

Maryanne Wolf

ACADEMIC POSITIONS

UCLA

Director, Center for Dyslexia, Diverse Learners, and Social Justice
Graduate School of Education and Information Studies, Visiting Professor, (2018-2019)

Chapman University

Chapman University Presidential Fellow (2018-2020)

Tufts University

Professor, John DiBiaggio Professor of Citizenship and Public Service (2006-)
Professor, Eliot-Pearson Department of Child Study and Human Development
Director, Center for Reading and Language Research
Professor, Tisch College Adjunct Faculty
Professor, Cognitive Sciences Program
Associate Professor, Eliot-Pearson Department of Child Development
Assistant Professor, Eliot-Pearson Department of Child Development

Harvard University

Research Scientist, Department of Psychiatry, McLean Hospital (1992-2014)
Director, Institute of Reading, Language and Learning Disorders (1980-1981)

Veteran's Administration Hospital

Research Assoc., Aphasia Research Center, Director, Dr. Harold Goodglass (1978-1984)

Brandeis University

Assistant Professor, Psychology Department (1979-1980)

Children's Hospital Medical Center

Clinic Intern, Learning Disorders Clinic, Neurology Unit (1978)

EDUCATION

Harvard University

Ed.D. (1979) Human Development and Psychology. Graduate School of Education.
Concentration: Language, Reading and the Brain: Development and Disorders

Northwestern University

M.A. (1970) English Literature

St. Mary's College/ Notre Dame, Indiana

B.A. (1969) English Literature, Madeleva Scholar

HONORS

2018	External Advisor: International Monetary Fund
2018	Chapman University Presidential Fellow (2018-2020)
2017	Invitation to Pontifical Academy of Sciences: Ethics in Action. Vatican
2016	Eminent Researcher of the Year 2016 Award: Australian Journal of Learning Difficulties, Australia
2016	<i>Lectio Magistralis</i> : Spoleto Festival dei due Mondi, Italy
2016	Dyslexia Research Award, Windward School
2015	Invitation to Pontifical Academy of Sciences: Children and Sustainable Development. Vatican
2014-2015	Fellow, Center for Advanced Studies in the Behavioral Sciences, Stanford University
2013	Christopher Columbus Award for Intellectual Discovery
2013	Invitation to Pontifical Academy of Sciences: The Socially

Disenfranchised Peoples. Vatican

2013 Invitation to Pontifical Academy of Sciences: Bread and Brain.

2013 Speaker to Google Solve for X Meeting: Global Literacy Initiative

2012 Keynote Address: Pompidou Centre Institute for Research and Innovation at New Industrial World Talks

2012 Museum of Science, Woman of Science Lecture Award

2011 Samuel Orton Award, International Dyslexia Association: For Contributions to Dyslexia Research

2011 Honorary Degree, Juaniata College: For contributions to Social Justice

2009 Alice Garside Award: For Contributions to Dyslexia Research

2008 Margot Marek Award for Best Book of the Year on Reading

2008 Library Forum: A Best Book of the Year

2007 Publishers Weekly: Best 25 Nonfiction books of 2007

2007 U.S. News and World Report: A Notable Book of 2007

2007 Dean's Faculty Forum Lecture Award

2006 Endowed Chair: John DiBiaggio Professor of Citizenship and Public Service, Tufts University

2005 Hall Fellow Lecture Award, Concord Academy

2003 Invited Speaker to 400th Anniversary of Pontifical Academy of Sciences, Vatican (Special Meeting on Neurosciences)

2003 Distinguished Scholar Award, Tufts University

2002 Appointed U.S. Editor of *Dyslexia*

1999 Senior Faculty Research Fellowship, Tufts University

1998	Norman Geschwind Memorial Lecture Award, International Dyslexia Association, for Contributions from Neuroscience Research to Dyslexia
1997	Golden Key Honor Society Award
1995	Shannon Award for Innovative Research; shared with Drs. Maureen Lovett and Robin Morris National Institute of Child Health and Human Development
1994	Professional Achievement Award for Alumna; St. Mary's College, Notre Dame; Sesquicentennial Address for St. Mary's College
1993	Fulbright Research Fellowship to Germany
1991	APA National Teaching Excellence Award in Psychology (for Four- Year College and Universities)American Psychological Association
1991	Massachusetts Distinguished Teacher of the Year Award in Psychology Massachusetts Psychological Association
1982	Annual Koerner Lecture Series University of British Columbia, Vancouver
1979	Livingston Fellow, Harvard Medical School
1978	Radcliffe Fellowship for Women

GRANT HISTORY FROM 2000 (Earlier History upon Request)

2018 McGovern Foundation: Undisclosed Gift to Center for Dyslexia, Diverse Learners, and Social Justice. UCLA and Chapman University.

