Curriculum Vita
Dr. Frank W. Serafini

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Phoenix, AZ 85018
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DEGREES EARNED

Ph.D.   Arizona State University, Tempe, AZ, 2001
Curriculum and Instruction: Reading Education

M.Ed.   Arizona State University, Tempe, AZ, 1992
Elementary Education

B.A.   Fort Lewis College, Durango, CO, 1984
Business Administration

WORK EXPERIENCE

2015-   Arizona State University
Mary Lou Fulton Teachers College
Professor - Literacy Education and Children's Literature

2008- 2015   Arizona State University
Mary Lou Fulton Teachers College
Associate Professor - Literacy Education and Children's Literature

2007- 2008   University of Nevada, Las Vegas
Associate Professor - Literacy Education and Children's Literature

2001- 2007   University of Nevada, Las Vegas
Assistant Professor - Literacy Education and Children's Literature

1994- 2001   Arizona State University
Faculty Adjunct Professor

1997- 2000   Washington Elementary School District
Title 1 Staff Development Coordinator – Literacy Specialist

1993- 1997   Glendale Elementary School District
Classroom Teacher - Discovery Elementary School

1990- 1993   Murphy School District
Classroom Teacher - Garcia Elementary School

DISTINCTIONS & AWARDS

Academic:
Nomination: Gunther Kress Social Semiotics in Education Scholarly Award (2023)
Recipient: International Visual Literacy Education Award (2021)
Recipient: International Literacy Association Dina Feitelstein Research Award (2019)
Recipient: IRA Arbuthnot Award for Distinguished Professor of Children's Literature (2014)
Recipient: Arizona State University Faculty Teaching Achievement Award (2009)
Finalist: National Reading Conference Early Career Achievement Award (2008)
Recipient: UNLV College of Education Distinguished Teacher Award (2007)
Recipient: UNLV College of Education Collaborative Scholarship Award (2002)
Recipient: UNLV College of Education Distinguished New Faculty Award (2002)
Recipient: UNLV New Investigator Award (2002)
Recipient: Arizona State University Nicholas J. Silvaroli Travel Scholarship (2000)
Recipient: Arizona State University Graduate Academic Scholarship (1999-2000)
Recipient: Alpha Upsilon Alpha, National Honor Society of the IRA (1999)
Recipient: Phi Kappa Phi, National Honor Society (1992)

Children's Author / Artistic:
Nominated: Grand Canyon Reader Award for *Looking Closely Across the Desert* (2011)
Recipient: Juried Artist – Sonoran Arts League (2010)
Recipient: Juried Artist – Arizona Arts Alliance (2010)
Nominated: CYBLS Award for Best Non-Fiction for *Looking Closely In the Rainforest* (2010)
Recipient: Bank Street College Best Books for *Looking Closely Along the Shore* (2009)
Recipient: Bank Street College Best Books for *Looking Closely Through the Forest* (2009)
Recipient: IRA Teachers' Choice Award for *Looking Closely Along the Shore* (2009)
Nominated: CYBLS Award for Best Non-Fiction for *Looking Closely Inside the Garden* (2008)
Recipient: Society of School Librarians Honor for *Looking Closely Along the Shore* (2008)

FUNDED PROJECTS

2020 Mary Lou Fulton Teachers College Research Mini-Grant ($500)
Research projects on multimodal data analysis – research software proposal

2013 Mary Lou Fulton Teachers College Internal Research Grant ($3,000)
A research project on students' responses to metafictive elements in picturebooks.

2006 Foundation Grant ($250,000)
For creating the Gayle Zeiter Literacy Development Center at the University of Nevada, Las Vegas – served as Co-Director from 2006-2008.

2001- 2004 Nevada Reading Excellence Federal Grant ($23,000,000)
Project Researcher & Grant Advisory Committee Member

2004 University of Nevada, Las Vegas New Investigator Award ($9,500)
Primary Investigator – Investigating Readers' Responses to Contemporary Picture Books

FUNDED PROJECTS NOT AWARDED

2018   SEED Federal Grant ($2,100,000)
Supporting Reading Achievement with Access and Instruction SRAAI – developing extensive classroom libraries in elementary schools

PUBLICATIONS

BOOKS:

Serafini, Frank. (2022). *Beyond the visual: An Introduction to Researching Multimodal Phenomena.* New York: Teachers College Press.

Serafini, Frank & Gee, Elisabeth (2017). *Remixing Multiliteracies: From New London to New Times*. Teachers College Press.

Serafini, Frank. (2015). *Reading Workshop 2.0: Supporting Readers in the Digital Age*. Portsmouth, NH: Heinemann.

Serafini, Frank. (2014). *Reading the Visual: An Introduction to Teaching Multimodal Literacy*. New York: Teachers College Press.

Serafini, Frank. (2010). *Classroom Reading Assessment: More Efficient Ways to View and Evaluate Your Students*. Portsmouth, NH: Heinemann.

Serafini, Frank. (2009). *Interactive Comprehension Strategies: Fostering Meaningful Talk About Texts.* New York: Scholastic.

Serafini, Frank, & Youngs, Suzette. (2008). *More (advanced) lessons in comprehension: Expanding students' understanding of all types of texts.* Portsmouth, NH: Heinemann.

MacFarlane, Norma, & Serafini, Frank. (2006). *Reflections on literacy*. Toronto, ON: Pearson Education.

Serafini, Frank, with Youngs, Suzette. (2006). *Around the reading workshop in 180 days: A month by month guide to effective instruction*. Portsmouth, NH: Heinemann.

Serafini, Frank. (2004). *Lessons in comprehension: Explicit instruction in the reading workshop*. Portsmouth, NH: Heinemann.

Serafini, Frank, & Giorgis, Cyndi. (2003). *Reading aloud and beyond: Fostering the intellectual life with older readers*. Portsmouth, NH: Heinemann.

Serafini, Frank. (2001). *The reading workshop: Creating space for readers.* Portsmouth, NH: Heinemann.

CHILDREN'S PICTUREBOOKS

Serafini, Frank. (2010). *Looking closely: Into the Rainforest*. Toronto, ON: Kids Can Press.

Serafini, Frank. (2010). *Looking closely: Around the Pond*. Toronto, ON: Kids Can Press.

Serafini, Frank. (2008). *Looking closely: Along the shore*. Toronto, ON: Kids Can Press.

Serafini, Frank. (2008). *Looking closely: Through the forest*. Toronto, ON: Kids Can Press.

Serafini, Frank. (2008). *Looking closely: Across the desert*. Toronto, ON: Kid Can Press.

Serafini, Frank. (2008). *Looking closely: Inside the garden*. Toronto, ON: Kid Can Press.

Devlin, Ruth & Serafini, Frank. (2004). *Desert seasons: A year in the Mojave*. Stephens Press.

REFEREED (PEER_REVIEWED) JOURNAL ARTICLES:

Serafini, Frank & Colton, Jill (in preparation) Is there a real or fictional ghost in this house? *Journal of Children's Literature*

Serafini, Frank (in preparation) The Multimodal Nature of Semiotic Instantiation Across Words and Images in Contemporary Picturebooks. *Multimodality and Society.*

Serafini, Frank. (in preparation) Rethinking the Complex Relationship of Words and Images in Children's Literature. *Children's Literature Association Quarterly.*

Serafini, Frank & Reid, Stephanie. (under review). Semiotic resources in Shaun Tan's *The Lost Thing:* Book Chapter.

Serafini, Frank. (2023). An Analysis of the Semiotic Resources of Contemporary Movable Picturebooks, *Bookbird. 61(2), 26-36.*

Moses, Lindsey & Serafini, Frank. (2022) Image, Text, and Design: Students' Semiotic Choices in Nonfiction Compositions. *Literacy: Journal of the United Kingdom Literacy Association, 56(4), 340-354.*

Serafini, Frank & Reid, Stephanie. (2022). Semiotic, Literary, and Artistic Perspectives for Analyzing Picturebooks. *Visual Communication. 1-21*

Rylak, Danielle, Moses, Lindsey, Torrejon, Carolina, and Serafini, Frank, (2022). Agency in a first-grade writing workshop: A case study of two composers. *Journal of Early Childhood Literacy, 1-22.*

Serafini, Frank & Rylak, Danielle (2021). Representations of Museums and Museum Visits in Narrative Picturebooks. *Libri et Liberi* 10(1), 45-62.

Moses, L., Rylak, D., Kachorsky, D., & Serafini, F. (2020). Investigating young readers' use of visual, textual, and design resources in contemporary picturebooks. *JOLLE: Journal of Language and Literacy Education.* 16(2), 1-23.

