

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)
- Research Associate, University of California Santa Cruz, (2011-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

- Notable Vocabulary Researcher Award, American Educational Research Association's Vocabulary Special Interest Group (2017)
- Oscar Causey Award for Outstanding Contributions to Reading Research, Literacy Research Association (2015)
- 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)

ACADEMIC AWARDS (continued)

- University of Wisconsin-Madison, School of Education Alumni Achievement Award, 2000
- 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. (2020). *Teaching words and how they work*. New York, NY: Teachers College Press.

Proctor, C.P., Boardman, A., & Hiebert, E.H. (Eds.) (2016). *Teaching emergent bilingual students: Flexible approaches in an era of new standards*. New York, NY: Guilford Press.

Cunningham, P., & Hiebert, E.H. (2016). *Teach your child to read and spell: Open-access texts and lessons for parents and tutors*. Santa Cruz, CA: TextProject.

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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, HI: Pacific Resources for Education and Learning.

Lehr, F., Osborn, J., & Hiebert, E.H. (2004). *A Focus on Vocabulary*. Honolulu, HI: 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. (2016). English learners and instructional texts: Evidence, current practice, and a call to action. In C.P. Proctor, A. Boardman, & E.H. Hiebert (Eds.), *Teaching emergent*

bilingual students: Flexible approaches in an era of new standards (pp. 63-81). New York, NY: Guilford Press.

Hiebert, E.H., & Pearson, P.D. (2015). Introduction. In P.D. Pearson & E.H. Hiebert (Eds.), *Research Based Practices for Teaching Common Core Literacy* (pp. ix-xii). New York, NY: Teachers College Press.

Hiebert, E.H., & Martin, L.A. (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* (pp. 215-236). New York, NY: Teachers College Press.

Hiebert, E.H. (2015). Introduction. In E.H. Hiebert (Ed.), *Teaching stamina and silent reading in the digital-global age* (pp. ix-xv). Santa Cruz, CA: TextProject.

Hiebert, E.H. (2015). The forgotten reading proficiency: Stamina in silent reading. In E.H. Hiebert (Ed.), *Teaching stamina and silent reading in the digital-global age* (pp. 16-33). Santa Cruz, CA: TextProject.

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.

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Nagy, W.E., & Hiebert, E.H., (2011). [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.

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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.

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Nagy, W.E., Hiebert, E.H., (2011). [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.

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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.

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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.

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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.

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Hiebert, E.H. (1997). The assessment of learning in literature-based classrooms. In S.I., McMahon & 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.

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SERVICE

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

Society for the Scientific Study of Reading (2004, 2006, 2010-2017)
American Educational Research Association: 75 presentations from 1980-2017)
International Reading Association: 50 presentations from 1984-2016
Literacy Research Association (formerly National Reading Conferences: 68 presentations from 1981-2016
Society for Research in Child Development (1983)
College Reading Association (1983, 1981, 2013)
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 (2013-2016)
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 of Educational Progress Reading--1992
National Assessment of Educational Progress Reading Framework Consensus Project (1989-90)
National Assessment of Educational Progress Item Development Panel (1990-91)
New Standards Project, Advisory Board for Reading (1991-96)

Advisory Panels for Literacy (continued)

Technical Advisory Panel, Chapter 1 Assessment (1991-94)
Review Board of Teacher Assessment Project in Literacy, Carnegie Foundation/Stanford University (1988-89)

CURRICULUM & STAFF DEVELOPMENT

Educational Programs

- Author, *iLit* (2014-present)
- Author, *ReadyGen*, Pearson (2013-present)
- Consultant, *Successmaker* (2015-2017)
- Author, *myPerspectives*, Pearson (2016-present)
- Publisher & Creator, *FYI for Kids*, TextProject.org
- Publisher & Creator, *BeginningReads*, 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);

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

•International presentations to educators: Bangkok, Hong Kong, Berlin, Winnipeg, Manitoba, Canada, Vancouver, BC, Canada