

CURRICULUM VITAE
LAWRENCE ROBERT SIPE

EDUCATION

- 1996 Ph.D. Department of Educational Theory and Practice
The Ohio State University, Columbus, Ohio
- 1992 (summer) The New Hampshire Reading and Writing Program,
University of New Hampshire, Durham, New Hampshire
- 1991 (summer) The New Hampshire Writing Program,
University of New Hampshire, Durham, New Hampshire
- 1980 M.Ed. Psychology of Reading,
Temple University, Philadelphia, Pennsylvania
- 1974 B.S. Elementary Education,
Bloomsburg State College, Bloomsburg, Pennsylvania
- 1971 B.A. English Language and Literature,
The University of Chicago, Chicago, Illinois

EMPLOYMENT HISTORY

- 2010-present Professor and Reading/Writing/Literacy Program
Division Language and Literacy in Education Division
Chair The Graduate School of Education
University of Pennsylvania, Philadelphia, Pennsylvania
- 2009-2010 Professor Reading/Writing/Literacy Program
Language and Literacy in Education Division
The Graduate School of Education
University of Pennsylvania, Philadelphia, Pennsylvania
- 2002-2009 Associate Reading/Writing/Literacy Program
Professor Language and Literacy in Education Division
The Graduate School of Education
University of Pennsylvania, Philadelphia, Pennsylvania
- 1996- 2002 Assistant Reading/Writing/Literacy Program
Professor Language in Education Division
The Graduate School of Education
University of Pennsylvania, Philadelphia, Pennsylvania
- 1995 Co-Instructor (with Dr. Theresa Rogers) Advanced Children's Literature
(Autumn) The Ohio State University, Columbus, Ohio
- 1995 Instructor Advanced Children's Literature
(Spring) The Ohio State University, Columbus, Ohio

1980-1993	Program Coordinator	Language Arts, Special Services, and Early Childhood Education The Port aux Basques Integrated School Board Port aux Basques, Newfoundland, Canada Responsible for inservice and professional development, supervision and development of programs.
1978-1980	Instructor	English Language Enrichment Center Temple University, Philadelphia, Pennsylvania Program in reading and study skills for entering freshmen (teaching assistantship).
1974-1978	Coordinator and Teacher	Kindergarten, First and Second Grade Stuart Country Day School, Princeton, New Jersey Head of a team of four teachers in the primary unit of a private school.
1971-1973	Teacher and Principal	Grades One through Eight Ocean View School, Petites, Newfoundland, Canada One-room school in a small Newfoundland fishing community.

AWARDS AND HONORS

2009, Sept	Marilyn S. Hollinshead Fellow, Kerlan Collection of Children's Books and Manuscripts, University of Minnesota, Minneapolis, MN
2009, Mar- May	Fellow, International Youth Library, Munich, Germany.
2009, Jan- Feb	Distinguished Visiting Professor, The Ohio State University, Columbus, OH
2008, Dec	Edward B. Fry Book Award for Outstanding Contributions to Literacy Research and Practice, for <u>Storytime: Young Children's Literary Understanding in the Classroom</u> (Teachers College Press, 2008). Presented by the National Reading Conference.
2007	Lindback Award for Distinguished Teaching, University of Pennsylvania
2006-2011	Graduate Student Editorial Support for <u>Children's Literature in Education: An International Quarterly</u> ; \$4000 per year for five years (matched by Dean for a total of \$8000 per year).
2005	Teaching Excellence Award, Graduate School of Education
2001	Early Career Achievement Award, The National Reading Conference
2000	Spencer Foundation Small Grant (\$35,000) Responding to Stories: Literary Understanding in a Kindergarten Interpretive Community
2000	Invited speaker in the New Voices in Research Sessions Annual Convention of the International Reading Association

- 1998 Salzburg Seminar Presidential Fellow
University of Pennsylvania
- 1998 Promising Researcher Award
National Council of Teachers of English
- 1998 Outstanding Dissertation of the Year Award
International Reading Association
- 1997 Student Outstanding Research Award
National Reading Conference
- 1997 Outstanding Dissertation Award
College Reading Association
- 1997 Finalist (Honorable Mention), Outstanding Dissertation of the Year Award
Division K, American Educational Research Association
- 1996 The Martha King Scholarship
The Ohio State University, College of Education
- 1995-1996 Graduate Teaching and Research Assistantship
Department of Educational Theory and Practice, The Ohio State University
- 1995 Traveling Scholar (summer)
Pennsylvania State University
- 1994 Educational Leave Award
Department of Education, Province of Newfoundland, Canada
- 1993-1996 Research and Graduate Council Fellowship
The Ohio State University
- 1991 Teaching Excellence Award
Department of Education, Province of Newfoundland, Canada
- 1978-1980 Graduate Teaching Assistantship and Full Tuition Scholarship
Department of Psychology of Reading, Temple University
- 1971 Honors in English, Honors in the College
The University of Chicago
- 1971 John R. Snowday Prize in Literary Criticism
The University of Chicago
- 1970 Phi Beta Kappa (elected in junior year)
The University of Chicago