Serafini, Frank, Moses, Lindsey, Kachorsky, Dani, and Rylak, Danielle. (2020). Incorporating multimodal literacies into classroom-based reading assessments. *The Reading Teacher.* 74 (3), 285-296.

Hruby, G., Heibert, E., McGill-Franzen, A., Draper, R., Serafini, F., Chandler-Olcott, K., McVerry, G., and O'Byrne, I. (2019) Defining Instructional Text: Eight Literacy Scholars Discuss Framing and Trade-offs. *Ubiquity: The Journal of Literature, Literacy, and the Arts, Research Strand*, 6(1), 1-38.

Serafini, Frank & Reid, Stephanie (2019). Multimodal Content Analysis: Expanding Analytical Approaches to Content Analysis. *Visual Communication, 19(1) 1-27.* https://doi.org/10.1177/1470357219864133

Serafini, Frank & Reid, Stephanie (2019). Crossing Boundaries: Exploring Metaleptic Transgressions in Contemporary Picturebooks, *Children's Literature in Education.* 51, 261-284.

Reid, Stephanie F. & Serafini, Frank (2018). More than words: An investigation of the middle-grade novel. *Journal of Children's Literature*, 44(2), 32-44.

Serafini, Frank, Kachorsky, Dani, & Reid, Stephanie F. (2018). Revisiting the Multimodal Nature of Children's Literature. *Language Arts*, 95(5), 311-321.

Kachorsky, Dani, Moses, Lindsey, & Serafini, Frank. (2017). Meaning Making with Picturebooks: Young Children's Use of Semiotic Resources. *Literacy Research and Instruction*, 56(3), 231-249.

Moses, Lindsey, Serafini, Frank, & Lloyd, Stacy. (2016). Looking Closely at Informational Texts: Considering the Role(s) of Mentor Texts for kindergarten Children. *Journal of Research in Childhood Education.* 30(4), 529-539.

Kachorsky, Dani, Aguilera, Earl, Gee, Elisabeth, & Frank Serafini (2016) Expanding analytical perspectives on children's picturebook apps. *Literacy Research: Theory, Method, and Practice. Literacy Research Association Annual Yearbook*, 1-15.

Serafini, Frank, Kachorsky, Dani, & Goff, Maria. (2015). Representing Reading: An Analysis of Professional Development Book Covers. *Journal of Language and Literacy Education.* 11(2), 94-112.

Serafini, Frank. (2015). The Appropriation of Fine Art in Contemporary Narrative Picturebooks. *Children's Literature in Education.* 46(4), 438-453.

Serafini, Frank, Kachorsky, Dani, & Aguillera, Earl. (2015). Picturebooks 2.0: Transmedial Features Across Narrative Platforms. *Journal of Children's Literature.* 41(2), 16-24.

Serafini, Frank. (2015). Paths to Interpretation: Developing Students' Interpretive Repertoires. *Language and Literacy.* 15(3), 118-133.

Serafini, Frank. (2015). Multimodal Literacy: From Theories to Practices. *Language Arts.* 92(6), 412-423.

Serafini, Frank & Youngs, Suzette. (2013). Discussing Picturebooks Across Perceptual, Structural, and Ideological Perspectives. *Journal of Language and Literacy Education.* 9(1), 185-200.

Serafini, Frank. (2012). Reading Multimodal Texts in the 21st Century. *Research in the Schools*. 19 (1), 26-32.

Serafini, Frank & Clausen, Jennifer. (2012). Considering Typography as a Semiotic Resource in Contemporary Picturebooks. *Journal of Visual Literacy,* 31(2), 1-16.

Serafini, Frank. (2012). Expanding the Four Resources Model: Reading Visual and Multimodal Texts. *Pedagogies: An International Journal* 7(2), 150-164.

Serafini, Frank. (2011). A Question of Fidelity. *Arizona State Reading Journal*. 37(1). 26-28.

Youngs, Suzette & Serafini, Frank. (2011). Comprehension Strategies for Reading Historical Fiction Picturebooks. *The Reading Teacher*. International Reading Association. 65(2), 115-124.

Serafini, F. (2011). Expanding Perspectives for Comprehending Visual Images in Multimodal Texts. *Journal of Adolescent and Adult Literacy*. 54(5), 342-350.

Serafini, F. (2010). Reading Multimodal Texts: Perceptual, Structural and Ideological Perspectives. *Children's Literature in Education*. 41, 85-104.

Serafini, F. (2010). Expository Fiction: Blurring the Boundaries Between Fiction and Non-Fiction in *Dragonology* and *The Discovery of Dragons. The Journal of Children's Literature.* 36(1), 28-34.

Serafini, Frank. (2009). Promoting interactive discussions: Changing traditional discourse patterns. *English Quarterly Canada.* 40(1), 5-9.

Dunkerly, J., & Serafini, F. (2009). Examining images of family in commercial reading programs. *Journal of Educational Controversy.* 4(1).

Serafini, Frank. (2008). The pedagogical possibilities of postmodern picturebooks. *Journal of Reading, Writing, and Literacy.* 2(3), 23-41.

Serafini, F., & Ladd, S. M. (2008). The challenge of moving beyond the literal in literature discussions. *Journal of Language and Literacy Education* [Online], 4(2), 6-20. Available: http://www.coe.uga.edu/jolle/2008_2/challenge.pdf

Serafini, Frank. (2008). Pigs, Cinderella, and social issues. *New England Journal of Reading and Literacy Instruction.* 43(2), 23-29.

Serafini, Frank. (2008). Approaching, navigating and comprehending picturebooks. *WSRA: Journal of the Wisconsin State Reading Association.* 47(2), 5-9.

Serafini, Frank. (2007). The evolving role of the literacy specialist. *South Carolina English Teacher.* Fall Issue, 21-25.

Serafini, Frank. (2006). Levels or labels: Leveled (leveling) texts in the elementary reading curriculum. *Pennsylvania Reads: A Journal of the Keystone State Reading Association*. 7(1), 9-17.

Serafini, Frank. (2005). Taking on the National Board for Professional Teaching Standards: Alignment, recognition, and representation. *Current Issues in Education*, *8(21)*.

Serafini, Frank. (2005). Voices in the park, voices in the classroom: Readers responding to postmodern picture books. *Reading Research and Instruction. 44*(3), 47-65.

Serafini, Frank. (2005). Overcoming theoretical and pedagogical impediments to quality literature discussions. *The Language and Literacy Spectrum*. 15(1), 24-32.

Serafini, Frank. (2005). Implementing a workshop approach to reading. *Academic Exchange Quarterly*. 9(2), 173-178.

Serafini, Frank. (2004). Accelerated Reader: Possibilities and Challenges. *Montana State Reading Journal, 20*(4), 15-18.

Serafini, Frank. (2004). Images of reading and the reader. *The Reading Teacher. 57*(7), 610-617.

Serafini, Frank. (2003). Enlarging our vision of balanced reading. *Arizona State Reading Journal*, (29) 2, 18-23.

Serafini, Frank. (2003). Informing our practice: Modernist, transactional, and critical perspectives on children's literature and reading instruction. *Reading Online*, 6 (6).

Serafini, Frank. (2002). Possibilities and challenges: The National Board for Professional Teaching Standards. *Journal of Teacher Education. 53*(4) 316-327.

Serafini, Frank. (2002). Dismantling the factory model of assessment. *Reading & Writing Quarterly. 18*(1) 67-85.

Serafini, Frank. (2002). A journey with the wild things: A reader response perspective in practice. *Journal of Children's Literature. 28* (1) 73-78.

Serafini, Frank. (2002). Reflective practice and learning. *Primary Voices K-6. 10* (4) 2-7.

Serafini, Frank. (2001). Three paradigms of assessment: Measurement, procedure and inquiry. *The Reading Teacher*. 54(4) 384-393.

Serafini, Frank. (2000). Before the conversations become "grand". *The California Reader. 33*(3)

Serafini, Frank. (1998). The standardised classroom. *Reading: A UK Journal About Literacy and Language in Education, 32*(2) 36-38.

Serafini, Frank. (1995). The "un-portfolio": Windows toward reflective assessment. *Arizona State Reading Journal, 23,* 11-13.

ENCYCLOPEDIA CHAPTERS

Serafini, Frank. (2022) The Evolution of Children's Literature: Metafictive Devices and Digital Mediation. *International Encyclopedia of Education*, (4th ed) Vol 10 https://doi.org/10.1016/B978-0-12-818630-5.07070-6

Serafini, Frank. (2017). Visual Literacy. *The Oxford Encyclopedia of Education.* DOI: 10.1093/acrefore/9780190264093.013.19

BOOK CHAPTERS:

Serafini, Frank (in preparation). The Complex Relationship of Words and Images in Children's Picturebooks. In Zoe Jacques et al (Eds.) *Cambridge History of Children's Literature*. Cambridge

Serafini, Frank & Reid, Stephanie (accepted) Researching the Multimodal Nature of Children's and Young Adult Literature. In Katrina Bartow Jacobs & Patricia A. Crawford (Eds.) *The Handbook of Children's and Young Adult Literature in Education*. Bloomsbury.

