

Annemarie Sullivan Palincsar

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Ann Arbor, MI 48109
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EDUCATION

Fitchburg State College	B. S.	Special Education	1972
University of Illinois at Urbana-Champaign	M. S.	Special Education	1974
University of Illinois at Urbana-Champaign	Ph. D.	Education	1982

PROFESSIONAL EXPERIENCE

University of Michigan			
Department of Educational Studies,Chair			2018-2021
Jean and Charles Walgreen Jr., Professor of Reading and Literacy			1994-2021
Professor			1993-2021
Associate Dean of Academic Affairs			2008-2012
Associate Dean of Graduate Affairs			1998-2002
Associate Professor			1989-1993
Michigan State University			
Associate Professor			1987-1989
Assistant Professor			1983-1987
University of Illinois at Urbana-Champaign			
Visiting Assistant Professor			1982-1983
Research Assistant, Center for the Study of Reading			1981-1982
University of Illinois			
Department of Special Education			
Teaching Assistant			1979-1981
Sangamon Area Special Education District, Springfield, IL			
Program Supervisor			1977-1979
Athens School District, Athens, IL			
Teacher: Grades K-7			1974-1976

SELECTED AWARDS

Named Ann L. Brown Distinguished University Professor of Education	2020
P.D. Pearson Award for Scholarly Influence	2019
Elected to Reading Hall of Fame	2017
Named an American Educational Research Association Fellow	2009
Named Arthur F. Thurnau Professor	2006
National Reading Conference	2005
Oscar Causey Award for Outstanding Contributions to Reading Research Recipient	
Elected to National Academy of Education	2005
University of Canterbury Fellow	2003
University of Illinois	1999
Distinguished Alumni Award	
University of Michigan	1994
Career Development Award	
University of Michigan	1994
Rackham Graduate School Faculty Award	

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Spencer Foundation Mentor	1994-1996
University of Michigan	1993-1996
Senior Fellow in the Society of Fellows	
International Academic for Research in Learning Disabilities	1992
Fellow	
American Educational Research Association	1991
Raymond B. Cattell Early Career Award for Programmatic Research	
American Psychological Association	1998
Early Contribution Award	
Michigan State University	1986
Teacher-Scholar Award	

GRANTS

Using Multiple Lenses to Investigate the Development of Content Knowledge and Teaching Practices in Relationship to Learning Opportunities

Davis, E. A. and Palincsar, A. S. (2015-2019)
Spencer Foundation

Multiple Literacies through Project-Based Learning

Krajcik, J. & Palincsar, A. S., Miller, E. (2015-2021)
Lucas Educational Research Foundation

Reading for Understanding: Synthesis Project

Pearson, P.D. & Palincsar, A.S. (2016-2020)
Institute of Education Sciences

WeInvestigate: Collaborative exploration of scientific phenomena with the assistance of hand-held simulations

Palincsar, A. S. & Soloway, E. (2013-2014)
National Science Foundation

An Integrated Instructional Model for Accelerating Student Achievement in Science and Literacy in Grades 1-2

Romance, N., Palincsar, A. S. & Vitale, M. (2013-2106)
National Science Foundation

Elementary Educative Curricula for Teachers of Science

Davis, E., Palincsar, A. S. & Smith, S. (2010-2013)
National Science Foundation

Supporting Teacher's Engagement in Exploring Language and Meaning in Text with English Language Learners

Schleppegrell, M. & Palincsar, A. S. (2010-2013)
Institute of Education Sciences (\$1,396,598)

The Iterative Design of Modules to Support Reading Comprehension Instruction

Kucan, L & Palincsar, A. S. (2008-2011)
Institute of Education Sciences (\$529,564)

Supporting literacy coaches to teach middle school subject matter teachers to help their students learn subject matter from informational texts

Palincsar, A. S. & Magnusson, S. J. (2004-2006)
The Carnegie Corporation of New York (\$405,900)

Scaling expert knowledge and practice for teaching elementary school students

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Palincsar, A. S., Spiro, R. J., Magnusson, S. J. (2003-2005)
National Science Foundation (\$998,708)

Reading to learn: Investigating general and domain specific prompts in a technology rich environment with diverse readers learning from informational text
Dalton, B. & Palincsar, A. S. (2002-2005)
Institute of Education Sciences

The influence of first and second hand investigations on learning opportunities and outcomes in inquiry-based science in the elementary school
Palincsar, A. S. & Magnusson, S. J. (2002-2005)
National Science Foundation (\$856,446)

The Development of Innovative Texts to Support Guided Inquiry Science
Palincsar, A. S. & Magnusson, S. J. (2000-2002)
National Science Foundation (\$399,785)

Preparing elementary school teachers to use text during guided inquiry science instruction
Palincsar, A. S. & Magnusson, S. J. (1999-2000)
Dwight D. Eisenhower Professional Development Award (\$90,000)

Spencer School Reform Planning Grant
Palincsar, A. S., Magnusson, S. J., & O'Connor, C. (1999-2000)
Spencer Foundation (\$50,000)

Students with Disabilities in Guided Inquiry Science supporting Multiple Literacies
Palincsar, A. S. & Magnusson, S. J. (1997-2002)
USDOE (\$615,458)

Investigating and teaching reading to learn to promote scientific literacy in guided inquiry science instruction
Palincsar, A. S. & Magnusson, S. (1997-2000)
James S. McDonnell Foundation (\$443,755)

Developing inquiry-based science teaching practice: First-hand investigations
Palincsar, A. S. & Magnusson, S. (1997-1998)
Eisenhower Higher Education Professional Development Grant (\$116,000)

Three Activity Settings Supporting Communities of Practice among Teachers
Palincsar, A. S. & Magnusson, S. (1996-1998)
Spencer/MacArthur Foundations

Constituting learning communities of teachers as a model of professional development to enhance guided inquiry science teaching
Magnusson, S. & Palincsar, A. S. (1995-1996)
Eisenhower Higher Education Professional Development Grant (\$84,110)

Problem Driven Inquiry in the Elementary School
Palincsar, A. & Magnusson, S. (1993-1994)
The National Center for Science Teaching and Learning (\$60,452)

Transforming the Learning Disabled into Self-Regulated Learners: The Construction, Implementation, and Validation of a Sustainable Early Literacy Curriculum
Palincsar, A. S., Englert, C. S., Raphael, T. E., & Gavelek, J. (1989-1994)
The Office of Special Education and Rehabilitative Services (\$572,000)

Teaching for Conceptual Understanding of Self-Regulation through Collaborative Problem Solving
Annemarie Sullivan Palincsar

Anderson, A. & Palincsar, A. S. (1989-1994)
National Science Foundation (\$612,000)

PUBLICATIONS

JOURNAL ARTICLES

2020

Cervetti, G. N., Pearson, P. D., Palincsar, A. S., Afflerbach, P., Kendeou, P., Biancarosa, G., Higgs, J., Fitzgerald, M. S., & Berman, A. (2020). How the Reading for Understanding initiative's research complicates the Simple View of Reading invoked in the science of reading. *Reading Research Quarterly*, 55(S1), S161-S172.

2019

Fitzgerald, M. S. & Palincsar, A. S. (2019). Teaching Practices that Support Student Sensemaking across Grades and Disciplines: A Conceptual Review. *Review of Research in Education*.

Moore, J., Schleppegrell, M., & Palincsar, A. S. (2019). Discovering Disciplinary Linguistic Knowledge With English Learners and Their Teachers: Applying Systemic Functional Linguistics Concepts Through Design-Based Research *TESOL Quarterly*. This article has been nominated by AAAL for the 2019 Research Article Award.

2018

Kucan, L., & Palincsar, A. S. (2018). Text analysis: Critical component of planning for text-based discussion focused on comprehension of informational texts. *Literacy Research and Instruction*, 57(2), 100-116.

2017

Davis, E. A., Palincsar, A. S., Smith, P. S., Arias, A. M., and Kademian, S. M. (2017). Educative curriculum materials: Uptake, impact, and implications for research and design. *Educational Researcher*, 46(6), 293-304.

Fitzgerald, M. S. and Palincsar, A. S. (2017): Peer-Mediated Reading and Writing in a Digital, Multimodal Environment, *Reading & Writing Quarterly*, DOI:10.1080/10573569.2017.1294514

Palincsar, A.S., Marcum, M.B., Fitzgerald, M.S. and Sherwood, C.A. (2017). Braiding teacher practice and class-wide dialogue: An historical inquiry across three sociocultural interventions. *International Journal of Educational Research*, <https://doi.org/10.1016/j.ijer.2017.08.001>

Palincsar, A. S., Fitzgerald, M. S., Marcum, M. B., & Sherwood, C. A. (2017). Examining the work of "scaffolding" in theory and practice: A case study of 6th graders and their teacher interacting with one another, an ambitious science curriculum, and mobile devices. *International Journal of Educational Research*, <https://doi.org/10.1016/j.ijer.2017.11.006>

Symons, C., Palincsar, A. S., & Schleppegrell, M. J. (2017). Fourth-grade emergent bilinguals' uses of functional grammar analysis to talk about text. *Learning and Instruction*, 52, 102-111.

Woods, A. D., Morrison, F. J., & Palincsar, A. S. (2017). Perceptions of Communication Practices Among Stakeholders in Special Education. *Journal of Emotional and Behavioral Disorders*, 1063426617733716.

2016

Arias, A., Bismack, A., Davis, E. A., & Palincsar, A. S. (2016). Interacting with a suite of educative features: Elementary science teachers' use of educative curriculum materials. *Journal of Research in Science Teaching*, 53(3), 422-449.

2015

Arias, A. M., Palincsar, A. S. & Davis, E. A. (2015). The Design and Use of Educative Curricular Supports for Text-Based Discussions in Science. *Journal of Education*, 195(1). 21-37.

Bismack, A., Arias, A., Davis, E. A. & Palincsar, A. S. (2015). Examining Student Work for Evidence of Teacher Uptake of Educative Curriculum Materials. *Journal of Research on Science Teaching*. 52(6), 816-846.

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O'Hallaron, C., Palincsar, A.S. and Schleppegrell, M.J. (2015). Using Systemic Functional Linguistics to support critical language awareness in science reading and writing. *Linguistics and Education*, 32, 55-67.

Palincsar, A. S., Symons, C., Rogers, R., Gabriel, R., & Allington, R. (2015). Review of "Talk that Teaches." *Linguistics and Education*, 32, 162-166.

