

## **CURRICULUM VITAE**

**María Soledad Carlo**

University of South Florida  
Department of Child and Family Studies  
College of Behavioral and Community Sciences  
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### **GRADUATE EDUCATION**

- Ph.D. Psychology, University of Massachusetts, Amherst, 1994
- M.S. Psychology, University of Massachusetts, Amherst, 1991
- M.Ed. Educational Leadership: Bilingual & Multicultural Education, University of Massachusetts, Amherst, 1989

### **UNDERGRADUATE EDUCATION**

- B.A. Psychology, University of Massachusetts, Amherst, 1986
- Psychology, Universidad de Puerto Rico, Río Piedras Campus, 1984

### **ACADEMIC APPOINTMENTS**

- 2017 – Current *Associate Professor*  
University of South Florida, College of Behavioral and  
Community Sciences, Department of Child & Family Studies,  
Tampa, FL, 33612
- 2014 – 2017 *Associate Professor*  
University of Texas Medical Center, Department of Pediatrics,  
Children's Learning Institute, Houston, TX, 77030
- 2008 – 2013 *Associate Professor*  
University of Miami, Teaching and Learning, School of Education  
& Human Development, Coral Gables, Florida, 33146

- 08/2002 – 2008      *Assistant Professor*  
University of Miami, Teaching and Learning, School of Education  
& Human Development, Coral Gables, Florida, 33146
- 07/1998 – 07/2002      *Assistant Professor*  
Harvard Graduate School of Education, Human Development and  
Psychology, Cambridge, MA 02138
- 01/1997 – 06/1998      *Research Associate & Lecturer on Education*  
Harvard Graduate School of Education, Human Development and  
Psychology, Cambridge, MA 02138
- 1993 – 1995      *Project Director, Adult Literacy for Bilingual Populations Project.*  
University of Pennsylvania, National Center on Adult Literacy,  
Philadelphia, PA 19104

### HONORS AND AWARDS

- 2006      Melissa Institute for Violence Prevention, Norma Bossard Award
- 1991 – 1993      American Psychological Association Minority Fellowship
- 1992      National Hispanic Scholarship
- 1989 – 1991      National Institute of Mental Health Cognitive Training Grant
- 1990      Ford Foundation Minority Fellowship Program, Honorary Fellow

### TEACHING RESPONSIBILITIES

#### University of South Florida

- Fall 2018      Directed Research in Behavioral and Social Sciences (MHS 4906, 1 credit  
hour)
- Spring 2019      Multicultural Differences in Language Use (SPA 6473, 3 credit hours)
- Fall 2019      Directed Research in Behavioral and Social Sciences (MHS 6901, 3 credit  
hours)
- Spring 2020      Bilingual Assessment and Instruction (SPA 6473, 3 credit hours)
- Spring 2021      Bilingual Assessment and Instruction (SPA 6473, 3 credit hours)
- Spring 2022      Bilingual Assessment and Instruction (SPA 6473, 3 credit hours)
- Spring 2023      Directed Research in Behavioral and Social Sciences (MHS 4906, 3 credit  
hours)

- Summer 2023 Directed Research in Behavioral and Social Sciences (MHS 4906, 3 credit hours)
- Fall 2023 Directed Research in Behavioral and Social Sciences (MHS 4906, 3 credit hours)
- Spring 2024 Latinx children and youth in US Schools (MHS 6900, 3 credit hours)

### **University of Miami**

- 2009 – 2013 Introduction to Literacy Assessment and Instruction (TAL 420) Teaching and Learning, School of Education
- 2010 – 2013 Practicum in Reading, (TAL 426) Teaching and Learning, School of Education
- 2010 – 2013 Learning, Development, & Schooling (TAL 577) Teaching and Learning, School of Education
- 2007 – 2009 Psychological Foundations of Education (TAL 103) Teaching and Learning, School of Education
- Spring 2007 Doctoral Seminar: Theory and Research in Reading (TAL 721) Teaching and Learning, School of Education
- 2002 – 2004 Language and Assessment in ESOL, (TAL 427 & 527) Teaching and Learning, School of Education
- 2002 – 2013 Assessment of Reading and Related Disabilities, (TAL 651) Teaching and Learning, School of Education
- 2002 – 2013 Intervention in Reading and Related Disabilities, (TAL 652) Teaching and Learning, School of Education

### **Harvard Graduate School of Education**

- 1997 – 2001 Theory & Practice of Reading, Language & Literacy Program, Human Development and Psychology
- Fall 2001 Language Minorities in US Schools, Language & Literacy Program, Human Development and Psychology
- 1997 – 2001 Bilingualism, Literacy & Schooling, Language & Literacy Program, Human Development and Psychology
- 1997 – 2001 Practicum for Professionals in Language & Literacy, Language & Literacy Program, Human Development and Psychology

### **University of Massachusetts, Amherst**

- 1988 – 1989 Educational Psychology (with James M. Royer, Professor), Department of Psychology.

## **ADVISING**

### **Postdoctoral Fellows**

Jeremy Micsiak (2018-2020) IES Postdoctoral Fellow, University of Houston. Advisory Committee Member

### **Postgraduate Degree Candidates**

#### ***Dissertation Committee Chair***

Alain Bengochea (2014). *The effects of vocabulary instruction on bilingual students' lexico-semantic acquisition in English-medium contexts: A systematic analysis.* School of Education and Human Development, University of Miami.