2014-2017 Evans Family Grant for Research on Global Literacy: Undisclosed gift.

2013 Grant from John and Kristen Halvey Family: Undisclosed gift.

2010-2014	Manton Foundation, Sponsor Ref #09062 “Development of a Dyslexia Screening Test”. Subcontract from Yale University to Tufts, \$300,000.
2011	Good Samaritan Foundation. The Comparative Effects of Print and Digital Media on Comprehension in Children.
2007-2011	Ellison Medical Foundation/ MIT Grant #OP-NI-0021-07 “Cognitive Neuroscience of Autism and Dyslexia” Subcontract from MIT University to Tufts; PI: John Gabreli.
2006-present	Evans Literacy Family Foundation: Undisclosed gifts
2006-present	Evans Endowed Literacy Fellows, in perpetuity (\$330,000) to University, Center for Reading and Language Research, and Eliot-Pearson Department of Child Development
2006-2008	Marcus Family Foundation Gift - \$25,000
2007-2008	NSF Fellowship to Elizabeth Norton (support of Ph.D.)
2006-2008	Tisch College Fellow: Reading intervention for struggling readers who are English Language Learners
2001-2006	NICHD Multiple Approaches to the Treatment of Developmental Reading Disabilities with Drs. Robin Morris and Maureen Lovett, \$5,695,242 (HD30970-05).
2006	Recording for Blind and Dyslexia: Co-PI with Katharine Adams: Study of Reading Comprehension with Facilitation from Recorded Text. \$35,921
2004-2006	Institute for Education Sciences/American Psychological Association Postdoctoral Education Research Training Fellowship \$55,000 annually for Dr. Sasha Yampolsky
2003-2005	Interagency Education Research Initiative (Institute for Education Sciences, NSF, and NICHD) and the Virginia T. Piper Charitable Trust. The New 3R’s – Reading, Resilience, and Relationships in Afterschool Programs. Awarded to Drs. Gil Noam, Maryanne Wolf, and Tami Katzir, \$1,700,000.
2004	Recording for Blind and Dyslexia. Summer School Program for Struggling

Readers in Community, \$30,700

2003-2005 Anonymous Donor Grant for Research and Clinical Work to the Communities at the Center for Reading and Language Research, \$120,000.

2003-2005 Relative Effectiveness of Reading (Educational Testing Service) with Katharine Donnelly Adams and Terry Joffe, \$119,113 (R1-HD-043774-01)

2002, 2003, 2004 University College for Citizens and Public Service: Tufts Literacy Corps, \$50,000 yearly award

2000-2002 Malden-Tufts (Community Block Grant). After-School Program and Summer Literacy Program. (Funded) \$200,000 for 2 years.

1996-2000 NICHD. The Treatment of Developmental Reading Disabilities. HD 30970. \$3,630,973 With Drs. Robin Morris, Maureen Lovett. (additional Minority Supplement Grant to Dr. Chip Gidney).

PUBLICATIONS

BOOKS

Wolf, M. (2018). *Reader, Come Home: The Reading Brain in a Digital World*. New York: HarperCollins.

Wolf, M. with Gottwald, S. (2016) *Tales of Literacy in the 21st Century*. Oxford: Oxford University Press. In *Literary Agenda Series*, Editor: Phillip Davis.

Wolf, M. (2007). *Proust and the Squid: The Story and Science of the Reading Brain*. New York: HarperCollins.

Paperback. 2008. + 13 Translations and Audio version:

High Bridge (Audio Version); Spektrum, Springer Verlag (German); Vita & Pensiero (Italian); Ediciones B (Spanish); Icon Books (United Kingdom); Intershift (Japanese); Czech, Greek, Turkish, Korean, Chinese (2 versions: Traditional Chinese; Simplified Chinese), Swedish, French with Preface by Bernard Stiegler.

Wolf, M. (Ed.) (2001). *Dyslexia, Fluency, and the Brain*. Timonium, MD: York Press.

Wolf, M., McQuillan, M., & Radwin, E. (Eds.). (1980, 2nd ed., 1983). *Thought and*

language/Language and reading. Cambridge, MA: *Harvard Educational Review*, (2nd Ed.), p. 732

ARTICLES / ESSAYS / CHAPTERS

Wolf, M. (in press). The reading brain: The canary in the mind. *Emerging Trends in the Social and Behavioral Sciences*.

Wolf, M. (in press). Dyslexia, da Vinci, and deep reading. In M. Rubery and L. Price (Eds), *Further Reading*. Oxford: Oxford University Press.