Serafini, Frank. (2023) Implications of multimodal theories on literacy research and pedagogy. In Bobkina (Eds) Multimodality (Peter Lang Publishers).

Serafini, F. & Thomas, A. (2022). Picturebooks. In: D. Thomas & A. Thomas (Eds.). *Teaching and learning primary English.* Oxford University Press. pp. 338-355.

Kachorsky, Dani, & Serafini, Frank (2018). From Picturebooks to Propaganda: Developing Visual and Multimodal Literacies. In E. Dominguez Romero (Ed.) *Teaching Literature and Language Through Multimodal Texts*. IGI Global Publishers

Serafini, Frank. (2012). Rethinking Reading Comprehension: Definitions, Instructional Practices, and Assessment (pp. 189-202). In E. Williams (Ed.), *Critical Issues in Literacy Pedagogy: Notes from the Trenches*. Illinois State University Press.

Serafini, Frank. (2009). Understanding Visual Images in Picturebooks. In J. Evans (Ed.), *Talking beyond the page: Reading and responding to picturebooks*. London: Routledge.

Serafini, Frank., Funke, J., & Willey, R. (2001). Talk is sharing: Creating space for sharing in the writing circle. In P. G. Smith (Ed.), *Talking classrooms: Shaping children's learning through oral language instruction* (pp. 87-104). Newark, DE: IRA

Serafini, Frank., & Rogers, C. (2001). Power, politics and the demise of progressive education. In C. D. Marling & C. Edelsky (Eds.), *The fate of progressive language policies and practices* (pp. 166-208). Urbana, IL: National Council Teachers of English.

EDITORIALS / COLUMNS

Serafini, Frank, Kachorsky, Dani, & Aguilera, Earl. (2016). Picturebooks in the Digital Age. *The Reading Teacher.* 69(5), 509-512.

Serafini, Frank & Moses, Lindsey. (2015). Considering Design Elements in Children's Picturebooks. *The Reading Teacher*. 69(3), 307-309.

Serafini, Frank. (2015). Considering Fine Art in Picturebooks. *The Reading Teacher*. 69(1), 87-90

Serafini, Frank & Coles, Richard. (2015). Humor in Children's Picturebooks. *The Reading Teacher*. 68(8), p.636-638.

Serafini, Frank & Tompkins, Felicia (2015). Books In / As / Through Books. *The Reading Teacher*. 68 (5), 344-346.

Serafini, Frank. (2014). Exploring Wordless Picturebooks. *The Reading Teacher*. 68 (1), 24-26.

Serafini, Frank & Moses, Lindsey. (2014). The Roles of Children's Literature in the Primary Grades. *The Reading Teacher*. 67 (6), 465-468.

Serafini, Frank. (2013/2014). Close Readings and Children's Literature. *The Reading Teacher*. 67 (4), 299-301.

Serafini, Frank (2013). Supporting Boys as Readers. *The Reading Teacher*. 67 (1), 40-42.

Serafini, Frank & Layne, Steven (2013). Looking at Children's Literature from Two Perspectives. *The Reading Teacher*. 66 (7), 38-41.

Serafini, Frank & Youngs, Suzette (2013). Reading Workshop 2.0: Children's Literature in the Digital Age. *The Reading Teacher*, 66 (5), 401-404.

Serafini, Frank & Blasingame, James. (2012). The Changing Face of the Young Adult Novel. *The Reading Teacher*, 66 (2), 145-148.

Serafini, Frank. (2012). Taking Full Advantage of Children's Literature. *The Reading Teacher*, 65 (7), 457-459.

Serafini, Frank. (2011). When Bad Things Happen to Good Books. *The Reading Teacher*, 65 (4), 238-242.

Serafini, Frank. (2011). Creating Space for Children's Literature. *The Reading Teacher*, 65(1), 30–34.

CONFERENCE PROCEEDINGS

Serafini, Frank. (2013) Theoretical and pedagogical perspectives on literacy development in a digital world. *From Literacy Research to Classroom Practice: Insights and Inspiration. Proceedings of the 2012 Annual Conference of the Reading Association of Ireland*. (p.5-13). Dublin: Reading Association of Ireland.

BOOK REVIEWS

Serafini, F. (2018). Review of *Literacy, media, technology: Past, present and future*, by B. Parry, C. Burnett, & G. Merchant. *Education Review*, *25*.

Serafini, Frank. (2014). An analytical framework for reading visual narratives. *Linguistics and Education.* 27, 68-69.

Serafini, Frank. (2008). Reconceptualizing storytime: Expanding students' interpretive repertoires. *Educational Researcher*, 37 (7) 446-447.

Serafini, Frank, Bean, Thomas, & Readence, John. (2004). Reconceptualizing adolescent identity. *Reading Research Quarterly*, 39 (4) 482-489.

EDITORIAL REVIEWED PUBLICATIONS:

Kachorsky, D., Moses, L. & Serafini, F. (January 2021) Supporting Multimodal Reading in the Classroom: Insights from Research, *Literacy Today,* 16-18.

Serafini, Frank. (2020) What still matters in literacy education. *Practical Literacy: The Early and Primary Years*, 25(1), 18-19

Serafini, Frank (2019) Book Discussions. *White Paper for Pearson Publications*.

Serafini, Frank. (2015). Moving Beyond Close Reading: A Multiliteracies Toolkit. *Journal of Media Literacy*. 63(1), 55-61.

Serafini, Frank. (2013) Building a Foundation for Literacy Instruction: Respecting the Past, Embracing the Future. *Journal of the Colorado Council of the IRA*. Winter Issue, 25-29.

Serafini, Frank. (2012). Interpreting Visual Images and Design Elements of Contemporary Picturebooks. *Connecticut Reading Association Journal,* 1(1), 3-8.

Serafini, Frank. (2012). What are We Differentiating in Differentiated Instruction? *Journal of the Reading Association of Ireland*. Fall Issue, 12-16.

Serafini. Frank. (2012). Boys and Reading: Supporting the Literacies of Today's Young Readers. *Bermuda Parenting Magazine*.

Serafini, Frank. (2010). Making the case for photography. *The Newsletter of the Society of Children's Book Writers and Illustrators*.

Serafini, Frank. (2008). Looking closely at the creative process. *Journal of Children's Literature,* 34(1), 1-3.

Serafini, Frank. (2007) Considering instructional trajectory. *In the Loop: A Newsletter of Pearson Education Canada*. Toronto, ON.

Serafini, Frank. (2007) Talking comprehension: Examining the language of reading instruction. *In the Loop: A Newsletter of Pearson Education Canada*. Toronto, ON.

Serafini, Frank. (2006) Reconsidering the gradual release of responsibility model. *In the Loop: A Newsletter of Pearson Education Canada*. Toronto, ON.

Serafini, Frank. (2006). Re-thinking reading strategy instruction. *Nevada Reading First.*

Serafini, Frank. (2005). Vocabulary: Caught or Taught?. *Nevada Reading First.*

Serafini, Frank. (Winter, 2005). Developing comprehension practices: Organizing thoughts. *In the Loop: A Newsletter of Pearson Education*, Toronto, ON.

Serafini, Frank. (2005). In service of meaning: Re-Thinking reading strategy instruction. *In the Loop: A Newsletter of Pearson Education*, Toronto, ON.

Serafini, Frank. (2004). *Audio Books in the Elementary Classroom (brochure).* Random House.

Serafini, Frank. (2004). The evolving role of the literacy specialist. *Nevada Reading First.*

Serafini, Frank. (2003). What the NRP report didn't say. *NREA Notes: A Newsletter of the NREA*.

Serafini, Frank. (2003). What makes "explicit instruction" explicit? *NREA Notes: A Newsletter of the NREA*.

Serafini, Frank. (2002). Reading comprehension: Some thoughts. *NREA Notes: A Newsletter of the NREA*.

Serafini, Frank. (2002). Literacy specialists and the NRP report. *NREA Notes: A Newsletter of the NREA*.

Giorgis, Cyndi, Fabbi, Jennifer, Grubaugh, Steve and Serafini, Frank. (2002). Connecting books and cultures. *UNLV's Multicultural and Diversity Newsletter*, 6(4) 6-8.

Serafini, Frank. (2001) Building a community of readers. *UNLV's Multicultural and Diversity Newsletter*, 6(1) 12-13.

Serafini, Frank. (1998). Making the shift. *Talking Points, 9(*2) 20-21.