Kristen Doorn (2014). *A first grade teacher's implementation of the multicultural read aloud lesson in Voices Reading: How active participatory structure and personal relevance are used to mediate text engagement.* School of Education and Human Development, University of Miami.

Miriam Lipsky (2011). *Head Start teachers' vocabulary instruction and language complexity during storybook reading: Predicting vocabulary outcomes of students in linguistically diverse classrooms.* School of Education and Human Development, University of Miami.

Amanda Goodwin (2010). *Does meaning matter for reading achievement? Untangling the role of phonological recoding and morphological awareness in predicting word decoding, reading vocabulary, and reading comprehension achievement for Spanish-speaking English language learners.* School of Education and Human Development, University of Miami.

Susan Massey (2008). *Effects of variations of text previews on the oral reading of second grade students.* School of Education and Human Development, University of Miami.

Helen Connolly Watts (2001). *Writing in kindergarten teaches phonological awareness and spelling.* Harvard Graduate School of Education.

#### ***Dissertation Committee Member***

Noe Erazo (in progress). *Children's development of Spanish alphabet knowledge in the United States.* College of Behavioral and Community Sciences, University of South Florida.

Ester Garcia Plaza (in progress). *Differences in speech patterns produced by Spanish-English language learners during single-language and mixed-language remote academic vocabulary instruction.* College of Education, University of South Florida.

- Dannielle Leuschen de Pico (2024). *Teachers' self reported shared book reading practices. School of Special Education. School Psychology and Early Childhood Studies, University of Florida.*
- Olga Lydia Walker (2011). *Preschool predictors of social problem-solving and their relations to social and academic adjustment in early elementary school.* Psychology Department, University of Miami.
- Janna M Fuccillo (2011). *Higher-level instructional interaction in head start classrooms: Variation across teacher-directed activities and associations with school readiness outcomes.* Psychology Department, University of Miami.
- Linda M Lathroum (2011). *The role of music perception in predicting phonological awareness in five- and six-year-old children.* School of Music, University of Miami.
- Lisa Repaskey (2011). *First and fourth grade boys' and girls' preferences for and perceptions about narrative and expository text.* School of Education and Human Development, University of Miami.
- Dolores Farhat (2010). *Caregiver behaviors as moderators of the relation between children's joint attention skills and subsequent language in an at-risk sample.* Psychology Department, University of Miami.

## RESEARCH INTERESTS

Bilingualism and literacy development in children; cross-language transfer of reading skills; educational interventions that support first- and second-academic language development

## RESEARCH

### **Current Grant Support**

- 07/01/2020 – 06/30/2024      IES - R305A200047  
 Role: Principal Investigator (with Dr. Sara A. Smith, University of South Florida, Co-Principal Investigator)  
*Effect of bilingual vs monolingual methods of explicit English vocabulary instruction on 4th grade Spanish-speaking English learners (EL): Exploring accuracy, retention, and transfer of learning.*  
 \$ 1.4 M
- 7/1/2020 – 6/30/2025      IES - R305A200251  
 Role: Co-Principal Investigator (with Dr. Tricia Zucker, The University of Texas Health Science Center, Houston, Principal Investigator)

*Effects of home and classroom practices on language, cognitive, and social development of young Spanish-speaking English learners.*

\$ 3.3 M

7/1/2015-6/30/2024 IES – R305A170638

Role: Co-Investigator (Dr. Jason Anthony, University of South Florida, Principal Investigator)

*Development of math and science domains of the school readiness curriculum-based measurement system.*

\$1.6 M

### **Grants Under Review**

IES

07/01/2024 – 06/30/2028

Role: Co Principal Investigator (Dr. Sara Smith, University of Florida, Principal Investigator)

*Delivering academic vocabulary instruction for ELs with or at risk for reading disabilities with MARTA (Multimedia Augmented Reality Teaching Assistant)*

\$2m

IES

07/01/2024 – 06/30/2028

Role: Co Investigator (Dr. Nathaniel von der Embse, University of South Florida Principal Investigator)

Development and Validation of the Social, Academic, and Emotional Behavior Risk Screener-Early Childhood (SAEBRS-EC)

\$ 1.4 M (Re-Submitted September 2023)

### **Recent Grants Submitted (Not Funded)**

Spencer Foundation

01/01/2024 – 12/31/2026

Role: Principal Investigator (Dr. Katherine Miranda, Co-Principal Investigator)

*Initial validation of a professional development model for improving academic language instruction in 1st-grade classrooms in Puerto Rico: Local development and testing of an educative curriculum model.*

\$491,932

US Department of Education, Office of Special Education Programs (OSEP)

10/01/2023-09/30/2028

Role: Co-Principal Investigator (Dr. Sara Smith, Principal Investigator)

*Empowering educators to deliver differentiated vocabulary instruction for ELs with or at risk for reading disabilities with MARTA (Multimedia Augmented Reality Teaching Assistant).*

\$2.2 M

US Department of Education, Office of Special Education Programs (OSEP)  
01/01/2024 – 12/31/2028  
Role: Co-Investigator (Dr. Adelaida Restrepo, Principal Investigator)  
Preparing Multilingual, Multicultural Leaders for Special Education-Related Careers  
\$1.2 M