Ozernov-Palchik, O. & Wolf, M. (in press). RAN: What lies beneath. In G. Eden (Ed.), *The Handbook on the Cognitive Neuroscience of Dyslexia*. West Sussex: Wiley.

Wolf, M. (in press). The “Forgotten Boys:” Promoting academic readiness for African-American males with dyslexia. Special Issue for *Reading and Writing Quarterly* (Eds. S. Robinson & C. Thompson).

Lovett, M., Frijters, J., Wolf, M., Steinbach, K., Sevcik, R., & Morris, R. (2017). Early intervention for children at risk for reading disabilities: The impact of grade at intervention and individual differences on intervention outcomes. *Journal of Educational Psychology*. 109(3): 354-368.

Wolf, M., Ullman-Shade, C., Gottwald, S. (2017). Lessons from the reading brain for reading development and dyslexia. *Australian Journal of Learning Difficulties*.

Gottwald, S., Morris, R., Wolf, M., & Galyean, T., (2017). Bringing the bottom billion into basic literacy: How we can and why we must. *New Directions for Child and Adolescent Development*. (158): 93-104.

Wolf, M., Gottwald, S., Breazeal, C., Galyean, T., & Morris, R. (2016). “I hold your foot”: Lessons from the reading brain for addressing the challenge of global literacy. In A. Battro, M., P. Lena, M. Sanchez- Sorondo, & J. von Braun (Eds), *Children and sustainable development*(pp 225-238). Springer Verlag.

Ozernov-Palchik, O., Wolf, M., & Patel, A.D. (2017). Relationships between early literacy and nonlinguistic rhythmic processes in kindergarteners. *Journal of*

Experimental Child Psychology.

Orkin, M., May, S., Wolf, M. (2017). How parental support during homework contributes to helpless behaviors among struggling readers. *Reading Psychology*.

Orkin, M., Pott, M., Wolf, M., May, S., & Brand, E. (2017). Beyond Gold Stars: Improving the skills and engagement of struggling readers through intrinsic motivation. *Reading and Writing Quarterly*.

Ozernov-Palchik, O., Norton, E., Sideris, G., Beach, S., Wolf, M., Gabrieli, J., Gaab, N. (2016). Longitudinal stability of pre-reading skill profiles of kindergarten children: Implications for early screening and theories of reading. *Developmental Science*.

Wolf, M., Charles Taylor, Deep Reading, and the "Cracked Kettle". Berggruen Institute, November, 2016.

Wolf, M. The Deep Reading Brain and the 'Good Life'. Medium. November 30, 2016.

Jacobson, L.A., Taylor, K., Lipkin, P., Boada, R., Frijters, J., Lovett, M., Hill, D., Willcutt, E., Gottwald, S., Wolf, M., Bosson-Heenan, J., Gruen, J., Mahone, E.M. (2016) Executive functions contribute uniquely to reading competence in minority youth. *Journal of Learning Disabilities*. 1-12. DOI:10.1177/002219415618501

Wolf, M. (2016). Global literacy initiative: An update. Chapter in A. Battro, K. Fisher and M. L. Majadalani (Eds.). *Mind, Brain and Education at ERICE: Ten Years*. 213-218.

Breazeal, C., Morris, R., Gottwald, S., Galyean, T. & Wolf, M. (2016). "Mobile devices for early literacy intervention and research with global reach." *Conference paper to be published in Proceedings of the Third ACM Conference on Learning at Scale, Edinburgh, Scotland*.

Wolf, M. (2014) Marcus Aurelius and the Continuing *Dyslexia Debate*. *Dyslexia Examiner*.

Wolf, M., Gottwald, S., Galyean, T., Morris, R., & Breazeal, C. (2014) The reading brain, global literacy and the eradication of poverty. In A. Battro, I. Potrykus, & M.S. Sorondo (eds), *Bread and Brain, Education and Poverty*. Pontifical Academy of Sciences. Vatican.

Wolf, M., Gottwald, S., Galyean, T., & Morris, R. (2013) Global literacy and socially

excluded peoples. In J. Sachs & M.S. Sorondo (eds), *The Emergency of the Socially Excluded*. Pontifical Academy of Social Sciences. Vatican.

Holper, L., Goldin, A. P., Shalom, D. E., Battro, A., Wolf, M. & Sigman, M. (2013). The teaching and the learning brain: A cortical hemodynamic marker of teacher–student interactions in the Socratic dialog. *International Journal of Educational Research*, 59, 1-10.

Wolf, M. (2013). The wraith of memory. *American Interest*, IX, 1, 85-89.

Pierce, M., Wechsler-Zimring, A., Noam, G., Wolf, M., & Katzir, T. (2013) Behavioral problems and reading difficulties among language minority and monolingual urban elementary school students. *Reading Psychology*, 34(2), 182-205.