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS

- In production Sipe, L. R. How picturebooks prepare readers to read a story. Bookbird, the Journal of the International Board of Books for Young People.
- In review Lea, S., Sipe, L. R., & O'Loughlin, T. "He said it all in the painting!": Using nonfiction text to interpret and create visual art and biography. Submitted to The Journal of Children's Literature.
- 2010 Sipe, L. R. Learning to "look through the look of things": Appearance and reality in *At the Back of the North Wind*. Journal of Children's Literature Studies.
- 2009 Sipe, L. R., & Brightman, A. Young children's interpretations of page breaks in contemporary picturebooks. Journal of Literacy Research, 41, 68-103. [36 pages]
- 2009 Sipe, L. R. Frederic Farrar, *Eric*, and the art of excess. Journal of Children's Literature Studies., 5(3), 1-18. [18 pages]
- 2008 Sipe, L. R., & Brightman, A. First graders' "signature" responses during picturebook readalouds. Journal of Children's Literature Studies, 5(2), 18-36. [19 pages]
- 2007 Wolfenbarger, C., & Sipe, L. R. A unique visual and literary art form: Research about picturebooks. Language Arts, 84, 273-280. [8 pages]
- 2006 Sipe, L. R., & Brightman, A. Teacher scaffolding of first-graders' literary understanding during readalouds of fairytale variants. National Reading Conference Yearbook, 55, 276-292. [17 pages]
- 2006b Sipe, L. R., & McGuire, C. Picturebook endpapers: Resources for literary and aesthetic interpretation. Children's Literature in Education: An International Quarterly, 37, 291-304. [14 pages]
- 2006a Sipe, L. R., & McGuire, C. Young children's resistance to stories. The Reading Teacher, 60, 6-13. [8 pages]
- 2005 Sipe, L. R., & Brightman, A. Young children's visual meaning-making during readalouds of picture storybooks. National Reading Conference Yearbook, 54, 349-361. [13 pages]
- 2004 Sipe, L. R., & Ghiso, M. P. Developing conceptual categories in classroom descriptive research: Some problems and possibilities. Anthropology in Education Quarterly, 35(4), 472-485. [14 pages]
- 2003 Sipe, L. R. It's a matter of style: One teacher's storybook reading in an urban classroom. The New Advocate, 10(4), 55-66. [12 pages]
- 2002 Sipe, L. R. Talking back and taking over: Young children's expressive engagement during storybook readalouds. The Reading Teacher, 55, 476-483. [8 pages]

- 2001f Sipe, L. R. Picturebooks as aesthetic objects. Literacy Teaching and Learning: An International Journal of Early Reading and Writing, 6 (1), 23-42. [20 pages]
- 2001e Sipe, L. R. A palimpsest of stories: Young children's intertextual links during readalouds of fairytale variants. Reading Research and Instruction, 40 (4), 333-352. [20 pages]
- 2001d Sipe, L. R. Invention, convention, and intervention: Invented spelling and the teacher's role. The Reading Teacher, 55 (3), 264-273. [10 pages]
- 2001 Sipe, L. R., & Bauer, J. Urban kindergartners' literary understanding of picture storybooks. The New Advocate, 14, 329-342. [14 pages]
- 2001c Sipe, L. R. The search for personal and cultural identity in *Arilla Sun Down*. Journal of Children's Literature, 27, 32-38. [7 pages]
- 2001b Sipe, L. R. Scaffolding first- and second-graders' developing literary understanding during storybook readalouds. The California Reader, 34, 9-18. [10 pages]
- 2001a Sipe, L. R. Using picture storybooks to teach art history. Studies in Art Education, 42, 197-213. [17 pages]
- 2000b Sipe, L. R. The construction of literary understanding by first and second graders in oral response to picture storybook readalouds. Reading Research Quarterly, 35, 252-275. [24 pages]
- 2000a Sipe, L. R. "Those two gingerbread boys could be brothers": How children use intertextual connections during storybook readalouds. Children's Literature in Education: An International Quarterly, 31, 73-90. [18 pages]
- 1998f Sipe, L. R. First and second graders construct literary understanding during readalouds of picture storybooks: Dissertation Award. The 20th Yearbook: A Peer-Reviewed Publication of the College Reading Association, 49-67. [19 pages]
- 1998e Sipe, L. R. Individual literary response styles of first and second graders. National Reading Conference Yearbook, 47, 76-89. [14 pages]
- 1998d Sipe, L. R. Learning the language of picturebooks. Journal of Children's Literature, 24, 66-75. [10 pages]
- 1998c Sipe, L. R. How picture books work: A semiotically framed theory of text-picture relationships. Children's Literature in Education: An International Quarterly, 29, 97-108. [12 pages]
- 1998b Sipe, L. R. Transitions to the conventional: An examination of a first grader's composing process. Journal of Literacy Research, 30, 357-388. [32 pages]
- 1998a Sipe, L. R. IRA Outstanding Dissertation Award for 1998: The construction of literary understanding by first and second graders in response to picture storybook readalouds. Reading Research Quarterly, 33, 2-4. [3 pages]
- 1997b Sipe, L. R. Children's literature, literacy, and literary understanding. Journal of Children's Literature, 23, 6-19. [14 pages]
- 1997a Sipe, L. R. In their own words: Authors' views on issues in historical fiction. The New