IES  
07/01/2021 – 06/30/2024  
Role: Co-I (with Dr. Yi-Jui Chen & Dr. Jason Anthony Co-PI's University of South Florida)  
*Using Cognitive Diagnostic Models to Examine Psychometric Properties, Developmental trajectories, and Cognitive Profiles of Orthographic Processing*  
\$ 1.4 M

### **Past Grant Support**

7/1/2015 – 12/31/2022            IES – R305A150415  
Role: Principal Investigator (Dr. Mary Avalos, Co-Principal Investigator University of Miami Subcontract)  
*The effect of definitions, contextual support, and cognate status on 4th grade Spanish-speaking English learners' (ELs) understanding of unfamiliar words in text.*  
\$1.4 M

06/1/2018-05/31/2019            USF College of Education Mini-Grant Award  
Role: Co-Investigator (Dr. Sara Smith, Principal Investigator)  
*Augmented reality vocabulary instruction for English language learners.*  
\$4,992

01/01/2017 – 10/31/2018        NSF – 1651160  
Role: Co-Principal Investigator (Dr. Susan Landry, Principal Investigator)  
*Bilingualism and academic achievement research conference.*  
\$30,000

07/01/15 – 06/30/18            IES – R305A150319  
Role: Co-Investigator (Dr. Tricia Zucker, Principal Investigator)  
*Teaching together! A multimedia school-home intervention for young children at risk for academic difficulties.*  
\$1.5 M

7/1/2014-6/30/2018            IES – R305A140378  
Role: Co-Investigator (Dr. Susan Landry, Principal Investigator)  
*Scalable approaches for preparing early childhood teachers: Identifying evidence-based approaches to coaching.*  
\$ 3.5 M

7/1/2014-6/30/2018            IES – R305A130445





## PUBLICATIONS

### **Journal Articles**      \*Publications with students as first author

Smith, S. A., Carlo, M. S., García Plaza, E., Zayas Santiago, C., & Young, D. J. (2023). Leveraging technology to increase access to differentiated instruction: A case study of a synchronous remote delivery dual language intervention for English Learners. *Journal of Interactive Learning Research*, 34(1), 121-151.

Smith, S. A. Carlo, M. S., Park, S., & Kaplan, H. (2023). Exploring the Promise of Augmented Reality for Dual Language Vocabulary Learning Among Bilingual Children: A case study. *Calico Journal*, 40(1), 91-112.

Montroy, J. M., Zucker, T. A., Assel, M., Landry, S. H., Anthony, J., Williams, J., Hsu, H., Crawford, A., Johnson, U., Carlo, M., & Taylor, H. (2020). The Texas kindergarten entry assessment: Development, psychometrics, and scale-up of a comprehensive screener. *Early Education & Development*, 5, 701-738.

Zucker, T. A., Carlo, M. S., Montroy, J., Wu, W. (2020) Pilot test of the Hablemos Juntos Tier 2 academic language curriculum for Spanish-speaking preschoolers. *Early Childhood Research Quarterly*, 55, 179-192.

Landry, S. H., Assel, M. A., Carlo, M. S., Williams, J., & Wu, W. (2019). The effect of the Preparing Pequeños small-group cognitive instruction program on academic and concurrent social and emotional outcomes in young Spanish-speaking dual-language learners. *Journal of School Psychology*, 73, 1-20.

Zucker, T. A., Carlo, M. S., Williams, J. M., Landry, S. H., Masood, S. & Bhavsar, V. (2018). Developing talkers: Iterative design and pilot testing of a tiered academic language curriculum for pre-kindergarten and kindergarten. *Journal of Research on Educational Effectiveness*.

Carlo, M.S., Barr, C., August, D.A., Calderón, M., & Artzi, L. (2014). Language of instruction as a moderator for transfer of reading comprehension skills among Spanish-speaking English language learners. *Journal of Bilingual Research*, 37(3), 287-310.

\*Goodwin, A., Huggins, A.C., Carlo, M.S., August, D., & Calderon, M. (2012). Minding morphology: How morphological awareness relates to reading for English language learners. *Reading and Writing: An Interdisciplinary Journal*. DOI: 10.1007/s11145-012-9412-5.

\*Goodwin, A., Huggins, A. C., Carlo, M.C., Malabonga, V., Kenyon, D, Loguit., M, & August, D. (2012). Development and validation of extracting the base: An English

derivational morphology test for third through fifth-grade monolingual students and Spanish-speaking English language learners. *Language Testing Journal*, 29(2), 261-285.

\*Dressler, C., Carlo, M.S., Snow, C.E., August, D., & White, C. E. (2011) Spanish-speaking students' use of cognate knowledge to infer the meaning of English words. *Bilingualism: Language and Cognition*, (14) 243-255.

\*Proctor, P., August, D., Carlo, M., & Barr, C. (2010) Language maintenance versus language of instruction: Spanish reading development among Latino and Latina bilingual learners. *Journal of Social Issues*, 66(1), 79-94.

Malabonga, V., Kenyon, D.M., August, D., Louguit, M., & Carlo, M.S. (2008). Development of a cognate awareness measure for Spanish-speaking English language learners. *Language Testing. Language Testing*, 25(4), 495-519.

