H., Pearson, P.D., & McClung, N. (in press). [Factors that influence the difficulty of science words](#). *Journal of Literacy Research*.

Fitzgerald, J., Elmore, J., Hiebert, E.H., Koons, H., Bowen, K., Sanford-Moore, E.E., & Stenner, A.J. (in press). Text complexity and the early grades: The fuss and how recent research can help. *Phi Delta Kappan*.

Fitzgerald, J., Hiebert, E.H., Bowen, K., Elmore, J., Relyea-Kim, E.J., & Kung, M. (2015). [Text complexity: Primary teachers' views](#). *Literacy Research and Instruction*, 54(1), 19-44.

Fitzgerald, J., Elmore, J., Koons, H., Hiebert, E.H., Bowen, K., Sanford-Moore, E.E., & Stenner, A.J. (2015). [Important text characteristics for early-grades text complexity](#). *Journal of Educational Psychology*, 107(1), 4-29.

Hiebert, E.H., & Pearson, P.D. (in press). Text complexity: Introduction to the special issue. *Elementary School Journal*.

Pearson, P.D., & Hiebert, E.H. (in press). [The state of the field: Qualitative analyses of text complexity](#). *Elementary School Journal*.

Murray, M., Munger, K.A., & Hiebert, E.H. (2014). [An analysis of two reading intervention programs: How do the words, texts, and programs compare?](#) *Elementary School Journal*, 114(4), 479-500.

Hiebert, E.H. (2013). For the CCSS assessments and Beyond: Develop your students' stamina for grappling with complex text. *Reading Today*, 31, 18-19.

Hiebert, E.H., Black, S., & Young, T.A. (2013). Text complexity and the Common Core. *The Utah Journal of Literacy*, 30(1), 1-5.

Hiebert, E.H. (2013). The critical role of magazine articles in Common Core classrooms. *Educational Leadership Online*.

Appatova, V. & Hiebert, E. H. (2013). [Reconciling college and career readiness with lifelong reading](#). *American Reading Forum Annual Yearbook [Online]*. Vol. 33.

Hiebert, E.H., & Mesmer, H.A. (2013). [Meeting Standard 10 of the Common Core State Standards: How principals can support students' reading of complex text](#). *Principal Leadership*, 13(5), 30-33.

Hiebert, E.H. (2013). The CCSS Text Exemplars: Understanding their aims and use in text selection. *Reading Today*, 30(3), 6-7.

Hiebert, E.H., & Mesmer, H.A. (2013). [Upping the ante of text complexity in the Common Core State Standards: Examining its potential impact on young readers](#). *Educational Researcher*, 42(1), 44-51.

Hiebert, E.H., & Pearson, P.D. (2013). From NCLB to CCSS: Changing concepts about what is "basic." *Educational Leadership*, 42(1), 44-51.

Hiebert, E.H., & Pearson, P.D. (2013). What happens to the basics? *Educational Leadership*, 70(4), 48-53.

Hiebert, E.H. (2013). [Supporting students' movement on the staircase of text complexity](#). *The Reading Teacher*, 66(6), 459-468.

Hiebert, E.H. (2012). Section II: Literacy educators as learners and leaders. In P. Dunston, L.B. Gambrell, K. Headley, S.K. Fullerton, P.M. Stecker, V.R. Gillis, & C.C. Bates (Eds.), *61st yearbook of the Literacy Research Association*. (pp. 158-162). Oak Creek, WI: Literacy Research Association, Inc.

Mesmer, H.A., Cunningham, J.W., & Hiebert, E.H. (2012). Toward a Theoretical Model of Primary-Grade Text Complexity: Learning From the Past, Anticipating the Future. *Reading Research Quarterly*, 47(3), 235-258.

Hiebert, E.H., & Grisham, D. (2012). What literacy teachers need to know about supporting teachers in understanding text complexity within the Common Core State Standards. *Journal of Reading Education*, 37(3), 5-12.

Hiebert, E. H. (2012). The Common Core State Standards & Text Complexity: What Librarians Need To Know...And Do. *Teacher Librarian*, 39(5), 13-19.