2014

Davis, E. A., Palincsar, A. S., Arias, A. , Bismack, A. , Marulis, L., & Iwashyna, S. (2014). Designing educative curriculum materials: A theoretically and empirically driven process. *Harvard Educational Review*, 84(1), 24-52.

Bismack, A. S., Arias, A. M., Davis, E. A., & Palincsar, A. S. (2014). Connecting curriculum materials and teachers: Elementary science teachers' enactment of a reform-based curricular unit. *Journal of Science Teacher Education*, 25(1).

Palincsar, A., & Schleppegrell, M. J. (2014). Focusing on language and meaning while learning with text. *TESOL Quarterly*, 48(3), 616-623.

2013

Palincsar, A. S. (Sept., 2013). The Next Generation Science Standards and the Common Core State Standards: Proposing a happy marriage. *Science and Children*, 10-15.

2011

Kucan, L. & Palincsar, A. S. (2011). Text-based discussion: The case of reading. *Teacher's College Record*, 111, 2055-2100.

Kucan, L., Hapgood, S., & Palincsar, A. S. (2011). Teachers' Specialized Knowledge for Supporting Student Comprehension in Text-Based Discussions. *Elementary School Journal*, 112(12), pp. 61-82.

Palincsar, A. S. & Schutz, K. (2011). Reconnecting strategy instruction with its theoretical roots. *Theory into Practice*, 50(2).

2009

Kucan, L., Palincsar, A. S., Khasnabis, D., & Chang, C. (2009). The Video Viewing Task: A Source of Information for Assessing and Addressing Teacher Understanding of Text-Based Discussion. *Teaching and Teacher Education*, 25, 415-423.

Palincsar, A. S. (Spring, 2009). Preparing the generous reader. *Better: Evidence Based Research*, 1(1), 8-9.

2008

McPhail, J. & Palincsar, A. S. (2008). Discovery meets inquiry: A cross-cultural essay. To be published in K Quinlivan, K., Boyask, R., & Carswell, S. *Dynamics of Power and Participation in School/University Partnerships*. New Zealand Journal of Educational Studies, 43, 1, 65-83.

2007

Palincsar, A. S. (2007). The role of research, theory, and representation in the transformation of instructional research. *National Reading Conference Yearbook*, vol. 67, 41-52.

Palincsar, A. S. (2007). Collaborative Learning in Postsecondary and Professional Settings. *Educational Psychology Review*, 19(1), 85-89.

2006

Hapgood, S. & Palincsar, A. S. (2006). Where literacy and science intersect. *Educational Leadership*, 64(4), 56-61.

McPhail, J. & Palincsar, A. S. (2006). Minds and more: Extending the scholarship of Graham Nuthall. *Teaching and Teacher Education*, 22(5), 538-547.

2005

Palincsar, A. S. (2005). Working theory into and out of design experiments. *Learning Disabilities Research and Practice*, 20(4), 218-220.

2004

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- Hapgood, S., Magnusson, S. J., & Palincsar, A. S. (2004). Teacher, text, and experience mediating children's learning of scientific inquiry. *Journal of the Learning Sciences, 13*(4), 455-506.
- Palincsar, A. S. & Duke, N. C. (2004). The role of text and text/reading interactions in young children's reading development and achievement. *Elementary School Journal, 105*(2), 183-198.

2002

- Cutter, J., Palincsar, A. S., & Magnusson, S. J. (2002). Supporting inclusion through case-based vignette conversations. *Learning Disabilities Research and Practice, 17*(3), 186-200.
- Kurth, L. A., Anderson, C. A., & Palincsar, A. S. (2002). The case of Carla: Dilemmas of helping all students to understand science. *Science Education, 86*, 287-313.
- Palincsar, A. S. & Herrenkohl, L. (2002). Designing Collaborative Learning Contexts. *Theory into Practice, 41*(1), 26-32.

2001

- Palincsar, A. S., Magnusson, S. J., Collins, K. M., & Cutter, J. (2001). Promoting deep understanding of science in students with disabilities in inclusion classrooms. *Learning Disabilities Quarterly, 24*(1), 15-32.

2000

- Palincsar, A. S., Collins, K. M., Marano, N. L., and Magnusson, S. J. (2000). Investigating the engagement and learning of students with learning disabilities in guided inquiry science teaching. *Language, Speech, and Hearing Services in the Schools, 31*, 240-251.

1999

- Herrenkohl, L., Palincsar, A. S., DeWater, & Kawasaki, K. (1999). Developing scientific communities in classrooms: A sociocognitive approach. *The Journal of the Learning Sciences, 8*(3&4), 451-494.
- Palincsar, A. S. (1999). Applying a sociocultural lens to the work of a transition community. *Discourse Processes, 27*(2), 161-171.

1998

- McPhail, J. C. & Palincsar, A. S. (1998). The search for understanding of learning disabilities: A response to Kavale and Forness. *Learning Disability Quarterly, 21*(4), 297-306.
- Palincsar, A. S. (1998). Social constructivist perspectives on teaching and learning. *Annual Review of Psychology, 49*, 345-375.
- Palincsar, A. S. (1998). Keeping the metaphor of scaffolding fresh. A response to C.A. Stone's, The metaphor of scaffolding: Its utility for the field of learning disabilities. *Journal of Learning Disabilities, 31*(4), 370-374.
- Palincsar, A. S., Magnusson, S. J., Marano, N., Ford, D., & Brown, N. (1998). Designing a community of practice: Principles and practices of the GIsML community. *Teaching and Teacher Education, 14*(1), 5-19.

1997

- Anderson, C. W., Holland, J. D., & Palincsar, A. S. (1997). Social and canonical approaches to research and reform in science education. *The Elementary School Journal, 97*(4), 357-381.
- Palincsar, A. S. (1997). Introduction. *Review of Educational Research, 67*(4), 373-375.

1996

- Palincsar, A. S. (1996). Language minority students: Instructional issues in school cultures and classroom social systems. *The Elementary School Journal, 96*(3), 221-227.

1995

- Magnusson, S. & Palincsar, A. S. (1995). Learning environments as a site of science education reform: An illustration using interdisciplinary guided inquiry. *Theory into Practice, 34*(1), 43-50.
- Palincsar, A. S., Parecki, A., & McPhail, J. (1995). Friendship and literacy through literature. *Journal of Learning Disabilities, 28*(8), 503-511.
- Palincsar, A. S. & Perry, N. (1995). Developmental, cognitive, and sociocultural perspectives on assessing and instructing reading. *School Psychology Review, 24*(3), 331-345.

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1994

Palincsar, A. S., Editor (2004). Bringing a sociocultural perspective to literacy research in special education. *Learning Disabilities Quarterly*, 16(4&5).

1993

Palincsar, A. S., Anderson, C. A., & David, Y.M. (1993). Pursuing scientific literacy in the middle grades through collaborative problem solving. *Elementary School Journal*, 93(5), 643-658.

Palincsar, A. S. & Klenk, L. (1993). Broader visions encompassing literacy, learners, and contexts. *Remedial and Special Education*, 14(4), 19-25.

Palincsar, A. S. & McPhail, J. (1993). A critique of the metaphor of distillation in "Toward a Knowledge Base for School Learning." *Review of Educational Research*, 63(3), 327-334.

1992

Palincsar, A. S. & Klenk, L. (1992). Fostering literacy learning in supportive contexts. *Journal of Learning Disabilities*, 25(4), 211-225, 229.

Palincsar, A. S., Klenk, L., Anderman, E., Parecki, A., & Wilson, A. (1992). Exploring zones of proximal development for literacy acquisition with young children identified as learning disabled. *Exceptionality Education Canada*, 1(3), 105-125.

1991

Blumenfeld, P. C., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning. *Educational Psychologist*, 26(3&4), 369-398.

Englert, C. S. & Palincsar, A. S. (1991). Reconsidering instructional research in literacy from a sociocultural perspective. *Learning Disabilities Research and Practice*, 6(4), 225-230.

Palincsar, A. S., David, Y., Winn, J., & Stevens, D. (1991). Examining the contexts of strategy instruction. *Remedial and Special Education*, 12(3), 43-53.

1990

Palincsar, A. S. & Winn, J., Editors (1990). Alternative models of assessment informed by alternative conceptions of achievement and reasoning. *International Journal of Educational Research*, 14(5).

Palincsar, A. S. (1990). Providing the context for intentional learning. *Remedial and Special Education*, 11(6), 36-40.

1989

Palincsar, A. S., Stevens, D. D., & Gavelek, J. R. (1989). Collaborating with teachers in the interest of student collaboration. *International Journal of Research in Education*, 13, 41-53.

Palincsar, A. S. (1989). Less charted waters: A response to Seeley-Brown, Collins, and Duguid's "Situated Cognition and the Culture of Learning." *Educational Researcher*, 18(4), 5-7.

1988

Gavelek, J. R. & Palincsar, A. S. (1988). Contextualism as an alternative worldview of learning disabilities: A response to Swanson's "Toward a metatheory of learning disabilities." *Journal of Learning Disabilities*, 21(5), 278-281.

Palincsar, A. S. & Brown, A. L. (1988). Teaching and practicing thinking skills to promote comprehension in the context of group problem solving. *Remedial and Special Education*, 9(1), 53-59.

Palincsar, A. S. & Ransom, K. (1988). From the mystery spot to the thoughtful spot: The instruction of metacognitive strategies. *The Reading Teacher*, 41(8), 784-789.

Palincsar, A. S., Ransom, K., & Derber, S. (1988). Collaborative research and development of reciprocal teaching. *Educational Leadership*, 46(4), 37-40.

1987

Palincsar, A. S. & Brown, D. S. (1987). Enhancing instructional time through attention to metacognition. *Journal of Learning Disabilities*, 20(2), 66-75.

Palincsar, A. S. (Jan., 1987). Reciprocal teaching: Can student discussions boost comprehension? *Instructor*, 56-60.

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- Palincsar, A. S., Brown, A. L., & Martin, S. (1987). Peer interaction in reading comprehension instruction. *Educational Psychologist*, 22(3&4), 231-253.
- Reeves, R., Palincsar, A. S., & Brown, A. L. (1987). Everyday and academic thinking: Implications for learning and problem solving. *Journal of Curriculum Studies*, 19(2), 123-134.

