

CURRICULUM VITAE

María Soledad Carlo

August, 2022

PRESENT TITLE Associate Professor

ADDRESS University of South Florida
Department of Child and Family Studies
College of Behavioral and Community Sciences
13301 Bruce B. Downs Blvd. MHC 1715
Tampa, FL 33612-3807
(813) 974-4640
MariaCarlo@usf.edu

CITIZENSHIP USA

UNDERGRADUATE EDUCATION

1982 – 1984 Universidad de Puerto Rico, Recinto de Río Piedras, Psicología
1986 University of Massachusetts, Amherst, B.A., Psychology

GRADUATE EDUCATION

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

ACADEMIC APPOINTMENTS

1993 – 1995 Project Director - *Adult Literacy for Bilingual Populations Project*.
University of Pennsylvania, National Center on Adult Literacy,
Philadelphia, PA.
01/1997 – 06/1998 Research Associate & Lecturer on Education
Harvard Graduate School of Education, Human Development and
Psychology, Cambridge, MA 02138
07/1998 – 07/2002 Assistant Professor
Harvard Graduate School of Education, Human Development and
Psychology, Cambridge, MA 02138
08/2002 – 2008 Assistant Professor
University of Miami, Teaching and Learning, School of Education
& Human Development, Coral Gables, Florida, 33146
2008 – 2013 Associate Professor
University of Miami, Teaching and Learning, School of Education
& Human Development, Coral Gables, Florida, 33146

2014 – 2017 Associate Professor
University of Texas Medical Center, Department of Pediatrics,
Children’s Learning Institute, Houston, TX, 77030

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
National Consortium on Instruction and Cognition
Society for Scientific Studies in Reading
Society for Research on Child Development

INVITED PANELS

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

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

EDITORIAL POSITIONS

Associate Editor

Early Childhood Research Quarterly, 2018-2022

Editorial Advisory Boards

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

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

Ad hoc Reviewer

Annals of Dyslexia, 2007

Applied Psycholinguistics, 1997, 1998, 2007
 AERA Open, 2021
 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

SERVICE ON UNIVERSITY OF SOUTH FLORIDA COMMITTEES

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

SERVICE ON THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER COMMITTEES

2016	Member Faculty Search Committee in Statistics
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SERVICE ON 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

SERVICE ON HARVARD UNIV- GRADUATE SCHOOL OF EDUCATION COMMITTEE

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

SERVICE TO COMMUNITY –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
*Implementing Change in Literacy Education through Professional
 Development of Primary Grade Teachers: Creating Schools Where all
 Children Learn to Read and Write* in Hialeah Elementary School,
 2001 – 2003 Chair Committee for Scholars of Color in Education,
 American Educational Research Association

SERVICE TO COMMUNITY –THE UNIVERISTYOF TEXAS HEALTH SCIENCE CENTER

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

SERVICE TO COMMUNITY –UNIVERSITY OF SOUTH FLORIDA

2017 – 2019 Co-chair of the Faculty Research Group on Dual Language
 Learners
 2018 Undergraduate Research Conference Faculty Facilitator
 2018 Organizer 2nd Bilingual Research Conference, The University of
 Texas Health Science Center
 2019 – present Adviser to Growing up Great in Town ‘n Country Community

	Initiative, Conn Foundation
2021 – present	Grant Reviewer, Conn Foundation, Tampa, FL
2021 – present	Member of the Board, Conn Foundation, Tampa, FL
2021 – present	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)

SPONSORSHIP OF POSTDOCTORAL FELLOWS

Advisory Committee Member

Micsiak, Jeremy, Ph.D. (2018-2020), IES Postdoctoral Fellow, University of Houston

SPONSORSHIP OF CANDIDATES FOR POSTGRADUATE DEGREES

Dissertation Committees (in progress)

Committee Member - University of Florida

Leuschen de Pico, Dannielle Teacher Self-Reported Shared Book Reading Practices: Study Proposal. School of Special Education, School Psychology and Early Childhood Studies

