

CURRICULUM VITAE

Margaret Gentile McKeown

PERSONAL INFORMATION

Home Address:
1273 Bellerock Street
Pittsburgh, PA 15217
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Business Address:
646 Learning Research &
Development Center
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-7068

EDUCATION

School	Degree	Field
Skidmore College	B.S.1972	Elementary Education
Cornell University	M.S.1977	Education
University of Pittsburgh	Ph.D.1983	Education

Dissertation Topic: "The Acquisition of Word Meaning from Context by Children of High and Low Vocabulary Ability"

PROFESSIONAL EXPERIENCE: RESEARCH

Senior Scientist (Nov 2002 – present)
Research Scientist (Sept 1989 – Nov 2002)
Research Associate (Sept 1985 - August 1989)
Post Doctoral Fellow (Sept 1983 - August 1985)
Graduate Research Assistant (Sept 1982 - August 1983)
Senior Research Assistant (Sept 1977 - August 1982)
Learning Research & Development Center
University of Pittsburgh, PA 15260

In my work at LRDC, I have pursued two major lines of research. One is the investigation of the development of vocabulary as it influences reading comprehension. The other line focuses on the comprehension students achieve from school texts.

The vocabulary work began as a study of the effects of vocabulary knowledge on reading comprehension through the implementation of a vocabulary program, developed within the project, designed to help children build rich semantic concepts. The work later expanded into investigation of children's processing in learning words from context, the effectiveness of dictionary definitions, and the design of several instructional products.

The comprehension work began with the analysis of textbook materials and investigation of their effect on comprehension. That work led to the examination of students' knowledge of school topics developed from textbooks, the design of revisions to texts based on cognitive theory, and the development of instructional approaches to help students construct meaning from text: Questioning the Author for intermediate and middle grades, and Text Talk, a read-aloud approach for primary grades.

PROFESSIONAL EXPERIENCE: TEACHING

Teaching Assistant

Graduate course in Reading Methods and Materials
University of Pittsburgh
(Spring Semester, 1981)

Elementary Reading and Language Arts Teacher (1973-1976)

Randall Hyland Private School
Suitland, Maryland

Third Grade Teacher

Washington, D.C. Public Schools (1973)

AWARDS and HONORS

National Academy of Education Spencer Fellowship, 1988-89.

International Reading Association Outstanding Dissertation Award, 1985.

University of Pittsburgh, Pitt Innovator Award, 2007

Member, Reading Hall of Fame as of May 2008

PROFESSIONAL MEMBERSHIPS

American Educational Research Association

International Reading Association

National Reading Conference

Society for the Scientific Study of Reading

RESEARCH INTERESTS

The effects of learner and text characteristics on learning in verbal domains.

Instructional design and teacher professional development based on principles of cognitive theory and research.

The acquisition of vocabulary in school-age children, its relation to general verbal functioning, and instructional strategies for enhancing verbal functioning through vocabulary development.

PARTICIPATION IN PROFESSIONAL ACTIVITIES

Journals and Publications:

Editor, *American Educational Research Journal* (Teaching, Learning, Human Development section), 2001-2004

Editorial Board member for *American Educational Research Journal*, 1995-1998

Editorial Board member for *Cognition and Instruction*, 1992-present

Editorial Board Member for *The Reading Teacher*, 1990-1996

Editorial Board Member for *Reading Research Quarterly*, 1987-2000; 2007-present

Editorial Board Member for *Journal of Literacy Research*, 1984-2001

Reviewer for *Journal of Educational Psychology*, 1987-present

Reviewer for *Contemporary Educational Psychology*, 1999-2001

Professional Service:

Member, NAEP Reading Standing Committee, 2004-present
Member, NAEP Framework Planning Committee 2003-2004
Member, Institute for Education Sciences (US Dept of Education) Reading and Writing Scientific Review Panel, 2004-2007
Mentor for AERA Division C Mentoring/Editing Roundtables, 2001-2005
Presenter, AERA Division C Graduate Student Seminar, 2001, 2002, 2003
Vice-president of American Educational Research Association for Division C (1998-2000)
Member of the Reading Committee for the National Test, 1997
Program Chair, Division C, American Educational Research Association, 1996-1997
Program Chair, National Reading Conference Area IV: Teaching/Learning Processes, 1995
Program Chair, Division C, Section 1a: Linguistic and Cognitive Research, American Educational Research Association, 1993
Chair, AERA Special Interest Group on Vocabulary, 1985-1988
Elva Knight Research Award Committee, International Reading Association, 1988
Member, Research Award Committee, International Reading Association, 1986-1987
Reviewer of program proposals, American Educational Research Association, 1987-2007