1986

- Palincsar, A. S. (1986). The role of dialogue in providing scaffolded instruction. *Educational Psychologist*, 21(1&2), 73-98.
- Palincsar, A. S. (1986). Metacognitive strategy instruction. *Exceptional Children*, 53(2), 118-124.
- Palincsar, A. S. & Brown, A. L. (1986). Interactive teaching to promote independent learning from text. *The Reading Teacher*, 39(8), 771-777.
- Paris, S. G., Wixson, K., & Palincsar, A. S. (1986). Instructional approaches that promote improved comprehension. In E. Z. Rothkopf (Ed.). *Review of Research in Education Vol. 13*(pp. 91-128). Washington, C. D.: American Educational Research Association.

1984

- Palincsar, A. S. & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1(2), 117-175.

1982

- Brown, A. L. & Palincsar, A. S. (1982). Inducing strategic learning from texts by means of informed, self-control training. *Topics in Learning and Learning Disabilities*, 2(1), 1-17.

BOOKS

2020

- Pearson, P.D., Palincsar, A.S., Biancarosa, G., Berman, A. (2020). *Reaping the Rewards of the Reading for Understanding Initiative*. Washington, DC: National Academy Press.

2018

- National Research Council (2018). *How People Learn: Volume 2*. (Contributing author).

2013

- Kucan, L. & Palincsar, A. S. (2013). *Comprehension instruction through text-based discussion*. Newark, DE: International Reading Association.

2007

- Campione, J. C., Metz, K., & Palincsar, A. S. (2007). *Children's learning in the laboratory and in the classroom: Essays in honor of Ann Brown*. Routledge.
- Deshler, D., Palincsar, A. S., Biancarosa, G., & Naire, M. (2007). *Informed choices for struggling adolescent readers: A research based guide to principles and practices*. Newark, Delaware: International Reading Association.

1987

- Jones, B. F., Palincsar, A. S., Ogle, D. S., & Carr, E. G. (Ed.) (1987). *Strategic teaching and learning: Cognitive instruction in the content areas*. Alexandria, VA: Association for Supervision and Curriculum Development.

1986

- Palincsar, A. S., Ogle, D. S., Jones, B. B., & Carr, E. G. (1986). *Teaching reading as thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.

CHAPTERS

2019

- DellaVecchia, G. and Palincsar, A. S. (in press). Amplifying Student Voices: An Engineering Design Unit About Communication. To appear in A. Wilson Lopez (Ed.), *The Literacies of Design: Studies of Equity and Imagination in Engineering and Making*. Purdue University Press.
- Schleppegrell, M., Moore, J., O'Hallaron, C., and Palincsar, A.S. (2019). Using functional grammar to talk and write about science. In P. Spycher and E. Haynes (Eds.), *Culturally and Linguistically Diverse*

Annemarie Sullivan Palincsar

Learners and STEAM: Teachers and Researchers Working in Partnership to Build a Better Tomorrow, pp. 95-115. Charlotte, NC: Information Age Publishers.

2018

Easley, K. & Palincsar, A. S. (2018). Investigating productive academic talk as third graders interact with one another: a project-based science/engineering curriculum and mobile devices. In *Promoting Academic Talk in Schools* (pp. 40-54). Routledge.

Palincsar, A. S., Fitzgerald, M. S., & Winter, K. (2018). Applying Principles and Constructs of Self-regulated Learning to Teaching in the English Language Arts. In *Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas* (pp. 27-52). Springer, Cham.

2015

Aukerman, M., Brown, R., Mokhtari, K., Valencia, S., & Palincsar, A. (2015). Examining the Relative Contributions of Content Knowledge and Strategic Processing to Comprehension. *Literacy Research: Theory, Method, and Practice*, 64(1), 73-91.

2013

Dalton, B. & Palincsar, A. S. (2013). "Investigating Text-Reader Interactions in the Context of Supported etext." *International Handbook of Metacognition and Learning Technologies* (533-544). New York: Springer.

2012

Palincsar, A. S. (2012). Reciprocal Teaching. In J. Hattie and E. Anderman (Ed.) *International Guide to Student Achievement*. New York: Routledge.

2010

Kucan, L. & Palincsar, A. S. (2010). Locating struggling readers in a reconfigured landscape: A conceptual review. In M. Kamil, D. Pearson, P. Afflerbach, and E. Moje (Eds.), *The Handbook of Reading Research* (fifth edition).

2009

Scott, S.E. & Palincsar, A.S. (2009). Sociocultural Theory. In M. Anderman & L. H. Anderman (Eds.) *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Gale Group.

2008

Palincsar, A. S. & Scott, S. (2008). The influence of constructivism on teaching and learning in classrooms. In H. Daniels, J. Porter, and H. Lauder (Eds.), *Companion in Education Series*. London: Routledge.

2007

Palincsar, A. S., Hapgood, S., & Magnusson, S. J. (2007). Examining "Expert Guidance" in the Context of Inquiry-based Science Teaching: Applying Lenses that Ann Brown Honed to the Study of Teachers' Practice. In J. C. Campione, K. Metz, and A. S. Palincsar (Eds.), *Children's learning in the laboratory and in the classroom: Essays in honor of Ann Brown*. London: Routledge.

Palincsar, A. S., Spiro, R. J., Kucan, L., Magnusson, S. J., Collins, B., Hapgood, S., Ramchandran, A., & DeFrance, N. (2007). *Research to practice: Designing hypermedia environment to support elementary teachers' learning of robust comprehension instruction*. In D. McNamara (Ed.). *Reading Strategies Handbook*. New York: Taylor Francis.

2006

Magnusson, S. J. & Palincsar, A. S. (2006). The application of theory to the design of innovative texts supporting science instruction. In M. Constan and R. Sternberg (Eds.) *Translating theory and research into educational practice: Developments in content domains, large-scale reform, and intellectual capacity* (pp. 31-52). Mahwah, NJ: Erlbaum.

Palincsar, A. S. & Ladewski, B. (2006). Literacy and the learning sciences. In K. Sawyer (Ed.), *Handbook of the learning Sciences* (pp. 299-317). New York: Cambridge University Press.

2005

Collins, K., Palincsar, A. S., & Magnusson, S. J. (2005). Science for all: A Discursive Analysis Examining Teacher Support of Student Thinking in Inclusive Classrooms. In R. Yerrick and W. M. Roth (Eds.),

- Magnusson, S. J. & Palincsar, A. S. (2005). Teaching and learning inquiry-based science in the elementary school. In J. Bransford and S. Donovan (Eds.) *Visions of teaching subject matter guided by the principles of how people learn*. National Academy Press.
- Magnusson, S. J., Palincsar, A. S., & Templin, M. (2005). Community, culture, and conversation in inquiry-based science instruction. In L. Flick, and N. Lederman (Eds.), *Scientific inquiry and the nature of science: Implications for teaching, learning, and teacher education*. Kluwer Press.
- Palincsar, A. S., Magnusson, S. J., Pasko, M. F., & Hamlin, M. (2005). Attending to the nature of subject matter in text comprehension assessments. In S. Paris and S. Stahl (Eds.), *Reading Comprehension and Assessment (257-278)*. Mahwah, NJ: Lawrence Erlbaum.
- 2004**
- Magnusson, S. J. & Palincsar, A. S. (2004). Learning from text designed to model scientific thinking. In W. Saul (Ed.), *Crossing Borders in Literacy and Science Instruction* (pp. 316-339). Newark, DE: International Reading Association.
- Palincsar, A. S., Cutter, J. N., & Magnusson, S. J. (2004). A community of practice: Implications for learning disabilities. In B. Wong (Ed.), *Learning about Learning Disabilities (481-506)*, Academic Press.
- 2003**
- Palincsar, A. S. (2003). Ann L. Brown. Educational Psychology: A century of contributions (pp. 459-476). In B. Zimmerman and D. Shunk (Eds.), Mahwah, NJ: Lawrence Erlbaum.
- Palincsar, A. S. (2003). Collaborative Approaches to Reading Comprehension. In A. Sweet and C. Snow (Eds.), *Rethinking reading comprehension* (pp. 99-115). New York: Guilford Press.
- 2002**
- Hapgood, S. & Palincsar, A. S. (2002). Using text to mediate inquiry with objects. In S. Paris (Ed.) *Perspectives on object centered learning in museums (171-190)*. Mahwah, NJ: Lawrence Erlbaum.
- 2001**
- Palincsar, A. S. & Magnusson, S. J. (2001). The interplay of first-hand and text-based investigations to model and support the development of scientific knowledge and reasoning. In S. Carver and D. Klahr (Eds.), *Cognition and instruction: Twenty-five years of progress (151-194)*. Mahwah, NJ: Lawrence Erlbaum.
- 1999**
- Palincsar, A. S. & Rupert-Herrenkohl, L. (1999). Designing collaborative learning contexts. In A. O'Donnell and A. King (Eds.), *Cognitive Perspectives on Peer Learning (151-178)*. Mahwah, NJ: Lawrence Erlbaum Press.
- 1996**
- Klenk, L. & Palincsar, A. S. (1996). Enacting responsible pedagogy with students in special education. In C. Warger and M. Pugach (Eds.), *Curriculum Trends, Special Education, and Reform: Refocusing the Conversation*. New York: Teacher's College Press.
- Palincsar, A. S. (1996). Reconfiguring professional communities on behalf of students with special needs. In D. L. Speece and B. K. Keogh (Eds.), *Research on Classroom Ecologies* (pp. 135-143). New Jersey: Lawrence Erlbaum Press.
- Webb, N. & Palincsar, A. S. (1996). Small group processes. In D. Berliner and R. Calfee (Eds.) *The Handbook of Educational Psychology (841-873)*. Washington, D.C.: American Educational Research Association.
- 1995**
- Palincsar, A. S. & Parecki, A. (1995). Important issues related to within-subject experimental research. In S. Neuman and S. McCormick (Eds.), *Single-subject experimental research: Applications for literacy*. International Reading Association.
- 1994**
- Palincsar, A. S., Brown, A. L., & Campione, J. C. (1994). Models and practices of dynamic assessment. In G. Wallach and K. Butler, *Language learning disabilities in school-aged children and adolescents: Underlying principles and applications* (second edition) (132-144). New York: Merrill.
- Winn, J. & Palincsar, A. S. (1994). Reading instruction in childhood and adolescence. In S. Yussen and S. Smith (Eds.), *Reading Across the Lifespan*. Springer-Verlag.
- 1993**

Palincsar, A. S., Brown, A. L., & Campione, J. C. (1993). Dialogues among communities of first grade learners. E. Foreman, N. Minnick and A. Stone (Eds.), *The Institutional and Social Context of Mind: New Directions in Vygotskian Theory and Research* (43-57) Oxford University Press.