Hiebert, E.H. (2012). My child is spending a ton of time reading on computers and e-readers. Is that all right? *Parent & Child*, 19(6), p67.

Hiebert, E.H. (2012). The common core's staircase of text complexity: Getting the size of the first step right. *Reading Today*, 29(3), p26-27.

Hiebert, E.H., Samuels, S.J., & Rasinski, T.V. (2012). [Comprehension-based silent reading rates: What do we know? What do we need to know?](#) *Literacy Research and Instruction*, 51, 100-124.

Arya, D.J., Hiebert, E.H., & Pearson, P.D. (2011). [The effects of syntactic and lexical complexity on the comprehension of elementary science texts.](#) *International Electronic Journal of Elementary Education*, 4(1).

Hiebert, E.H. (2011). [Beyond single readability measures: Using multiple sources of information in establishing text complexity.](#) *Journal of Education*, 191(2), 33-42.

Hiebert, E. H. (2011). [Growing capacity with literary vocabulary: The megaclusters framework.](#) *American Reading Forum Annual Yearbook* [Online], 31.

Lublinter, S., & Hiebert, E.H. (2011). [An analysis of English-Spanish cognates as a source of general academic language.](#) *Bilingual Research Journal*, 34(1), 76-93.

Rasinski, T., Samuels, S.J., Hiebert, E., Petscher, Y., & Feller, K. (2011). [The relationship between a silent reading fluency instructional protocol on students' reading comprehension and achievement in an urban school setting.](#) *Reading Psychology*, 34(1), 76-93.

Pearson, P.D., & Hiebert, E.H. (2010). [National reports in literacy: Building a scientific base for practice and policy.](#) *Educational Researcher*, 39(4), 286-294.

[Also in: D.E. Alvermann, N.J. Unrau, & R.B. Ruddell (Eds.) (2013). *Theoretical Models and Processes of Reading* (6th Ed.). Newark, DE: International Reading Association.]

Brenner, D., & Hiebert, E.H. (2010). [If I follow the teacher's edition, isn't that enough? Analyzing reading volume in six core reading programs.](#) *Elementary School Journal*, 110(3), 347-363.

Cervetti, G.N., Bravo, M.A., Hiebert, E.H., & Pearson, P.D., Jaynes, C., (2009). [Text genre and science content: Ease of reading, comprehension and reader preference.](#) *Reading Psychology*, 30(6). 487-511.

Hiebert, E.H., & Fisher, C.W. (2007). [The critical word factor in texts for beginning readers.](#) *Journal of Educational Research*, 101(1), 3-11.

Pearson, P.D., Hiebert, E.H., & Kamil, M.L. (2007). [Vocabulary assessment: What we know and what we need to know.](#) *Reading Research Quarterly*, 42, 282-296.

Bravo, M.A., Cervetti, G.N., Hiebert, E.H., & Pearson, P.D. (2006). [From passive to active control of science vocabulary.](#) In D.W. Rowe, R. Jiménez, D. Compton, D. Dickinson, Y.

Kim, K. Leander, & V. J. Risko (Eds.), *56th Yearbook of the National Reading Conference* (pp. 264-275). Oak Creek, WI: NRC.

Scott, J.A., Lubliner, S., & Hiebert, E.H. (2006). [Constructs underlying word selection and assessment tasks in the archival research on vocabulary instruction](#). In J.V. Hoffman, D.L. Schallert, C.M. Fairbanks, J. Worthy, & B. Maloch (Eds.), *55th Yearbook of the National Reading Conference* (pp. 264-275). Oak Creek, WI: NRC.

Hiebert, E.H., & Fisher, C.W. (2005). [A review of the National Reading Panel's studies on fluency: On the role of text](#). *Elementary School Journal*, 105, 443-460.

Hiebert, E.H. (2005). [The effects of text difficulty on second graders' fluency development](#). *Reading Psychology*, 26, 183-209.

Hiebert, E.H. (2005). [State reform policies and the task textbooks pose for first-grade readers](#). *Elementary School Journal*, 105, 245-266.

Menon, S., & Hiebert, E.H. (2005). [A comparison of first graders' reading with little books or literature-based basal anthologies](#). *Reading Research Quarterly*, 40(1), 12-38.