CONSULTING WORK

Harcourt School Publishing, 2001-present (basal program author)
Steck-Vaughn Publishing, 2002-present (program author)
Scholastic, 2004-2006 (program author)
Arlington County Public Schools, 2002-2005
San Diego Unified School District, 2002-2003
World Book Publishing, 1996-2001
Project LISTEN, Carnegie Mellon University, 1993
Harcourt, Brace, Jovanovich/Holt, Rinehart, Winston, 1984-1990

PUBLICATIONS**Journal Articles:**

Beck, I. L., & McKeown, M. G., (2007). Increasing Young Low Income Children's Oral Vocabulary Repertoires through Rich and Focused Instruction *Elementary School Journal*, 107 (3), 251-271.

McKeown, M. G., & Beck, I. L. (2004). Transforming knowledge into professional development resources: Six teachers implement a model of teaching for understanding text. *Elementary School Journal*, 104 (5), 391-408.

Beck, I. L., McKeown, M. G., & Kucan, L. (2003). Taking delight in words: Using oral language to build young children's vocabularies. *American Educator*, spring issue: Washington, DC: American Federation of Teachers.

Beck, I. L. & McKeown, M. G. (2002). Questioning the Author: Making Sense of Social Studies. *Educational Leadership*, 60 (3), 44-47.

- McKeown, M. G., & Beck, I. L. (2001). Designing questions toward thinking and understanding rather than answers. *Perspectives*, 27 (2). 21-24.
- Beck I.L., & McKeown, M.G., (2001) Inviting Students into the pursuit of meaning. *Educational Psychology Review*, 13(3) (Special Issue edited by A. Renninger and S. Wade), 225-241
- Beck I.L., & McKeown, M.G., (2001). Text Talk: Capturing the benefits of reading aloud for young children. *The Reading Teacher*, 55 (1), 10-19.
- McKeown, M. G., & Beck, I. L. (1999). Getting the discussion started. *Educational Leadership*, 57 (3), 25-28.
- Sandora, C., Beck, I., & McKeown, M. (1999). A comparison of two discussion strategies on students' comprehension and interpretation of complex literature. *Reading Psychology*, 20 (3), 177-212.
- Goerss, B. L., Beck, I. L., & McKeown, M. G. (1999). Increasing Remedial Students' Ability to Derive Word Meaning from Context. *Reading Psychology*, 20 (2), 151-175.
- Beck, I. L., McKeown, M. G., Hamilton, R. L., & Kucan, L. (1998). Getting at the Meaning. *Educational Leadership*, 22(1,2), 66-71; 85.
- Beck, I. L., McKeown, M. G., Worthy, J., Sandora, C., & Kucan, L. (1996). Questioning the Author: A Year-long Classroom Implementation to Engage Students with Text. *Elementary School Journal*, 96.4, 385-414.
- Beck, I. L., McKeown, M. G., & Worthy, J. (1995). Giving a text voice can improve students' understanding. *Reading Research Quarterly*, 30.2, 220-238.
- Almasi, J. F., McKeown, M. G., & Beck, I. L. (1996). The nature of engaged reading in classroom discussions of literature. *Journal of Literacy Research*, 28.1, 107-146.
- Loxterman, J. A., Beck, I. L., & McKeown, M. G. (1994). The effects of thinking aloud during reading on students' comprehension of more or less coherent text. *Reading Research Quarterly*, 29.4, 353-368.
- McKeown, M. G. (1993). Creating effective definitions for young word learners. *Reading Research Quarterly*, 28, 16-31.
- McKeown, M. G., Beck, I. L., & Worthy, M. J. (1993). Grappling with text ideas: Questioning the author. *The Reading Teacher*, 46, 560-566.
- Sinatra, G. M., Beck, I. L., & McKeown, M. G. (1993). How knowledge influenced two interventions designed to improve comprehension. *Reading Psychology*, 14, 141-163.
- Sinatra, G. M., Beck, I. L., & McKeown, M. G. (1992). A longitudinal characterization of young students' knowledge of their country's government. *American Educational Research Journal*, 29, 633-661.