August, D., Snow, C., Carlo, M., Proctor, P., Rolla, A., Duursuma, E., & Szuber, A. (2006). Literacy development in elementary school second-language learners, *Topics in Learning Disabilities*, (26)4, 351-364.

Branum-Martin, L., Mehta, P.D., Fletcher, J.M., Carlson, C.D., Ortiz, A., Carlo, M.S., & Francis, D.J. (2006). Bilingual phonological awareness: Multilevel construct validation among Spanish-speaking kindergarteners in transitional bilingual education classrooms. *Journal of Educational Psychology*, 98(1), 170-181.

\*Proctor, P.C., August, D., Carlo, M.S., & Snow, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology*, 98(1), 159-169.

\*San Francisco, A. R., Carlo, M. S., August, D., & Snow, C. (2006). The role of language of instruction and vocabulary in the English phonological awareness of Spanish-English bilingual children. *Applied Psycholinguistics*, 27(2), 229-246.

\*San Francisco, A. R., Mo, E., Carlo, M. S., August, D., Snow, C. (2006). The influences of language of literacy instruction and vocabulary on the spelling of Spanish-English bilinguals, *Reading and Writing*, April 1-16.

August, D., Carlo, M., Calderón, M., & Proctor, P. (2005). Development of literacy in Spanish-speaking English-language learners: Findings from a longitudinal study of elementary school children. *Perspectives*, 31(2), 17-19.

August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice* 20(1), 50-57.

\*Proctor, C. P., Carlo, M., August, D., & Snow, C. (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology*, 97(2), 246-256.

Carlo, M., August, D., McLaughlin, B., Snow, C., Dressler, C., Lipman, D., Lively, T., White, C. (2004). Closing the gap: Addressing the vocabulary needs of English Language Learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215.

\*Ordoñez, C., Carlo, M., Snow, C., McLaughlin, B. (2002). Depth and breadth of vocabulary in two languages: Which skills transfer? *Journal of Educational Psychology*, 94(4), 719-728.

Royer, J. M., Carlo, M. S., Dufresne, R., & Mestre, J. (1996). The assessment of levels of domain expertise while reading. *Cognition & Instruction*, 14 (3) 373-408.

Royer, J. M., Cisero, C. A., & Carlo, M. S. (1993). Techniques and procedures for assessing cognitive skills. *Review of Educational Research*, 63(2), 201-243.

Royer, J. M., Carlo, M. S., & Cisero, C. A. (1992). School-based uses for the sentence verification technique for measuring listening and reading comprehension. *Psychological Test Bulletin*, 5(1), 5-19.

Royer, J. M., & Carlo, M. S. (1991). Assessing the language acquisition progress of Limited English Proficient students: Problems and a new alternative. *Applied Measurement in Education*, 4(2), 85-113.

Royer, J. M. & Carlo, M. S. (1991). Transfer of comprehension skills from native to second language. *Journal of Reading*, 34(6), 450-455.

Royer, J. M., Carlo, M. S., Carlisle, J. F., & Furman, G. A. (1991). A new procedure for assessing progress in transitional bilingual education programs. *Bilingual Review*, 16(1), 3-14.

### **Book Chapters, Books And Monographs**

Carlo M. S. & Bengochea, A. (2011). Best practices for literacy instruction for English Language Learners. In L. B. Gambrell, L. Mandel-Morrow, (Eds.), *Best Practices in Literacy Instruction* (4<sup>th</sup> ed., pp. 117-137), New York, NY: Guilford Press.

Carlo, M. S. (2009). Cross-language transfer of phonological, orthographic, and semantic knowledge. In L. Mandel-Morrow, R. Rueda, & D. Lapp (Eds.), *Handbook of research on literacy and diversity* (pp. 104-126 ), New York, NY: Guilford Press.

August, D., Calderón, M., Carlo, M.S., & Nuttall, M. (2006). Developing literacy in English Language Learners: An examination of the impact of English-only versus bilingual instruction. In P. McCardle & E. Hoff (Eds.), *Childhood bilingualism*, Clevedon, England: Multilingual Matters. (pp. 91-106).

August, D., Carlo, M., Lively, T., McLaughlin, B., & Snow, C. (2006). Promoting the vocabulary growth of English learners. In T. Young & N. Hadaway (Eds.) *Supporting the literacy development of English learners*, Newark, DE: International Reading Association. (pp. 96-112).

Carlo, M. S. (2006). Best practices for literacy instruction for English Language Learners. In L. B. Gambrell, L. Mandel-Morrow, and M. Pressley (Eds.), *Best Practices in Literacy Instruction* (3<sup>rd</sup> ed., pp. 277-291), New York, NY: Guilford Press.

Carlo, M. S., August, D., & Snow, C. (2005). Sustained vocabulary-learning strategy instruction for English Language Learners. In E. Hiebert and M. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*. Mahwah, NJ: Lawrence Erlbaum Publishers. (pp.137-153).

Carlo, M. S. & Snow, C. E. (2002). Commentary on research agenda on language. In M. Suarez-Orozco & M. Paez, *Latinos in the 21<sup>st</sup> Century*, Cambridge: MA, Harvard University Press. (pp. 359-361).

Carlo, M. S. & Royer, J. M. (1999). A cognitive components perspective of language transfer. In D. A. Wagner, B.V. Street, & R.L. Venezky (Eds.) *Literacy: An International Handbook*. Westview Press. (pp. 148-154).

