

## Curriculum Vitae

John Z. Strong  
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### Education

Ph.D., Education, Literacy Specialization, University of Delaware, 2019  
M.Ed., Reading, University of Delaware, 2014  
B.A., English Education, University of Delaware, 2010

### Employment History

Assistant Professor, University at Buffalo, 2019-present  
Graduate Assistant, University of Delaware, 2015-2019  
English Department Chair, Dover High School, 2014-2015  
English Language Arts Teacher, Dover High School, 2010-2015

### Awards and Honors

Reading Hall of Fame Emerging Scholars Fellowship, Literacy Research Association, 2020-2022  
Timothy & Cynthia Shanahan Outstanding Dissertation Award, International Literacy Association, 2020  
Best Paper Award, Literacy Research Association, 2020  
Top Downloaded Paper 2018-2019, *The Reading Teacher*, 2020  
Top Downloaded Paper 2018-2019, *Journal of Adolescent & Adult Literacy*, 2020  
Top Downloaded Article 2017-2018, *Journal of Adolescent & Adult Literacy*, 2019  
Frank B. Murray Award for Excellence in Graduate Research, University of Delaware, 2019  
First Place Graduate Paper Award, 34<sup>th</sup> Annual Marion H. Steele Research Symposium, 2019  
University Doctoral Fellowship, University of Delaware, 2018-2019  
Richard L. Venezky Award for Creative Research in Literacy, University of Delaware, 2018  
First Place Graduate Poster Award, 32<sup>nd</sup> Annual Marion H. Steele Research Symposium, 2017  
Fontana Family Graduate Tuition Scholarship, University of Delaware, 2016-2017  
Dover High School Teacher of the Year, Capital School District, 2015  
University Council on Teacher Education Outstanding Student Teacher, University of Delaware, 2010

## PUBLICATIONS

### Books

Lewis, W. E., & Strong, J. Z. (2021). *Literacy instruction with disciplinary texts: Strategies for grades 6-12*. New York: Guilford Press.

Walpole, S., McKenna, M. C., Philippakos, Z. A., & Strong, J. Z. (2020). *Differentiated literacy instruction in grades 4 and 5: Strategies and resources* (2nd ed.). New York: Guilford Press.

### Book Chapters

Walpole, S., Strong, J. Z., & Vitale, M. N. (2021). Instrument development. In M. H. Mallette & N. K. Duke (Eds.), *Literacy research methodologies* (3rd ed., pp. 211-233). New York: Guilford Press.

Lupo, S. M., & Strong, J. Z. (2018). Reading comprehension: Helping handout for school. In G. G. Bear & K. M. Minke (Eds.), *Helping handouts: Supporting students at school and home*. Bethesda, MD: National Association of School Psychologists.

Walpole, S., Strong, J. Z., & Riches, C. B. (2018). Best practices in professional learning for improving literacy instruction in schools. In L. B. Gambrell & L. B. Morrow (Eds.), *Best practices in literacy instruction* (6th ed., pp. 429-446). New York: Guilford Press.

### Refereed Journal Articles

Brunskill, P., & Strong, J. Z. (in press). Scaffolding adolescents' critical thinking and disciplinary literacy skills in an in-person and virtual humanities class. *Middle School Journal*.

Strong, J. Z. (2020). Investigating a text structure intervention for reading and writing in grades 4 and 5. *Reading Research Quarterly*, 55(4), 545– 551. <https://doi.org/10.1002/rrq.356>

Lupo, S. M., Tortorelli, L., Invernizzi, M., Ryoo, J. H., & Strong, J. Z. (2019). An exploration of text difficulty and knowledge support on adolescents' comprehension. *Reading Research Quarterly*, 54(4), 457– 479. <https://doi.org/10.1002/rrq.247>

Lupo, S. M., Strong, J. Z., & Conradi Smith, K. (2019). Struggle is not a bad word: Misconceptions and recommendations about readers struggling with difficult texts. *Journal of Adolescent & Adult Literacy*, 62(5), 551-560. <https://doi.org/10.1002/jaal.926>

Strong, J. Z., Amendum, S. J., & Conradi Smith, K. (2018). Supporting elementary students' reading of difficult texts. *The Reading Teacher*, 72(2), 201-212. <https://doi.org/10.1002/trtr.1702>