McKeown, M. G., Beck, I. L., Sinatra, G. M., & Loxterman, J. A. (1992) The contribution of prior knowledge and coherent text to comprehension. *Reading Research Quarterly*, 27, 79-93.

Beck, I. L. & McKeown, M. G. (1991). Social studies texts are hard to understand: Mediating some of the difficulties (invited piece for "Research Directions" column). *Language Arts*, 68, 482-490.

Beck, I. L., McKeown, M. G., Sinatra, G. M., & Loxterman, J. A. (1991). Revising social studies text from a text-processing perspective: Evidence of improved comprehensibility. *Reading Research Quarterly*, 26, 251-276.

McKeown, M. G., & Beck, I. L. (1990). The assessment and characterization of young learners' knowledge of a topic in history. *American Educational Research Journal*, 27, 688-726.

Beck, I. L., McKeown, M. G., & Gromoll, E. W. (1989). Learning from social studies texts. *Cognition and Instruction*, 6, 99-158.

Beck, I. L. & McKeown, M. G. (1988) Toward meaningful accounts in history texts for young learners. *Educational Researcher*, 17, 6, 31-39.

McKeown, M. G. & Beck, I. L. (1988) Learning vocabulary: Different ways for different goals. *Remedial and Special Education* (special issue on reading comprehension), 9, 42-46.

Beck, I. L. & McKeown, M. G. (1987). Getting the most from basal reading selections. *Elementary School Journal* (special issue on the Basal Reader), 87, 343-356.

McKeown, M. G., Beck, I. L., Omanson, R. C., & Pople, M. T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly*, 20, 522-535.

McKeown, M. G. (1985). The acquisition of word meaning from context by children of high and low ability. *Reading Research Quarterly*, 20, 482-496.

Omanson, R. C., Beck, I. L., McKeown, M. G., & Perfetti, C. A. (1984). Comprehension of texts with unfamiliar versus recently taught words: An assessment of alternative models. *Journal of Educational Psychology*, 76, 1253-1268.

Beck, I. L., & McKeown, M. G. (1984). Application of theories of reading to instruction. In N. Stein (Ed.), *American Journal of Education* (special issue on the development of literacy), 93, 61-81.

Omanson, R. C., Beck, I. L., Voss, J. F., & McKeown, M. G. (1984). The effects of reading lessons on comprehension: A processing description. *Cognition and Instruction*, 1, 45-67.

Beck, I. L., McKeown, M. G., Omanson, R. C., & Pople, M. T. (1984). Improving the comprehensibility of stories: The effects of revisions that improve coherence. *Reading Research Quarterly*, 19, 263-277.

McKeown, M. G., Beck, I. L., Omanson, R. C., & Perfetti, C. A. (1983). The effects of long-term vocabulary instruction on reading comprehension: A replication. *Journal of Reading Behavior*, 15, 3-18.

Beck, I. L., & McKeown, M. G. (1983). On learning words well. *The Reading Teacher*, 36, 622-625.

Beck, I. L., & McKeown, M. G., & McCaslin, E. S. (1983). Vocabulary development: All contexts are not created equal. *The Elementary School Journal*, 83, 177-181.

Beck, I. L., Omanson, R. C., & McKeown, M. G. (1982). An instructional redesign of reading lessons: Effects on comprehension. *Reading Research Quarterly*, 17, 462-481.

Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). The effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74, 506-521.

Beck, I. L., & McKeown, M. G. (1981). Developing questions that promote comprehension: The story map. *Language Arts*, 58, 913-918.

Beck, I. L., McKeown, M. G., & McCaslin, E. S. (1981). Does reading make sense? Problems of early readers. *The Reading Teacher*, 34, 780-785.

Beck, I. L., McCaslin, E. S., & McKeown, M. G. (1981). Purpose for story reading: Smoothly paving the road or setting up a detour? *The Elementary School Journal*, 81, 45-51.

McKeown, M. G. (1979). The game of the name. *Language Arts*, 56, 282-283.

McKeown, M. G. (1979). Developing language awareness or why leg was once a dirty word. *Language Arts*, 56, 175-180.