Committee Member - University of South Florida

Garcia Plaza, Ester College of Education, Department of Teaching and Learning

Dissertation Committees (Completed)

Chair - University of Miami

Bengochea, Alain	(2014)	School of Education and Human Development
Doorn Kristen	(2014)	School of Education and Human Development
Lipsky, Miriam	(2011)	School of Education and Human Development, Dissertation award from the American Association of Colleges for Teacher Education
Goodwin, A.	(2010)	School of Education and Human Development, Dissertation award from the Literacy Research Association
Massey, S.	(2008)	School of Education and Human Development

Chair - Harvard University

Watt, H.S. (2001) Graduate School of Education

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)

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 University – Graduate School of Education

- 1997 – 2001 Theory & Practice of Reading
 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

- 1998 – 1989 Educational Psychology (with James M. Royer, Professor),
 Department of Psychology.

GRANTS SUBMITTED 2021

NSF – 2201140

9/01/2022 – 08/31/2026

Role: PI (with Dr. Katherine Miranda, TNTP, Puerto Rico, Co-PI)

Conversemos sobre ciencia: Developing academic language through discussion of science topics relevant to the daily lives of kindergarten students in Puerto Rico

\$ 2.6 M

CURRENT GRANT SUPPORT

IES - R305A200047

07/01/2020 – 06/30/2024

Role: PI (with Dr. Sara A. Smith, University of South Florida, Co-PI)

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

IES - R305A200251

7/1/2020 – 6/30/2025

Role: Co-PI (with Dr. Susan Landry, The University of Texas Health Science Center, Houston, PI)

Effects of Home and Classroom Practices on Language, Cognitive, and Social Development of Young Spanish-Speaking Dual Language Learners

\$ 3.4 M

IES - R305A150415

Role: Principal Investigator (with Dr. Mary Avalos, Co-PI 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

IES - R305A150430

Role: Co-Investigator (with Dr. Jason Anthony, PI)

Development of Math and Science Domains of the School Readiness Curriculum Based Measurement System.

\$1.6 M

PAST GRANT SUPPORT

USF College of Education Mini-Grant Award

06/1/2018-05/31/2019

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

Augmented Reality Vocabulary Instruction for English Language Learners

\$4,992

NSF - 1651160

01/01/2017 – 10/31/2018

Role: Co-Principal Investigator (with Dr. Susan Landry, PI)

Bilingualism and Academic Achievement Research Conference.

\$30,000

IES - R324A130275

Role: Co-Investigator (with Dr. Tricia Zucker, PI)

Read It Again-Together! A Multimedia School-Home Intervention for Young Children at Risk for Academic Difficulties.

\$1.4 M

IES – R305A130504

Role: Co-Investigator (with Dr. Susan Landry, PI)

Scalable Approaches for Preparing Early Childhood Teachers: Identifying Evidence-based Approaches to Coaching.

\$ 3.5 M

IES – R305A130445

Role: Co-Investigator (with Dr. Susan Landry, PI)

Internet Implementation of Empirically Supported Interventions that Can be Remotely Delivered in Authentic Preschool Classrooms for Mothers and Teachers: Evaluation of Direct Child and Teacher Outcomes.

\$ 3.5 M

ED -5R01NS046308

Role: Co-Investigator (with Drs. Jason Anthony & Susan Landry, PIs),

Texas Kindergarten Entry Assessment (T-KEA) System Development and Validation.

\$ 4.5 M

Duncan/Brown Foundation

Role: Co-Investigator (Drs. Tricia Zucker, Caroline Denton, & Susan Landry, PIs)

Multi-tiered Systems of Support.

\$ 2 M

IES - R324A110079

Role: Co-Investigator (with Dr. Susan Landry, PI)

Testing an Integrated Preschool Curriculum for English Language Learners.

National Institute of Child Health and Human Development (R01)

10/04-9/10

Role: Co-Investigator (with James McKinney, PI, University of Miami)

Language Development and Reading in Spanish and English.