Hiebert, E.H., Martin, L.A., & Menon, S. (2005). [Are there alternatives in reading textbooks? An examination of three beginning reading programs](#). *Reading & Writing Quarterly*, 21(1), 7-32.

Carlisle, J.F., & Hiebert, E.H., (2004). [Contextualizing research on early reading achievement: The contributions of the Center for the Improvement of Early Reading Achievement](#). *Elementary School Journal*, 105(2), 131-139.

Hiebert, E.H. (2000). [The national literacy strategies from an international perspective](#). *Journal of Research in Reading*, 23, 308-313.

Hiebert, E.H., & Pearson, P.D. (2000). [Building on the past, bridging to the future: A research agenda for the Center for the Improvement of Early Reading Achievement](#). *Journal of Educational Research*, 93, 133-144. [Winner of the Harold E. Mitzel Award for Meritorious Contribution to Educational Practice Through Research.]

Hiebert, E.H. (1999). Text matters in learning to read (Distinguished Educators Series). *The Reading Teacher*, 52, 552-568.

Hiebert, E.H. (1996). [Aligning research on narrative with the literature in schools](#). *Issues in Education*, 2, 99-103.

Hiebert, E.H. (1996). [Revisiting the question: What difference does Reading Recovery make to an age cohort?](#) *Educational Researcher*, 25, 26-28.

Shepard, L.A., Flexer, R.J., Hiebert, E.H., Marion, S.F., Mayfield, V., & Weston, T.J. (1996). [Effects of introducing classroom performance assessments on student learning](#). *Educational Measurement Issues and Practices*, 15, 7-18.

Hiebert, E.H. (1994). [Reading Recovery in the United States: What difference does it make to an age cohort?](#) *Educational Researcher*, 23, 15-25. [Reviewed in *Education Week*, Dec. 7, 1994.]

Davinroy, K.H., & Hiebert, E.H. (1994). [An examination of teachers' thinking about assessment of expository text](#). In C.K. Kinzer & D.J. Leu (Eds.), *Multidimensional aspects of literacy research, theory, and practice* (43rd Yearbook of the National Reading Conference, pp. 60-71). Chicago, IL: NRC.

Paris, S.G., Calfee, R.C., Filby, N., Hiebert, E.H., Pearson, P.D., Valencia, S.W., & Wolf, K.P. (1992). [A framework for authentic literacy assessment](#). *The Reading Teacher*, 46, 88-98. [Also in S. Barrentine (Ed.) (2001). *Reading assessment: Principles and practices for elementary teachers*. Newark DE: IRA.]

Valencia, S.W., Hiebert, E.H., & Kapinus, B. (1992). National Assessment of Educational Progress: What do we know and what lies ahead? *The Reading Teacher*, 45, 730-734.

Hiebert, E.H., Colt, J.M., Catto, S., & Gury, E. (1992). [Reading and writing of first-grade students in a restructured Chapter 1 program](#). *American Educational Research Journal*, 29(3), 545-572. [Reviewed in *Phi Delta Kappan*, June 1992, pp. 808-809]

Hiebert, E.H. (1991). The contexts and functions of school literacy. *Language Arts*, 68, 134-139.

Hiebert, E.H. (1991). [The development of word-level strategies in authentic literacy tasks](#). *Language Arts*, 68, 234-240.

Hiebert, E.H., & Hutchison, T.A. (1991). The current state of alternative assessments for policy and instruction. *Language Arts*, 68, 662-668.

Hiebert, E.H., Hutchison, T.A., & Raines, P.A. (1991). [Alternative assessments of Literacy: Teachers' actions and parents' reactions](#). In S. McCormick & J. Zutell (Eds.), *Learner factors/teacher factors: Issues in literacy research and instruction* (40th Yearbook of the National Reading Conference), pp. 97-105. Chicago, IL: NRC.

Hiebert, E.H. (1991). Authentic assessment: Bridging the gap. *The Kamehameha Journal of Education*, 2, 77-80.