Norton, E. S. & Wolf, M. (2012). Rapid Automatized Naming (RAN) and reading fluency: Implications for understanding and treatment of reading disabilities. *Annual Review of Psychology*, 63(11), 427-452. DOI:10.1146/annurev psy 120710-100431.

Wolf, M. & Gottwald, S. (2012). The unfolding legacy of Carol Chomsky: How insights into child language changed the development of written language. In N. Chomsky and M. Piatelli-Palmerini (Eds.), *Rich Languages, Poor Inputs*. Oxford: Oxford University Press, Linguistics.

Wolf, M. (2012). How the brain adapted itself to read: The first writing systems. In S. Blum (Ed.), *Making sense of language*. Oxford, England: Oxford University Press.

Wolf, M. & Ullman-Shade, C. (2012). The emerging, evolving reading brain in a digital culture: Implications for new readers, children with reading difficulties, and children without schools. *Journal of Cognitive Education and Psychology*, 11(3), 230-240.

Kovelman, I., Norton, E., Gaab, N., Christodoulou, I., Lieberman, D., Triantafyllou, C., Wolf, M., Whitfield-Gabrieli, S., & Gabrieli, J. (2012). Brain basis of phonological awareness for auditory language in children and its dysfunction in dyslexia. *Cerebral Cortex*, 22(4), 754-764. DOI:10.1093/cercor/bhr094.

Moritz, C., Yapolsky, S., Papadelis, G., Thomson, J., & Wolf, M. (2012). Links between early rhythm skills, musical training, and phonological awareness. *Reading and Writing*, 26(5), 739-769.

Morris, R.D., Lovett, M.W., Wolf, M., Sevcik, R.A., Steinbach, K.A., Frijters, J.C., & Shapiro, M. (2011/print 2012). Multiple-component remediation for developmental

reading disabilities: IQ, SES, and race as factors on remedial outcome. *Journal of Learning Disabilities*, 45(2), 99-127.

Frijters, J.C., Lovett, M.W., Steinbach, K.A., Wolf, M., Sevcik, R.A., & Morris, R.D.(2011). Neurocognitive predictors of reading outcomes for children with reading disabilities. *Journal of Learning Disabilities*, 44 (2), 150-166.

O'Brien, B.A., Miller, L., Wolf, M., Morris, R., Lovett, M. (2011). Orthographic processing efficiency in developmental dyslexia: An investigation of age and treatment factors at the sublexical level. *Annals of Dyslexia*, 61(1), 111-135.

Wolf, M. (2010) *The RAVE-O Program*. A Curriculum for Reading Comprehension and Fluency. Longview, CO: Cambium/ Sopris Learning.

Wolf, M. (2010). We are the product of how we read. *The Observer: The New Review*, London.

Pierce, M., Katzir, T., Wolf, M., Noam, G. (2010). Examining the construct of reading among dysfluent urban children: A factor analysis approach. *Journal of Literacy Research*, 42, 124-158.

Wolf, M. (2010). Our 'deep reading' brain: Its digital evolution poses questions. *Nieman Reports*, Summer.

Wolf, M. (2010). Cassandra's thoughts about reading and time. *Perspectives on Language and Literacy*, 39-40.

Wolf, M. & Gottwald, S. (2010). How what we know about language effects what and how we read. *English Career, Global Education Association in Taiwan*, 26-33.

Wolf, M., Gottwald, S., Orkin, M. (2009). 'Serious Word Play': How multiple linguistic emphases in RAVE-O instruction improve multiple reading skills. Special issue of *Perspectives on Language and Literacy*, International Dyslexia Association, Fall, 21-24.

Wolf, M., Gottwald, S., Miller, L., Norton, E., & Galante, W. (2009). How the origins of the reading brain instruct our knowledge of reading intervention. Chapter in P. McCardle & K. Pugh (Eds.), *Helping children learn to read: Current issues and new directions in the integration of cognition, neurobiology and genetics of reading and dyslexia*. Austin: Pro-Ed.

Wolf, M., Barzillai, M., Miller, L., Gottwald, S., Spencer, K., Norton, E. (2009). The RAVE-O Intervention: Connecting neuroscience to classroom practice. *Mind, Brain, and Education*. Special Issue. 3(2), p. 84-93.

Wolf, M. & Barzillai, M. (2009). The importance of “deep reading” in a digital culture. *Educational Leadership*. (Special Issue on Future of Literacy) 66(6), 32-35.

Wolf, M. (2008). Dyslexia and the Japanese reading brain. Translation into Japanese for *Journal for Japanese Academy of Learning Disabilities*.