1992

Palincsar, A. S., Winn, J., David, Y. M., Snyder, B., & Stevens, D. D. (1992). Models of strategy instruction reflecting different assumptions regarding teaching and learning. In L. Meltzer (Ed.), *Cognitive, Linguistic, and Developmental Perspectives on Learning Disabilities* (247-270). Boston: College-Hill Press.

Palincsar, A. S. & David, Y. M. (1992). Classroom-based literacy instruction: The development of one program of intervention research. In B. Wong (Ed.), *Intervention Research with Students with Learning Disabilities: An International Perspective*. Springer-Verlag.

Palincsar, A. S. & Klenk, L. (1992). Examining and influencing contexts for intentional literacy learning. In C. Collins and J.N. Mangieri (Editors), *Teaching Thinking: An Agenda for the 21st Century* (297-316). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

1991

Palincsar, A. S., Brown, A. L. and Campione, J. C. (1991). Dynamic assessment. In H. L. Swanson (Ed.) *Handbook on the Assessment of Learning Disabilities* (pp. 75-94). Austin, TX: Pro•Ed.

Palincsar, A.S. (1991). Scaffolded instruction of listening comprehension with first graders at risk for academic difficulty. In A. McKeough and J. Lupart (Editors) *Toward the Practice of Theory-Based Instruction*. Hillsdale, NJ: Lawrence Erlbaum.

Brown, A.L., Campione, J.C., Reeve, R.A., Ferrara, R.A. and Palincsar, A.S. (1991). Interactive learning and individual understanding: The case of reading and mathematics. In L.T. Landsmann (Ed.), *Culture, schooling and psychological development*. Hillsdale, NJ: Erlbaum.

Palincsar, A. S. and David, Y. M. (1991). Promoting literacy through classroom dialogue. In E. Hiebert (Ed.), *Literacy for a Diverse Society: Perspectives, Programs, and Policies*. New York: Teacher's College Press.

1989

Brown, A. L. and Palincsar, A. S. (1989). Guided, cooperative learning and individual knowledge acquisition. In L. B. Resnick (Ed.) *Knowing, Learning and Instruction: Essays in Honor of Robert Glaser*. Hillsdale, N. J.: Lawrence Erlbaum.

Palincsar, A. S., and Brown, A. L. (1989). Classroom dialogues to promote self-regulated comprehension. J. Brophy (Ed.), *Teaching for Meaningful Understanding and Self-regulated Learning*, Vol. 1. Greenwich, CT: JAI Press.

Palincsar, A. S., and Brown, A. L. (1989). Instruction for self-regulated reading. In L. Resnick and L. Klopfer (Eds.), *Toward the Thinking Curriculum: Current Cognitive Research* Alexandria, VA: Association for Supervision and Curriculum Development

Wang, M. C. and Palincsar A. S. (1989). Teaching students to assume an active role in their learning. In M. C. Reynolds (Ed.) *Knowledge Base for the Beginning Teacher* (pp. 71-84). New York: Pergamon Press.

1988

Englert, C. S. and Palincsar, A. S. (1988). The reading process. In D. K. Reid (Ed.) *Teaching the Learning disabled: A Cognitive Development Approach* (pp. 162-188). New York: Allyn and Bacon, Inc.

Palincsar, A. S. and Brown, A. L. (1988). Advances in improving the cognitive performance of handicapped students. In M. C. Wang, M. C. Reynolds and H. J. Walberg (Eds.) *Handbook of Special Education: Vol. 1. Research and Practice* (pp. 93-112). New York: Pergamon Press.

Palincsar, A. S. and Englert, C. S. (1988). Teaching learning disabled students to read. In D. K. Reid (Ed.) *A Cognitive Developmental Approach to Instruction for the Learning disabled* (pp. 190-214). New York: Allyn and Bacon, Inc.

1987

Brown, A. L. and Palincsar, A. S. (1987). Reciprocal teaching of comprehension strategies. A natural history of one program for enhancing learning. In J. Borkowski and J. d. Day (Eds.) *Intelligence and Cognition in Special children: Comparative Studies of Giftedness, Mental Retardation and Learning Disabilities* (pp. 81-132). New York: Ablex.

1985

- Palincsar, A. S. and Brown, A. L. (1985). Reciprocal teaching: Activities to promote "reading with your mind." In T. L. Harris and E. J. Cooper (Eds.) *Reading, Thinking, and Concept Development: Strategies for the Classroom*, New York: The College Board.
- Palincsar, A. S. and Brown, A. L. (1985). Reciprocal teaching: A means to a meaningful end. In J. Osborn, P. Wilson, and R. C. Anderson (Eds.) *Reading Education: Foundations for a Literate America* (pp. 2199-310). Lexington, MA: Lexington Books.
- Brown, A. L., Palincsar, A. S. and Purcell, L. (1985). Poor readers: Teach, don't label. U. Neisser (Ed.), *The Academic Performance of Minority Children: New Perspectives* (pp. 105-143). Hillsdale, N.J.: Lawrence Erlbaum.

1984

- Brown, A. L., Palincsar, A. S. and Armbruster, B. (1984). Inducing comprehension-fostering activities in interactive learning situations. In H. Mandel, N. Stein, and T. Trabasso (Eds.), *Learning from Texts*. Hillsdale, N.J.: Lawrence Erlbaum.
- Palincsar, A. S. (1984). The quest for meaning from expository text: A teacher guided journey. G. Duffy, L. Roehler, and J. Mason (Eds.), *Comprehension Instruction: Perspectives and Suggestions*. New York: Longman, Inc.

MANUAL

1992

- Palincsar, A. S., David, Y. M., and Brown, A. L. (1992). *Reciprocal Teaching: A Facilitator's Guide*.

WEBSITES

- <http://edr1.educ.msu.edu/CompStrat/login.asp>
<http://www.umich.edu/~gism/>

REVIEWS

2000

- McPhail, J. C. and Palincsar, A. S. (2000). A review of J. Wertsch, *Mind in Action*. To appear in *Contemporary Psychology*.

1988

- Palincsar, A. S. (1988). A review of R. Garner, *Metacognition and Reading Comprehension*. Review appears in *Journal of Reading Behavior*, 20 (3), 274-279.

1986

- Palincsar, A. S. (1986). A review of H. Mehan, A. Hertweck, and J. L. Meihls. *Handicapping the handicapped: Decision making in student's educational careers*. Review appears in *Anthropology and Education Quarterly*, 17, 190-192.

ENCYCLOPEDIA ENTRIES

2020

- Palincsar, A.S., DellaVecchia, G., Easley, K. (2020). Teacher Education and its Effects on Teaching and Learning. *The Oxford Encyclopedia of Educational Psychology*. New York: Oxford University Press.

2019

- Palincsar, A.S. (2019). Reciprocal Teaching. In Anderman, E. (Ed.) 2nd edition of *International Guide to Student Achievement*.

2014

- Marulis, L. and Palincsar, A. S. (2015). Self-regulated learning. In W. George Scarlett (Ed.). *Encyclopedia of Classroom Management*. Thousand Oaks, CA: Sage.

2009

- DeFrance, N., Khasnabis, D. and Palincsar, A. S. (2009). Reading and Technology. To appear in *International Encyclopedia of Education*(3rd edition). England: Pergamon Press.

2000

- Palincsar, A. S. and Collins, K. M. (2000). Learning skills. In: T. Husen and N. Postlewaite (Eds.) *International Encyclopedia of Education: Research Studies* (Vol. 2). England: Pergamon Press.

1994

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David, Y. M. and Palincsar, A.S. (1994). Special education: Cognitive strategy instruction. In T. Husen and N. Postlewaite (Eds.).*International Encyclopedia of Education: Research Studies* (Vol. 2). England: Pergamon Press.

Palincsar, A. S. (1994). Reciprocal teaching. In T. Husen and N. Postlewaite (Eds.) *International Encyclopedia of Education: Research Studies* (Vol. 2). England: Pergamon Press.

1992

Palincsar, A. S. and Winn, J. (1992). Dynamic Assessment. In M. C. Alkin (Ed.) *Encyclopedia of Educational Research*. New York: MacMillan.

1988

Palincsar, A. S. (1988). Special education: Cognitive strategy training. In T. Husen and N. Postlewaite (Eds.) *International Encyclopedia of Education: Research Studies* (Vol. 1). England: Pergamon Press.

SELECTED PRESENTATIONS

2019

Palincsar, A. S. (2019). Panelist, *How People Learn: Volume 2*. Annual meeting of the American Educational Research Association.

Palincsar, A. S., & Davis, E. A. (2019). *Sensemaking and teaching in the science education literature: A conceptual review*. Paper presented at the annual meeting of the NARST organization, Baltimore, MD.

Davis, E. A., & Palincsar, A. S. (2019). *The development of high-leverage science teaching practices among novice elementary teachers*. Paper presented at the annual meeting of the NARST organization, Baltimore, MD.

Bismack, A., Davis, E. A., & Palincsar, A. S. (2019). *Novice elementary teachers' development of their content knowledge for teaching science over time*. Paper presented at the annual meeting of the NARST organization, Baltimore, MD.

Bennion, A., Davis, E. A., & Palincsar, A. S. (2019). *Preservice elementary teacher knowledge and use of science practices*. Paper presented at the annual meeting of the NARST organization, Baltimore, MD.

Marino, J.-C., Bennion, A., Davis, E. A., & Palincsar, A. S. (2019). *Novice teachers' use of tools and frameworks from their science methods course*. Paper presented at the annual meeting of the NARST organization, Baltimore, MD.

Bismack, A., Davis, E. A., & Palincsar, A. S. (2019). *Practice-based teacher education and school contexts: Supporting novice elementary teachers' science knowledge for teaching*. Paper presented at the American Educational Research Association, Toronto.

2018

Palincsar, A.S., DellaVecchia, G., Easley, K., Jacobs, L.A., and Hannah, M. (Dec., 2018). Historical inquiry to promote community identity in LRA. Presentation at the annual meeting of the Literacy Research Association. Palm Springs, CA.

Palincsar, A. S. (Dec., 2018). Keynote address to American Reading Forum.

Palincsar, A. S., Fitzgerald, M., Marcum, M., & Kucan, L. (2018). Applying a disciplinary lens to Project Based Learning curriculum and instruction in the elementary grades. Presented at the annual meeting of the American Educational Research Association (New York City).