Hiebert, E.H. (1991). Literature and unique learners: A perfect fit. *Pennsylvania Reporter*, 22, 1-3.

Hiebert E.H., & Papierz, J.M. (1990). [The emergent literacy construct and kindergarten and readiness books of basal reading series.](#) *Early Childhood Research Quarterly*, 5, 317-334.

Hiebert, E.H., & Fisher, C.W. (1990). Whole language and the future: Three themes for the 1990s. *Educational Leadership*, 47, 62-64. [Reprinted in J.E. DeCarlo (Ed.) (1995). *Perspectives in whole language*. Boston, MA: Prentice Hall.]

Hiebert, E.H., Mervar, K.B., & Person, D. (1990). Children's selection of trade books in libraries and classrooms. *Language Arts*, 67, 758-763.

Hiebert, E.H. (1990). Starting with oral language. *Language Arts*, 67, 502-506.

Hiebert, E.H., Quellmalz, E.S., & Vogel, P. (1990). A research-based writing program for students with high access to computers. *SIGCC Connections*, 6, 15-22. [Also in ACOT Report #2, Apple Computer, Inc. Cupertino, CA; Abstracted in: Research Bulletin #3, Minnesota Computer Consortium: Technology as an instructional tool: What we are learning]

Hiebert, E.H. (1990). The next decade in reading. *California Reader*, 23, 5-7.

Hiebert, E.H., & Calfee, R.C. (1989). [Advancing academic literacy through teachers' assessments.](#) *Educational Leadership*, 46, 50-54.

Mervar, K., & Hiebert, E.H. (1989). [Literature selection strategies and amount of reading in two literacy approaches.](#) In S. McCormick & J. Zutell (Eds.), *Cognitive and Social Perspectives for Literacy Research and Instruction* (38th Yearbook of the National Reading Conference), pp. 529-535. Chicago, IL: NRC.

Hiebert, E.H., & Colt, J. (1989). [Patterns of literature-based reading instruction.](#) *The Reading Teacher*, 43, 14-20. [Excerpted in L. Galda (Ed.) (1993). *Language, literacy, and the child*. Fort Worth, TX: Harcourt Brace Jovanovich.]

Hagerty, P., Hiebert, E.H., & Owens, M.K. (1989). [Students' comprehension, writing, and perceptions in two approaches to literacy instruction.](#) In S. McCormick & J. Zutell (Eds.), *Cognitive and Social Perspectives for Literacy Research and Instruction* (38th Yearbook of the National Reading Conference), pp. 453-460. Chicago, IL: NRC.

Hiebert, E.H. (1989). Beyond Lake Wobegon: Increasing the role of teacher-based assessment. *Colorado Communicator*, 12, 10-11.

Hiebert, E.H. (1988). [The role of literacy experiences in early childhood programs.](#) *Elementary School Journal*, 89, 161-171. [Reprinted in D.L. Vipond & R.J. Strahl (Eds.) (1994). *Literacy, language, and power* (pp. 261-276). Lanham, MD: University Press of America, Inc.]

Hiebert, E.H. (1988). Early childhood programs in public schools. *Elementary School Journal*, 89, 115-117.

Englert, C.S., Hiebert, E.H., & Stewart, S. (1988). [Detection and correction of inconsistencies in the monitoring of expository prose](#). *Journal of Educational Research*, 81, 221-227.

Englert, C.S., Stewart, S., & Hiebert, E.H. (1988). [Young writers' use of text structure in expository text generation](#). *Journal of Educational Psychology*, 80, 143-151.

Hiebert, E.H. (1987). [The context of instruction and student learning: An examination of Slavin's assumptions](#). *Review of Educational Research*, 57, 337-340.

Hiebert, E. H., & Adams, C.S. (1987). [Fathers' and mothers' perceptions of their preschool children's emergent literacy](#). *Journal of Experimental Child Psychology*, 44, 25-37.

Teale, W.H., Hiebert, E.H., & Chittenden, E.A. (1987). [Assessing young children's literacy development](#). *Reading Teacher*, 40, 772-777.

Chesky, J., & Hiebert, E.H. (1987). [The effects of prior knowledge and audience on high school students' writing](#). *Journal of Educational Research*, 80, 304-313.