Royer, J. M., & Carlo, M. S. (1993). Assessing language comprehension skills in cross-cultural settings. In J. Altarriba (Ed.), *Culture and Cognition*. Amsterdam: Elsevier Science Publishers. (pp. 157-176).

**Presentations**           \*Publications with students as first author

### ***Selected Presentations at Research Conferences***

\*García Plaza E., Zayas Santiago C., Smith, S.A., & Carlo, M.S. (April 2023). *Speech disfluencies of a 4th grade Spanish-speaking dual-language learner (DLL) during English academic vocabulary*. Poster presented at AERA 2023 Annual Meeting, Chicago, IL.

Carlo, M.S., Avalos, M., Williams, J., Anthony, J., & Pham, T (March 2023) *Effects of Spanish and English definition supports on a word-knowledge application task among 4th grade Spanish-English bilinguals*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

\*García Plaza E., Zayas Santiago C., Smith, S.A., & Carlo, M.S. (January 2023). *Teacher-child communication and language performance in dual language learners: An analysis on speech disfluencies*. Poster presented at Florida Foreign Language Association, Kissimmee, FL.

\*García Plaza E., Zayas Santiago C., Smith, S.A., & Carlo, M.S. (November 2022). *Teacher-child communication and language performance in dual language learners: An analysis on speech disfluencies*. Poster presented at Florida Educational Research Association (FERA) 2022 Annual Meeting, Daytona Beach, FL.

Carlo, M.S., Avalos, M., Williams, J, Anthony, J. (January 2022). Linguistic Moderators of Cognate Effects on Academic Vocabulary of 4th Grade Dual-Language Learners. In Kim, YS (Chair) *Dual language learners: Development, assessment & policy*, Symposium presented at the 2022 Institute for Education Sciences Annual Principal Investigator's meeting.

Smith, S., Carlo, M.S., Park, S. (April 2021). More than Words: Dual Language Vocabulary Instruction via Augmented Reality. In Carlo, M.S. (Chair) *Disrupting the Status Quo in Vocabulary: Radically Rethinking "What," "Who," and "How" for Vocabulary Instruction*. Paper presented at the 2021 AERA Virtual Annual Meeting.

Avalos, M. A., Carlo, M.S., Williams, J., & Anthony, J. (March 2020). *Effects of Spanish/English definition supports on academic vocabulary learning of 4<sup>th</sup> grade Spanish-English bilinguals*. Paper presented at the American Association of Applied Linguistics annual meeting, Denver, CO.

Carlo, M.S., Williams, J., Avalos, M., Anthony, J. (January 2020). *The effect of Spanish and English definitions on learning general-purpose academic English words by 4<sup>th</sup> grade Spanish speaking ELL*. Poster presented at the Institute for Educational Sciences PI annual meeting, Washington, DC.

Carlo, M.S., Williams, J., Avalos, M., Anthony, J. (April 2020). *Linguistic Moderators of Effects of Definition Supports on Academic Vocabulary of 4th Grade Dual-Language*. Paper presented as part of a symposium entitled The Role of Language Input and Production in Academic Language and Literacy Development of DLLs at the American Educational Research Association annual meeting, San Francisco, CA.

Carlo, M.S. & Gamez, P. (April 2020). *The Role of Language Input and Production in Academic Language and Literacy Development of DLLs*. Symposium accepted at the American Educational Research Association annual meeting, San Francisco, CA.

Chen, Y.J., Carlo, M.S., Cheng, K., Barr, C., August, D. (July 2020). *Developmental differences in the ability to apply cognate knowledge as a cue to meaning of unfamiliar English words*. Paper presented at the Society for Scientific Studies in Reading annual meeting, Newport Beach, CA.

Anthony, J. L., Williams, J. M., Assel, M. A., Montroy, J. J., Hsu, H., Foster, M.E., Erazo, N., & Carlo, M.S. (2019). *Advances in Early Language and Literacy Assessment: School Readiness Curriculum Based Measurement English and Spanish*. Paper presented at the American Speech-Language-Hearing Association annual meeting, Orlando, FL.

Foster, M. E., Carlo, M.S., Anthony, J. L., & Williams, J. M. (July 2019). *Profiles of English and Spanish oral language growth trajectories in Latino dual language learners and monolingual English speakers in U.S. kindergartens*. Paper presented at the Society for the Scientific Study of Reading Conference annual meeting, Toronto, Canada.

Carlo, M. S., Williams, J., & Avalos, M., Anthony, J. (July 2019). *Are there differential benefits from definition supports related to L1 and L2 proficiency among 4<sup>th</sup>-grade Spanish-English bilinguals?* Paper presented at the Society for Scientific Study of Reading annual meeting, Toronto, Canada.

Carlo, M. S. (January 2019). *We are all ELL researchers*. Invited presentation at the Institute for Education Sciences Principal Investigator annual meeting. Washington, DC.

Cabell, S. Q., Zucker, T. A., DeCoster, J., Landry, S., & Carlo, M.S. (July 2018). *Effects of a text-messaging parent intervention on preschoolers' literacy development*. Poster presented at the Society for Scientific Study of Reading annual meeting, Brighton, England.