Chapters and Books:

McKeown, M. G., & Beck, I. L., (in press). The role of metacognition in understanding and supporting reading comprehension. In D. J. Hacker, J. Dunlosky, & A. C. Graesser, (Eds.), *Handbook of Metacognition in Education. The Educational Psychology Series*, Robert Sternberg, (Ed.), Mahwah, NJ: Lawrence Erlbaum Associates.

Beck I. L., McKeown, M. G., & Kucan, L. (2008). *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. NY: Guilford Publications, Inc.

Beck, I., & McKeown, M.G., (2007). How teachers can support productive classroom talk: Move the thinking to the students. In: Rosalind Horowitz (Ed.) *Talking Texts:*

How speech and writing interact in school learning. (pp. 207-220). Mahwah, NJ: Lawrence Erlbaum Associates.

Beck, I. L., & McKeown, M. G., (2007). Different ways for different goals, but keep your eye on the higher verbal goals. In R. K. Wagner, A. Muse, & K. Tannenbaum, (Eds.), *Vocabulary and reading*, (pp. 182-204). New York: Guilford Publications.

Beck, I. L., & McKeown, M. G., (2006). *Improving Comprehension with Questioning the Author: A fresh and enhanced view of a proven approach.* New York: Scholastic, Inc.

McKeown, M. G. & Beck, I. L., (2006). Encouraging young children's language interactions with stories. In D. Dickenson, & S. Neuman (Eds.), *Handbook of Early Literacy Research Vol. 2* (pp. 281-294). New York: Guilford.

McKeown, M. G., & Beck, I. L. (2006). Issues in the Advancement of Vocabulary Instruction: Response to Stahl and Fairbanks's Meta-analysis. In K. A. D. Stahl, & M. C. McKenna (Eds.), *Reading Research at Work: Foundations of Effective Practice.* (pp. 262-271). New York: Guilford Press.

McKeown, M. G. & Beck, I. L. (2003). Direct and rich Vocabulary Instruction. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 13-27). New York: Guilford Press.

McKeown, M. G., & Beck, I. L. (2003). Taking advantage of read alouds to help children make sense of decontextualized language. In A. van Kleeck, S. A. Stahl, and E. B. Bauer (Eds.), *Storybook Reading* (pp. 159-176). Mahwah, NJ: Lawrence Erlbaum Associates.

Beck, I. L, McKeown, M. G, & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction.* New York: Guilford Press

McKeown, M. G., Beck, I. L., Hamilton, R., & Kucan, L. (1999). *"Questioning the Author" Accessibles: Easy access resources for classroom challenges.* Bothell, WA: The Wright Group.

McKeown, M. G. (1998). Discussion of text for understanding. In T. E. Raphael and K. H. Au (Eds.) *Literature-based instruction: Reshaping the Curriculum* (pp. 365-370). Norwood, MA: Christopher-Gordon Publishers, Inc.

McKeown, M. G. & Beck, I. L. (1998). Talking to an author: Readers taking charge of the reading process. In R. Calfee & N. Nelson (Eds.), *The Reading-writing connection. Ninety-seventh yearbook for the National Society for the Study of Education.* (pp. 112-130). Chicago: National Society for the Study of Education.

Beck, I. L., & McKeown, M. G., (1998). Comprehension: The sine qua non of reading. *The Keys to Literacy.* (pp. 40-52). Washington, DC: Council for Basic Education. (Reprinted in *Teaching and Change, Vol. 6* No., 2, Winter 1999. (pp. 197-211). NEA Professional Library and Corwin Press, Inc.)

Beck, I. L., McKeown, M. G., Hamilton, R. H., & Kucan, L. (1997). *Questioning the Author: An Approach for Enhancing Student Engagement with Text*. Newark, DE: International Reading Association.

McKeown, M. G., Beck, I. L., & Sandora, C. A. (1996) Questioning the Author: An Approach to Developing Meaningful Classroom Discourse. In: Graves, M. G., Taylor, B. M. & van den Broek, P. *The first R: Every child's right to read*. Teachers College Press. (pp. 97-119). (Reprinted in: *Reading Research Anthology: The Why? of Reading Instruction*: (1999). Consortium on Reading Excellence. (pp. 156-178). CA: Arena Press.)