Advocate, 10, 243-258. [16 pages]

- 1996 Sipe, L. R., & Constable, S. A chart of four contemporary research paradigms: Metaphors for the modes of inquiry. Taboo: The Journal of Culture and Education, 2, 153-163. [11 pages]
- 1996b Sipe, L. R. The idea of a classic. Journal of Children's Literature, 22, 31-33. [3 pages]
- 1996a Sipe, L. R. The private and public worlds of *We Are All in the Dumps with Jack and Guy*. Children's Literature in Education: An International Quarterly, 27, 87-108. [22 pages]
- 1995 Sipe, L. R., & McCarrier, A. Constructing a knowledge base for in-school leadership in a school-wide literacy model. In K. Hinchman, D. Leu, & C. Kinzer (Eds.), Perspectives on Literacy Research and Practice: Yearbook of the National Reading Conference (pp. 428-437). Chicago: The National Reading Conference. [10 pages]
- 1995 Sipe, L. R. Connecting visual and verbal literacy: Second graders learn about art techniques in picture books. Teacher Research: The Journal of Classroom Inquiry, 2, 61-73. [13 pages]
- 1993 Sipe, L. R. Using transformations of traditional stories: Making the reading-writing connection. The Reading Teacher, 47, 18-26. [9 pages]

PEER-REVIEWED CHAPTERS IN HANDBOOKS OF RESEARCH

- 2011 Sipe, L. R. The art of the picturebook. In S. A. Wolf, K. Coats, P. Encisco, & C. Jenkins (Eds.), Handbook of Research in Children's Literature (pp. 238-252). New York: Routledge.
- 2008 Sipe, L. R. Young children's visual meaning-making in response to picturebooks. In J. Flood, S. Brice-Heath, & D. Lapp (Eds.), Handbook of Research in Teaching Literacy through the Visual and Communicative Arts, Vol II (pp. 381-392). New York: Lawrence Erlbaum. [12 pages]

BOOKS

- (2008). Sipe, L. R. Storytime: Young Children's Literary Understanding in the Classroom. New York: Teachers College Press, Columbia University. [305 pages]
- (2008). Sipe, L. R., & Pantaleo, S. (Eds.). Postmodern Picturebooks: Play, Parody, and Self-Referentiality. New York: Routledge. [268 pages]
- (book proposal in preparation). Sipe, L. R. The Picturebook: Verbal and Visual Art. Queries to Teachers College Press; Lawrence Erlbaum Associates; Routledge Press; or Guilford Press.

ARTICLES IN EDITED JOURNALS

- 2010 Sipe, L. R. Peritextual features of contemporary international picturebooks: How readers are prepared to experience the story. Das Bücherschloss: Mitteilungen aus der Internationalen Jugendbibliothek, (pp. 90-93) Munich: Internationale Bibliothek [4 pages]
- 2009 Sipe, L.R. An interview with Alex Sanchez. Children's Literature in Education: An International Quarterly.
- 1999 Sipe, L. R. Children's response to literature: Author, text, reader, context. Theory into Practice, 38, 120-129. [10 pages]
- 1997 Sipe, L. R. Red Riding Hood in the big bad city: Modern transformations of traditional stories. In E. Bond (Ed.), Selected papers from Children's Literature '97, Educational Reports Special Volume, #31 (pp. 10-15). Columbus, OH: The Ohio State University. [6 pages]
- 1994 Sipe, L. R. Alan and Brian respond to *We Are All in the Dumps with Jack and Guy*. Journal of the Ohio Council of the English Language Arts, 35, 5-11. [7 pages]
- 1974 Sipe, L. R. Dealing with individual differences in reading in a one-room school. Journal of the Newfoundland Teachers' Association, 65, 28-33. [6 pages]

BOOK CHAPTERS IN EDITED VOLUMES

- 2010 Sipe, L. R. Picturebooks: A unique format in children's literature. In L. Galda & B. Cullinan, Literature and the Child (7th Ed.) (pp. 55-135). Belmont, CA: Wadsworth Publishing. [80 pages]
- 2008 Pantaleo, S. & Sipe, L. R. Postmodernism and picturebooks. In L. R. Sipe & S. Pantaleo (Eds.), Postmodern Picturebooks: Play, Parody, and Self-Referentiality (pp. 1-8). New York: Routledge. [8 pages]
- 2008 Sipe, L. R. First graders interpret David Wiesner's *The Three Pigs*: A case study. In L. R. Sipe & S. Pantaleo (Eds.), Postmodern Picturebooks: Play, Parody, and Self-Referentiality (pp. 223-237). New York: Routledge. [15 pages]
- 2008 Sipe, L. R. Learning from illustrations in picturebooks. In N. Frey & D. Fisher (Eds.), Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills (pp. 131-148). Thousand Oaks, CA: Corwin Press: A Sage Publications Company. [18 pages]
- 2008 Sipe, L. R., & McGuire, C. *The Stinky Cheese Man* and other fairly postmodern picturebooks for children. In S. Lehr. (Ed.), Shattering the Looking Glass: Challenge, Risk & Controversy in Children's Literature (pp. 273-288). Norwood, MA: Christopher-Gordon. [17 pages]

