

Stanford



Rebecca D. Silverman

Associate Professor of Education
Graduate School of Education

CONTACT INFORMATION

- **Administrative Assistant**

Leslie Dinan - Administrative Assistant

Email ldinan@stanford.edu

Bio

BIO

Rebecca D. Silverman is an Associate Professor of Early Literacy at the Stanford Graduate School of Education. She began her career in education as an elementary school teacher in her hometown of New Orleans, Louisiana. Passionate about supporting children's literacy development, she earned her master's and doctoral degrees in language and literacy from the Harvard Graduate School of Education and is now a leading researcher and teacher educator in the field.

Dr. Silverman's research focuses on language and literacy development in early childhood and elementary school. Her work has contributed to the research base on using read alouds, multimedia, cross-age peer learning, and small group dialogic instruction to support the vocabulary development and reading comprehension of diverse learners. Dr. Silverman leads the Language to Literacy Research Lab (<https://langlitlab.stanford.edu/>) and is engaged in research-practice partnerships in the San Francisco Bay Area.

Dr. Silverman's teaching focuses on bridging research and practice. She has taught pre-service general and special education teachers at the undergraduate and graduate levels; she has led professional development on research-based practices for supporting language and literacy for in-service early childhood and elementary school educators; and she has mentored numerous doctoral students who will serve as the next generation of researchers and teacher educators. She has also taught internationally, having been a Fulbright Scholar in Myanmar.

Dr. Silverman has been active in service to the field. She has been on the Editorial Board of such journals as Reading Research Quarterly and The Reading Teacher, and she currently serves as the Editor-in-Chief of the Elementary School Journal (<https://www.journals.uchicago.edu/journals/esj/about>). She also currently serves on the Board of Directors for the International Literacy Association. She is an advisor for such organizations as Sesame Workshop and the Public Broadcasting Service, and she participates in working groups for the California State Board of Education and the UCSF Dyslexia Center.

ACADEMIC APPOINTMENTS

- Associate Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Associate Professor, Stanford Graduate School of Education, (2018- present)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Visiting Associate Professor (Fulbright Scholar), Yangon University of Education (2017 - 2018)
- Director, Language and Literacy Research Center, University of Maryland (2014 - 2018)
- Associate Professor, Special Education, University of Maryland (2012 - 2018)
- Assistant Professor, Special Education, University of Maryland (2006 - 2012)
- Director, Jeanne Chall Reading Lab, Harvard University (2005 - 2006)

PROFESSIONAL EDUCATION

- Ed.D., Harvard University , Human Development and Psychology (2005)
- Ed.M., Harvard University , Language and Literacy (2001)
- B.A., George Washington University , English (1998)

LINKS

- My Lab Website: <https://langlitlab.stanford.edu/>

Research & Scholarship

RESEARCH INTERESTS

- Child Development
- Early Childhood
- Elementary Education
- Literacy and Language
- Parents and Family Issues
- Teachers and Teaching
- Technology and Education

CURRENT RESEARCH AND SCHOLARLY INTERESTS

My research focuses on early language and literacy development and instruction.

Teaching

COURSES

2021-22

- Becoming Literate in School I: EDUC 228E (Sum)
- Becoming Literate in School II: EDUC 228F (Aut)
- Doctoral Seminar in Curriculum Research: EDUC 466 (Aut)
- Literacy Research from Lab to School: EDUC 444A (Win)

2020-21

- Becoming Literate in School I: EDUC 228E (Sum)
- Doctoral Seminar in Curriculum Research: EDUC 466 (Aut)
- Literacy Development and Instruction: EDUC 258 (Aut)

2019-20

- Becoming Literate in School I: EDUC 228E (Sum)

- Becoming Literate in School II: EDUC 228F (Aut)
- Doctoral Seminar in Curriculum Research: EDUC 466 (Aut)

2018-19

- Becoming Literate in School I: EDUC 228E (Sum)
- Becoming Literate in School II: EDUC 228F (Aut)
- Literacy Development and Instruction: EDUC 258 (Spr)

STANFORD ADVISEES

Doctoral Dissertation Co-Advisor (AC)

Kristin Keane

Master's Program Advisor

Remyah Nguyen, Emilie Trimble

Doctoral (Program)