Wise, J., Pae, H-K., Wolfe, C., Sevcik, R., Morris, D., Lovett, M., & Wolf, M. (2008). Phonological awareness and rapid naming skills of children with reading disabilities and children with reading disabilities who are at-risk for mathematics difficulties. *Journal of Learning Disabilities Research & Practice*, 23, 125-136.

Wolf, M. (2008). A triptych of the reading brain: Evolution, development, pathology, and its intervention. Chapter in A. Damasio, K. Fischer, & P. Lena, (Eds). *The educated brain*. Cambridge, UK: Cambridge University Press.

Cohen, E., Sevcik, R., Wolf, M., Lovett, M., & Morris, R. (2008). Integrating the PHAST and RAVE-O programs for struggling readers. In M. Kuhn and P. Schwanenflugel (Eds.), *Fluency in the classroom*. NY: Guilford Press.

Katzir, T., Kim, Y-S., Wolf, M., Morris, R., & Lovett, M. (2008). The varieties pathways to dysfluent reading. Comparing subtypes of children with dyslexia at letter, word, and connected text levels of reading. *Journal of Learning Disabilities*, 41(1), 47-66.

Wise, J.C., Sevcik, R.A., Morris, R.D., Lovett, M.W., & Wolf, M. (2007). The relationship among receptive and expressive vocabulary, listening comprehension, pre-reading skills, word identification skills, and reading comprehension by children with reading disabilities. *Journal of Speech, Language, and Hearing Research*, 50(4), 1-17.

Wise, J.C., Sevcik, R.A., Morris, R.D., Lovett, M.W., & Wolf, M. (2007). The growth of phonological awareness by children with reading disabilities: A result of semantic knowledge or knowledge of grapheme-phoneme correspondences? *Scientific Studies of Reading*, 11(2), 151-164.

Wolf, M. (2007). Reading Worrier. Essay for Powell's Books.

Pierce, M., Katzir, T., Wolf, M. & Noam, G. (2006). Clusters of second and third grade dysfluent urban readers. *Reading and Writing*, 20(9), 885-907.

Katzir, T., Kim, Y-S, Wolf, M., Kennedy, B., Lovett, M. & Morris, R. (2006). The relationship of spelling recognition, RAN, and phonological awareness to reading skills in older poor readers and younger reading-matched controls. *Reading and Writing, 19*, 845-872.

Katzir, T., Wolf, M., O'Brien, Kennedy, B., Lovett, M., & Morris, R. (2006). Reading fluency: The whole is more than the parts. *Annals of Dyslexia, 56*(1), 51-83.

Wolf, M., & O'Brien, B. (2006). From the Sumerians to images of the reading brain: Insights for reading theory and intervention. Chapter in Glenn D. Rosen (Ed.) *The Dyslexic Brain: New Pathways in Neuroscience Discovery*. Pages 5-19. Timonium, MD: York Press.

Wise, J., Sevcik, R., Morris, R., Lovett, M., & Wolf, M. (2006). The growth of phonological awareness: Response to reading intervention by children with reading disabilities who exhibit typical or below-average language skills. *Scientific Studies of Reading, 11*(2), 151-164.

Wise, J., Sevcik, R., Morris, R., Lovett, M., & Wolf, M. (2006). The relationship among receptive and expressive vocabulary, phonological awareness, and word identification skills by children with reading disabilities. *Journal of Speech, Language, & Hearing Research, 50*, 1093-1109.

Wolf, M. (2005). "I have always been a teacher". In W. Vukfist, B. Beins, C. Burke, T. Benson, R. Siney, and A. Amdstadter (Eds.), *The teaching of psychology in autobiography: Perspectives from psychology's best teachers*. American Psychological Association.

Pae, H., Wise, J., Cirino, P., Sevcik, R., Lovett, M., Wolf, M. & Morris, R. (2005). The Woodcock Reading Mastery Test (WRMT): Impact of normative changes. *Assessment, 12*(3), 347-357.

Wolf, M., O'Brien, B., Gottwald, S., & Christodoulou, J. (2005). Letters, neurons, and Pascal: A triptych of the reading brain's evolution, development, pathology, and intervention. In K. Fischer & A. Battro (Eds.), *Mind, Brain, and Education*. (p. 181-197). Cambridge, UK: Cambridge University Press.

Wolf, M., & Ashby, J. (2005). A brief history of time, phonology, and other dimensions of developmental dyslexia. In K. Fischer, J. Bernstein, & M.H. Immordino-Young (Eds.), *Mind, Brain, and Education in Learning Disorders*. p. 61-79. Cambridge, UK: Cambridge University Press.