- 2005 Sipe, L. R., & Daley, P. Story-reading, story-making, story-telling: Urban African-American kindergartners respond to culturally relevant picturebooks. In J. May & D. Henderson (Eds.), Exploring Culturally Diverse Literature for Children and Adolescents: Learning to Listen in New Ways (pp. 229-242). New York: Allyn & Bacon. [14 pages]
- 2005 Sipe, L. R., & Ghiso, M. Looking closely at characters: How illustrations support children's understandings of character through picturebook illustrations. In N. Roser & M. Martinez (Eds.), What a Character! Character Study as a Guide to Literary Meaning Making in Grades K-8 (pp. 134-153). Newark, DE: International Reading Association. [20 pages]
- 2002 Sipe, L. R. Contemporary urban children respond to *Peter Rabbit*: Making a text culturally relevant. In M. Mackey (Ed.), Beatrix Potter's *Peter Rabbit*: A Children's Classic at 100 (pp. 3-18). Lanham, MD: The Children's Literature Association and the Scarecrow Press, Inc. [16 pages]
- 1998 Sipe, L. R. First and second grade critics: Understanding children's rich responses to literature. In T. Raphael & K. Au (Eds.), Literature-based Instruction: Current Issues, Future Directions (pp. 39-69). Norwood, MA: Christopher-Gordon Publishers. [30 pages]

OTHER PUBLICATIONS

- 2007 Sipe, L. R. Questions and Struggles from an Experienced Teacher. The University of Pennsylvania Almanac, 54(9), October 23, 2007, p. 8. [1 page]
- 2006 Sipe, L. R. Advice to new authors. In Wepner, S. B., & Gambrell, L. B. (Eds.), Beating the odds: Getting published in the field of literacy. Newark, DE: International Reading Association. [1 page]
- 2001 Sipe, L. R. Peter Rabbit goes downtown. Education Week, 20(20), 39. [1 page]
- 1995 Sipe, L. R. The nature and value of colleague visits. The Running Record: The Newsletter of Reading Recovery, 7, 2-3, 14. [3 pages]
- 1995 Sipe, L. R. The roots and branches of schema theory. Educational Reports #25, The Martha L. King Language and Literacy Center, The Ohio State University. [25 pages]
- 1994 Sipe, L. R., Pinnell, G. S., McCarrier, A., & Mudre, L. Creating systems to guarantee early literacy success for all children. Report to the Martha Holden Jennings Foundation. Columbus, OH: The Ohio State University. [56 pages]
- 1994 Sipe, L. R. The amusement park. In L. Rief & M. Barbieri (Eds.), Workshop 6: The Teacher as Writer (pp. 46-49). Portsmouth, NH: Heinemann. [4 pages]

REPRINTS OF ARTICLES

- 2009 Sipe, L. R., & McGuire, C. E. Picturebook endpapers: Resources for literary and aesthetic interpretation. In J. Evans (Ed.), Talking beyond the Page: Reading and Responding to Picturebooks. London: Routledge. Reprinted with updated references from Children's Literature in Education: An International Quarterly, 37, 291-302.

- 2006 Sipe, L. R. Children's literature, literacy, and literary understanding. In P. Hunt (Ed.), Critical Concepts in Literary and Cultural Studies, Vol II (pp. 92-109). New York: Routledge. Reprinted from Journal of Children's Literature, 23, 6-19.
- 2006 Sipe, L. R., & Constable, S. A chart of four contemporary research paradigms: Metaphors for the modes of inquiry. In Lather, P., Paradigm proliferation as a good thing to think with: teaching research in education as wild profusion. Qualitative Studies in Education, 19(1), 35-57. Reprinted paradigm chart from Taboo: The Journal of Culture and Education, 2, 153-163.
- 2004 Sipe, L. R. Invention, convention, and intervention: Invented spelling and the teacher's role. In Robinson, R. (Ed.), Readings in Reading Instruction: Its History, Theory, and Development. Boston: Allyn & Bacon. Reprinted from The Reading Teacher, 55, 264-273.
- 1997 Sipe, L. R. Monde privé, monde public dans *On est tous dans la gadoue suivi de Jack et Guy* de Maurice Sendak. La Revue des Livres pour Enfants, 173, 74-87. [trans. F. Ballanger & M. Barcilon]. Reprinted from Children's Literature in Education: An International Quarterly, 27, 87-108.]