Serafini, Frank. (1997). Stances to assessment. *Talking Points, 8*(3) 2-4.

Serafini, Frank. (1995). Reflective assessment. *Talking Points, 6*(4), 10-12.

Enz, Billie J. & Serafini, Frank. (1995) Involving students in the assessment process. *Teaching K-8, 25* (5) 96-97.

Serafini, Frank. (1995) An authentic assessment requires an authentic context. *The Whole Idea*

SOCIAL MEDIA PUBLICATIONS

Serafini, Frank (2022). *Revisiting the Tripartite Framework*. Teachers College Press Blog

Classroom Caffeine Podcast (2021) *A Conversation with Frank Serafini*

Savvas Learning Inc. (2021) Fresh Ideas for Teaching Podcast – *Why the Future of Literacy is Multimodal*

Savvas Learning Inc. (2021) series of video lectures on *Using non-fiction texts in the elementary classroom.*

MULTIMEDIA INSTRUCTIONAL MATERIALS

Serafini, Frank. (2006). *Lessons in comprehension professional e-book* [Interactive CD]. Toronto, ON: Pearson Education Canada.

Serafini, Frank. (2006). *Building capacity for literacy instruction* [Instructional DVD]. Toronto, ON: Pearson Education Canada.

REPRINTED WORKS:

Serafini, Frank. (2005) Three paradigms of assessment: Measurement, procedure, and inquiry. In S. Barrantine and S. Stokes (Eds.), *Reading assessment: Principles and practices for elementary teachers*. Newark, DE: International Reading Association.

Serafini, Frank. (2004) Three paradigms of assessment: Measurement, procedure, and inquiry. In *Preparing reading professionals: A collection from the International Reading Association.* Newark, DE: International Reading Association.

Serafini, Frank. (2003) Three paradigms of assessment: Measurement, procedure, and inquiry. In P. Mason & J. Schumm (Eds.), *Promising practices for urban reading instruction.* Newark, DE: International Reading Association.

PRESENTATIONS

REFEREED STATE, NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS:

AELA
LRA
11icom

Serafini, Frank. (2022) *Investigating Commercial Wine Labels Across Perceptual, Semiotics, and Ideological Dimensions*. International Visual Literacy Association Annual Conference, Jyväskylä, Finland.

Serafini, Frank. (2022) *Rethinking the Semiotic Foundations of Multimodal Literacy Research*, Annual Conference of the Literacy Research Association, Phoenix, AZ.

Serafini, Frank & Moses, Lindsey. (2021) *Understanding the Semiotic Resources of Children's Multimodal Compositions*. 10iCom – Multimodality for Transformation Conference, Valparaiso, Chile (Virtual).

Reid, Stephanie & Serafini, Frank. (2021) *An Analysis of Minh Le's Drawn Together: Converging Semiotic, Discursive, Literary, and Artistic Analytical Frameworks.* Annual Conference of the Literacy Research Association, Atlanta, GA.

Serafini, Frank. (2021) *An Analysis of the Semiotic Resources of Movable Picturebooks*. Annual Conference of the Literacy Research Association, Atlanta, GA.

Serafini, Frank & Moses, Lindsey. (2021) *Representing Information: Analyzing First-Graders Multimodal Compositions*. Annual Conference of the Literacy Research Association, Atlanta, GA.

Serafini, Frank & Rylak, Danielle. (2020). *Children's Picturebooks and Museums.* Annual Conference of the Literacy Research Association, Houston, TX (Virtual).

Serafini, Frank, Moses Lindsey, & Rylak, Danielle. (2020). *Multimodality in Writing, Language Acquisition, and Digital Storytelling.* Annual Conference of the Literacy Research Association, Houston, TX (Virtual).

Serafini, Frank. (2020). *The Affordances and Limitations of Multimodality as Theory, Research Framework, and Pedagogical Approach* Annual Conference of the Literacy Research Association, Houston, TX (Virtual).

Serafini, Frank. (2019). *Challenging Boundaries: Re-envisioning the Permissible in Literacy Education Theory and Practice.* Annual Conference of the Literacy Research Association, Tampa, FL.

Serafini, Frank, Moses, Lindsey & Reid, Stephanie (2019). *Talking with Children About Comics, Novels, and Picturebooks.* Annual Conference of the International Reading Association, New Orleans, LA.

Serafini, Frank (2018). *Crossing Boundaries: Exploring Metaleptic Transgressions in Contemporary Picturebooks*. Annual Conference of the Literacy Research Association, Palm Springs, CA.

Serafini, Frank (2018). *Expanding Perspectives on Qualitative Content Analysis: Multimodal Content Analysis*. Annual Conference of the Literacy Research Association, Palm Springs, CA.

Serafini, Frank (2018). *Building a Literary Community Around Picturebooks: Investigating Children's Responses to Word-Picture Relationships Within and Across Genres*. Annual Conference of the Literacy Research Association, Palm Springs, CA.

Serafini, Frank & Moses, Lindsey (2018). *Understanding Young Readers use of Semiotic Resources to Construct Meanings with Picturebooks*. 9th International Conference on Multimodality, Odense, Denmark.

Serafini, Frank & Reid, Stephanie (2018). *Multimodal Content Analysis*. 9th International Conference on Multimodality, Odense, Denmark.

Serafini, Frank. (2017). *Investigating the Increasing Complexity of Children's Literature* (Chair, Discussant). Annual Conference of the Literacy Research Association, Tampa, FL.

Serafini, Frank. (2016). *Re-Imagining Multiliteracies: 20 Years After the New London Group*. Annual Conference of the Literacy Research Association, Nashville, TN.

Serafini, Frank. (2016). *Beyond Miscue Analysis: Multimodal Perspectives on Readers Reading*. Conference of the Literacy Research Association, Nashville, TN

Serafini, Frank. (2016). *Multimodal Dimensions of Literacy Research*. Annual Conference of the Literacy Research Association, Nashville, TN.

Serafini, Frank & Moses, Lindsey (2016). *Beyond Words and Images: Helping Young Readers Understand Design Features*. Annual Conference of the International Reading Association, Boston, MA.

Serafini, Frank. (2016). *A Framework for Exploring Picturebook Apps.* Annual Conference of the International Reading Association, Boston, MA.

Serafini, Frank. (2016). *Reading Digitally: Explorations of Multimodal Texts and App*. Annual Conference of the Children's Literature Association, Columbus, OH.

Serafini, Frank. (2015). *Multimodality, Visuality, and Interactivity: Problematizing Multimodal Research Designs*. Annual Conference of the Literacy Research Association, Carlsbad, CA.

Serafini, Frank. (2015). *Analyzing Narrative Variants Through Multidisciplinary Perspectives*. Annual Conference of the Literacy Research Association, Carlsbad, CA.

Serafini, Frank. (2015). *The Possibilities and Challenges of Enacting a Visual Literacies Curriculum*. Annual Conference of the Literacy Research Association, Carlsbad, CA.

Serafini, Frank. (2014). *Enacting a Visual Literacies Curriculum: Possibilities and Challenges*. Annual Conference of the Literacy Research Association, Marco Island, FL.

Serafini, Frank. (2014). *Multimodal Texts Through a Tripartite Framework.* Annual Conference of the Literacy Research Association, Marco Island, FL.

Serafini, Frank. (2014). *Reframing Multimodality: Contexts, Spaces, and Methods*, Annual Conference of the Literacy Research Association, Marco Island, FL.

Serafini, Frank. (2014). *Reading Picturebooks Closely*. Annual Conference of the International Reading Association, New Orleans, LA.

Serafini, Frank. (2013). *Developing Theoretical, Pedagogical, and Interpretive Frameworks to Support Students' Interpretations of Multimodal Ensembles*. Annual Conference of the Literacy Research Association, Dallas, TX.

Serafini, Frank. (2013). *Aligning Reading Workshop and the Common Core Standards*. Annual Conference of the International Reading Association. San Antonio, TX.

Serafini, Frank. (2012). *Considering Typography as a Semiotic Resource in Contemporary Picturebooks*. Annual Conference of the Literacy Research Association, San Diego, CA.

Serafini, Frank & Youngs, Suzette. (2012). *Reading Workshop 2.0: Reading in the Digital Age*. Annual Conference of the International Reading Association, Chicago, IL.

Serafini, Frank & Youngs, Suzette. (2011). *Interpretive Trajectories of Picturebook Readings*. Annual Conference of the Literacy Research Association, Jacksonville, FL.

Serafini, Frank. (2011). *Perceptual, Structural, and Ideological Perspectives on Historical Fiction: An Analytical Perspective*, Keynote Presentation, Social Justice & Children's Literature Special Interest Group, Annual Conference of the International Reading Association, Orlando, FL.