Elena Darling Hammond, Jane Weiss

Publications

PUBLICATIONS

- **Impact of COVID-19 on Early Literacy Instruction for Emergent Bilinguals** *READING RESEARCH QUARTERLY*
Crosson, A. C., Silverman, R. D.
2021
- **Beyond Decoding: A Meta-Analysis of the Effects of Language Comprehension Interventions on K-5 Students' Language and Literacy Outcomes** *READING RESEARCH QUARTERLY*
Silverman, R. D., Johnson, E., Keane, K., Khanna, S.
2020
- **The power of "Screen Time": Harnessing It to Promote Language and Literacy Learning in Early Childhood and Elementary School** *American Educator*
Silverman, R. D., Keane, K.
2020
- **The Effect of a Language and Literacy Intervention on Upper Elementary Bilingual Students' Argument Writing** *ELEMENTARY SCHOOL JOURNAL*
Silverman, R. D., Proctor, C., Haring, J. R., Taylor, K. S., Johnson, E. M., Jones, R., Lee, Y.
2021
- **Centering Language and Student Voice in Multilingual Literacy Instruction** *READING TEACHER*
Proctor, C., Silverman, R. D., Jones, R.
2021
- **Revisiting Reading Buddies to Support Multilingual Learners and Their Peers** *READING TEACHER*
Silverman, R. D., Martin-Beltran, M., Peercy, M. M., Taylor, K. S.
2021
- **Early Screening for Decoding- and Language-Related Reading Difficulties in First and Third Grades** *ASSESSMENT FOR EFFECTIVE INTERVENTION*
Silverman, R. D., McNeish, D., Speece, D. L., Ritchey, K. D.
2021; 46 (2): 99–109
- **Explorations of Classroom Talk and Links to Reading Achievement in Upper Elementary Classrooms** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
Goodwin, A. P., Cho, S., Reynolds, D., Silverman, R., Nunn, S.
2021; 113 (1): 27–48

- **Teaching Bilingual Learners: Effects of a Language-Based Reading Intervention on Academic Language and Reading Comprehension in Grades 4 and 5** *READING RESEARCH QUARTERLY*
Proctor, C., Silverman, R. D., Harring, J. R., Jones, R., Hartranft, A. M.
2020; 55 (1): 95–122
- **A Synthesis of Reading Comprehension Interventions for Persons With Mild Intellectual Disability** *REVIEW OF EDUCATIONAL RESEARCH*
Shelton, A., Wexler, J., Silverman, R. D., Stapleton, L. M.
2019; 89 (4): 612–51
- **'Time for una pregunta': understanding Spanish use and interlocutor response among young English learners in cross-age peer interactions while reading and discussing text** *INTERNATIONAL JOURNAL OF BILINGUAL EDUCATION AND BILINGUALISM*
Martin-Beltran, M., Montoya-Avila, A., Garcia, A. A., Peercy, M., Silverman, R.
2019; 22 (1): 17–34
- **Observational research on vocabulary and comprehension in upper elementary school classrooms** *Learning through language: Towards an educationally informed theory of language learning.*
Silverman, R. D., Hartranft, A. M.
Cambridge, UK: Cambridge University Press.2019
- **The relationship between media type and vocabulary learning in a cross age peer-learning program for linguistically diverse elementary school students** *CONTEMPORARY EDUCATIONAL PSYCHOLOGY*
Silverman, R. D., Artzi, L., McNeish, D. M., Hartranft, A. M., Martin-Beltran, M., Peercy, M.
2019; 56: 106–16
- **Features of instructional talk predictive of reading comprehension** *Reading and Writing*
Michener, C. J., Proctor, P., Silverman, R. D.
2018; 31 (3): 725-756
- **Linguistic interdependence between Spanish language and English language and reading: A longitudinal exploration from second through fifth grade** *Bilingual Research Journal*
Proctor, P., Harring, J. R., Silverman, R. D.
2017; 40 (4): 372-391
- **Effects of a cross-age peer learning program on the vocabulary and comprehension of English learners and non-English learners in elementary school** *The Elementary School Journal*
Silverman, R. D., Martin-Beltrán, M., Peercy, M. M., Hartranft, A. M., McNeish, D. M., Artzi, L., Nunn, S.
2017; 117 (3): 485-512
- **An investigation of literacy practices in high school science classrooms** *Reading & Writing Quarterly*
Wexler, J., Mitchell, M. A., Clancy, E. E., Silverman, R. D.
2017; 33 (3): 258-277
- **On the unnecessary ubiquity of hierarchical linear modeling.** *Psychological Methods*
McNeish, D., Stapleton, L. M., Silverman, R. D.
2017; 22 (1): 114
- **Effects of an informational text reading comprehension intervention for fifth-grade students** *Learning Disability Quarterly*
Ritchey, K. D., Palombo, K., Silverman, R. D., Speece, D. L.
2017; 40 (2): 68-80
- **Developing a zone of relevance: Emergent bilinguals' use of social, linguistic, and cognitive support in peer-led literacy discussions** *International Multilingual Research Journal*
Martin-Beltrán, M., Daniel, S., Peercy, M., Silverman, R.
2017; 11 (3): 152-166
- **Using digital texts vs. paper texts to read together: Insights into engagement and mediation of literacy practices among linguistically diverse students** *International Journal of Educational Research*
Martin-Beltrán, M., Tigert, J. M., Peercy, M. M., Silverman, R. D.
2017; 82: 135-146
- **Effects of a multimedia enhanced reading buddies program in kindergarten and fourth grade** *Journal of Educational Research*