Palincsar, A.S. & Fitzgerald, M. (2018). English Language Arts. Paper presented in a session on connecting self-regulated learning to disciplinary instruction. Organized by Maria DiBenedetto for the annual meeting of the American Educational Research Association (New York City).

2017

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- Palincsar, A.S., Kucan, L., Fitzgerald, M., & Marcum, M. (December, 2017). Designing and using text in the context of project-based science instruction. Presentation at the annual meeting of the Literacy Research Association. Nashville, TN.
- Fitzgerald, M., Marcum, M., Edwards, K., & Palincsar, A. S. (April, 2017). Using Text for Problem Engagement and for Demonstrating and Engaging in Scientific Practice. A paper presented at the annual meeting of the *American Educational Research Association*.
- Fitzgerald, M., Marcum, M., Edwards, K. & Palincsar, A. S. (2017). Third-graders' Interview Responses to a Hybrid Text and Investigation in a Project-based Unit on Force and Motion. A paper presented at the annual meeting of the *National Association for Research on Science Teaching*.
- Marcum, M., Fitzgerald, M. , Edwards, K., & Palincsar, A. S. (April, 2017). The Integrative Use of Multiple Texts and Writing to Support Knowledge Building in Science. . A paper presented at the annual meeting of the *American Educational Research*.
- Palincsar, A. S., Davis, E. A., Tupper, B., & Kuch, R. (April, 2017). Making Sense of Children as Sensemakers. A paper presented at the annual meeting of the *National Association for Research on Science Teaching*.
- Palincsar, A. S., Kucan, L., Fitzgerald, M., Marcum, M. (April, 2017). Designing and Using Texts in the Context of Project-based Science Instruction. A paper presented at the annual meeting of the *American Educational Research Association*.

2016

- Palincsar, A. S., Baker, M., Fitzgerald, M., Sherwood, C. A. (April, 2016). Promoting academically productive student talk. Presentation at invited symposium. Annual meeting of the *American Educational Research Association*.

2015

- Fitzgerald, M. & Palincsar, A. S. (December, 2015). Imaginative uses of "collabridged" multi-media digital environments to advance literacy and equity for diverse learners. Annual meeting of the *Literacy Research Association*.
- Palincsar, A. S. (January, 2015) Science and Literacy with English Learners. Conference Synthesizer for conference sponsored by the *National Science Foundation* and *San Francisco Exploratorium*.
- Palincsar, A. S. (February, 2015). "And when the horse is peeing"... What years of research have taught about us about the specialized content knowledge for teaching students to read with understanding. Plenary Speaker: Wisconsin State Reading Association
- Palincsar, A.S. (April, 2015). Investigating WeInvestigate : The close study of cyberlearning in a sixth-grade science class. Presentation by WeInvestigate Research group at American Educational Research Association. Chicago, IL.

2014

- Palincsar, A.S. (December, 2014). Examining the relative contributions of content knowledge and strategic processing to comprehension. Presenter at Literacy Research Association Conference plenary research review session, San Marco Island, Florida.
- Palincsar, A. S. (December, 2014). Measures of Effective Teaching: Literacy. Discussant. *Literacy Research Association Conference*. San Marco Island, Florida.
- Palincsar, A.S. December, 2014). Using core practices to support and assess novice teachers' elementary literacy instruction. Discussant. *Literacy Research Association Conference*. San Marco Island, Florida.
- Palincsar, A. S. (April, 2014). Helping teachers support ELL: Initial findings from three studies of sustained professional development for teacher. Discussant. *American Educational Research Association Annual Conference*: Philadelphia, PA.
- Palincsar, A. S., Moore, J.P., & O'Hallaron, K. (April, 2014). How fourth grade English language learners use Functional Grammar Analysis to talk about text. Presented as part of a symposium on "How research with English Learners, informed by Systemic Functional Linguistics theory, can support the call for 'close reading' of 'complex texts,'" at the *American Education Research Association (AERA) Annual Conference*: Philadelphia, PA.
- Schleppegrell, Mary J., O'Hallaron, K. & Palincsar, A. S. (March, 2014). Using Systemic Functional Linguistics to support critical language awareness in science reading and writing. Presented as part of a colloquium on "Approaches to critical language awareness," organized by Mariana

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- Achugar, at the annual conference of the American Association for Applied Linguistics (AAAL), Portland, OR.
- Symons, C. and Palincsar, A. S. (April, 2014). How Fourth-grade English Learners use Functional Grammar Analysis to Talk about Text. Presented as part of a symposium on "How research with English Learners, informed by Systemic Functional Linguistics theory, can support the call for 'close reading' of 'complex texts,'" at the *American Education Research Association (AERA) Annual Conference*: Philadelphia, PA.
- Palincsar, A. S. and Arias, A. (April, 2014). The Design and Use of Educative Supports for Text-Based Discussions in Science. Presented as part of a symposium for the *National Association for Research on Science Teaching*. Pittsburgh, PA

2012

- Arias, A., Davis, E. A., & Palincsar, A. S. (April, 2012). Supporting Elementary Students in Making Scientific Observations. Paper presented at the annual meeting of the *National Association for Research on Science Teaching*.
- Davis, E. A., Palincsar, A. S., Arias, A., & Schultz, A. (April, 2012). Designing Educative Curriculum Materials: Designing Educative Curriculum Materials: A Theoretically and Empirically Driven Process. Paper presented at annual meeting of the *American Educational Research Association*.
- Moore, J. & Palincsar, A. S. (April, 2012). *The iterative development of an integrated functional grammar analysis curriculum: A telling case of moving toward meaning*. A paper prepared for the annual meeting of the *American Educational Research Association*.
- Schultz, A., Arias, A., Davis, E. A., & Palincsar, A. S. (April, 2012). *Connecting curriculum materials and teachers: Elementary science teachers' enactment of a reform-based curricular unit*. Paper presented at the annual meeting of the *National Association for Research in Science Teaching*.

2011

- Palincsar, A. S. & Kucan, L. (April, 2011). Learning to support student thinking in the context of text-based discussion. Presentation at the annual meeting of the *American Educational Research Association*, New Orleans, LA.
- Palincsar, A. S. (April, 2011). Discussant. Session on vocabulary instruction research. Annual meeting of the *American Educational Research Association*, New Orleans, LA.
- Palincsar, A. S. (April, 2011). Changes in the nature of reading comprehension instruction. Pennsylvania State University Training Interdisciplinary educational scientists seminar.
- Palincsar, A. S. (June, 2011). Teacher, text, and activity in mediating elementary students' scientific literacy. Address to the annual meeting of the *Jean Piaget Society*. Berkeley, CA.

2010

- Kucan, L. & Palincsar, A. S. (December, 2010). The iterative development of teacher educator resources and roles. Presentation at the annual meeting of the *Literacy Research Association*. Ft. Worth, TX.
- Palincsar, A. S., Kucan, L., & Schutz, K. (December, 2010). The Comprehension and Learning from Text Survey. Presentation at the annual meeting of the *Literacy Research Association*. Ft. Worth, TX.

2009

- Palincsar, A. S. (March, 2009). Differentiated instruction in guided inquiry contexts. Presented to *Response to intervention Webinar*.

2008

- Palincsar, A. S. (July, 2008). Keynote address: Changes in the face of reading comprehension instruction: Responding to E.D. Hirsch. *2008 Strategic Instruction Model Conference*, University of Kansas.
- Palincsar, A. S. (October, 2008). Panelist at the annual meeting of the *Public Education Business Coalition*, Denver, Colorado.
- Kucan, L. & Palincsar, A. S. (December, 2008). Designing teacher education curricula to support the development of high-leverages practices in reading comprehension instruction. Presented at the annual meeting of the *National Reading Conference*, Orlando, Florida.

2007

- Palincsar, A. S. (March, 2007). Literacy research that changed practice: Considering the role of reading comprehension instruction. Keynote address presented at the annual meeting of the *Michigan Reading Association*.
- Kucan, L. & Palincsar, A. S. (December, 2007). Review of Research on Struggling Readers. Presented at the annual meeting of the *National Reading Conference*. Miami, Florida.

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Hapgood, S., Kucan, L., & Palincsar, A. S. (April, 2007). The Video Viewing Task: A Dynamic Assessment of Teachers' Pedagogical Content Knowledge for Reading Comprehension Instruction in the Context of Text-Based Discussions. Presented at the annual meeting of the *American Educational Research Association*.

Hapgood, S., Magnusson, S. J. & Palincsar, A. S. (April, 2007). Examining pedagogy and learning opportunities across two guided inquiry contexts. Presented at the annual meeting of the *American Educational Research Association*.

2006

Palincsar, A. S. & Dalton, B. (July 13, 2006). What Digital Environments can teach us about comprehension and comprehension instruction. Keynote address: *National Geographic Society Literacy Institute*.

Palincsar, A. S., Kucan, L., Khasnabis, D. & Chang, C. (December, 2006). Glimpsing Teacher Knowledge through a Brief Video-Viewing Task. Presented at the annual meeting of the *National Reading Conference*.

Palincsar, A. S. (December, 2006). RT '82 to '06: The role of research, theory, and representation in the transformation of instructional research. Oscar Causey Address presented at the annual meeting of the *National Reading Conference*.

Dalton, B. & Palincsar, A. (July 2006). What Digital Environments can Teach us about Reading Comprehension and Comprehension Instruction. *National Geographic Literacy Institute*. Washington, DC.

Dalton, B., Proctor, P., & Palincsar, A. (April 2006). The Role of Strategy Instruction in Supporting Students' Understanding of Graphic Intensive Science Hypertext. *American Education Research Association Annual Meeting*, San Francisco, CA.

Hapgood, S., Kucan, L., & Palincsar, A. S. (December, 2006). Examining Pedagogical Content Knowledge for Reading Comprehension Instruction: Initial Results from the Comprehension and Learning from Text Survey (CoLTS). Presented at the annual meeting of the *American Educational Research Association*.

Dalton, B., P. Proctor, Palincsar, A., Magnusson, S., & DeFrance, N. (November/December 2006). Investigating the Differential Effects of Three Versions of a Digital Reading Environment Featuring an Array of Interactive Support Features. 56th Meeting of the *National Reading Conference*, Los Angeles, CA.

DeFrance, N., Magnusson, S., Dalton, B., & Palincsar, A.S. (November/December, 2006). Struggling readers learning from science text: Integrating prose with interactive and non-interactive animated visual representations. 56th Meeting of the *National Reading Conference*, Los Angeles, CA.