Serafini, Frank. (2010l). *Creating and Comprehending Picturebooks: An Author-Illustrator and a Professor's Perspective*. Annual Conference of the International Reading Association, Chicago, IL.

Serafini, Frank & Ladd, Sophie. (2009). *Talking Comprehension: Expanding Comprehension Through Discussion*. Annual Conference of the International Reading Association, Phoenix, AZ

Serafini, Frank. (2008). *Examining the Role of Visual Images in Students' Understandings of Picturebooks*. World Congress of Reading, International Reading Association, San Jose, Costa Rica. (Accepted but unable to present due to travel restrictions)

Serafini, Frank. (2008). *Teacher Talk, Classroom Discussion and Reading Comprehension*. Annual Conference of the International Reading Association, Atlanta, GA.

Serafini, Frank. (2007). *Expanding students' interpretive repertoires: Attending to visual grammars in contemporary picturebooks*. Annual Conference of the International Reading Association, Toronto, ON.

Serafini, Frank & Ladd, Sophie. (2006). *Disrupting perspectives: The picturebook as interpretive space for multimodal literacies*. Annual Conference of the National Reading Conference.

Serafini, Frank. (2006). *Paradigms of Comprehension Assessment*. Annual Conference of the International Reading Association, Chicago, IL.

Serafini, Frank. (2005). *Verbal Protocols of Readers' Responses to Postmodern Picture Books*. Annual Conference of the National Reading Conference, Miami, FL.

Serafini, Frank & Youngs, Suzette. (2005). *Making Comprehension Visible: Using Think Alouds for Assessment and Instruction*. Annual Conference of the International Reading Association, San Antonio, TX.

Serafini, Frank. (2004). *Entertaining Ambiguity: Readers Respond to Postmodern Picturebooks.* Annual Conference of the National Reading Conference, San Antonio, TX.

Serafini, Frank. (2004). *The Emerging Role of the Literacy Specialist.* Annual Conference of the National Reading Conference, San Antonio, TX.

Serafini, Frank. (2004). *Blurring the Boundaries Between Fiction and Non-Fiction*. Annual Conference of the International Reading Association, Reno, NV.

Serafini, Frank, & Devlin, Ruth. (2004). *From Journal to Book – Desert Seasons: A Year in the Mojave*. Annual Conference of the International Reading Association, Reno, NV.

Serafini, Frank. (2003). *Postmodernism and Children's Picture Books*. Annual Conference of the International Reading Association, Orlando, FL.

Serafini, Frank. (2003). *Critical Perspectives on Children's Literature*. Symposium Chair. Annual Conference of the International Reading Association, Orlando, FL.

Serafini, Frank. (2002). *Images of Readers and Reading in Contemporary Children's Picture Books*. World Congress of Reading, International Reading Association, Edinburgh, Scotland.

Serafini, Frank. (2002). *Talk in the Writing Circle.* Annual Conference of the International Reading Association, San Francisco, CA.

Serafini, Frank. (2001*). Critical Literacy and Children's Literature*. Annual Conference of the International Reading Association, New Orleans, LA.

Serafini, Frank. (2000). *Limitations and Imagination: A Journey with the Wild Things.* World Congress of Reading, Auckland, New Zealand.

Serafini, Frank. (2001). *Can We be Balanced and Critical?* Annual Arizona State University Reading Conference, Tempe, AZ.

Serafini, Frank. (2000). *Reading With the Wild Things.* Annual Arizona State University Reading Conference, Tempe, AZ.

Serafini, Frank. (1999). *Is My Reading Program Balanced Yet? Should I Care?* Annual Meeting of the Whole Language Umbrella, Rochester, NY.

Serafini, Frank. (1999). *Promoting Reflective Learning Communities.* Annual Conference of the International Reading Association, San Diego, CA.

Serafini, Frank. (1999). *Are We Balanced Yet? A Deconstruction of Balanced Reading Programs.* Annual Arizona State University Reading Conference, Tempe, AZ.

Serafini, Frank. (1998). *Promoting Reflective Learning Communities.* Annual Arizona
State University Reading Conference, Tempe, AZ.

Serafini, Frank. (1997). *Promoting Student Reflection.* Southwest Regional Conference,
International Reading Association, Tucson, AZ.

Serafini, Frank. (1997*). Reflective Assessment: Supporting Reflection Through Staff
Development.* Annual Conference of the International Reading Association, Atlanta, GA.

Serafini, Frank. (1997). *Promoting Student Reflection.* Annual Arizona State
University Reading Conference, Tempe, AZ.

Serafini, Frank. (1996). *Reflective Assessment: A Pathway to Understanding.* Annual
Conference of the Arizona Reading Association, Phoenix, AZ.

Serafini, Frank. (1996). *Reflection and authentic assessment.* Australian Literacy
Conference, Melbourne, Australia.

Serafini, Frank. (1996). *Assessing Literacy Environments.* Annual Meeting of the Whole
Language Umbrella, Minneapolis, MN.

Serafini, Frank. (1996). *Reflective Assessment: A Window to Understanding.* Annual
Meeting of the International Reading Association, New Orleans, LA.

Serafini, Frank. (1996). *Reflection and Assessment.* Annual Arizona State University
Reading Conference, Tempe, AZ.

Serafini, Frank. (1995). *Whole Language at Risk: Theological and Political
Conflicts.* Annual Meeting of the National Council of Teachers of English, San Diego.

Serafini, Frank. (1995). *Using Children's Reading and Writing as a Window Into
Understanding and Reflection: The Un-portfolio.* Annual Meeting of the International
Reading Association, Anaheim, CA.

Serafini, Frank. (1995). *The Art of Observation in Authentic Assessment.* Annual
Arizona State University Reading Conference, Tempe, AZ.

Serafini, Frank. (1994). *Reflection and Assessment: The Un-portfolio.* The National
Portfolio Conference Series, National Council Teachers of English, Scottsdale, AZ.

Serafini, Frank. (1994). *Un-portfolios: A Window on Learning.* Annual Meeting of the
Whole Language Umbrella, San Diego, CA.

Serafini, Frank. (1994). *Authentic Assessment and Portfolios.* Annual Meeting of
the National Council for the Social Studies, Phoenix, AZ.

Serafini, Frank. (1994). *The Un-portfolio: A Window on Learning.* Annual Arizona
State University Reading Conference, Tempe, AZ.

Serafini, Frank. (1993). *We're All in Here Together: An Intermediate Multiage
Classroom Experience.* Annual Meeting of the Whole Language Umbrella, Winnipeg.

Serafini, Frank. (1993). *Authentic Assessment in a Literature Based Classroom.* University of Arizona Children's Literature and Literacy Conference, Tucson, AZ.

Serafini, Frank. (1993). *Portfolios and Authentic Assessment: Beliefs, Theory and Practice.* Annual Arizona State University Reading Conference, Tempe, AZ.

INVITED STATE, NATIONAL, AND INTERNATIONAL ADDRESSES:

Serafini, Frank (2022) *The Future of Digital Children's Literature*, La Litterature De Jeunesse Numerique En Contexte Scolaire, University of Laussane, Switzerland.

Serafini, Frank (2022) *Implications of Multimodal Theories on Research Design*, Keynote Address for the Center for Research in Education and Social Inclusion, University of South Australia, Adelaide, AU

Serafini, Frank (2022) *Understanding Picturebooks from Multimodal, Artistic, Literary and Educational Dimensions*, Inaugural Keynote for the Mem Fox – Australian Literacy Educators Association Visiting Research Fellowship, University of South Australia, Adelaide, AU.

Serafini, Frank. (2021). *Developing a Critical Multimodal Literacies Framework.* Keynote Address for the International Visual Literacy Association, Toledo, OH.

Serafini, Frank. (2021). *Implications of Multimodal Theories for Research and Pedagogy* Keynote address for the Australian Literacy Educators Annual Conference, Sydney, AU.

Serafini, Frank (2021) *Audiobooks and Literacy in the Elementary Classroom.* National Literacy Trust Annual Conference, London, UK.

Serafini, Frank (2021) *Linguistic, Semiotics, Literary, and Artistic Frameworks for Investigating Picturebooks.* University of Groningen and University of Bremen Webinars on Multimodal Literacies (Virtual).

Serafini, Frank (2021) *Essential Elements of Reading Instruction.* Power of Reading Summit, Indiana State University, Terre Haute, IN.

Serafini, Frank (2021) *Inspiring Reluctant Readers.* Power of Reading Summit, Indiana State University, Terre Haute, IN.

Serafini, Frank. (2020). *Teaching Reading in Physical, Virtual, and Digital Spaces.* Pearson Midwest Regional Literacy Conference (Virtual Webinar)

Serafini, Frank. (2020). *Revisiting the Reading Workshop in New Times.* Wisconsin State Reading Association, Milwaukee, WI.