Brennan, S., Winograd, P.N., Bridge, C.A., & Hiebert, E.H. (1986). [A comparison of observer reports and self reports of study practices used by college students](#). In J. Niles & R. Lalik (Eds.), *Solving Problems in Literacy: Learners, Teachers, and Researchers* (The Thirty-Fifth Yearbook of the National Reading Conference). Rochester, NY: NRC.

Greenlee, M., Hiebert, E.H., Bridge, C.A., & Winograd, P.N. (1986). [The effects of different audiences on young writers' letter writing](#). In J. Niles & R. Lalik (Eds.), *Solving Problems in Literacy: Learners, Teachers, and Researchers* (35th Yearbook of the National Reading Conference pp. 281-299). Rochester, NY: NRC.

Bridge, C.A., & Hiebert, E.H. (1985). [A comparison of classroom writing practices, teachers' perceptions of their writing instruction, and textbook recommendations on writing practices](#). *Elementary School Journal*, 86, 155-172.

Englert, C.S., Hiebert, E.H., & Stewart, S. (1985). [Spelling unfamiliar words by an analogy strategy](#). *Journal of Special Education*, 19, 291-306.

Long, S., & Hiebert, E.H. (1985). [Effects of awareness and practice in mental imagery on the creative writing of gifted children](#). In J. Niles & R. Lalik (Eds.), *Issues in Literacy: A research perspective* (34th Yearbook of the National Reading Conference (pp. 381-385). Rochester, NY: NRC.

Hiebert, E.H., Winograd, P.N., & Danner, F.W. (1984). [Children's attributions of failure and success for different aspects of reading](#). *Journal of Educational Psychology*, 76(6), 1139-1148.

Hiebert, E.H., Cioffi, G., & Antonak, R.F. (1984). A developmental sequence in preschool children's acquisition of reading readiness skills and print awareness concepts. *Journal of Applied Developmental Psychology*, 5, 115-126.

Englert, C.S., & Hiebert, E.H. (1984). Children's sensitivity to expository text structure. *Journal of Educational Psychology*, 76, 65-74.

Hiebert, E.H. (1983). Stop, Steelers, and Sesame Street: The child's first reading corpus. *Kentucky Reading Journal*, 5, 8-14.

Hiebert, E.H. (1983). [Knowing about reading before reading: Preschool children's concepts of reading.](#) *Reading Psychology*, 4, 253-260.

Hiebert, E.H., Englert, C.S., & Brennan, S. (1983). [Awareness of text structure in recognition and production of expository discourse.](#) *Journal of Reading Behavior*, 15, 63-79.

Bridge, C.A., Hiebert, E.H., & Chesky, J. (1983). [Classroom writing practices.](#) In J.A. Niles & L. Harris (Eds.), *Searches for meaning in reading/language processing and instruction* (32nd Yearbook of the National Reading Conference), pp. 507-510. Washington, DC: NRC.

Hiebert, E.H. (1983). [A comparison of young children's self-selected reading words and basal reading words.](#) *Reading Improvement*, 20, 41-44.

Hiebert, E.H. (1983). [An examination of ability grouping for reading instruction.](#) *Reading Research Quarterly*, 18, 231-255.

Hiebert, E.H. (1981). [Developmental patterns and interrelationships of preschool children's print awareness.](#) *Reading Research Quarterly*, 16, 236-260.

Wilkinson, L.C., Hiebert, E.H., & Rembold, K. (1981). Parents' and peers' to toddlers. *Journal of Speech and Hearing Research*, 24, 383-388.

Hiebert, E.H. (1980). [The relationship of logical reasoning ability, oral language comprehension, and home experiences to preschool children's print awareness.](#) *Journal of Reading Behavior*, 12, 313-324.

Hiebert, E.H. (1980). Peers as reading teachers. *Language Arts*, 57, 877-881.

Fry, M.A., Lennon, R., & Hiebert, E.H. (1979). [Two attempts to improve reading comprehension among fourth graders.](#) *Reading Improvement*, 16, 175-180.