Khasnabis, D, Palincsar, A. S., Dalton, B., & Magnusson, A. J. (November/December, 2006). Children's experiences in digital reading environments with illustrated and interactive informational texts: Exploring the role of pedagogical agents in facilitating learning. 56th Meeting of the *National Reading Conference*, Los Angeles, CA.

Khasnabis, D. & Palincsar, A. S. (May, 2006). The role of agents in an interactive digital reading environment supporting the reading of graphically rich science text. Presentation at the annual meeting of the *International Reading Association*. Chicago, IL.

2005

Palincsar, A. & Dalton, B. (2005). Speaking literacy and learning to technology; Speaking technology to literacy and learning. In B. Maloch, J. Hoffman, D. Schallert, C. Fairbanks, & J. Worthy (Eds.), *Invited annual research address, 54th Yearbook of the National Reading Conference* (pp. 83-102). Oak Creek, WI: National Reading Conference, Inc.

Palincsar, A. S. (May, 2005). Reading in science: Why, what, and how. Plenary address at annual meeting of the *International Reading Association*. Los Angeles, CA.

Palincsar, A. S., Dalton, B., Magnusson, S. J., DeFrance, N., Hapgood, S., Proctor, P., & Khasnabis, D. (2005). Investigating verbal protocols for what they reveal about upper elementary students' text processing across narrative and informational texts. Paper presented at the annual meeting of the *National Reading Conference*.

2003

- Palincsar, A.S. (April, 2003). Developing research to improve educational leadership. Presentation at the annual meeting of the *American Educational Research Association*.
- Magnusson, S. J., & Palincsar, A. S. (April, 2003). A theoretical framework for the development of second-hand investigation texts. Presentation at the annual meeting of the *American Educational Research Association*.
- Palincsar, A. S. (April, 2003). Accountability in the conduct of research on teaching and learning. Presentation at the annual meeting of the *American Educational Research Association*.
- Palincsar, A. S. (April, 2003). Participant in Literacy SIG Reach for the Stars. Annual meeting of the *American Educational Research Association*.
- Palincsar, A. S., Magnusson, A. S., Pesko, E., & Hamlin, M. (April, 2003). Intertextuality and the construction of disciplinary and academic discourses. Presentation at the annual meeting of the *American Educational Research Association*.
- Palincsar, A. S. (April, 2003). Perspectives from journal editors on publishing qualitative and interpretive research. Presentation at the annual meeting of the *American Educational Research Association*.

2002

- Palincsar, A. S. (Jan., 2002). Examining learning and development from a post-modern constructivist perspective. Paper prepared for the Spencer Foundation's 30th Anniversary conference, *Traditions of Scholarship in Education*. Chicago: Spencer Foundation.
- Palincsar, A. S. (June, 2002). Examining teaching and learning together: Promoting the inclusion of students and their teachers. Paper prepared for the conference of the *International Society for Cultural Research and Activity Theory*. Amsterdam, Holland.
- Palincsar, A. S. (July, 2002) Reciprocal Teaching: Twenty Years Later. Presentation at *CIERA Summer Institute*.
- Palincsar, A. S. (October, 2002). Teacher, Text, and Experience: Mediating young children's learning of scientific inquiry. Presentation at the *University of Illinois, Chicago*.
- Palincsar, A. S. (October, 2002) Attending to the nature of subject matter in text comprehension assessments. *CIERA Comprehension Conference*.
- Palincsar, A. S. (November, 2002). Considering the role of text in science instruction. Presentation at *Smithsonian conference on Science Technology and Children*.

2001

- Cutter, J., Palincsar, A. S. & Magnusson, S. J. (April, 2001). Supporting inclusion in challenging science curricular contexts: Opportunities to learn for general educators through case-based vignette conversations. Paper in a symposium entitled: *Toward a Grounded Theory of Teacher Learning-Student Learning Relationships in Literacy Education*. Presented at the annual meeting of the *American Educational Research Association, Seattle, WA*.
- Hapgood, S., Maclean, F., Pesko, E., Magnusson, S., & Palincsar, A. S. (April, 2001). An examination of factors guiding an early elementary school teacher's design of science notebook writing prompts. Presented at the annual meeting of the *American Educational Research Association, Seattle, WA*.
- Magnusson, S. J., Miller, R., Hamlin, M. & Palincsar, A. S. (April, 2001). Assessing science Learning for students with disabilities. Paper in a symposium entitled: *Identifying and Teaching Students with Learning Challenges*. Presented at the annual meeting of the *American Educational Research Association, Seattle, WA*.
- Palincsar, A. S. (April, 2001). How do we know about learning from text within the context of guided inquiry science instruction. A presentation in a panel entitled: *Literacy in Classrooms - How do we know what we know? What can be known?* Presented at the annual meeting of the *American Educational Research Association, Seattle, WA*.
- Palincsar, A. S., Magnusson, S. J., & Hapgood, S. (April, 2001). Trafficking ideas through the rotaries of science instruction: Teachers' discourse moves and their relationships to children's learning. A paper in a symposium entitled: *Learning through Conversation: Discourse that Advances Student Understanding in Academically Diverse Classrooms*. Presented at the annual meeting of the *American Educational Research Association, Seattle, WA*.
- Vincent, M., Cutter, J., Palincsar, A. S., & Magnusson, S. J. (April, 2001). Text-based inquiry science: How high needs students respond to instructional choices in reading and discussing scientist's notebooks. Paper in a symposium entitled: *Children, Genre, and Schooling*. Presented at the annual meeting of the *American Educational Research Association, Seattle, WA*.
- Palincsar, A. S. & Magnusson, S. J. (2001). The role of text and discourse in elementary students' learning of science. Invited presentation at the annual winter meeting of the *Text and Discourse Society*.

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Palincsar, A. S. (2001). Text, talk, and experience: providing supportive contexts for inquiry-based science instruction in the elementary grades. Presentation at the annual meeting of the *International Reading Association*, New Orleans, LA.

Palincsar, A. S. (2001). The RAND report. Presentation at the annual meeting of the *International Reading Association*, New Orleans, LA.

Magnusson, S. J. & Palincsar, A. S. (August 2001). Learning from text designed to model scientific thinking in inquiry-based instruction. Invited presentation at the NSF sponsored conference entitled, *Crossing Borders: Connecting Science and Literacy*. Baltimore: University of Maryland.

2000

Gelpi-Lomangino, A., Palincsar, A. S., & Magnusson, S. J. (2000, April). The development of thinking like scientists during inquiry-based instruction in kindergarten. Paper presented at the annual meeting of the *National Association for Research on Science Teaching*, New Orleans, Louisiana.

Hapgood, S., Magnusson, S. J., & Palincsar, A. S. (April, 2000). A very science-like kind of thinking: How young children make meaning from first- and second-hand investigations. Paper presented at the annual meeting of the *National Association for Research on Science Teaching*, New Orleans, Louisiana.

Hapgood, S., Vincent, M., Palincsar, A. S., & Magnusson, S. J. (2000, April). Inspiring inquiry: An examination of design features of a science text for young children. Paper presented at the annual meeting of the *American Educational Research Association*, New Orleans, Louisiana.

Hapgood, S., McLean, F., & Palincsar, A. S. (2000, May). Classroom applications of guided inquiry science instruction. Presentation at the annual meeting of the *International Reading Association*, Indianapolis, Indiana.

Magnusson, S. J. & Palincsar, A. S. (2000, April). Theory and practice regarding an orientation to inquiry-based elementary school teaching. Paper presented at the annual meeting of the *National Association for Research on Science Teaching*, New Orleans, Louisiana.

Marano, N. L., Palincsar, A. S., & Magnusson, S. J. (2000, April). Collaborative contributions to three professional development activity settings. Paper presented at the annual meeting of the *American Educational Research Association*, New Orleans, Louisiana.

Palincsar, A. S. & Magnusson, S. J. (2000, April). An experimental study of a new genre of text to support learning science via inquiry. Paper presented at the annual meeting of the *American Educational Research Association*, New Orleans, Louisiana.

Palincsar, A. S. (2000). The RAND report: Implications for Literacy Researchers. Presentation at the annual meeting of the *National Reading Conference*, Scottsdale, AZ.

1999

Ford, D.J., Magnusson, S.J., & Palincsar, A.S. (1999, March). The role of text investigations in fourth graders' development of scientific understandings. Paper presented at the annual meeting of the *National Association of Research in Science Teaching*, Boston, MA.

Magnusson, S. J. & Palincsar, A. S. (1999, March). Changing conversations in professional development to advance elementary science teaching. Paper presented at the annual meeting of the *National Association of Research in Science Teaching*, Boston, MA.

Palincsar, A. S., Magnusson, S.J., Freeman, S., Swanson, D., & Verhey, L. (1999, March). Introducing Dr. Lesley Park: The use of text to support elementary children's scientific inquiry. Presentation at the annual meeting of the *Michigan Reading Association*, Grand Rapids, Michigan.

Collins, K. M., Palincsar, A. S., & Magnusson, S. (1999, April). Understanding diverse approaches to classroom discourse. Paper presented at the annual meeting of the *American Educational Research Association (AERA)*, Montreal, CA.

Ford, D.J., Palincsar, A.S., & Magnusson, S.J. (1999, April). Investigating how a scientist's notebook engages fourth graders in approaching text as inquiry. Paper presented at the annual meeting of the *American Educational Research Association*, Montreal, Canada.

Palincsar, A. S., Magnusson, S., Collins, K. M., & Marano, N. L. (1999, April). Making rigorous curricula accessible to all students: Science. Paper presented at the annual meeting of the *American Educational Research Association*, Montreal, Canada.

Palincsar, A. S., Magnusson, S.J., Freeman, S., Swanson, D., & Verhey, L. (1999, May). Uses of literacy to advance science learning through investigations with phenomena and text. Presentation at the annual meeting of the *International Reading Association*, San Diego, CA.

Palincsar, A. S. & Magnusson, S. J. (1999, June). The interplay of first-hand and text-based investigations to model and support the development of scientific knowledge and reasoning. Presentation at the 25th *Carnegie Symposium on Cognition and Instruction*.

1998

Collins, K. M., Palincsar, A. S., & Magnusson, S. J. (1998). Thinking like a scientist: Exploring opportunities for knowledge construction in guided inquiry science. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.

Lomangino, A., Palincsar, A. S., & Magnusson, S. J. (1998). How does the path toward thoughtfulness begin? Guiding kindergarten students toward thoughtful scientific inquiry. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.