Serafini, Frank. (2020). *This is Not What I Learned in School: Teaching in Times of Transition.* Pearson Educational Webinar Series.

Serafini, Frank. (2020). *Revisiting the Reading Workshop.* Nebraska Reading Council, Kearney, NE.

Serafini, Frank. (2019). *What Still Matters? Reading Workshop in the 21st Century*. Keynote Address for the Massachusetts Reading Association Annual Conference, Boston, MA

Serafini, Frank. (2019). *What Still Matters? Reading Workshop in the 21st Century* Wisconsin State Reading Association, Milwaukee, WI.

Serafini, Frank. (2019). *Teaching Reading in New Times*. Literacy for All Annual Conference, Providence, RI.

Serafini, Frank. (2018). *Looking Closely: Creating and Comprehending Picturebooks for Children*. Keynote: Florida Literacy Association Annual Conference, Orlando, FL.

Serafini, Frank. (2018). *Talking with Children About Books*. Featured Speaker: Florida Literacy Association Annual Conference, Orlando, FL.

Serafini, Frank. (2018). *The Why, What and How of Multiliteracies Education*. Keynote Address: University of Wyoming Literacy Research Conference, Laramie, WY.

Serafini, Frank. (2018). *Organizing Small Group Instruction in the Reading Workshop*. Wisconsin State Reading Association Annual Conference, Milwaukee, WI

Serafini, Frank. (2018). *Creating Space for Readers and Reading*. Wisconsin State Reading Association Annual Conference, Milwaukee, WI

Serafini, Frank. (2018). *Teaching Comprehension Through Picturebooks*. Virginia State Reading Association Annual Conference. Richmond, VA.

Serafini, Frank. (2018). *Expanding Our Approaches to Multimodal Analysis: Approaches to Multimodal Content Analysis*. Keynote Address at the Center for Visual Literacy Symposium, San Diego, CA.

Serafini, Frank. (2018). *Ten Books and Counting: Revisiting the Foundations of Literacy Education*. Literacy-Humanities Summer Symposium. Chicago, IL

Serafini, Frank. (2018). *What Still Matters: Exploring the Foundations of Literacy Education*. Keynote Address: Rowland School District Professional Learning Conference

Serafini, Frank. (2018). *Building Capacity for Literacy Instruction*. Keynote Address: Houston School District Leadership Conference. Houston, TX.

Serafini, Frank. (2018). *Revisiting the Foundations of Literacy Education*. Keynote Address: Texas Association of Literacy Educators Annual Conference. Amarillo, TX.

Serafini, Frank. (2017). *The Dual Worlds of a Professor and a Children's Picturebook Author and Illustrator*. Keynote Presentation at the Illinois Reading Council Annual Conference, Peoria, IL.

Serafini, Frank. (2017). *Using Picturebooks to Teach Comprehension.* Presentation at the Illinois Reading Council Annual Conference, Peoria, IL.

Serafini, Frank. (2017) *Developing a Pedagogical Framework for the Reading Workshop in the Digital Age*. Austin Schools Literacy Conference, Austin, TX.

Serafini, Frank. (2017). *10 Books and Counting: Rethinking the Foundations of the Reading Workshop*. Keynote Presentation, Literacy Research Symposium, University of Wisconsin-Madison, Madison, WI.

Serafini, Frank. (2017). *A Year in the Bottle: Exploring the Discourse of Wine*. Dinner Keynote Presentation, Literacy Research Symposium, University of Wisconsin-Madison, Madison, WI.

Serafini, Frank. (2017). *Developing a Pedagogical Framework for the Reading Workshop in the Digital Age*. Michigan State Reading Association, Grand Rapids, MI.

Serafini, Frank. (2017). *Developing a Pedagogical Framework for the Reading Workshop in the Digital Age*. Wisconsin State Reading Association, Milwaukee, WI.

Serafini, Frank. (2017). *Using Picturebooks to Teach Comprehension.* Wisconsin State Reading Association, Milwaukee, WI.

Serafini, Frank. (2016). *Teaching Comprehension with Picturebooks*. Annual Conference of the Wisconsin State Reading Association, Milwaukee, WI.

Serafini, Frank. (2016). *Teaching Digital and Multimodal Reading Strategies*. Annual Literacy Conference of the British Primary Schools, Amsterdam, Netherlands.

Serafini, Frank. (2016). *Reading in the Digital Age*. Keynote Address: Annual Conference of the Penn State Literacy Institute, York, PA.

Kachorsky, Dani & Serafini, Frank. (2016). *Understanding Visual Images in Graphic Novels*. Annual Phoenix ComicCon, Phoenix, AZ

Serafini, Frank. (2016). *Reading 2.0: Creating Space for Digital Texts*. Keynote Address of the Annual Cotsen Foundation – The Art of Teaching, Long Beach, CA.

Serafini, Frank. (2015). *Reading Workshop 2.0: Teaching Reading in the Digital Age*. Keynote Address for the Vermont Reads Annual Summer Conference.

Serafini, Frank. (2015). *Reading and Writing Workshop in the Digital Age*. Keynote Address. Indiana Young Writers Annual Conference.

Serafini, Frank. (2015) *Getting Started in the Reading Workshop*. Keynote Address for the Judson University Summer Literacy Conference.

Serafini, Frank (2015). *Reading the Visual: Teaching Multimodal Literacy*. Inaugural Keynote Address: Center for Visual Literacy - San Diego State University.

Serafini, Frank. (2015). *Reading Workshop in the Digital Age*. Featured Presentation at Colorado Council of the International Reading Association.

Serafini, Frank. (2015). *Analyzing Picturebooks through Visual Grammar*. Featured Presentation at Colorado Council of the International Reading Association.

Serafini, Frank. (2014). *Reading Workshop 2.0: Supporting Readers in the Digital Age*. English Language Arts Network Annual Conference, Toronto, ON.

Serafini, Frank. (2014). *Reading the Visual: Image, Design, Texts and Comprehension*. Michigan Reading Association Annual Conference, Grand Rapids, MI.

Serafini, Frank. (2014). *Close Reading: A Necessary, but Insufficient Way of Reading*. Michigan Reading Association Annual Conference, Grand Rapids, MI.

Serafini, Frank. (2014). *Reading Workshop and the Common Core Standards*. Wisconsin State Reading Association Annual Conference. Milwaukee, WI.

Serafini, Frank. (2013). *Reading Workshop 2.0: Reading in the Digital Age*. Springfield Schools Literacy Institute. Springfield, IL.

Serafini, Frank. (2013). *Rethinking Reading Comprehension*. Literacy Palooza Conference. College Station, TX.

Serafini, Frank. (2013). *Addressing the Common Core Standards in the Reading Workshop*. Michigan Reading Association Annual Conference, Grand Rapids, MI.

Serafini, Frank. (2013). *Visiting Scholar in Residence*. Saginaw Valley State University.

Serafini, Frank. (2013). *When Reading Goes Digital*. Wayne Township All-District Conference. Indianapolis, IN.

Serafini, Frank. (2012). *Building Capacity for Literacy Education*. State of New Jersey Superintendents' Conference. Atlantic City, NJ.

Serafini, Frank. (2012). *The Literacy Workshop 2.0: Becoming Literate in the Digital Age.* Keynote Address: Reading Association of Ireland Conference. Dublin, Ireland.

Serafini, Frank. (2012). *The Reading Workshop 2.0: Rethinking Reading Instruction in the Digital Age*. Keynote Address: Indiana Young Writers Annual Summer Institute.

Serafini, Frank. (2012). *The Writing Workshop 2.0: Reconsidering Writing in the Digital Age.* Keynote Address: Salem-Keizer Annual Literacy Conference, Salem, OR.

Serafini, Frank. (2012). *Rethinking Reading in New Times*. Commencement Address, Willamette University, Salem, OR.

Serafini, Frank. (2012). *Designing Effective Lessons in Comprehension*. Rutgers University Annual Literacy Conference, New Jersey

Serafini, Frank. (2012). *Using Discussion to Promote Comprehension*. Michigan Reading Association Annual Conference, Grand Rapids, MI.

Serafini, Frank. (2011). *Managing the Challenges of Boys and Literacy.*
Summer Conference of the Bermuda Reading Association. Hamilton, Bermuda

Serafini, Frank. (2011). *Understanding Visual Images*. Arizona State ESL Annual
Summer Conference, Tempe, AZ.

Serafini, Frank. (2011). *Fostering Meaningful Talk About Texts: Supporting Interactive
Discussions*. Illinois State Reading Association Annual Conference. Springfield, IL.