IES

10/03-9/09

Role: Co-Investigator (with David Francis, PI, University of Houston)

Bilingual Education Evaluation.

National Institute on Child Health and Development & Office of Educational Research and Improvement (R01)

9/00-8/06

Role: Co-Investigator (with Dr. Diane August, Program Project Director, Center for Applied Linguistics)

The Transfer of reading skills from Spanish to English.

Office of Bilingual Education and Minority Language Affairs of the US Department of Education

9/98-8/01

Role: Co-Principal Investigator (with Dr. Diane August, Center for Applied Linguistics, PI)

Transfer of reading skills from Spanish to English: A study of young learners.

PATENTS

1. Smith, S., Carlo, M., 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.

PUBLICATIONS

REFERRED ARTICLES

*Publications with student as first author

1. Royer, J. M. & Carlo, M. S. (1991). Transfer of comprehension skills from native to second language. *Journal of Reading*, 34(6), 450-455.
2. 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.
3. 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.
4. 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.
5. 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
6. 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.
7. *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
8. 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.
9. *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.
10. 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.
11. 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.
12. 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.

13. *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.
14. *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*, Apr, 1-16.
15. *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.
16. 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.
17. 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.
18. *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.
19. *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.
20. *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.
21. *Goodwin, A., Huggins, A. C., Carlo, M.C., Malabonga, V., Kenyon, D, Loguit., M, & August, D. (2012). Development and Validation of Extract 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.
22. 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.
23. 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*. <https://doi.org/10.1080/19345747.2018.1519623>
24. 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. <https://doi.org/10.1016/j.jsp.2019.01.001>
25. 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.
26. 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

BOOK CHAPTERS, BOOKS AND MONOGRAPHS

1. 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).
2. 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).
3. Carlo, M. S. & Snow, C. E. (2002). Commentary on research agenda on language. In M. Suarez-Orozco & M. Paez, *Latinos in the 21st Century*, Cambridge: MA, Harvard University Press. (pp. 359-361).
4. 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).
5. 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* (3rd ed., pp. 277-291), New York, NY: Guilford Press.
6. 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).
7. 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)
8. 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.
9. 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* (4rd ed., pp. 117-137), New York, NY: Guilford Press.

OTHER PROFESSIONAL COMMUNICATIONS

PRESENTATIONS

Selected Presentations at Research Conferences

1. Carlo, M.S. (1997, October). *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.
2. Carlo, M.S. (1999, January). *The OBEMLA national study on the transfer of reading skills from Spanish to English*. Bi-national Conference, El Paso, TX.
3. Carlo, M.S. (1999, March). *Bilingualism and Literacy. Responding to MCAS: Innovations in Language, Learning, and Assessment*. Harvard Graduate School of Education, Cambridge, MA.
4. Carlo, M.S. (1999, April). *Two literatures on bilingualism: Bridging the Gulf between socio-cultural and psycholinguistic perspectives*. American Educational Research Association Annual Meeting, Montreal, Canada.
5. Carlo, M.S. (1999, July). *What we know about Spanish and English reading*. Keynote address Sanibel Leadership Conference, Sanibel, FL.
6. Carlo, M.S. (1999, August). *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.
7. Carlo, M.S. (1999, October). *Teaching academic vocabulary to English-as-a-Second-Language learners*. New England Joint Conference on Learning Disabilities, Marlborough, MA.
8. Carlo, M.S. (2000, January). *Bilingualism and Literacy. Responding to MCAS: Innovations in Language, Learning, and Assessment*. The Principal's Center, Harvard Graduate School of Education, Cambridge, MA.
9. Carlo, M.S. (2001, June). *Second Language Reading. Harvard Summer Literacy Institute*. Harvard Graduate School of Education, Cambridge, MA
10. Carlo, M.S. (2001, June). *Cross-language Transfer of Reading Skills*. Georgetown Bilingual Summer Institute. Georgetown University, Washington, DC.
11. Carlo, M.S. (2003, October). *The Vocabulary Improvement Project Curriculum: Strengthening the academic vocabulary of English Language Learners*. Focus on Vocabulary Forum. Pacific Resources for Education and Learning
12. Carlo, M.S. (2004, February). *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.
13. Carlo, M.S. (2004, May). *Vocabulary matters*. Innovations in Language Learning and Assessment. The Principal's Center, Harvard Graduate School of Education, Cambridge, MA.
14. Carlo, M.S. (2005, October). *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.