Hiebert, E.H. (1978). Preschool children's understanding of written language. *Child Development*, 49, 1231-1248.

Hiebert, E.H., & Cherry, L.J. (1978). [Language play in young children's interactions with three co-participants](#). In D. Farkas, W.M. Jacobsen, & K.B. Todrys (Eds.), *Papers from the Fourteenth Regional Meeting* (pp. 156-166). Chicago, IL; Chicago Linguistic Society.

Levin, J.R., Peterson, P.L., Pressley, M., Yussen, S.R., Berman, L.S., Bird, J.E., Carnahan, R.S., Farley, F.H., Germano, M.C., Hiebert, E.H., Junkerman, K., Levy, V.M., McCormick, C.B., Miller, G.E., Stevens, B., & Truman, D.L. (1978). [University productivity rankings: A psychologist by any other name](#). *American Psychologist*, 694-695.

Hiebert, E.H. (1977). Review of P.S. Dale's *Language development: Structure and function* (2nd Ed.). *Childhood Education*, 53, 220.

PRESENTATIONS

Hiebert, E.H. (2015). [Patterns of Silent Reading Fluency & Accuracy: What They Mean for Instruction & Intervention](#). Presented at the National Association of School Psychologists, February 19, 2015, Orlando, FL.

Hiebert, E.H. (2011). [Using cohort analyses to examine long-term effects of reading initiatives in California](#). Presented at the Eighteenth Annual Meeting for the Society for the Scientific Study of Reading.

TECHNICAL REPORTS

Hiebert, E.H., & Pearson, P.D. (October 2010). [An examination of current text difficulty indices with early reading texts \(Reading Research Report 10.01\)](#). Santa Cruz, CA: TextProject.

Hiebert, E.H. (February 2009). [Interpreting lexiles in online contexts and with informational texts](#). Seattle, WA: Apex Learning.

Hiebert, E.H. (February 2009). [Online scaffolds that support adolescents' comprehension](#). Seattle, WA: Apex Learning.

Hiebert, E.H. (March 31, 2000). [An analysis of first-grade texts: Do tasks differ across beginning reading programs?](#) (Technical Report II-4.1). Ann Arbor, MI: University of Michigan/Literacy in Technology & Teaching (LITT).

DVD/VIDEOTAPES

Hiebert, E.H. (2001). [Beginning reading instruction](#). Des Moines, IA: IA DoE.

Anderson, R.C., Au, K.H., Borko, H., Guthrie, J., Hiebert, E.H., Raphael, T.E., & Strickland, D. (1990). [Teaching reading](#) (6-part videotape series). Champaign-Urbana, IL: Center for the Study of Reading.

Hiebert, E.H. (1989). [Reading in the kindergarten](#) (3-part series for AR Public TV).

SERVICE

Presentations of papers at professional meetings (peer-reviewed):

Society for the Scientific Study of Reading (2004, 2006, 2010, 2011, 2012)
American Educational Research Association: 60 presentations from 1980-2014)
International Reading Association: 50 presentations from 1984-2014
Literacy Research Association (formerly National Reading Conferences: 57 presentations from 1981-2014
Society for Research in Child Development (1983)
College Reading Association (1983, 1981)
American Psychological Association (1979, 1994)
Chicago Linguistic Society (1978)

Invited presentations at conferences:

Focus on Fluency Forum, U.S. Department of Education Regional Laboratory System, San Francisco, Nov. 6-7, 2002
University of Minnesota, Inaugural Conference for Guy L. Bond Chair (1994)
CRESST Annual conference, UCLA (1992)
International Reading Association: Keynote address, Research Awards (1991)
Conference on Reading Research (1997, 1998, 1999, 1992, 1985, 1984)
Conference on Literacy for a Diverse Society, University of Colorado (1989)
American Association of Publishers (1989, 1985)
ETS Invitational Conference on Assessment (1987)
Conference on Discourse Processing, University of Wisconsin (1980)

University Colloquia

Jeanne Chall Lecture in Reading, Harvard University, February 2010
University of Georgia, October 2002
University of Nevada-Reno, September 2000
University of Virginia, April 1994
University of Maryland, April 1994
University of Illinois, February 1991;
Ohio State University, October 1989
Brigham Young University, July 1988
University of Wisconsin, June 1986
University of California, Davis, March 1986
Michigan State University, November 1985
University of Georgia, May 1985
Indiana State University, April 1985