Serafini, Frank. (2011). *Coming to Know Children as Readers and Writers: Classroom
Based Assessment*. Michigan Reading Association Annual Conference. Grand Rapids, MI

Serafini, Frank. (2011). *Ten Things I Have Learned as an Author that Have Helped
Me as a Reading Professor*. ASU Language and Literacy Conference, Tempe, AZ.

Serafini, Frank. (2011). *Fostering Meaningful Talk About Texts*. Colorado Conference
of the International Reading Association, Denver, CO.

Serafini, Frank. (2010). Discussant – *Session on Secondary Literacy Education and
the Role of Commercial Resources*, Literacy Research Association, Fort Worth, TX.

Serafini, Frank. (2010). *Coming to Know Our Children as Readers*. Keynote Address,
Texas Association for the Improvement of Reading Annual Conference, Beaumont, TX

Serafini, Frank. (2010). *Classroom Based Assessment*. Keynote Address, University of
Wisconsin Oshkosh Literacy Conference, Oshkosh, WI.

Serafini, Frank. (2010). *Fostering Interactive Discussions*. Featured Speaker, Cotsen
Family Foundation Literacy Institute, Long Beach, CA.

Serafini, Frank. (2010). *Creating Space for Readers: Developing a Reading Workshop*.
Keynote Address, Indiana Partnership for Young Writers Institute, Indianapolis, IN.

Serafini, Frank. (2010). *Round Robin Reading and Other Perils of Literacy Education*.
Keynote Address, Salem-Kaiser Literacy Institute, Portland, OR.

Serafini, Frank. (2010). *Understanding Visual Aspects of Literacy*. Keynote Address,
Quebec Teachers of English Annual Literacy Conference, Montreal QB.

Serafini, Frank. (2010). *Fostering Meaningful Talk About Texts: Supporting Interactive
Discussions*. Ohio Association of Administrators of State and Federal Education
Programs Annual Conference, Columbus, OH.

Serafini, Frank. (2010). *Round Robin Reading and Other Perils of Adolescent Reading
Instruction*. Keynote Address, Michigan Reading Annual Conference, Detroit, MI.

Serafini, Frank. (2010). *Talking with Kids About Texts*. Tucson Festival of Books,
Tucson, AZ

Serafini, Frank. (2010). *Interactive Comprehension Strategies: Fostering Meaningful Talk About Text*. Featured Address - IRA Regional Conference, Portland, OR.

Serafini, Frank. (2010). *Rethinking the Four Resources Model: When Reading Becomes Multimodal*. Reading for the Love Of It Annual Conference, Toronto, ON.

Serafini, Frank. (2010). *Creating and Comprehending Picturebooks: An Author-Illustrator's and a Professor's Perspectives*. Wisconsin State Reading Association Annual Conference, Milwaukee, WI.

Serafini, Frank. (2009). *Using Talk to Increase Comprehension Abilities*. Keynote Address: Connecticut Reading Association, Hartford, CT.

Serafini, Frank. (2009). *The Role of Informational Texts in the Reading Workshop*. Midwest Wisconsin Reading Council Annual Conference, LaCrosse, WI.

Serafini, Frank. (2009). *The Role of Language in Comprehension Instruction*. KIPP School Summit 2009, Orlando, FL.

Serafini, Frank. (2009). *The Reading Workshop: Creating Space for Reading, Readers, and Reading Instruction*. 6TH Annual Summer Literacy Institute, Jamestown, NY.

Serafini, Frank. (2009). *Children's Literature in the Reading and Writing Workshop*. All Write Annual Summer Conference, Kendalville, IN.

Serafini, Frank. (2009). *Using Talk to Promote Comprehension in Second Language Learners*. Arizona State ESL Annual Summer Conference, Tempe, AZ.

Serafini, Frank. (2009). *Talking Comprehension: Examining the Language of Reading Instruction*. Keynote Address: Write to Learn Annual Conference, Osage Beach, MO.

Serafini, Frank. (2009). *Round Robin Reading and Other Perils of Public Education*. Keynote Address: Nevada State Reading Conference, Reno, NV.

Serafini, Frank. (2009). *Visual Literacy: Understanding Images / Talking Comprehension*. Reading for the Love Of It Annual Conference, Toronto, ON.

Serafini, Frank. (2009). *Using Children's Literature in the Writing Workshop*. Indiana Partnership for Young Writers, Indianapolis, IN.

Serafini, Frank. (2008). *The Primary Reading Workshop: Creating Space for Beginning Readers*. The Annual Primary Conference, Osage Beach, MO.

Serafini, Frank. (2008). *Talking Comprehension: Fostering Meaningful Discussions with Texts*. Staff Development for Educators Annual Literacy Conference. Las Vegas, NV.

Serafini, Frank. (2008). *Creating Space for Dialogue, Interpretation and Instruction*. Keynote, Drury University Literacy Conference. Springfield, MO.

Serafini, Frank. (2008). *Research on Reading Workshop: Supporting Workshop Based Pedagogies*. Keynote, Michigan Reading Association Research Conference.

Serafini, Frank. (2008). *Understanding Workshop Approaches to Literacy Instruction*. New Jersey Literacy Consortium Conference. Union, NJ.

Serafini, Frank. (2007). *Classroom Discourse & Reading Instruction: Examining Teacher Talk*. Keynote, South Carolina Literacy Conference. Charleston, SC.

Serafini, Frank. (2007). *Talking comprehension: Focusing on the language of instruction and discussion in the reading workshop*. Central Okanagan Teachers Association Annual Conference, Kelowna, BC.

Serafini, Frank. (2007). *Building capacity for literacy instruction in 21st century schools*. British Columbia Literacy Institute, Penticton, BC.

Serafini, Frank. (2007). *Talking comprehension: Focusing on the language of instruction in the reading workshop*. Peel District Literacy Institute, Toronto, ON.

Serafini, Frank. (2007). *The role of expository texts in the reading workshop*. New Brunswick Summer Literacy Institute, Fredericton, NB.

Serafini, Frank. (2007). *Workshop approaches to literacy instruction: Creating space for reading instruction*. Nova Scotia Provincial Literacy Institute, Halifax, NS.

Serafini, Frank. (2007). *Lessons in comprehension: Explicit instruction in the reading workshop*. Wisconsin State Reading Association Literacy Institute, Appleton, WI.

Serafini, Frank. (2007). *Promoting interactive literature discussions*. Georgia Literacy Institute, Perry, GA.

Serafini, Frank. (2007). *Talking comprehension: Using language to develop comprehension strategies*. Georgia Literacy Institute, Perry, GA.

Serafini, Frank. (2007). *The Reading Workshop: Creating Space for Reading Instruction*. Annual Conference of the Maine ASCD, Portland, ME.

Serafini, Frank. (2007). *Building Capacity for Literacy Instruction: Expanding Teachers' Instructional Repertoires*. Keynote Address for the Reaching Higher, Reaching Wider Annual Conference of the Eastern Ontario Staff Development Network, Kingston, ON.

Serafini, Frank. (2007). *Rethinking Reading Comprehension*. Annual Conference of the Michigan Reading Association, Grand Rapids, MI.

Serafini, Frank. (2007). *Rethinking Literacy Instruction in the Intermediate Grades*. Keynote Address for the Canadian Catholic Educators Conference, Vancouver, BC.

Serafini, Frank. (2007). *Reading Aloud and Beyond*. Keynote Address for the Annual Read Aloud Nebraska Conference, Omaha, NE.

Serafini, Frank. (2007). *Talking Comprehension: Examining the Language of Discussions and Instruction*. Reading For the Love Of It Annual Conference, Toronto.

Serafini, Frank. (2007). *Lessons in Comprehension: Explicit Instruction for Intermediate Grade Readers*. America's Choice Annual Conference, Atlanta, GA.

Serafini, Frank. (2007). *The Reading Workshop: Creating Space for Reading Instruction*. Keynote Address for the Conference of the South Carolina Teachers of English, Charleston, SC.

Serafini, Frank. (2006). *Beginning Reading Workshop: Reading Instruction in the Primary Grades*. Conference of the Canadian Assoc of Primary Educators, Toronto, ON.

Serafini, Frank. (2006). *The Writing Workshop: Creating Space for Writers and Writing Instruction*. Wisconsin Lutheran Teachers Association, Madison, WI.

Serafini, Frank. (2006). *Around the Reading Workshop in 180 Days Creating Space for Readers*. Annual Conference of the Tucson Area Reading Council, Tucson, AZ.

Serafini, Frank. (2006). *The Power of Story: Growing Lifetime Readers and Writers*. Shenandoah University Annual Children's Literature Conference, Shenandoah, VA.

Serafini, Frank. (2006). *Rethinking Reading Comprehension Instruction and Assessment*. Keynote Address of the Saskatchewan Reading Conference, Regina, SK.