Wolf, M., O'Brien, B., & Katzir-Cohen, T. (2005). On issues of time, fluency, and intervention. *Perspektiva-The Israeli Orton Dyslexia Association Journal*.

Katzir, T., Kim, Y., Wolf, M., Kennedy, B., Morris, R., Lovett, M. (2005). Orthographic recognition and reading skills. *Journal of Reading and Writing*. 845-872.

Katzir, T., Breznitz, A., Shaul, S., & Wolf, M. (2004). Universal and the unique: A cross-linguistic investigation of reading and reading fluency in Hebrew-and English-speaking children with dyslexia. *Journal of Reading and Writing*, 17 (7-8), 739-768.

Misra, M., Katzir, T., Wolf, M. & Poldrack, P. (2004). Neural systems underlying Rapid Automatized Naming (RAN) in skilled readers: Unraveling the puzzle of RAN-reading relationships. *Scientific Studies of Reading. Special Issue on Neuroanatomy of Reading*, 8, 241-256.

Donnelly Adams, K., Joffe BenAryeh, T., & Wolf, M. (2004). RAVE-O: Bringing fluency intervention to the classroom. Dyslexia Contact. *Journal of British Dyslexia Association*.

Katzir-Cohen, T., O'Rourke, A.G., O'Brien, B., & Wolf, M. (2004). Developmental dyslexia. In *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments*. Denver, CO: ABC-CLIO.

Wolf, M. & Kennedy, R. (2003). How the origins of written language instruct us to teach: A response to Steven Strauss. *Educational Researcher*. 26-30.

Wolf, M. & Deeney, T. (2003). Dyslexia. *Oxford International Encyclopedia of Linguistics*. New York: Oxford.

Wolf, M., O'Brien, B., Donnelly Adams, K., Joffe, T., Jeffery, J., Lovett, M., & Morris, R. (2003). "Working for time": Reflections on naming speed, reading fluency, and intervention. In B. Foorman (Ed.), *Preventing and remediating difficulties: Bringing science to scale* (pp. 355-379). Timonium, MD: York Press.

Wolf, M., Goldberg O'Rourke, A., Gidney, C., Lovett, M., Cirino, P., & Morris, R. (2002). The second deficit: An investigation of the independence of phonological and naming-speed deficits in developmental dyslexia. *Reading and Writing*, 15, 43-72.

Wolf, M. (2002). Response to clinical judgments in identifying and teaching children with language-based reading difficulties. In R. Bradley, L. Danielson, & D.P. Hallahan

(Eds.) *Identification of learning disabilities: Research to practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

Cirino, P., Chin, C., Sevcik, R., Wolf, M., Lovett, M., & Morris, R. (2002). Measuring socioeconomic status: Reliability and preliminary validity for different approaches. *Assessment*, 9, 145-155.

Coch, D., Misra, M., Wolf, M., Holcomb, P. (2002). Word and picture processing in children: An event-related potential study. *Developmental Neuropsychology*, 22 (1), 373-406.

Cirino, P., Rashid, F., Sevcik, R., Lovett, M., Frijters, J., Wolf, M., & Morris, R. (2002). Psychometric stability of nationally normed and experimental decoding and related measures in children with reading disability. *Journal of Learning Disabilities*, 35 (6), 525-538.

Morris, R., Lazarus-Benbenisty, L., Krawiecki, N., Wolf, M. (2002). Naming abilities in children with brain tumors. In D. Molfese & V.J. Molfese, (Eds.), *The impact of brain injury on language functioning in childhood*, (pp. 225-255). Mahwah, NJ: Lawrence Erlbaum Associates.

Gidney, C., & Wolf, M. (2002). Learning to write and read. In *Pro-Active Parenting*, by the Tufts Faculty of the Eliot-Pearson Department of Child Development (Eds.). New York: Berkley (Division of Penguin).

Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*, 5, 211-238. (Special Issue on Fluency. Editors: E. Kameenui & D. Simmons).

Wolf, M. (2001). Seven dimensions in time. In M. Wolf (Ed.), *Dyslexia, fluency, and the brain* (pp. ix-xix). Timonium, MD: York Press.

Wolf, M. & O'Brien, B. (2001). On issues of time, fluency, and intervention. In A. Fawcett & R. Nicolson (Eds.), *Dyslexia: Theory and Best Practice*, (pp. 124-140). London: Whur Publishers.

Deeney, T., Wolf, M., & Goldberg, A. (2001). "I like to take my own sweet time": Case Study of a child with naming-speed deficits and reading disabilities. *Journal of Special Education*, 35, 145-155 (Special Issue on Case Studies in Dyslexia; Editor: R. Felton).