Editorial Capacities:

Membership on Editorial Board:
Review of Educational Research, (1987-1990)
Reading Research Quarterly, (1984-1989, 1990-1992)
Elementary School Journal (1982-1985, 1987-1994)
Reading Teacher, (1988-1992)

Journal of Reading Behavior/Journal of Literacy Research (1989-92, 1995-96, 1997-2002)

Language Arts (1998-2001)

Editor, Research Directions, Language Arts (1990-1992)

Guest Editor, The Elementary School Journal, Nov. 1988 issue

Editorial Board, Journal of Research in Reading (2000-present)

Guest Reviewer (1991-2003): American Educational Research Journal;
Journal of Educational Psychology; Research in the Teaching of English;
Educational Researcher; Educational Leadership; Journal of Research in
Childhood Education, Learning Disabilities: Research and Practice

Membership in Professional Organizations

American Educational Research Association

International Reading Association

National Reading Conference

Society for Scientific Study of Reading

Contributions to Professional Organizations

American Educational Research Association:

Reviewer of program proposals, Division C & SIG-Reading (1983-1990)

Program Chair, Division C-Section 1 (1990); Division C (1994)

Consulting Editor, Review of Research in Education, Vol. 20

National Reading Conference:

Board of Directors (1999-2001)

Reviewer of program and yearbook proposals (1984-1986)

Publications Committee (1989-1992)

Field Council (1993-1994)

International Reading Association:

Assessment committee, Chair (1993-1994), Member (1991-1993)

New Standards committee, Chair (1992-1994)

Studies and Research Program Development committee (1986-1989, 1995-2000)

Early Childhood and Literacy Development committee (1984-1986) (1989-1991)

Albert J. Harris Award subcommittee (1982-1984)

Reviewer for program (1986-1991)

Consultancies & Advisories

Advisory Panels for Literacy:

PARCC (2013)

Smarter Balanced (2013-present)

Member, Text Complexity Advisory Group, Common Core State Standards (2009-2010)

National Initiative on Reading and Writing, US DoE, Expert Panel (1995-96)

National Assessment for Educational Progress Reading--1992

Framework Consensus Project (1989-90)

Item Development Panel (1990-91)

New Standards Project, Advisory Board for Reading (1991-96)
Review Board of **Teacher Assessment Project in Literacy**, Carnegie
Foundation/Stanford University (1988-89)

Membership in Professional Organizations

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

CURRICULUM & STAFF DEVELOPMENT

Educational Programs

- Publisher & Creator, *FYI for Kids*, TextProject.org
- Publisher & Creator, *Talking Points for Kids*, TextProject.org
- Publisher & Creator, *SummerReads* (Grades 3-5), TextProject.org
- Chief Academic Advisor, *ZipZoom*, Scholastic, Inc. (2005-present)
- Academic Advisor, Student Libraries, *System 44*, Scholastic, Inc. (2008)
- Consultant, Text model and design of Seeds of Science/Roots of Reading, Lawrence Hall of Science/University of California, Berkeley (2005-08)
- Author, *QuickReads*, Pearson Learning Group (2002-present)
- Author, Modern Curriculum Press's *Ready Readers* Program (1996-present)
- Author, Silver Burdett Ginn Language Arts Program (1987-97) & Silver Burdett Ginn Reading Program (1985-97)

Consultancies: State and Local Educational Agencies

State Departments of Education: Arkansas (Reading Excellence Act, 2001-02); Iowa (Reading Excellence Act, 1999-2001); Michigan (MELAF, 1995-97); Hawaii (1991); Maryland (1987); Connecticut (1986-87; 2002-03); Arkansas (1986-87); Illinois (1986); Indiana (1986); California: *English/Language Arts Framework* (1985); Technical Advisory Panel, Chapter 1 Assessment (1991-94)

Presentations in States, School Districts, and Schools

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin) and international (Bangkok, Hong Kong)