Carlo, M. S., Zucker, T., Landry, S., Williams, J., & Bhavsar, V. (July 2018). *Iterative Design and Pilot Testing of the Developing Talkers Tiered Academic Language Curriculum for Prekindergarten and Kindergarten*. Paper presented at the Society for Scientific Study of Reading annual meeting, Brighton, England.

Zucker, T., & Carlo, M.S. (April 2018). *A Pre-kindergarten and Kindergarten Academic Language Intervention in a Public School District Serving Low-Income English Learners*. Paper presented at the American Educational Research Conference annual meeting, New York, NY.

Foster, M. E., Anthony, J. L., Williams, J. M., & Carlo, M.S. (October 2017). *Does improved vocabulary enhance Hispanic English learners' response to mathematics intervention?* Paper presented at the Erikson Institute. Promising Math: A Conference Linking Research and Practice. Chicago, IL.

Landry, S.H., Assel, M.A., Carlo, M.S., Jung, K.H., Li, C.H, Rodriguez, L., & Caldwell, C. (December 2015). *Evaluation of a Small-Group Intervention on Young English Language Learners' Cognitive & Social Skills*. Poster presented at the 215 Principal Investigators Meeting of the Institute of Education Sciences, Washington, DC.

Carlo, M. S., Zucker, T. A., Williams, J., Landry, S. H., Masood, S., & Bhavsar, V. (March 2017). *A pilot study of the effects of developing talkers in pre-kindergarten and kindergarten classrooms in a district serving predominately low-income dual language learners*. Poster presented at the annual conference of the Society for Research on Educational Effectiveness, Washington D.C.

Carlo, M.S., Zucker, T. A., Leuschen de Pico, D. Kalin, H., Hall, E., Glasper, T. (October 2015). *Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking*. In E. Cardenas Hagan (Chair), *English Language Learners. Symposium conducted at the International Dyslexia Association*, Dallas, Texas.

Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kalin, H., Hall, E., Glasper, T. (July 2015). *Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking*. Texas School Ready, Houston, TX.

Carlo, M.S. (May 2013). *Effects of modified text previews on ELL comprehension*. Inaugural Bilingual Research Conference, Children's Learning Institute.

Carlo, M.S. (September 2008). *Assessment of English Language Learners*. Reading First State Directors' and Evaluators' Meeting.

Carlo, M.S. (December 2006). *Is cognate awareness instruction effective in promoting English vocabulary development among 3rd and 5th grade Spanish speaking- ELLs?* Society for Research on Educational Effectiveness, Washington, DC.

Carlo, M.S. (October 2005). *Redesign of the US naturalization test*. Ask with Lecture Forum on Learning to be a Citizen: Civic Education and Immigration in the U.S. Harvard Graduate School of Education, Cambridge, MA.

Carlo, M.S. (May 2004). *Vocabulary matters*. Innovations in Language Learning and Assessment. The Principal's Center, Harvard Graduate School of Education, Cambridge, MA.

Carlo, M.S. (February 2004). *Is there transfer of morphological awareness from Spanish to English?* Conference on Vocabulary and Reading. Florida Reading Research Center and Florida State University, Sanibel, FL.

Carlo, M.S. (October 2003). *The Vocabulary Improvement Project Curriculum: Strengthening the academic vocabulary of English Language Learners*. Focus on Vocabulary Forum. Pacific Resources for Education and Learning.

Carlo, M.S. (June 2001). *Cross-language Transfer of Reading Skills*. Georgetown Bilingual Summer Institute. Georgetown University, Washington, DC.

Carlo, M.S. (June 2001). Second Language Reading. *Harvard Summer Literacy Institute*. Harvard Graduate School of Education, Cambridge, MA.

Carlo, M.S. (January 2000). Bilingualism and Literacy. *Responding to MCAS: Innovations in Language, Learning, and Assessment*. The Principal's Center, Harvard Graduate School of Education, Cambridge, MA.

Carlo, M.S. (October 1999). *Teaching academic vocabulary to English-as-a-Second-Language learners*. New England Joint Conference on Learning Disabilities, Marlborough, MA.

Carlo, M.S. (August 1999). Bilinguals read differently than monolinguals. In C. E. Snow (Chair), *Three things every psychologist should know about bilingualism*. Invited symposium presented at the American Psychological Association Meeting, Boston, MA.

Carlo, M.S. (July 1999). *What we know about Spanish and English reading*. Keynote address Sanibel Leadership Conference, Sanibel, FL.

Carlo, M.S. (April 1999). *Two literatures on bilingualism: Bridging the Gulf between socio-cultural and psycholinguistic perspectives*. American Educational Research Association Annual Meeting, Montreal, Canada.

Carlo, M.S. (March 1999). *Bilingualism and literacy: Responding to MCAS: Innovations in language, learning, and assessment*. Harvard Graduate School of Education, Cambridge, MA.

Carlo, M.S. (January 1999). *The OBEMLA national study on the transfer of reading skills from Spanish to English*. Bi-national Conference, El Paso, TX.

Carlo, M.S. (October 1997). *Assessing English-as-a-second-language learners with regard to reading disabilities: What can we learn from their L1 reading?* New England Joint Conference on Learning Disabilities, Marlborough, MA.

### ***Selected Presentations to Practitioners***

Carlo, M.S. (November 2022). *Supporting dual language learners*. Reach out and Read Texas. The University of Texas Health Sciences Center at Houston, Houston TX.