Wolf, M. & Bowers, P. (2000). The question of naming-speed deficits in developmental

reading disability: An introduction to the Double-Deficit Hypothesis. *Journal of Learning Disabilities*, 33, p.322-324. (Special Issue on the Double-Deficit Hypothesis; Editors: M. Wolf & P. Bowers).

Wolf, M., Bowers, P., & Biddle, K. (2000). Naming-speed processes, timing, and reading: A conceptual review. *Journal of Learning Disabilities*, 33, 387-407. (Special Issue on the Double-Deficit Hypothesis; Editors: M. Wolf & P. Bowers).

Wolf, M., Miller, L., & Donnelly, K. (2000). RAVE-O: A comprehensive fluency-based reading intervention program. *Journal of Learning Disabilities*, 33, 375-386. (Special Issue on the Double-Deficit Hypothesis: Editors: M. Wolf & P. Bowers).

Wolf, M. & Deeney, T. (2000) A new direction: Fluency, phonology, and speakers of African-American English. *Perspectives*. The International Dyslexia Association. 35-36.

Wolf, M. (2000) A Chair's View of the NDRF Crete Conference: Time, Fluency, and Developmental Dyslexia. *National Dyslexia Research Foundation News*. 4(1), 4-7.

Wolf, M., & Bowers, P. (1999). The "Double-Deficit Hypothesis" for the developmental dyslexias. *Journal of Educational Psychology*, 91, 1-24.

Wolf, M., & Segal, D. (1999). Retrieval-rate, Accuracy and Vocabulary Elaboration (RAVE) in reading-impaired children: A pilot intervention program. *Dyslexia: An International Journal of Research and Practice*, 5, 1-27.

Ledesma, H.M., Chin, C.E., Cirino, P.T., Sevcik, R., Lovett, M., Wolf, M. & Morris, R.D. (1999). Relations between the K-Bit and the WISC-III in children with reading disabilities. *Journal of the International Neuropsychological Society*, 5(2), 99.

Marcus, D.J., Wolf, M., Morris, R. & Lovett, M. (1999). Naming speed, processing speed, and reading in poor readers: A preliminary replication of Kail & Hall. *Journal of the International Neuropsychological Society*, 5(2), 99.

Wolf, M. (1999). What time may tell: Towards a new conceptualization of developmental dyslexia. The Norman Geschwind Memorial Lecture. *Annals of Dyslexia*, 49, 1-28.

Katzir, T., & Wolf, M. (1999). The Double-Deficit Hypothesis: The case of Hebrew. *Perspektiva: The Israeli Orton Dyslexia Association Journal*, 12, 5-8.

Cohen, E., Sevcik, R., & Wolf, M. (1999). The RAVE-O Curriculum. *Perspectives*, 25(2), 17-19.

Wolf, M., Vellutino, F., & Gleason, J.B. (1998). A psycholinguistic account of reading. In J.B. Gleason and N. Bernstein Ratner, *Psycholinguistics* (2nd Ed.). New York: Harcourt Brace.

Wolf, M. (1997). A provisional, integrative account of phonological and naming-speed deficits in dyslexia: Implications for diagnosis and intervention. In B. Blachman (Ed.), *Foundations of reading acquisition and dyslexia* (pp. 67-92). Hillsdale, NY: Erlbaum.

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DIAGNOSTIC INSTRUMENTS AND CURRICULA

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ACADEMIC AFFILIATIONS

American Association for the Advancement of Science

American Educational Research Association

Cognitive Neurosciences Society

International Dyslexia Association

International Mind, Brain, and Education Society

International Literacy Association

Society for Research in Child Development

Society for Scientific Study of Reading

The Dyslexia Foundation

SELECTED KEYNOTE ADDRESSES For Academic Year 2015-2018 (Full List Available Upon Request)

Pontifical Academy of Science: *Working to Transform Children's Lives through a Global Literacy Initiative*, Meeting on Children and Sustainability. Vatican. November 2015

Reach Out and Read, Pediatric Conference. *Tales of the Reading Brain: Implications for Pediatric Care and Practice*, Boston, May, 2016

Lectio Magistralis, Spoleto Festival dei due Mondi: *The Reading Brain in a Digital Age*, Spoleto, Italy, July 2016

Los Angeles Unified Special Education Conference: *Lessons for Reading Development, Dyslexia, and Intervention*, Los Angeles, August 2015, August 2016

Windward School: *The Reading Brain in a Digital Age: The Promise, the Threats, and the Questions*, New York City, December, 2015.

Signs of the Symbol: The Origins of the World's First Writing Systems: *The Evolution of a Reading Brain*, Paris, July, 2016.