Serafini, Frank. (2006). *Creating Space for Reading and Reading Instruction*. Keynote Address of the Kansas State Reading Association Annual Conference, Topeka, KS.

Serafini, Frank. (2006). *The Role of Children's Literature in the Reading Curriculum*. Virginia State Reading Association, Virginia Beach, VA.

Serafini, Frank. (2006). *The Comprehension Workshop: Creating Space for Reading and Thinking.* Wisconsin State Reading Association, Milwaukee, WI.

Serafini, Frank. (2006). *Promoting Invested Discussions*. Reading for the Love Of It Annual Conference, Toronto, ON

Serafini, Frank. (2005). *Round Robin Reading and Other Perils of Reading Education*. Upper Peninsula Reading Association Annual Conference, Marquette, MI.

Serafini, Frank. (2005). *Rethinking Reading and Reading Instruction*. Michigan Council Teachers of English. Lansing, MI.

Serafini, Frank. (2005). *Reading with Your Child: Strategies for Success*. Ministry of Education Literacy Institute. Hamilton, Bermuda.

Serafini, Frank. (2005). *The Reading Workshop: Building Capacity for Effective Literacy Instruction*. Ministry of Education Literacy Institute. Hamilton, Bermuda.

Serafini, Frank. (2005). *Rethinking the Elementary Reading Curriculum*. State of Alabama Reading Conference, Mobile, AL.

Serafini, Frank. (2005). *Lessons in Comprehension: The Role of Explicit Instruction in the Reading Workshop*. Georgia Reading Institute, Perry, GA.

Serafini, Frank. (2005). *Reading Instruction and Comprehension: Workshop Approaches to Literacy Education*. Beauvoir Academy of the National Cathedral Summer Institute, Washington, DC.

Serafini, Frank. (2005). *Making Comprehension Visible: Defining, Demonstrating, and Teaching Reading Comprehension*. Literacy Learning Conference, Vancouver, Canada.

Serafini, Frank. (2005). *The Reading Workshop: A Framework for Literacy Instruction*. Distinguished Speaker Series, Department of Education, Houston, TX.

Serafini, Frank. (2005). *The Reading Workshop: A Framework for Literacy Instruction*. Lesley University Center for Reading Recovery, Cambridge, MA.

Serafini, Frank. (2004). *Comprehension Instruction in the Elementary Grades*, Keynote Address, University of Pennsylvania Literacy Network, Philadelphia, PA.

Serafini, Frank. (2004). *Rethinking the Elementary Reading Curriculum,* Keynote Address, Keystone State Reading Conference, Pittsburgh, PA

Serafini, Frank. (2004). *Developing a Comprehensive Framework for Reading Instruction*, Keynote Address, Wyoming State Reading Conference, Casper, WY

Serafini, Frank. (2004). *Rethinking the Elementary Reading Curriculum*. Keynote Address, Samford University Literacy Conference, Birmingham, AL.

Serafini, Frank. (2004). *Reading Comprehension Assessment and Instruction*. Keynote Address, Panhandle Literacy Institute, Amarillo, TX.

Serafini, Frank. (2004). *Explicit Instruction in the Reading Workshop*. Keynote Address, Eastern Kentucky University Literacy Conference, Lexington, KY.

Serafini, Frank. (2004). *Making Comprehension Visible for Instruction and Assessment*. Keynote Address, Manhattan Reading Council Spring Literacy Institute, New York, NY

Serafini, Frank. (2004). *Reading Aloud and Beyond*. Keynote Address, South Carolina Reading Initiative Literacy Conference, Columbia, SC.

Serafini, Frank. (2004). *Rethinking Reading Comprehension and Instruction*. Dublin Literacy Conference, Dublin, OH.

Serafini, Frank. (2003). *Reading Comprehension and Instruction*. Keynote Address, Greater Washington Reading Council Annual Conference, Washington, D.C..

Serafini, Frank. (2003). *Rethinking the Elementary Reading Curriculum.* Keynote
   Address, University of Wisconsin Oshkosh Reading Conference, Oshkosh, WI.

Serafini, Frank. (2003). *Being a Literacy Leader.* Jones Distinguished Lecture Series
   Keynote Address, Texas Association for the Improvement of Reading Conference.

Serafini, Frank. (2003). *The Reading Workshop: Creating Space for Readers.* Keynote
   Address, Northwest Montana Reading Conference, Kalispell, MT.

Serafini, Frank. (2003). *Vocabulary and Reading Comprehension.* Keynote Address,
   Millersville University Literacy Institute, Millersville, PA.

Serafini, Frank. (2003). *Children's Literature and the Reading Curriculum.* Keynote
   Address, Maryland International Reading Association Annual Conference, Baltimore.

Serafini, Frank. (2002). *The Roles of Children's Literature in an Elementary Reading
   Curriculum*, Keynote Address, Montana State Reading Association Annual Conference.

Serafini, Frank. (2002). *Coming to Children as Writers,* Keynote Address, Rockhurst
   University Literacy Institute, Kansas City, MO.

Serafini, Frank. (2002) *The Reading Workshop: Creating Space for Readers,* Keynote
   Address, Adelphi Literacy Institute, Adelphi University, Garden City, NY.

Serafini, Frank. (2001). *Overcoming Limitations in Literacy Education.* Keynote
   Address, Texas Association for the Improvement of Reading, Beaumont, TX.

PROFESSIONAL SERVICE
- Pearson Education - Reading Program Advisory Committee (2017- 2023)
- Member – National Assessment of Educational Progress Reading Council (2018-2023)
- Member – Faculty-Doctoral Students Mentor Literacy Research Association (2017-2022)
- Committee Member – Literacy Research Association Early Career Award (2020-22)
- Program Review Committee Area Chair – Literacy Research Association (2021)

EDITORIAL REVIEW BOARDS
- Faculty Advisor – Current Issues in Education (2023-)
- Advisory Board – International Journal of Semiotics and Visual Rhetoric (2021-2023)
- Editorial Review Board – Journal of Children's Literature (NCTE) 2007-2010 / 2016-23
- Editorial Review Board – Children's Literature in English Language Education - 2023
- Guest Reviewer – Visual Communication (2021)
- Review Editor - Multimodality Section – Frontiers of Communication (2021)
- Guest Reviewer – Children's Literature in Education 2017-2019
- Department Editor – Integrating Children's Literature – The Reading Teacher 2011-2016
- Editorial Review Board – Language Arts (NCTE) 2011-2016
- Editorial Review Board – The Reading Teacher (IRA) 2011-2016
- Contributing Reviewer – Reading Research Quarterly (IRA) 2012-2013
- Editorial Advisory Board – Educational Researcher – AERA – 2006-2008

PROFESSIONAL AFFILIATIONS
- International Literacy Association
- Literacy Research Association
- International Visual Literacy Association
- National Council Teachers of English
- Children's Literature Assembly of the National Council Teachers of English

ARIZONA STATE UNIVERSITY COMMITTEE ASSIGNMENTS
- Member   Learning, Literacies and Technology Program Committee (2021-2024)
- Member   Doctoral Programs Executive Committee (2019-2021)
- Member   Governance and Policy Committee (2020-2021)
- Member   APARS Pilot Committee (2020-2021)
- Chair   Governance and Policy Committee (2009-2011)
- Chair   Professional Development Task Force (2009-2010)
- Chair   Learning, Literacies and Technology Program Chair (2013-2015)
- Member   Learning, Literacies and Technology Program Committee (2015)
- Member   Governance and Policy Committee (2015-2017)
- Member   Ph.D Program Task Force (2010-2012)
- Member   Curriculum Committee (2011-2014)
- Member   Dean Search Committee (2015)
- Member   Governance and Policy Committee (2008-2009)

COURSES TAUGHT / DEVELOPED AT ARIZONA STATE UNIVERSITY

- RDG 291   Children's Literature (Undergraduate)
- RDG 563   Children's Literature in the Elementary Curriculum (Masters)
- RDG 510   Digital Learning, Technology & Literacies (Masters)
- RDG 512   Theories and Foundations of Literacy Education (Masters)
- RDG 598   Multiliteracies Theories and Instruction (Masters)
- RDG 598   Comprehensive Reading Instruction (Masters)
- RDG 598   Comprehensive Writing Instruction (Masters)
- DCI 691   Theories and Perspectives on Literacy Education (Doctoral)
- DCI 691   Semiotics and Visual Literacies (Doctoral)
- DCI 598   Readings in Multiliteracies (Doctoral)
- DCI 598   Transdisciplinary Theories and Research Seminar
- DCI 691   Theories and Research in Multimodality (Doctoral)
- EPA 691   Social Theories in Educational Contexts (Doctoral)
- DCI 706   Academic Writing (Doctoral)