15. Carlo, M.S. (2006, December). *Is cognate awareness instruction effective in promoting English vocabulary development among 3rd and 5th grade Spanish speaking ELL's?* Society for Research on Educational Effectiveness, Washington, DC.
16. Carlo, M.S. (2008, September), Assessment of English Language Learners. Reading First State Directors' and Evaluators' Meeting
17. Carlo, M.S. (2013, May), Effects of modified text previews on ELL comprehension. Inaugural Bilingual Research Conference, Children's Learning Institute.
18. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kalin, H., Hall, E., Glasper, T. (2015, July). Developing Talkers through Interactive Read Alouds: Building Academic Vocabulary and Fostering Higher-Level Thinking. Texas School Ready, Houston, TX.
19. Carlo, M.S., Zucker, T. A., Leuschen de Pico, D. Kalin, H., Hall, E., Glasper, T. (2015, October). 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.
20. Landry, S.H., Assel, M.A., Carlo, M.S., Jung, K.H., Li, C.H, Rodriguez, L., & Caldwell, C. (2015, December). *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.
21. Carlo, M. S., Zucker, T. A., Williams, J., Landry, S. H., Masood, S., & Bhavsar, V. (2017, March). 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.
22. Foster, M. E., Anthony, J. L., Williams, J. M., & Carlo, M. (2017, October). 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.
23. Zucker, T., & Carlo, M.S. (2018, April). A Pre-kindergarten and Kindergarten Academic Language Intervention in a Public School District Serving Low-Income English Learners. Paper presented at the annual meeting of the American Educational Research Conference, New York, NY.
24. Carlo, M. S., Zucker, T., Landry, S., Williams, J., & Bhavsar, V. (2018, July). *Iterative Design and Pilot Testing of the Developing Talkers Tiered Academic Language Curriculum for Prekindergarten and Kindergarten*. Paper presented at annual meeting of the Society for Scientific Study of Reading, Brighton, England.
25. Cabell, S. Q., Zucker, T. A., DeCoster, J., Landry, S., & Carlo, M. (presented 2018, July). *Effects of a text-messaging parent intervention on preschoolers' literacy development*. Poster presented at the annual meeting of Society for Scientific Study of Reading, Brighton, England.

26. Carlo, M. S. (2019, January). *We are all ELL researchers*. Invited presentation at the Institute for Education Sciences Principal Investigator Annual Meeting. Washington, DC.
27. Carlo, M. S., Williams, J., & Avalos, M., Anthony, J. (2019, July). *Are there differential benefits from definition supports related to L1 and L2 proficiency among 4th grade Spanish-English bilinguals?* Paper to be presented at annual meeting of the Society for Scientific Study of Reading, Toronto, Canada.
28. Foster, M. E., Carlo, M.S., Anthony, J. L., & Williams, J. M. (2019, July). Profiles of English and Spanish oral language growth trajectories in Latino dual language learners and monolingual English speakers in U.S. kindergartens. Paper to be presented at the annual meeting for the Society for the Scientific Study of Reading Conference. Toronto, Canada.
29. Anthony, J. L., Williams, J. M., Assel, M. A., Montroy, J. J., Hsu, H., Foster, M.E., Erazo, N., & Carlo, M. (2019). *Advances in Early Language and Literacy Assessment: School Readiness Curriculum Based Measurement English and Spanish*. Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Orlando, FL
30. 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 to be presented at the annual meeting of the Society for Scientific Studies in Reading, Newport Beach, CA.
31. Carlo, M.S. & Gamez, P. (April, 2020). *The Role of Language Input and Production in Academic Language and Literacy Development of DLLs*. Symposium accepted for the annual meeting of the American Educational Research Association annual meeting, San Francisco, CA
32. 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 to be presented as part of a symposium entitled The Role of Language Input and Production in Academic Language and Literacy Development of DLLs during annual meeting of the American Educational Research Association annual meeting, San Francisco, CA.
33. 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 4th grade Spanish speaking ELL*. Poster to be presented at the annual Institute for Educational Sciences PI meeting, Washington, DC.
34. Avalos, M. A., Carlo, M. S., Williams, J., & Anthony, J. (2020, March). *Effects of Spanish/English definition supports on academic vocabulary learning of 4th grade Spanish-English bilinguals*. Paper to be presented at the annual meeting of the American Association of Applied Linguistics, Denver, CO.
35. Smith, S., Carlo, M., Park, S. (2021, April). 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.