Ford, D. J., Palincsar, A. S. & Magnusson, S. J. (1998). Evaluating children's science literature for classroom use: Contributions from scientists and elementary teachers. Paper presented at the annual meeting of the *American Educational Research Association*, San Diego, CA.

Ford, D. J. Magnusson, S. J. & Palincsar, A. S. (1998). Evaluating science trade books for ethnicity and gender representations: Perspectives from scientists and elementary teachers. Paper presented at the annual meeting of the *National Association for Research on Science Teaching*.

Magnusson, S. J., Palincsar, A. S., Marano, N., & Ford, D. (1998). Examining teacher learning in developing an inquiry based orientation to teaching science in the elementary school. Paper presented at the annual meeting of the *National Association for Research on Science Teaching*.

Palincsar, A. S., Collins, K. M., & Marano, N. L. (1998). Methodological choices in the design and conduct of case-based research Paper presented at the *National Reading Conference* (NRC), Austin, TX.

Collins, K. M., Palincsar, A., & Magnusson, S. (1998). The case of Robert: Influences of one students' ability to negotiate verbal, print, and scientific discourses on the construction of shared knowledge in guided inquiry science. Paper presented at the annual meeting of the *National Council of Teachers of English* (NCTE), Nashville, TN.

1997

Palincsar, A. S. (1997, March). The Social Construction of Knowledge: Theory and Practice. Keynote address presented at national meeting of the *Reading Recovery Council of North America*. Oakland University, Michigan.

Palincsar, A. S. (1997, March). Acculturation and Innovation in the Preparation of Educational Researchers. Presentation at the annual meeting of the *American Educational Research Association*, Chicago, IL.

Palincsar, A. S. (1997, March). Neuroscience and education: What do we know about the brain that has implications for education? Discussant's remarks presented at the annual meeting of the *American Educational Research Association*, Chicago, IL.

Palincsar, A. S. (1997, March). Creating communities of practice to promote inquiry based science instruction in elementary schools. Presentation at the annual meeting of the *American Educational Research Association*, Chicago, IL.

Palincsar, A. S. (1997, April). The history of dyslexia: Quack cures and quality curriculum. Presentation to the *University of Michigan Society of Fellows*, Ann Arbor, MI.

Palincsar, A. S. & Magnusson, S. J. (Nov., 1997). The role of text is supporting and extending first-hand investigations in guided inquiry science teaching. Paper presented at the annual meeting of the *National Reading Conference*, Scottsdale, AZ.

1996

Anderson, C. W., Palincsar, A. S. & Kolar, G. (1996, April). Design principles from collaborative problem solving. Presented at the annual meeting of the *American Educational Research Association*, New York City, New York.

Palincsar, A. S. (1996, April). Science Discourse in a PBL Meeting: A Videoanalysis. Presented at the annual meeting of the *American Educational Research Association*, New York City, New York.

Palincsar, A. S. (1996, April). Taking difference, talking differently: Representations of diversity across educational contexts. Presented at the annual meeting of the *American Educational Research Association*, New York City, New York.

Palincsar, A. S. (1996, November). The use of cases to understand the acquisition of literacy by young children identified as learning disabled. Keynote address at the annual meeting of the *American Speech, Language, and Hearing Association*, Seattle, WA.

Palincsar, A. S. (1996, November). Designing Collaborative Learning Contexts. Keynote address, RISE Conference, *Rutgers University*, New Brunswick, New Jersey.

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1995

- Palincsar, A. S., & Ford, D. (1995, April). Assessing and influencing perspectives on classroom participant structures using interactive videodisk. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Palincsar, A. S., Magnusson, S., Templin, M., & Keeney, S. (1995, April). "Grasshoppers eat better than crickets because of their eyes." First graders' explorations of structure/function relationships in animal communication. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Magnusson, S., Palincsar, A.S., Templin, M., Ford, D., & Parecki, A. (1995, April). "We didn't try one with water, so we don't know." Fourth graders' investigations of sound and music. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Blunk, M., Palincsar, A., & Anderson, A. (1995, April). Interpretive constructions of social and scientific understandings in the conversations of sixth graders. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.

1994

- Palincsar, A. S. (1994, April). Realistic steps for improving education of language minority students: Emerging findings from qualitative and quantitative studies. Discussant at annual meeting of the *American Educational Research Association*, New Orleans, Louisiana.
- Palincsar, A. S. (1994, April). Examining the contexts of community, classrooms, and activities: The effects of instructional variations on special education students' literacy performance. Discussant, *American Educational Research Association*, New Orleans, Louisiana.
- Palincsar, A. S. (1994, April). Interactive videodisc cases for preservice teacher education. Presenter, *American Educational Research Association*, New Orleans, Louisiana.
- Parecki, A. & Palincsar, A.S. (1994, May). Friendship and literacy through literature. Presentation to the *International Reading Association*, Toronto, CA.
- Klenk, L. & Palincsar, A. S. (1994, November). Dynamic classroom observations: Assessing the interaction of individual learner characteristics and classroom literacy instruction for young children referred to special education. Paper presented at the annual meeting of the *National Reading Conference*, San Diego, CA.
- Parecki, A., McPhail, J., & Palincsar, A. S. (1994, November). Friendship and literacy through thematic instruction with students identified as learning disabled: Upper elementary. Paper presented at the annual meeting of the *National Reading Conference*, San Diego, CA.

1993

- Palincsar, A. S. (1993, April). Are we ready for a cognitive revolution in education. Panelist at annual meeting of the *American Educational Research Association*, Atlanta, Georgia.
- Palincsar, A.S. (1993, April). Designing best contexts for learning. Panelist at annual meeting of the *American Educational Research Association*, Atlanta, Georgia.

1992

- Palincsar, A.S. (1992, April). Reciprocal teaching: A retrospective and prospective view. Cattell talk presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Palincsar, A.S., David, Y. M., & Anderson, C. (1992, April). Experiencing scientific discourse in collaborative problem solving activity. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Palincsar, A. S., Klenk, L., Anderman, E., Wilson, A., Parecki, A. & Hric, K. (1992, April). Constituting and exploring zones of proximal development. Paper presented at the annual meeting of the *American Educational Research Association*, San Francisco, CA.
- Palincsar A.S. (1992, May). Conceptual foundations for exploring literacy learning through classroom dialogue. Presentation at pre-convention institute at the annual meeting of The *International Reading Association*, Orlando, Florida.
- Parecki, A. & Palincsar, A.S. (1992, Dec.). Examining journal feedback as a context for literacy learning among students identified as learning disabled. Paper presented at the annual meeting of the *National Reading Conference*, San Antonio, Texas.
- Palincsar, A. S. (1992, Dec.). Important issues related to within-subject experimental research in literacy. Paper presented at the annual meeting of the *National Reading Conference*, San Antonio, Texas.

1991

- Eichenger, D., Anderson, C., Palincsar, A.S. & David, Y.M. (1991, April). An illustration of the roles of content knowledge, scientific argument, and social norms in collaborative problem solving. Paper presented at the annual meeting of the *American Educational Research Association*, Chicago.
- Palincsar, A.S. (1991, April). The influence of social constructivism on the instruction of special education students. Invited presentation to Special Education Special Interest Group of *American Educational Research Association*, Chicago.
- Palincsar, A.S. (1991, April). Alternative visions of the literacy instruction of children at-risk. Presented at the annual meeting of the *American Educational Research Association*, Chicago.
- Palincsar, A.S. (1991, April). The role of discourse in literacy learning: Critic comments presented at the annual meeting of the *American Educational Research Association*, Chicago.
- Palincsar, A.S. (1991, May). Empowerment by whom? The roles of teachers and students in literacy learning. Invited address presented at the annual meeting of the *International Reading Association*, Las Vegas.
- Palincsar, A. S., Klenk, L., Anderman, E., Hric, K., & Wilson, A. (1991, Nov.). Fostering intentionality in writing through alternative discursive practices with students identified as learning disabled. Paper presented at the annual meeting of the *National Reading Conference*, Palm Springs, CA.
- David, Y. M. & Palincsar, A. S. (1991, Nov.). Examining scientific literacy in the discourse of collaborative problem solving. Paper presented at the annual meeting of the *National Reading Conference*, Palm Springs, CA.
- 1990**
- Palincsar, A.S. David, Y.M., Winn, J., Stevens, D.D., & Brown, A.L. (1990, April). Examining the differential effects of teacher- vs. student-controlled activity in comprehension instruction. Paper presented at the Annual Meeting of the *American Educational Research Association*, Boston.
- Palincsar, A.S. (1990, April). Instructional research in special education: Critics comments. Presented at the Annual Meeting of the *American Educational Research Association*, Boston.
- Palincsar, A.S. & David, Y.M. (1990, April). Learning dialogues for comprehension and knowledge acquisition. Paper presented at the annual meeting of the *Council for Exceptional Children*, Toronto.
- Palincsar, A.S. (1990, August). Restructuring Schools: Panel presentation at the annual meeting of the *American Psychological Association*, Boston.
- Palincsar, A.S. (1990, November). Emerging trends in literacy research. Paper presented at the annual meeting of the *Council for Learning Disabilities*, Austin.
- Palincsar, A.S. & Klenk, L. (1990, November). Enfranchising special education students' participation in literacy. Paper presented at the annual meeting of the *National Reading Conference*, Miami.
- 1989**
- Palincsar, A. S., Brown, A. L., & Campione, J. C. (1989, March). Structured dialogues among communities of first-grade learners. Paper presented at the Annual Meeting of *American Educational Research Association*, San Francisco.
- Palincsar, A.S., David, Y., Winn, J., Snyder, B. & Stevens, D. (1989, November). The differential effects of three procedures for teaching strategic reading. Paper presented at the annual meeting of the *National Reading Conference*.
- 1988**
- Campione, J. C., Brown, A. L., & Palincsar, A. S. (1988, January). Alternatives to standardized test procedures: Forms of dynamic assessment. Presented at the Winter Institute, *American Educational Research Association*, Santa Barbara.
- Palincsar, A. S. (1988, March). Presented at Cognition and Education Workshop, Bolt, Beranek and Newman Laboratories, Inc., Cambridge.
- Palincsar, A. S. & David, Y. M. (1988, March). Using dialogue to mediate the instruction of listening and reading comprehension. Presented at the Annual Meeting of the *Council for Exceptional Children*, Washington, D.C.
- Palincsar, A. S., Stevens, D. D., & Gavelek, J. R. (1988, April). Structuring and guiding peer interaction to promote knowledge. Presented at the Annual Meeting of the *American Educational Research Association*, New Orleans.
- Palincsar, A. S. (1988, April). Social interaction: The key to understanding and mediating self-regulation. Presented at the annual Meeting of the *American Educational Research Association*, New Orleans.
- Palincsar, A. S. (1988, April). Strategic teaching: A cognitive focus. Presented at the Annual Meeting of the *American Educational Research Association*, New Orleans.