SCHOLARLY PRESENTATIONS

- 2010, November The Potential of Playfulness in Metafictional Picturebooks. Paper presented at The Child's Plaything: Literature, Creativity, and Childhood conference at Exeter University, Exeter, UK.
- 2010, April Narrative Diversity in Contemporary Picturebooks. Paper presented at the annual convention of the International Reading Association, Chicago, IL
- 2010, April Children's Literature Research: Text or Reader? Paper presented at the annual convention of the International Reading Association, Chicago, IL.
- 2009, September Peritextual features of contemporary picturebooks: How readers are prepared to experience the story. Paper presented at the Elmer L. Andersen Library, The University of Minnesota, Minneapolis, MN.
- 2009, July An examination of the uses and purposes of front and back covers, endpapers, and other peritextual features of international picturebooks. Paper presented at Homerton College, University of Cambridge, UK.
- 2009, May Peritextual features of European picturebooks. Paper presented to the Institute for Research in Children's Literature, Johann Wolfgang Goethe University, Frankfurt, Germany.
- 2009, January Peritexts and page breaks: Opportunities for meaning making in picturebooks. Paper presented at the International Congress for the Promotion of Reading, sponsored by the Gulbenkian Foundation, Lisbon, Portugal.

- 2008,
June Peritext, postmodernism, and page breaks: Current research in picturebooks and children's responses. Paper presented at the Illinois State University Lecture Series sponsored by the Harold K. Sage Fund with the Office of the Provost, Bloomington/Normal, IL.
- 2008,
May Sipe, L. R. Discussing picturebook page breaks: Something new to do when reading aloud to young children. Paper presented at the Kentucky Literacy Research Symposium, Lexington, KY.
- 2008,
March Sipe, L. R., & Brightman, A. Interpretations of picturebook page breaks by second graders. Paper presented at the Penn Ethnography Forum, Philadelphia, PA.
- 2007,
November Sipe, L. R. Developing conceptual categories during qualitative content analysis of transcripts of storybook readalouds. Paper presented at the National Reading Conference, Austin, TX.
- 2007,
November Sipe, L. R., & Brightman, A. Young children's interpretations of page breaks in picture storybooks. Paper presented at the National Reading Conference, Austin, TX.
- 2007,
May Sipe, L. R., & Pantaleo, S. Postmodern picturebooks for children. Paper presented at the annual convention of the International Reading Association, Toronto, Canada.
- 2007,
February Sipe, L. R., & Brightman, A. Do first-graders have identifiable literary response styles? Paper presented at the Penn Ethnography Forum, Philadelphia, PA.
- 2007,
February Sipe, L. R., & McGuire, C. Kindergarten, first- and second-graders' interpretations of peritextual features of picturebooks. Paper presented at the Penn Ethnography Forum, Philadelphia, PA.
- 2006,
December Sipe, L. R., & McGuire, C. Young children's meaning making from picturebook peritexts. Paper presented at the National Reading Conference, Los Angeles, CA.
- 2006,
December Brightman, A., & Sipe, L. R. First graders' individual literary response styles during picturebook readalouds. Paper presented at the National Reading Conference, Los Angeles, CA.
- 2006,
February Sipe, L. R., & Brightman, A. A first-grade teacher's enabling of young children's literary understanding of variants of traditional stories. Paper presented at the Penn Ethnography Forum, Philadelphia, PA.
- 2005,
December Sipe, L. R., & Brightman, A. Teacher scaffolding of first-graders' literary understanding during readalouds of fairytale variants. Paper presented at the National Reading Conference, Miami, FL.
- 2005,
February Sipe, L. R., & Brightman, A. The use of visual information by first graders during readalouds of picturebooks. Paper presented at the Penn Ethnography Forum, Philadelphia, PA.

- 2004,
December Sipe, L. R., & Brightman, A. The power of text sets: encouraging first-graders' responses to four variants of The Three Little Pigs. Paper presented at the National Reading Conference, San Antonio, TX.
- 2004,
December Sipe, L. R. What is "postmodern" about postmodern picturebooks? Paper presented at the National Reading Conference, San Antonio, TX.
- 2004,
December Sipe, L. R., & Brightman, A. Young children's visual meaning-making during readalouds of picture storybook variants. Paper presented at the National Reading Conference, San Antonio, TX.
- 2004,
October Sipe, L. R. Five types of literary understanding: How kindergarten, first, and second grad children interpret stories. Paper presented at the Language and Literacy Conference, Philadelphia, PA.
- 2004,
February Sipe, L. R. Development of a curriculum for literacy-in-the arts and the arts-in-literacy. Paper presented at the Penn Ethnography in Education Forum, Philadelphia, PA.
- 2004,
January Sipe, L. R. Urban murals as resources in a primary grade arts-in-literacy curriculum. Paper presented at The Ohio State University Children's Literature Conference, Columbus, OH.
- 2003,
December Sipe, L. R. How to write an award-winning student research paper and more: Past award winners tell all! Paper presented at the National Reading Conference, Scottsdale, AZ.
- 2003,
May Sipe, L. R. Storybook readalouds: Creating spaces for meaningful literary engagement. Paper presented at the annual convention of the International Reading Association, Orlando, FL.
- 2002,
May Sipe, L. R. How can we use illustrations to interpret character in picture storybooks? Paper presented at the annual convention of the International Reading Association, San Francisco, CA.
- 2002,
April Sipe, L. R. Describing an urban kindergarten teacher's style of reading stories aloud through theories of storytelling. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- 2002,
February Sipe, L. R. Qualitative content analysis of one teacher's storybook reading style: Story-making and story-telling in an urban kindergarten. Paper presented at The Ohio State University Children's Literature Conference, Columbus, OH.
- 2001,
December Sipe, L. R. A storytelling style: An urban kindergarten teacher's roles and scaffolding of literary understanding during storybook readalouds. Paper presented at the National Reading Conference, San Antonio, TX.
- 2001,
April Sipe, L. R. Making a text culturally relevant: Urban children respond to *Peter Rabbit*. Paper presented at the American Educational Research Association Annual Meeting, Seattle, WA.