McKeown, M. G., & Beck, I. L. (1994). Making sense of accounts of history: Why young students don't and how they might. In G. Leinhardt, I. L. Beck, & K. Stainton (Eds.), *Teaching and learning in history*, (pp. 1-26). Hillsdale, NJ: Erlbaum.

Beck, I. L., & McKeown, M. G. (1994). Outcomes of history instruction: Paste-up accounts. In J. F. Voss & M. Carretero (Eds.), *Cognitive and instructional processes in history and the social sciences*, (pp. 237-256). Hillsdale, NJ: Erlbaum.

Beck, I. L., & McKeown, M. G. (1992). Young students' social studies learning: Going for depth. In J. Dreher & W. Slater (Eds.), *Elementary school literacy: Critical issues* (pp. 133-156). Norwood, MA: Christopher-Gordon Publishers.

McKeown, M. G. (1991). Learning word meanings from definitions: Problems and potential. In P. Schwanenflugel (Ed.), *The psychology of word meanings* (pp. 137-156). Hillsdale, NJ: Lawrence Erlbaum Associates.

Beck, I. L. & McKeown, M. G. (1991). Substantive and methodological considerations for productive textbook analysis. In J. P. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 496-512). New York, NY: Macmillan.

Beck, I. L., & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In P. D. Pearson (Ed.). *The Handbook of Reading Research*, Vol. 2 (pp. 789-814). New York: Longman.

Beck, I. L. & McKeown, M. G. (1989). Expository text for young readers: The issue of coherence. In L. Resnick (Ed.), *Knowing, learning and instruction: Essays in honor of Robert Glaser* (pp. 47-66). Hillsdale, NJ: Lawrence Erlbaum Associates.

McKeown, M. G. & Curtis, M. E. (Eds.), (1987). *The nature of vocabulary acquisition*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary techniques. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 147-163). Hillsdale, NJ: Lawrence Erlbaum Associates.

Beck, I. L., & McKeown, M. G. (1986). Instructional research in reading: A retrospective. In J. Orasanu (Ed.), *Reading comprehension: From research to practice* (pp. 113-134). Hillsdale, NJ: Lawrence Erlbaum Associates.

Instructional Products: (copy written by the University of Pittsburgh)

Text Material

Beck, I. L., & McKeown, M. G. (2004). *Text Talk*. New York: Scholastic.

Beck, I. L., & McKeown, M. G. (2004). *Elements of Reading: Vocabulary*. Austin, TX: Harcourt Achieve (formerly Steck-Vaughn).

Software

Beck, I. L., McKeown, M. G., & Roth, S. (1988). *Word Wise*. Allen, TX: Developmental Learning Materials.

Beck, I. L., Roth, S. F., & McKeown, M. G. (1985). *Syllasearch*. Allen, TX: Developmental Learning Materials.

Selected Presentations:

McKeown, M. G. *Why Comprehension is Hard and How to Support Its Development*. Presentation, New York State Reading First and Adolescent Literacy Conference, Brooklyn, July 2008.

McKeown, M. G. *Building a vocabulary foundation for comprehension: Big words for little kids*. Massachusetts Reading First Summer Conference. Sturbridge, August 2008.

McKeown, M. G. *Building a vocabulary foundation for comprehension: Big words for little kids*. 5th Annual National Reading First Conference. Nashville, July 2008.

McKeown, M. G. *Rev-ing up Vocabulary for Middle School Students*. Presentation, International Reading Association, Atlanta, May 2008.

McKeown, M. G. *Developing Reading Comprehension for Students at all Levels*. Presentation, PA Charter School Conference, Pittsburgh, April 2008.

McKeown, M. G. *Instigating Rich, Robust Vocabulary*. Keynote presentation, Academic Language Therapy Association, Dallas, April 2008.

McKeown, M. G., Beck, I. L., & Blake, R. *Effects of Content and Strategies Approaches on Comprehension Outcomes*. Poster presentation, AERA, March 2008.

McKeown, M. G. *Engaging Students with Words: Why, How--and Making it Fun!* Keynote presentation, New Jersey Dyslexia Association/New Jersey Speech-Hearing Association, Newark, March 2008.

McKeown, M. G. *Effective comprehension instruction: Focus on content or strategies?* Keynote address presented at American Reading forum, Sanibel, FL, December 2007.