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- Palincsar, A. S. (1988, May). Building ownership of comprehension strategies through reciprocal teaching. Presented at the Annual Meeting of the *International Reading Association*, Toronto.
- Palincsar, A. S. (1988, August). The Dynamic Nature of the Tensions Arising in Instructional Research. Invited address presented at the Annual Meeting of the *American Psychological Association*, Atlanta.
- Palincsar, A. S., Ogle, D. S., Jones, B. F., & Carr, E. G. (1988, February). Strategies for Teaching Reading as Thinking: Part 2 [teleconference]. Alexandria, VA: *Association for Supervision and Curriculum Development*.

1987

- Palincsar, A. S., Ogle, D. S., Jones, B. F., & Carr, E. G. (1987, August) Teaching reading as thinking: Part 1 [teleconference]. Alexandria, VA: *Association for Supervision and Curriculum Development*.
- Palincsar, A. S. (1987, April). An apprenticeship model of the instruction of listening comprehension with first graders at risk for academic difficulty. Paper presented at Annual Meeting of the *American Educational Research Association*, Washington, D.C.
- Palincsar, A. S. (1987, April). Reciprocal teaching: Field evaluations in remedial and content area reading. Presented at the Annual Meeting of the *American Educational Research Association*, Washington, D.C.
- Palincsar, A. S. (1987, May). The use of frequent measures to assess reading comprehension. Presented at the pre-convention Institute of the *International Reading Association*, Anaheim.
- Palincsar, A. S. (1987, June). Teaching reading across the content areas as thinking. Presented at the Third Annual *Thinking Skills Conference*, St. Petersburg, Florida.

1986

- Palincsar, A. S. (1986, March). Interactive teaching to promote reading and listening comprehension. Paper presented at the Annual Conference of the *International Association for Children and Adults with Learning Disabilities*, New York City.
- Palincsar, A. S. (1986, April). Interactive cognition to promote listening comprehension. Paper presented at the Annual Meeting of the *American Educational Research Association*, San Francisco.
- Palincsar, A. S. (1986, April). Self-regulatory activity during academically important tasks: Discussant's paper, Division C. Presented at the Annual Meeting of the *American Educational Research Association*, San Francisco.

1985

- Palincsar, A. S. (1985, April). The unpacking of multi-component, metacognitive training package. Paper presented at the Annual Meeting of the *American Educational Research Association*, Chicago.
- Palincsar, A. S. (1985, April). Research on metacognitive instruction with handicapped students. Paper presented as a critic for the division, Research in Special Education at the Annual Meeting of the *American Educational Research Association*, Chicago.
- Palincsar, A. S. (1985, May). Implementing reciprocal teaching in the primary grades. Paper presented at the Preconvention Institute of the *International Reading Association*, New Orleans.

1984

- Palincsar, A. S. (1984, April). Reciprocal teaching: working within the zone of proximal development. Paper presented at the Annual Meeting of the *American Educational Research Association*, New Orleans.
- Palincsar, A. S. (1984, May). Learning to think while reading. Paper presented at the Annual Meeting of the *International Reading Association*, Atlanta.

1983

- Palincsar, A. S. (1983, April). Reciprocal teaching for awareness and control of cognitive activity during reading. Paper presented at the Annual Meeting of the *American Educational Research Association*, Montreal.
- Palincsar, A. S. (1983, May). The interactive instruction of study skills with remedial reading students. Paper presented at the Annual Meeting of the *International Reading Association*, Anaheim.

1982

- Palincsar, A. S. (1982, April). Instructing junior high students in the acquisition of comprehension monitoring skills. Paper presented at the 60th Annual Meeting of the *Council for Exceptional Children*.

SELECTED CONSULTING

Consultant to Michigan State Department of Education on Early Literacy Assessment System (2018-2020)

Annemarie Sullivan Palincsar

Consultant to NAEP Validity Study, AIR, 2017-2018.
Consultant to Michigan State Department of Education on the Literacy Essentials Project (2016-2017).
Consultant to C. Riehl's Spencer Grant on Organizational Dynamics of Data Use in Schools (2013-present)
Consultant to Exploratorium Program on Professional Development specific to teaching English Language Learners in Science (2014-2015)
Consultant to the Smithsonian Institution regarding the development of texts for their curricula: Science and Technology for Children (2008-2011).

SERVICE TO THE PROFESSION

Board member: National Academy of Education (2018-2020)
Appointed to National Research Council Study Group: *How People Learn II*
Panelist for IES Reading/Writing and Basic Processes Competitions (2008-2009)
Appointed to *National Reading First* panel (2007-2009)
Member of the National Academy of Science/National Research Council's *Study of Teacher Education Programs* (2006-2009)
Member of Strategic Educational Research Partnership, Boston (2006-2009)
Member of the National Academy of Education's Commission on *Teacher Education* (2001-2003)
Appointed to the *National Educational Research Policy and Priorities Board* (2001-2003)
Member of the RAND/OERI Study Group on the *Next Decade of Reading Comprehension Research* (2000-2002)
Member of the National Academy of Science/ National Research Council Task Force on *Instructional Implications of How People Learn* (2000-2001)
Member of National Academy of Science/National Research Council Task Force on the Prevention of Reading Failure (1996-1998)
Member of the National Education Goals Panel: Goal 1(1994-1998)
Member of MacArthur Foundation Task Force, Successful Pathways through Middle Childhood (1994)
Member of Advisory Board for the McDonnell Foundation (1990-1993)
Member of Advisory Board for Children's Television Workshop on *Ghostwriter* Project (1989-1994)
Visiting Scholar to Soviet Union in exchange between U.S. National Academy of Education and U.S.S.R. Academy of Pedagogical Sciences (1988)
Member of a forum sponsored by the National Academy of Science on The Future of Families (1987-1988)
Consultant to the Association for Supervision and Curriculum Development in-service program on *The Instruction of Reading Comprehension* (1988)
Consultant to the College Board's film series *The Teaching of Thinking* (1986)
Appointed by Learning Research and Development Center of the University of Pittsburgh as a panel member in Research Integration Effort regarding Handicapped children. (Presentation, July 17, 18, 19, 1985)

CO-EDITOR

Cognition and Instruction (2002-2008)

ASSOCIATE EDITOR

Remedial and Special Education (1987-2004)
Learning Disabilities Quarterly (1998-2003)
Review of Educational Research (1996-2001)
Exceptional Children (1987-1992)
The Journal of Special Education (1985-1988)
Teacher Education and Special Education (1984-1987)

ADVISORY EDITOR

Annemarie Sullivan Palincsar

International Journal of Science and Mathematics Education (2005-present)
Journal of Learning Sciences (1998-present)
Mind, Culture, and Activity (1997-present)
American Journal of Education (1996-present)
Reading Research Quarterly (1991-1997; 2001-present)
Journal of Educational Psychology (1989-present)

REVIEWER

American Educational Research Journal
Cognition and Instruction
Educational Researcher
Elementary School Journal
Research on the Teaching of English

MEMBERSHIP

American Educational Research Association
Committee to select AERA Early Career Award (2013-2015; chair, 2014-2015)
Committee to select recipient of Sylvia Scribner Award (2006-2007; 2008-2009)
Chair of Distinguished Researcher Award (2005)
Reviewer for Divisions K and C (1985-2004)
Co-Chair of Strategic Planning Task Force (1996-98)
Member of Executive Board (1995-1997)
Member -at -Large (1994-1997)
General Program Chair (1994)
Assistant Chair, Division K (1992)
Program Co-chair Division C (1989)
International Conference of the Learning Sciences
Senior reviewer for program conference (2013-2018)
National Association for Research on Science Teaching
Member of Contributions to Research Award committee
Chair of Distinguished Contributions to Research Award Committee (2018)
Literacy Research Association (National Reading Conference)
Committee to select Oscar Causey recipient (2006-2008)
Board member (2000–2003)
Editorial Advisory Review Board Member (2000-2203)
Council for Exceptional Children
International Reading Association
Association for Children with Learning Disabilities
National Academy of Education
Member of Executive Board (2016-present)
Chair of Nominating Committee (2013-2105)
Selection committee for Spencer dissertation grant (2015-present)
Member of professional development committee (2013 – present)
Mentor to post-doctoral fellows
Member of Committee to Select NAE post-doctoral fellows
Chair of Committee to Select NAE post-doctoral fellows (2008-2010)

SELECTED UNIVERSITY SERVICE

Member of Provost's Promotion and Tenure Committee (2014 – 2020)
Member of selection committee for ProQuest Outstanding Dissertation award (2015, 2016, 2017)
Member of the evaluation group for *Arts on Earth* Studio Course (2010)
School Executive Committee (1990- 1993, 1994-1997, 2006-2008)
Program, Teacher Education Committee (1990-1993, 2000-present)
Member of university-wide committee to select Thurnau Professors (2007)
Member of university-wide committee to select Distinguished University Professors (2000-2007)
Member of university-wide grievance panel for the Rackham Graduate School (2000-2005)

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Member of university-wide committee to select Rackham predoctoral dissertation fellowships (2000-2004)
Member of Diversity Task Force Executive Committee (2000-2006)
Member of Spencer Planning Committee for Post-doctoral Program (2000-2006)
College Graduate Affairs Committee (1993-1995, chair 1999-2006)
Member of university-wide committee to select Outstanding Mentoring and Service Award recipients (1999-2000)

SELECTED SCHOOL SERVICE

Chair, Educational Studies Program (2018-2021)
Member at large, School of Education Executive Committee (2016-2021)
Chair, School of Education Dean's Search Advisory Committee (May-December, 2015)
Member-at-large of Promotion and Tenure Committee (2013-2015)
Member of Clinical Faculty in Exceptionalities search committee (2014-2015)
Member of Search Advisory Committee for the School of Education Dean's Search (1997-1999)
Co-Chair, Search Committee for Methodology in Diversity and Equity committee (2013-2014)
Chair, Special Education Search Committee (1997 – 1999)
Rackham Graduate School Executive Committee (1994-1997)
Search Advisory Committee for the Provost's Position (1995)
Educational Studies Executive Committee (1991-1994)