- Silverman, R. D., Kim, Y., Hartranft, A., Nunn, S., McNeish, D.
2016
- **Moving beyond yes or no: Shifting from over#scaffolding to contingent scaffolding in literacy instruction with emergent bilingual students** *TESOL Journal*
Daniel, S. M., Martin#Beltrán, M., Peercy, M. M., Silverman, R.
2016; 7 (2): 393-420
 - **Is the whole greater than the sum of its parts? Modeling the contributions of language comprehension skills to reading comprehension in the upper elementary grades** *Scientific Studies of Reading*
Kieffer, M. J., Petscher, Y., Proctor, P., Silverman, R. D.
2016; 20 (6): 436-454
 - **Developing vocabulary breadth and depth in young children** *The Essential Library of PreK-2 Literacy Series*
Silverman, R. D., Hartranft, A. M.
Guilford.2015
 - **The relationship between language skills and writing outcomes for linguistically diverse students in upper elementary school** *The Elementary School Journal*
Silverman, R. D., Coker, D., Proctor, P., Harring, J., Piantedosi, K. W., Hartranft, A. M.
2015; 116 (1): 103-125
 - **Curricular design and implementation as a site of teacher expertise and learning** *Teachers and Teaching*
Peercy, M. M., Martin-Beltrán, M., Silverman, R. D., Daniel, S.
2015; 21 (7): 867-893
 - **' Can I Ask a Question? ' ESOL and Mainstream Teachers Engaging in Distributed and Distributive Learning to Support English Language Learners' Text Comprehension.** *Teacher Education Quarterly*
Peercy, M. M., Martin-Beltrán, M., Silverman, R. D., Nunn, S. J.
2015; 42 (4): 33-58
 - **Language skills and reading comprehension in English monolingual and Spanish–English bilingual children in grades 2–5** *Reading and Writing*
Silverman, R. D., Proctor, P., Harring, J. R., Hartranft, A. M., Doyle, B., Zelinke, S. B.
2015; 28 (9): 1381-1405
 - **Comparing reading profiles of biliterate Latino/a children in elementary school: Evidence from the simple view of reading** *Miríada hispánica*
Proctor, P., Harring, J. R., Silverman, R.
2015: 59-82
 - **Culturally sustaining pedagogy within monolingual language policy: Variability in instruction** *Language policy*
Michener, C. J., Sengupta-Irving, T., Proctor, P., Silverman, R.
2015; 14 (3): 199-220
 - **Prediction and stability of reading problems in middle childhood** *Journal of Learning Disabilities*
Ritchey, K. D., Silverman, R. D., Schatschneider, C., Speece, D. L.
2015; 48 (3): 298-309
 - **Promoting critical-analytic thinking in children and adolescents at home and in school** *Educational Psychology Review*
Murphy, K., Rowe, M. L., Ramani, G., Silverman, R.
2014; 26 (4): 561-578
 - **Teachers' instruction and students' vocabulary and comprehension: An exploratory study with English monolingual and Spanish–English bilingual students in Grades 3–5** *Reading Research Quarterly*
Silverman, R. D., Proctor, P., Harring, J. R., Doyle, B., Mitchell, M. A., Meyer, A. G.
2014; 49 (1): 31-60
 - **Immediate and long-term effects of tier 2 reading instruction for first-grade students with a high probability of reading failure** *Journal of Research on Educational Effectiveness*
Case, L., Speece, D., Silverman, R., Schatschneider, C., Montanaro, E., Ritchey, K.
2014; 7 (1): 28-53
 - **Investigating video as a means to promote vocabulary for at-risk children** *Contemporary Educational Psychology*