Carlo, M.S. (April 2021). *Fostering English learners' oral language development with interactive read-alouds*. Great We Grow in Town N Country Community of Practice, Tampa. FL.

Carlo, M.S. (February 2020). *Developing talkers through interactive read-alouds*. Great We Grow in Town N Country Community of Practice, Tampa. FL.



Zucker, T., Carlo, M.S., & Landry, S. (October 2016). *Developing innovative, research-based curricula to support language & literacy skills*. Children's Learning Institute Lunch and Learn Series, Houston, TX.

Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Glasper, T., Masood, S., Mui, H. (August 2016). *Developing talkers through interactive read-alouds: Building academic language skills*. Annual Texas School Ready Conference, Austin, TX.

Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Glasper, T., Masood, S., Mui, H. (August 2016). *Developing talkers through interactive read-alouds: Building academic language skills*. Children's Learning Institute Summer Teacher Workshop Series, Houston, TX.

Carlo, M.S. (August 2016). *Bilingual development*. Annual Texas School Ready Conference, Austin, TX.

Carlo, M.S. (May 2016). *Myths & facts about bilingualism & second-language learning*. Children's Learning Institute Lunch and Learn Series, Houston, TX.

### INVITED PANELS

- |             |  |
|-------------|--|
| 2021        | Building Consensus: Aligning Reading Research with Practice, College of Education, Purdue University                       |
| 2017 – 2019 | Scholastic Educational Publishing Company, Early Childhood Education National Advisory Board                               |
| 2007 – 2008 | Reading First Advisory Committee, US Department of Education   |
| 2004 – 2006 | Scholastic Educational Publishing Company, National Advisory Board   |
| 2004 – 2006 | National Academy of Science, National Research Council Committee on the Redesign of the US Naturalization Tests, 2004-2006 |

### EDITORIAL POSITIONS

#### Associate Editor

- |              |                                    |
|--------------|------------------------------------|
| 2022-present | Applied Psycholinguistics          |
| 2018-2022    | Early Childhood Research Quarterly |

### **Editorial Advisory Boards**

- 2019-2021     Journal of Educational Psychology
- 2000-2001     Reading Research Quarterly
- 1995-2001     Contemporary Educational Psychology
- 1995-2000     Educational Psychology Review
- 1993-1995     Journal of Reading Behavior: A Journal of Literacy

### **Scientific Review Panels**

National Institute of Child Health and Human Development. February 2001, April 2001, June 2001, July 2002, December 2002, June 2002, February 2005, June 2007, June 2018, June 2020, June 2023, February 2024

National Institute of Child Health & Human Development. Standing member of the Biobehavioral and Behavioral Sciences Subcommittee. July 2009 – June 2015

### **Ad hoc Reviewer**

- Annals of Dyslexia, 2007
- Applied Psycholinguistics, 1997, 1998, 2007
- AERA Open, 2021
- Developmental Psychology, 2023
- Early Childhood Research Quarterly, 2016
- Elementary School Journal, 2010, 2014, 2018
- International Multilingual Research Journal, 2015
- Journal of Educational Psychology, 1997, 1998, 2003, 2004, 2014, 2015, 2020, 2021
- Learning and Individual Differences 2014
- Reading Research Quarterly, 2014, 2020
- Scientific Studies in Reading, 1999, 2001, 2002

**Program Chair**

Division C (section 1), American Educational Research Association, 2000 Conference

**Conference Reviewer**

National Reading Conference, 2006, 2007

Division C, *American Educational Research Association*, 1996-2003; 2014-2016.

Adult Literacy and Adult Education Special Interest Group, *American Educational Research Association*, 1994.

Adult Literacy Special Interest Group, *Teachers of English to Speakers of Other Languages*, 1994

Bilingual Research Conference, 2018

**EDUCATIONAL PRODUCTS**

Consulting Author. (2020). *Pre-k on my way*. Scholastic Educational Publishers.

Zucker, T.A., Pico, D. L., Kallin, H., & Carlo, M.S., (2015). *Developing talkers: Tiered approaches for academic language instruction*. Houston, TX: [CLIEngage.org](http://CLIEngage.org), Children's Learning Institute. Available from: [www.cligengage.org](http://www.cligengage.org).

Zucker, T. A., Carlo, M.S., Landry, S. H., Leuschen de Pico, D. Kalin, H., Hall, E., & Garcia, J. (2015). *Developing talkers: Pre-K curricular supplement makes every word count*. Houston, TX: University of Texas Health Science Center at Houston.

Consulting Author. (2006). *Voices reading*. Zaner Bloser Publishers.

Consulting Author. (2006). *Zip-zoom English*. Scholastic Educational Publishers.

Lively, T., August, D., Carlo, M.S., & Snow, C. (2003). *Vocabulary improvement program: For English language learners and their classmates*. Baltimore: MD, Paul Brooks Publishing.

## PATENTS

Smith, S., Carlo, M.S., Park, S. & Kaplan, H. (2022). *System of language learning with augmented reality*, U.S. Patent No. 62/826,887, filed March 22, 2019, assigned July 21, 2022.