- 2001, March Sipe, L. R., Daley, P., Donato-Miller, T., & Wiseman, A. “This is me and Clifford”: Urban kindergarteners’ responses to picture storybook readalouds. Paper presented at the Penn Ethnography Forum, Philadelphia, PA.
- 2001, January Sipe, L. R. Urban children respond to a literary classic: The case of *Peter Rabbit*. Paper presented at The Ohio State University Children’s Literature Conference, Columbus, OH.
- 2000, December Sipe, L. R. A content analysis of picture storybooks for teaching art history. Paper presented at the National Reading Conference, Scottsdale, AZ.
- 2000, November Sipe, L. R. Peter Rabbit goes downtown: Urban children’s responses to a literary classic. Paper presented at the National Reading Conference, Scottsdale, AZ.
- 2000, May Sipe, L. R. Talking back and taking over: Young children’s performative responses during storybook readalouds. Paper presented at the Annual Convention of the International Reading Association, Indianapolis, IN.
- 2000, April Sipe, L. R. A palimpsest of stories: Young children’s construction of intertextual links among fairytale variants. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- 2000, February Sipe, L. R. The range of response to traditional stories by urban kindergartners. Paper presented at The Ohio State University Children’s Literature Conference, Columbus, OH.
- 1999, December Sipe, L. R., & Bauer, J. T. Urban kindergarteners’ responses to interactive readalouds of picture storybooks. Paper presented at the National Reading Conference, Orlando, FL.
- 1999, December Sipe, L. R. Developing conceptual categories in qualitative research: Some problems and solutions. Paper presented at the National Reading Conference, Orlando, FL.
- 1999, May Sipe, L. R. The artful use of picturebooks: Using picturebooks to learn about art techniques, art history, and design. Paper presented at the Annual Convention of the International Reading Association, San Diego, CA.
- 1999, April Sipe, L. R. The uses of intertextual connections by first and second graders during storybook readalouds. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Quebec.
- 1999, February Sipe, L. R. “Stories lean on stories”: Young children’s intertextual connections during storybook readalouds. Paper presented at The Ohio State University Children’s Literature Conference, Columbus, OH.
- 1998, November Sipe, L. R. A typology of young children’s literary understanding: Promising Researcher Presentation. Paper presented at the National Council of Teachers of English, Nashville, TN.
- 1998, May Sipe, L. R. Toward a theory of the literary understanding of young children: Outstanding Dissertation Award Presentation. Paper presented at the Annual Convention of the International Reading Association, Orlando, FL.

- 1998, April Sipe, L. R. Teacher roles and scaffolding in first and second graders' developing literary understanding during storybook readalouds. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- 1998, January Sipe, L. R. How can teachers help to develop children's understanding of literature? Paper presented at The Ohio State University Children's Literature Conference, Columbus, OH.
- 1997, December Sipe, L. R. Individual literary response styles of first- and second-graders. Paper presented at the National Reading Conference, Scottsdale, AZ.
- 1997, November Sipe, L. R. Five aspects of the literary understanding of young children. Outstanding Dissertation presentation, The College Reading Association, Boston, MA.
- 1997, April Sipe, L. R. The transmediative relationship: A semiotically framed theory of the visual and verbal sign systems in picturebooks. Paper presented at the Second Biennial Conference on Modern Critical Approaches to Children's Literature, Nashville, TN.
- 1997, March Sipe, L. R. A grounded theory of the literary understanding of young children. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- 1997, January Sipe, L. R., Rogers, T., & Tyson, C. Cultural and social transformations of the Red Riding Hood story. Paper presented at The Ohio State University Children's Literature Conference, Columbus, OH.
- 1997, January Sipe, L. R. First- and second-graders respond to picture storybooks. Paper presented at The Ohio State University Children's Literature Conference, Columbus, OH.
- 1996, December Sipe, L. R. First- and second-graders' construction of literary understanding. Paper presented at The National Reading Conference, Charleston, SC.
- 1995, April Sipe, L. R. The construction of cultural and personal identity in Virginia Hamilton's *Arilla Sun Down*. Paper presented at the First Biennial Conference on Modern Critical Approaches to Children's Literature, Nashville, TN.
- 1995, January Sipe, L. R. Historical fiction for children: Views from practitioners. Paper presented at The Ohio State University Children's Literature Conference, Columbus, OH.
- 1994, December Sipe, L. R. Constructing a knowledge base for in-school leadership in a school-wide literacy model. Paper presented at The National Reading Conference, San Diego, CA.
- 1994, December Sipe, L. R. Transitions to the conventional: An examination of a first-grade child's composing process. Paper presented at The National Reading Conference, San Diego, CA.
- 1984, October Sipe, L. R. Children's developmental growth in invented spelling. Paper presented at the Annual Canadian Conference of the International Reading Association, St. John's, Newfoundland, Canada.