McKeown, M. G., & Kibby, M. *Vocabulary Assessment and the New NAEP Framework* In Vocabulary Assessment: Possibilities and Challenges. Symposium presented at the National Reading Conference Annual Meeting, Austin, TX, December 2007.

McKeown, M. G. *Enhancing Young Students' Comprehension: Text Talk*. Presentation, Fall Leadership Institute, Maryland State Education Dept, Baltimore, November 2007.

McKeown, M. G. *Fostering development among teachers and children in literacy, math, science, and social studies*. Symposium (served as chair and discussant), Society for Research in Child Development. Boston, March 2007.

McKeown, M. G. *Capturing the Benefits of Read-Alouds*. Presentation, Oregon Reading Association, Portland, February 2007.

McKeown, M. G., & Beck, I. L. *Words with Mileage and a Road Map for Instruction*. In *Vocabulary Instruction: Moving Between Theory and Practice*, symposium presented at the National Reading Conference Annual Meeting, Los Angeles, December 2006.

McKeown, M. G., & Beck, I. L. *Building vocabulary and comprehension: Why big words work for little kids*. In *Choosing words to teach*, symposium presented at the American Educational Research Association, San Francisco, April 2006.

McKeown, M. G., Beck, I. L., Killcrece, R. G., & Barron, M. A. *Examining comprehension instruction through comparison of strategies-based and content-based approaches*. In *The many faces of strategies instruction*, symposium presented at the American Educational Research Association, San Francisco, April 2006.

McKeown, M. G. *Understanding Text: What's It Mean, Why Is It Hard, And How Can We Support Students To Do It?* paper presented at International Reading Association Reading Research Conference, Chicago, April 2006.

McKeown, M. G. *Vocabulary is Vital for Students of All Ages* paper presented at America's Choice Annual Conference, Los Angeles, January 2006.

McKeown, M. G. *Improving Children's Vocabulary: The What and How of Instruction In Vocabulary Development is Crucial for Children with Reading Difficulties*, symposium presented at International Dyslexia Association Annual Meeting, Denver, November 2005.

McKeown, M. G., & Beck, I. L. *Which words to teach: Teaching sophisticated words to young children*. Paper presented at the American Educational Research Association, Montreal, April, 2005.

Beck, I. L. & McKeown, M. G. *Enhancing young children's vocabulary repertoires*. Paper presented at the American Educational Research Association, Montreal, April, 2005.

McKeown, M. G. *Increasing young children's oral vocabulary*. Presentation to QUES Conference, Rhode Island Federation of Teachers, Providence, November, 2003.

McKeown, M. G. *Vocabulary learning in kindergarten and first grade: Big words for little kids*. Presentation to Beginning with Books Conference, Pittsburgh, October, 2003.

Beck, I. L. & McKeown, M. G. *Text Talk*. Featured presentation at the 48th Annual Convention of the International Reading Association, Orlando, May 2003.

Beck, I. L. & McKeown, M. G. *Increasing young children's oral vocabulary repertoires*. Paper presented at American Educational Research Association Annual Meeting, New Orleans, April 2002.

McKeown, M. G., & Beck, I. L. (2001). *Text Talk: Capturing the benefits of reading aloud to young children*. Paper presented at American Educational Research Association Annual Meeting, Seattle.

McKeown, M.G. (2001). *Text Talk: Reading aloud and discussing stories with young children*. Presented at IST Class Networking Meeting, Allegheny Intermediate Unit, Pittsburgh, PA.

McKeown, M.G. (2000). *Successes and failures in attempting to explain, or why language is hard to put into words*. Vice-presidential Address, American Educational Research Association Annual Meeting, New Orleans.

McKeown, M.G. (2000). *Designing questions toward thinking and understanding rather than answers*. Paper presented at National Conference on Curriculum, Instruction, and Assessment in the Middle Grades: Linking Research to Practice. National Educational Research Policy and Practices Board, Washington, D.C.

McKeown, M.G. & Beck, I. L. (2000). *How Instruction Can Facilitate Intentional Learning, in Intentionality: What does it mean to be an intentional learner?* Alternative perspectives (Symposium). American Educational Research Association Annual Meeting, New Orleans.

McKeown, M. G., & Beck, I. L. (1998). *Effects of resources to support teacher professional development*. Paper presented at American Educational Research Association Annual Meeting, San Diego.