36. Carlo, M.S., Avalos, M., Williams, J, Anthony, J. (2022, January). 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.

Recent Presentations to Practitioners

1. Carlo, M.S. (2016, May). *Myths & Facts about Bilingualism & Second-Language Learning*. Children's Learning Institute Lunch and Learn Series, Houston, TX.
2. Carlo, M.S. (2016, August). *Bilingual Development*. Annual Texas School Ready Conference, Austin, TX.
3. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Glasper, T., Masood, S., Mui, H. (2016, August). *Developing Talkers through Interactive Read Alouds: Building Academic Language Skills*. Annual Texas School Ready Conference, Austin, TX.
4. Zucker, T. A., Carlo, M.S., Leuschen de Pico, D. Kallin, H., Glasper, T., Masood, S., Mui, H. (2016, August). *Developing Talkers through Interactive Read Alouds: Building Academic Language Skills*. Children's Learning Institute Summer Teacher Workshop Series, Houston, TX.
5. Zucker, T., Carlo, M.S., & Landry, S. (2016, October). *Developing Innovative, Research-Based Curricula to Support Language & Literacy Skills*. Children's Learning Institute Lunch and Learn Series, Houston, TX.
6. Carlo, M.S. (2020, February). *Developing Talkers Through Interactive Read-Alouds*. Great We Grow in Town N Country Community of Practice, Tampa. Fl.
7. Carlo, M.S. (2021, April). *Fostering English Learners' Oral Language Development with Interactive Read Alouds*. Great We Grow in Town N Country Community of Practice, Tampa. Fl.

EDUCATIONAL PRODUCTS

1. Lively, T, August, D., Carlo, M., & Snow, C. (2003). *Vocabulary improvement program: For English Language Learners and their classmates*. Baltimore: MD, Paul Brooks Publishing.
2. Consulting Author. (2006) *Voices Reading*. Zaner Bloser Publishers. A K-6 literacy and character development basal reading series.
3. Consulting Author. (2006) *Zip-Zoom English*. Scholastic Educational Publishers. A K-3 early reading program for English Language Learners.
4. 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 make every word count*. Houston, TX: University of Texas Health Science Center at Houston.
5. Zucker, T.A., Pico, D. L., Kallin, H., & Carlo, M.C., (2015). *Developing Talkers: Tiered Approaches for Academic Language Instruction*. Houston, TX: CLIEngage.org, Children's Learning Institute. Available from: www.cligengage.org.

TECHNICAL REPORTS AND REVIEWS

1. Carlo, M. S. (1993). [Review of *The construct of language proficiency: Applications of psychological models to language assessment.*] *NCAL Connections*, Summer.
2. 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.
3. 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.
4. 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.
5. Carlo, M. S. (1994). [Review of *Learning Strategies in Second Language Acquisition*]. *NCAL Connections*, Winter issue.
6. 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.
7. 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.
8. Skilton-Sylvester, E. & Carlo, M.S. (1995). Survival is not enough: What adult ESL students say about their literacy goals. *NCAL Connections*, Fall issue.
9. 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
10. 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.