

Curriculum Vita

Dr. Frank W. Serafini

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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
Area: Literacy Education and Children's Literature

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

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

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

1994- Southwest Educational Consultants Inc.
President / Executive Consultant

1994- 2001 Arizona State University
Faculty Adjunct Professor
Area: Literacy Education and Children's Literature

- 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:

- Recipient: International Visual Literacy Education Award (2021)
 Recipient: International Literacy Association Dina Feitelstein Research Award (2019)
 Member: NAEP Reading Advisory Committee (2018-2022)
 Recipient: IRA Arbutnot 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 metafictional 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. (under review). The material and semiotic resources of movable (pop-up) picturebooks. *Literacy Research: Theory, Method, and Practice Vol 71*.
- Serafini, Frank & Reid, Stephanie. (under review). Semiotic resources in *Drawn Together*. *Journal of Children's Literature*.
- Moses, Lindsey & Serafini, Frank. (under review) Image, Text, and Design: Students' Semiotic Choices in Nonfiction Compositions. *Literacy: Journal of the United Kingdom Literacy Association*
- Serafini, Frank & Reid, Stephanie. (in press). Semiotic, Literary, and Artistic Perspectives for Analyzing Picturebooks. *Visual Communication*.
- Rylak, Danielle, Moses, Lindsey, Serafini, Frank, Torrejon, Carolina (in press). Agency in a first-grade writing workshop: A case study of two composers. *Journal of Early Childhood Literacy*
- 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, & Aguilera, 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. (accepted) Metafictional and Digital Turns in Children's Literature. *International Encyclopedia of Education*.
- Serafini, Frank. (2017). Visual Literacy. *The Oxford Encyclopedia of Education*.
DOI: 10.1093/acrefore/9780190264093.013.19

BOOK CHAPTERS:

- Serafini, Frank. (in press) Implications of multimodal theories on literacy research and pedagogy. In Bobkina (Eds) Multimodality (Spain).
- Serafini, F. & Thomas, A. (2021). 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, February 21). 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

- 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:

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. (2010). *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. (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.

Serafini, Frank. (1999). *Am I Balanced Yet? Balanced Reading Programs In Today's Political Climate*. Keynote Address: Broward County Schools District Leadership Institute, Ft. Lauderdale, FL.

Serafini, Frank. (1997). *What is Balance in Literacy Education?* Keynote Address: University of Southern Mississippi Reading Conference, Hattiesburg, MS.

PROFESSIONAL SERVICE

- Pearson Education - Reading Program Advisory Committee (2017- 2021)
- Member – National Assessment of Educational Progress Reading Council (2018-2023)
- Member – Faculty-Doctoral Students Mentor Literacy Research Association (2017-2021)
- Committee Member – Literacy Research Association Early Career Award (2020-23)
- Program Review Committee Area Chair – Literacy Research Association (2021)

EDITORIAL REVIEW BOARDS

- Advisory Board – International Journal of Semiotics and Visual Rhetoric (2021)
- Guest Reviewer – Visual Communication (2021)
- Review Editor - Multimodality Section – Frontiers of Communication (2021)
- Editorial Review Board – Journal of Children's Literature (NCTE) 2007-2010 / 2016-21
- 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
- Editorial Review Board – Colorado Council of Reading Association Journal – 2014-2016
- 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 Doctoral Programs Executive Committee (2019-2021)
- Member Program Committee – Learning, Literacy & Technology (2021-2022)
- Member Governance 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 PhD Program (2013-2015)
- Member Learning, Literacies and Technology PhD 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 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 691 Theories and Research in Multimodality (Doctoral)
- EPA 691 Social Theories in Educational Contexts (Doctoral)
- DCI 706 Academic Writing (Doctoral)