Shepherd Higher Education Consortium on Poverty: *How the Reading Brain Teaches Us to Raise Literate Minds*, Atlanta, Georgia, July 2016.

Lecture Series in Australia for Council on Learning Disabilities. *The Reading Brain, Dyslexia, Intervention, and Instruction*.

Brisbane, Sydney, Melbourne, Australia (Four Lectures), August and September, 2016

Neurosciences and Education Conference, Marian University, Indianapolis, IN, December, 2015

Learning and the Brain Conference, Harvard University, Cambridge, MA, March, 2016

Neuhaus Reading Conference: *Lessons and Cautions for the Reading Brain in a Digital Age*, Houston, TX
February, 2016

American Orton-Gillingham Association, Atlanta, GA, April, 2016.

North American Montessori Teachers' Association, Baltimore, MD, October, 2015

Keynote Addresses in Academic Year 2016-2017:

Society for Research in Child Development: *The Reading Brain: Contributions from Cognitive Neurosciences to Research on Child Development*, Austin, TX, April 6, 2017

Pennsylvania Training and Technical Assistance Network, October 17, 2016

Eagle Hill School, Southport, Connecticut, October 19, 2016

Midwest Collaborative for Library Services, *Reading Redefined: Deep Reading, Learning, and the Impact of Digitization*, Lansing, MI, September 29, 2016

UCLA Help Group, Los Angeles, October 15, 2016

International Dyslexia Association, Los Angeles, March 4, 2017

Pennsylvania Department of Education Conference, Hershey, PA March 8, 2017

**SELECTED PRESENTATIONS AT PROFESSIONAL CONFERENCES and
COMMUNITY PRESENTATIONS (Available upon request)**

ADVISORY and EDITORIAL BOARDS and PROPOSAL REVIEW

American Educational Therapists	Advisory Board to present
<i>Annals of Dyslexia</i>	Editorial Board, 2009 -present
<i>Applied Psycholinguistics</i>	Editorial Board 1983-2007
<i>Brain and Language</i>	Ad hoc Reviewer
<i>Child Development</i>	Ad hoc Reviewer
<i>Developmental Psychology</i>	Ad hoc Reviewer
<i>Dyslexia</i>	Executive Editor for United States, 2003-2010
Haan Foundation for Children	Chairperson, Scientific Advisory Board, 2000-2003 Education Advisory Board 2004- present Scientific Director, 2009
Hanson Initiative for Language and Literacy (MGH Institute of Health Professions)	Advisory Board 2005-present
<i>Harvard Educational Review</i>	Editorial Board 1975-1977 Book Review Editor 1976-1977 Special Issue Editor 1976-1977, 1980
Harvard Mind, Brain, and Behavior Developmental Subgroup	Organizing Committee, 1993-1999
Educational Foundation of America	Proposal Reviewer
Intergenerational Literacy Program	Advisory Board, 1996-2000

International Monetary Fund	External Advising Committee
International Mind, Brain, and Education 2004- Society	Editorial Board and Charter Member, present
Institute for Learning and Development	Advisory Board Member
<i>Journal of Educational Psychology</i>	Ad hoc Reviewer
<i>Journal of Experimental Child Psychology</i>	Ad hoc Reviewer
<i>Journal of Learning Disabilities</i>	Ad hoc Reviewer
<i>Language, Speech and Hearing Services in Schools</i>	Ad hoc Reviewer
Library of Congress, Literacy Award	Committee Member, 2013
Mind Matters Neuroscience Blog for Scientific American	Reviewer
National Institute for Child Health and Human Development	Ad hoc Reviewer, 1996-present
National Science Foundation,	Ad hoc Reviewer, 1995 - present
Natural Sciences and Engineering Research Council of Canada	Ad hoc Reviewer
<i>Reading and Writing</i>	Ad hoc reviewer
Scholastic Advisory Board	Advisory Board Member, 2001-2004
<i>Scientific Studies of Reading</i>	Ad hoc Reviewer
Society for Research in Child Development	Ad hoc Reviewer, 1986-present
The Dyslexia Foundation	Scientific Advisor Board Member
The June Stern Foundation	Scientific Advisor Board Member

MEDIA (Selected. See Maryannewolf.com)

FILMS

Documentary. *Journey Into Dyslexia*. Alan and Susan Raymond.

Documentary. *Was Leonardo DaVinci dyslexic?* Smithsonian.

Documentary. *Reading and the Brain*. South Korea.

PBS Series. *Reading Rockets*. Segment: Intervention.

PBS Series. *Secrets of the Brain*. Segment Two: *From Syllable to Sound*. David Grubin Productions.

BBC Documentary. *Why Reading Matters*.

Brain Science Podcast #29