## TECHNICAL REPORTS AND REVIEWS

Carlo, M.S. (2001). *Do Reading Skills Transfer Across Languages? Examining the Literature from a Component Process Perspective on Reading*. Washington, D.C.: Office of Bilingual Education and Minority Language Affairs, US Department of Education.

Skilton-Sylvester, E. & Carlo, M. S. (1998). *"I want to learn English": Examining the goals and motivations of adult ESL students in three Philadelphia learning sites*. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania. TR-98-08.

Skilton-Sylvester, E. & Carlo, M.S. (1995). Survival is not enough: What adult ESL students say about their literacy goals. *NCAL Connections*, Fall issue.

Carlo, M. S. (1994). [Review of *Learning Strategies in Second Language Acquisition*]. *NCAL Connections*, Winter issue.

Carlo, M. S. & Skilton-Sylvester, E. E. (1994). *A longitudinal investigation on the literacy development of Spanish-, Korean-, and Cambodian-speaking adults learning to read English as a Second Language*. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Carlo, M. S. & Skilton-Sylvester, E. E. (1994). *Validation of an English language assessment used with English as a second language adult literacy learners*. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Carlo, M. S. (1993). [Review of *The construct of language proficiency: Applications of psychological models to language assessment*.] *NCAL Connections*, Summer.

Carlo, M. S. & Royer, J. M. (1993). *Theoretical and methodological issues in the study of cross-language transfer of reading skills*. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Carlo, M. S. & Skilton-Sylvester, E. E. (1993). *Adult second language reading research: How may it inform assessment and instruction*. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Skilton-Sylvester, E. E., Storer, E. A., Hardman, J. C., & Carlo, M. S. (1993). *Assessing the literacy practices and goals of adult ESL learners*. Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

### **PROFESSIONAL ORGANIZATIONS**

American Educational Research Association

National Consortium on Instruction and Cognition

Society for Scientific Studies in Reading

Society for Research on Child Development

### **UNIVERSITY SERVICE**

#### **University of South Florida Committees**

2023 – 2024	Chair, CFS Faculty Search Committee
2021 – 2022	Faculty advisor to Bilingual Language and Literacy Investigative and Networking Group (BLLING), Communication Science and Disorders
2019 – 2021	Chair, CBCS Diversity & Inclusion Committee
2019 – 2021	CBCS Faculty Council Representative for the Diversity & Inclusion Committee
2018 – present	Member CBCS Tenure and Promotion Committee
2018 – 2023	CBCS Diversity & Inclusion Committee
2018 – 2019	College of Education ESOL Faculty Search Committee
2017 – present	Departmental IRB reviewer for RightPath Center for Research and Innovation

#### **University of Texas Health Science Center Committees**

2016	Member Faculty Search Committee in Statistics
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**University of Miami Committees**

2012 – 2013	Faculty Senate
2012 – 2013	General Welfare Committee
2011 – 2012	SOE School Council
2009 – 2012	UM Research Council
2007 – 2010	Graduate School Council
2004 – 2009	SOE School Council, 2004-2009
2008 - 2012	Research Methods & Evaluation Search Committee
2007 – 2008	Subcommittee on Vision and Mission of the School of Education
2005 – 2013	Language and Literacy Learning in Multilingual Settings, Doctoral Program Committee
2004 – 2010	Elementary Education Committee
2004 – 2006	Reading Faculty Search Committee
2002 – 2003	Special Education Faculty Search Committee
2002 – 2005	TESOL Faculty Committee
2002	TAL Doctoral Program Review Committee

**Harvard University Graduate School of Education Committee**

1999 – 2001	Committee on Degrees
1999 – 2000	Standing Committee on Diversity
1999	Faculty Search Committee
1999	Associate Dean for Master's Programs Search Committee
1997 – 2001	Masters Admissions Committee

## COMMUNITY SERVICE

### **University of South Florida**

- |                |  |
|----------------|--|
| 2021 – present | Grant Reviewer, Conn Foundation, Tampa, FL   |
| 2021 – present | Member of the Board, Conn Foundation, Tampa, FL  |
| 2021 – 2023    | Faculty advisor to Bilingual Language and Literacy Investigative and Networking Group (BLLING), Communication Science and Disorders. |
| 2021           | Keynote speaker Hillsborough Literacy Council Annual Assembly (September)  |
| 2019 – present | Adviser to Growing up Great in Town ‘n Country Community Initiative, Conn Foundation   |
| 2018           | Undergraduate Research Conference Faculty Facilitator  |
| 2018           | Organizer 2 <sup>nd</sup> Bilingual Research Conference, The University of Texas Health Science Center                               |
| 2017 – 2019    | Co-chair of the Faculty Research Group on Dual Language Learners   |

### **University of Texas Health Science Center**

- |             |   |
|-------------|---|
| 2014 - 2017 | Member, K-3 Committee for Houston Early Matters |
|-------------|---|

### **University of Miami**

- |             |  |
|-------------|--|
| 2004 – 2013 | Founder, On Campus University Miami STARS (Students and Tutors Achieving Reading Success) Program  |
| 2004 – 2005 | Member, Planning Committee, Melissa Institute’s project on <i>Implementing Change in Literacy Education through Professional Development of Primary Grade Teachers: Creating Schools Where all Children Learn to Read and Write</i> in Hialeah Elementary School |
| 2001 – 2003 | Chair Committee for Scholars of Color in Education, American Educational Research Association  |