McKeown, M. G., Beck, I. L. & Kucan, L. (1996). *Fostering student thinking in meaning-oriented discussion. In The role of collaborative discussion in fostering critical and reflective thinking*. Symposium presented at American Educational Research Association Annual Meeting, New York.

Beck, I. L. & McKeown, M. G. (1995) *Issues in supporting teachers' pedagogical change. In Relating teacher development and effects on children's learning in cognitive approaches to teaching reading*. Symposium presented at National Reading Conference, New Orleans.

McKeown, M. G. & Beck, I. L. (1995). *The text, the author, and the reader: Who's in charge here? In Author-reader-text: Different theories, different roles*. Symposium presented at National Reading Conference, New Orleans.

McKeown, M. G., Beck, I. L., Kucan, L., & Sandora, C. (1995). *Questioning the Author: Assessing the impact of an innovation beyond the initial site*. Paper presented at American Educational Research Association Annual Meeting, San Francisco.

McKeown, M. G., Beck, I. L., Sandora, C. & Worthy, J. (1994). *Getting Inside Meaningful Classroom Discourse: Grade 4*. Paper presented at the National Reading Conference, San Diego.

Almasi, J., Beck, I. L., & McKeown, M. G. (1994). *The Nature of Engaged Reading in Classroom Discussions of Literature*. Paper presented at the National Reading Conference, San Diego.

Beck, I. L., & McKeown, M. G. (1994). *Lifting the lid off texts*. In *Instructional balance for reading, writing, and literacy development*. Pre-convention Institute at the International Reading Association Annual Meeting, Toronto.

McKeown, M. G., Beck, I.L., & Worthy, J. (1994). *Giving a text voice can improve students' understanding*. American Educational Research Association Annual Meeting, New Orleans.

Beck, I.L., McKeown, M. G., & Worthy, J. (1994). *Developing and implementing an approach to enhancing students' engagement with text: Questioning the Author*. In Three cognitive-based approaches to teaching students to understand text while they are reading. Symposium at American Educational Research Association Annual Meeting, New Orleans.

Goerss, B., L. Beck, I. L., & McKeown, M. G. (1994). *A study to train remedial elementary students to become more sensitive to context clues*. American Educational Research Association Annual Meeting, New Orleans.

Beck, I. L., & McKeown, M. G. (1993). *Engaging readers with text: From the outside in and the inside out*. Invited presentation at the National Council of Teachers of English Annual Meeting, Pittsburgh.

McKeown, M. G., Beck, I. L., Worthy, J., Sandora, C., & Kucan, L. (1993). *Developing and implementing an approach to student engagement: Questioning the Author*. Symposium at the National Reading Conference Annual Meeting, Charleston, SC.

Beck, I.L., McKeown, M. G., & Worthy, J. (1993). *Questioning the author: An approach to enhancing students' engagement with text*. In *Facilitating active text processing: Strategic and technological approaches*. Symposium at the American Educational Research Association Annual Meeting, Atlanta.

McKeown, M. G., Beck, I. L., & Worthy, M. J. (1992). *Engaging students with text*. National Reading Conference Annual Meeting, San Antonio.

McKeown, M. G. & Beck, I. L. (1992). *Exploring young students' attempts to make sense of difficult texts*. In *Getting meaning from "instructional" texts*. Symposium presented at American Educational Research Association Annual Meeting, San Francisco.

McKeown, M. G., Beck, I. L., Sinatra, G. M., & Loxterman, J. A. (1991). *Effectiveness of revising text from a text-processing perspective*. In Emergent literacy: Developing reading skills in elementary students. Symposium at American Educational Research Association Annual Meeting, Chicago.

Beck, I. L. & McKeown, M. G. (1991). *Using what students know and don't know in designing history instruction*. American Educational Research Association Annual Meeting, Chicago.

McKeown, M. G. (1991). *Research-based strategies for vocabulary instruction*. Presentation to school district administrators, Barrington, IL.

McKeown, M. G. (1990). *Learning word meanings from definitions: Problems and potential*. Spencer Fellowship Forum, National Academy of Education Spring Meeting, Cambridge, MA.

McKeown, M. G. (1990). *Making definitions more effective for young learners*. National Reading Conference Annual Meeting, Miami, FL.

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