SPEECHES, COLLOQUIA, AND WORKSHOPS

- 2008,
October Sipe, L. R. Picturebooks in Primary and Elementary Classrooms. Presentation to Teacher Education students, Graduate School of Education, University of Pennsylvania, Philadelphia, PA.
- 2008,
September Sipe, L. R. Picturebooks and Their Potential in Library Settings. Presentation to Children's Librarians at the Free Library of Philadelphia, Philadelphia, PA.
- 2008,
June Sipe, L. R. Publishing in Children's Literature in Education: An International Quarterly. Editors' Roundtable: Publishing in Children's Literature. Presentation to the Children's Literature Association Conference, Bloomington/Normal, IL.
- 2007,
January Sipe, L. R. Reading aloud to young children: Teachers' and Children's Talk. Presentation to the School District of Philadelphia Professional Development Day for Lea, Penn Alexander, and Wilson Schools.
- 2006,
September Sipe, L. R. How to get the most of out reading aloud to children. Presentation to the Nevada Reading Consortium, Las Vegas, NV.
- 2006,
May Sipe, L. R. Children's books that nurture writing. Presentation at Preconvention Institute, Writing with Kids: Authors, Teachers and Researchers Show What They've Learned. Annual Convention of the International Reading Association, Chicago, IL.
- 2006,
February Sipe, L. R. Ben and Kids: Children's Books about Benjamin Franklin. Presentation to the American Philosophical Society, Philadelphia, PA.
- 2004,
May Sipe, L. R. Literary criticism for kindergarten and first grade: Developing aesthetic and literary appreciation of picturebooks. Professional development workshop for kindergarten and first grade teachers, San Diego State University.
- 2002,
August Sipe, L. R. Using picturebooks to enhance visual literacy for children in primary and elementary school. Professional development workshop for primary and elementary teachers, West Windsor-Plainsboro School District, Princeton Junction, NJ.
- 2002,
May Sipe, L. R. Principles of spelling instruction in the primary grades: A developmental continuum. Professional development workshop for primary teachers, Friends Central School, Philadelphia, PA.
- 2001,
November Sipe, L. R. "I'm going to write myself into that book!": Deep Engagements with Stories in an Urban Kindergarten. Colloquium presentation to the Graduate School of Education, University of Pennsylvania.
- 2001,
March Sipe, L. R. Exploring children's rich responses to literature: Types of interpretation. Presentation to the Penn Literacy Network, Moorestown, NJ.
- 2000,
June Sipe, L. R. Responding to literature: It's all about comprehending. Presentation to the Literacy Coordinator Summer Institute, The Literacy Collaborative, The Ohio State University, Columbus, OH.
- 2000,
April Sipe, L. R. How do young children use intertextual connections to make meaning during storybook readalouds? Presentation to the IRA honor society, University of Georgia, Athens, GA.

- 1999, October Sipe, L. R. A literature circle for *The Friendship* and *Mississippi Bridge* by Mildred Taylor. Presentation to the Philadelphia Writing Project, Philadelphia, PA.
- 1999, February Sipe, L. R. Children’s oral responses to picturebooks. Presentation to elementary teachers, Moorestown Township Public Schools, Moorestown, NJ.
- 1998, October Sipe, L. R. A literature circle for *Nightjohn* by Gary Paulsen. Presentation to the Philadelphia Writing Project, Philadelphia, PA.
- 1998, February Sipe, L. R. “Those two gingerbread boys could be brothers”: Children’s uses of intertextual connections during storybook readalouds. Colloquium presentation at the Graduate School of Education, University of Pennsylvania.
- 1997, December Sipe, L. R. Louise Rosenblatt: Scholar and Educator. Panel presentation for the Louise Rosenblatt Colloquium, The Penn Literacy Network, Philadelphia, PA.
- 1997, October Sipe, L. R. A literature circle for *The Watsons Go to Birmingham, 1963* by Christopher Curtis. Presentation to the Philadelphia Writing Project, Philadelphia, PA.
- 1997, July Sipe, L. R. “No, I don’t believe in ’em, and I just killed four!”: The literary understanding of young children. Presentation to the Penn Literacy Network, Philadelphia, PA.
- 1997, July Sipe, L. R. What is literary response? Understanding children’s rich responses to literature. Presentation to in-service teachers at Millersville State University, Millersville, PA.
- 1997, February Sipe, L. R. “Cinderella, get your butt down here!”: Hermeneutic, personalizing, and aesthetic impulses in first- and second-graders’ responses to picture storybooks. Colloquium presentation at the Graduate School of Education, University of Pennsylvania.
- 1993, April Sipe, L. R. Raps, rhymes, and reading: Enlivening the language arts program through performance-oriented instruction. Presentation at the Newfoundland Arts in Education Conference, Gander, Newfoundland, Canada.
- 1992, October Sipe, L. R. Special services for children with reading and writing disabilities. Keynote Address at the Newfoundland Literacy Forum, Corner Brook, Newfoundland, Canada.