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- Silverman, R.
2013; 38 (3): 170-179
- **Fluency has a role in the simple view of reading** *Scientific Studies of Reading*
Silverman, R. D., Speece, D. L., Haring, J. R., Ritchey, K. D.
2013; 17 (2): 108-133
 - **Examining the role of vocabulary depth, cross-linguistic transfer, and types of reading measures on the reading comprehension of Latino bilinguals in elementary school** *Reading and Writing*
Leider, C. M., Proctor, P., Silverman, R. D., Haring, J. R.
2013; 26 (9): 1459-1485
 - **Read alouds and beyond: The effects of read aloud extension activities on vocabulary in Head Start classrooms** *Early Education & Development*
Silverman, R., Crandell, J. D., Carlis, L.
2013; 24 (2): 98-122
 - **The role of pictures and gestures as nonverbal aids in preschoolers' word learning in a novel language** *Contemporary Educational Psychology*
Rowe, M. L., Silverman, R. D., Mullan, B. E.
2013; 38 (2): 109-117
 - **Effects of a tier 2 supplemental reading intervention for at-risk fourth-grade students** *Exceptional children*
Ritchey, K. D., Silverman, R. D., Montanaro, E. A., Speece, D. L., Schatschneider, C.
2012; 78 (3): 318-334
 - **A second-order conditionally linear mixed effects model with observed and latent variable covariates** *Structural equation modeling: a multidisciplinary journal*
Haring, J. R., Kohli, N., Silverman, R. D., Speece, D. L.
2012; 19 (1): 118-136
 - **The role of vocabulary depth in predicting reading comprehension among English monolingual and Spanish-English bilingual children in elementary school** *Reading and Writing*
Proctor, P., Silverman, R. D., Haring, J. R., Montecillo, C.
2012; 25 (7): 1635-1664
 - **Difficulty of words encountered in first-grade basal readers: A Rasch model for preschool ELL and monolingual English speakers** *American Educational Research Journal*
Leung, C., Silverman, R., Nadakumar, N., Hines, S.
2011; 48 (2): 421-461
 - **Confounds in assessing the associations between biliteracy and English language proficiency** *Educational Researcher*
Proctor, P., Silverman, R. D.
2011; 40 (2): 62-64
 - **Validation of a supplemental reading intervention for first-grade children** *Journal of learning disabilities*
Case, L. P., Speece, D. L., Silverman, R., Ritchey, K. D., Schatschneider, C., Cooper, D. H., Montanaro, E., Jacobs, D.
2010; 43 (5): 402-417
 - **Identifying children in middle childhood who are at risk for reading problems** *School psychology review*
Speece, D. L., Ritchey, K. D., Silverman, R., Schatschneider, C., Walker, C. Y., Andrusik, K. N.
2010; 39 (2): 258
 - **Vocabulary practices in prekindergarten and kindergarten classrooms** *Reading Research Quarterly*
Silverman, R., Crandell, J. D.
2010; 45 (3): 318-340
 - **The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-English-language learners in pre-kindergarten through second grade.** *Journal of educational psychology*
Silverman, R., Hines, S.
2009; 101 (2): 305
 - **Vocabulary development of English-language and English-only learners in kindergarten** *The Elementary School Journal*
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2007; 107 (4): 365-383

- **A comparison of three methods of vocabulary instruction during read-alouds in kindergarten** *The Elementary School Journal*

Silverman, R.

2007; 108 (2): 97-113

- **The Biliteracy Translation Measure: Using Written Translations to Index Bilingualism and Biliteracy in Spanish and English** *NYS TESOL Journal*

Leider, C. M., Proctor, P., Silverman, R. D.

Submitted