SERVICE

EDITORIAL REVIEW BOARDS AND EDITORSHIPS

Children’s Literature in Education: An International Quarterly, North American Editor, 2006-present

Language Arts, 2002-2006

Research in the Teaching of English, 2001-2006

Reading Research Quarterly, 2001-2006

The New Advocate, 2001-2002

Yearbook of the National Reading Conference, 2000- present
Children's Literature in Education, editorial review board, 1999- 2006.
Center for the Improvement of Early Reading Achievement, University of Michigan, 1998- 2001
Literacy, Teaching, and Learning, 1998- 2006
Journal of Literacy Research, 1997- 2002
Educational Reports, The Ohio State University, 1993-1996.

COMMITTEES

Member, International Reading Association Best Children's Books of the Year Award, 2010-2011
Distinguished Scholar Award Committee, National Reading Conference, 2001
Student Outstanding Research Award Committee, National Reading Conference, 2000- 2003.
Outside Reviewer, Tenure Review Committee, Ontario Institute for Studies in Education, University of Toronto, 1999.
Outstanding Dissertation Award Committee, International Reading Association, 1999- 2002.
Early Childhood Issues Committee, National Council of Teachers of English, 1998- 2000.
Notable Books for a Global Society Committee, International Reading Association, 1998-2001.

OTHER SERVICE

Outside Examiner, Swarthmore College Honors Program, 2003, 2004, 2008.
Area Chair for Children's and Adolescent Literature, The National Reading Conference, 2002-2003
Board of the Special Interest Group in Children's Literature, The International Reading Association, 1997—2003.
Reviewer of proposals for the National Reading Conference, 1997, 1999-2002.
Guest reviewer for Research in the Teaching of English, 2000-2004.
Guest reviewer for Reading Horizons, 1998.
Reviewer of book proposals for Teachers College Press, Columbia University. 1997—present.

UNIVERSITY AND G.S.E. SERVICE

Chair, Language and Literacy in Education Division, 2010-present
GSE Beautification Committee, 2008-2009
GSE Committee on Religious Studies, Teacher Education Program, 2006-2009
Graduate Council of the Faculties, representative from G.S.E., 2004-2008

Faculty Master, Harrison College House, 2004-2008
Harrasment Mediation Counselors Committee, GSE, 2004-present
Chair of the Graduate Group in Education, 2006-2007
Selection Committee for the Lindback Awards, 2007-2010
Member, Faculty Advisory Committee re Dr. Kimberly Gomez
Ph.D. Integration Committee, GSE, 2005-2006
Chair, Quality of Student Life Committee, 2005-2006
Member, Reappointment Committee for Dr. Lisa Boullion
Committee in Response to the Doctoral Review of the Graduate Council of the Faculties, 2005
Chair, Committee on Graduate Group Websites, Graduate Council of the Faculties, 2004-2005
Academic Task Force, Lesbian/Gay/Bisexual/Transgender Center at Penn, 2003-2005.
Chair, Tenure Review Committee for Dr. Katherine Schultz, 2002-2003.
Chair, Committee on Instruction, 2002-2003.
Arts, Humanities, and Society Strategic Planning Committee, 2001.
Teacher Selection Committee for the Penn-Assisted School, 2001, 2002.
G.S.E. Fellowships Committee, 1999 – 2001.
Presentation to the Penn-Assisted School Committee, 1999.
Penn Reading Project, 1998, 2003-2007.
Committee on Instruction, 1998 –2004.
Summer School Committee, 1998-99.
Committee on Degrees, 1998-1999.
Executive Committee, 1997-98; 2006-2007

PROFESSIONAL ORGANIZATIONS

International Board on Books for Young People (IBBY) 2006-present
National Conference on Research in Language and Literacy, 1999 – present.
American Library Association, 1997 – present.
American Educational Research Association, 1996 – present.
National Reading Conference, 1993 – present.
Children's Literature Association (Modern Language Association), 1993 – present.
National Council of Teachers of English, 1980 – present.

Children's Literature Assembly, National Council of Teachers of English, 1980-present

International Reading Association, 1980 – present.

Newfoundland Program Coordinators' Association, 1980-1993.

Newfoundland Primary Teachers' Association, 1980-1993.

The Newfoundland Teachers' Association, 1971-1973; 1980-1993.