Lupo, S. M., Strong, J. Z., Lewis, W., Walpole, S., & McKenna, M. C. (2018). Building background knowledge through reading: Rethinking text sets. *Journal of Adolescent & Adult Literacy*, 61(4), 433-444. <https://doi.org/10.1002/jaal.701>

Walpole, S., McKenna, M. C., Amendum, S., Pasquarella, A., & Strong, J. Z. (2017). The promise of a literacy reform effort in the upper elementary grades. *The Elementary School Journal*, 118(2), 257-280. <https://doi.org/10.1086/694219>

### Other Publications

Strong, J. Z. (in press). Read STOP Write: An instructional strategy for teaching text structure to improve reading and writing. *Literacy Today*.

Strong, J. Z. (2019). *Effects of a text structure intervention for reading and writing in grades 4–5: A mixed methods experiment*. (Publication No. 2307786372) [Doctoral dissertation, University of Delaware]. ProQuest Dissertations & Theses A&I.

Strong, J. Z. (2018, September/October). Teaching informational text structures: Using text structures to improve reading comprehension: The what, why, and how. *Literacy Today*, 36(2), 42-43.

## GRANTS

### Grants Funded

Co-Principal Investigator with PI Mary McVee, University at Buffalo, and Co-PI Yevgen Borodin, Stony Brook University. "Personalized Text Simplification (PeTeS) to Support Students Reading Below Grade Level: Phase I Educational Research Idea Development and In-school Feasibility Testing," University at Buffalo Graduate School of Education Maximizing External Grant Application Success (MEGAS) program (\$951.25). 2019-2020. (funded)

Principal Investigator. "The Effects and Social Validity of a Text Structure Intervention for Reading and Writing in Fourth and Fifth Grade," International Literacy Association (ILA) Steven A. Stahl Research Grant (\$1,000). 2018. (funded)

## PRESENTATIONS

### Conference Presentations

Vitale, M. N., Strong, J. Z., & Walpole, S. (2021, April). Investigating self- and collective efficacy beliefs of elementary school teachers. Paper to be presented at the 2021 American Educational Research Association Annual Meeting (Virtual conference).

Strong, J. Z., & Hiebert, E. H. (2020, December). The endpoint of the staircase of text complexity: Revisiting text complexity at the secondary level. In L. Tortorelli (Chair), *Unforeseen ripples of text complexity and CCSS: Issues of theory, practice, and programs*. Symposium conducted at the Literacy Research Association 70<sup>th</sup> Annual Conference (Virtual conference).

Strong, J. Z. (2020, October). *Effects and social validity of a text structure intervention for reading and writing in grades 4-5*. Poster session to be presented at the International Literacy Association 2020 Conference, Columbus, OH (Conference canceled).

Strong, J. Z. (2020, July). *Investigating the reliability and validity of a measure of text structure awareness in grades 4-5*. Poster session to be presented at the Society for the Scientific Study of Reading 27<sup>th</sup> Annual Meeting, Newport Beach, CA (Conference canceled).

Pasquarella, A., Strong, J. Z., Coker, D., & Walpole, S. (2020, July). *Reading and writing across elementary school: How the development of reading fluency and comprehension predicts writing*. Paper to be presented at the Society for the Scientific Study of Reading 27<sup>th</sup> Annual Meeting, Newport Beach, CA (Conference canceled).

Strong, J. Z. (2020, April). *Effects and social validity of a text structure intervention for reading and writing*. Poster session at the 2020 American Educational Research Association Annual Meeting, San Francisco, CA (Conference canceled).

Strong, J. Z. (2019, December). *Effects and social validity of a text structure intervention in upper elementary grades*. Paper presented at the Literacy Research Association 69<sup>th</sup> Annual Conference, Tampa, FL.

Reynolds, D., Northrop, L., Lupo, S. M., Strong, J. Z., & Andrei, E. (2019, December). The past, present, and future of text complexity research for adolescents. In J. Z. Strong (Chair), *Examining text complexity from multiple lenses: Teachers, students, assessments, policy, and tools*. Symposium conducted at the Literacy Research Association 69<sup>th</sup> Annual Conference, Tampa, FL.

Strong, J. Z. (2019, July). *Effects of an informational text structure intervention in grades 4-5*. Poster session at the Society for the Scientific Study of Reading 26<sup>th</sup> Annual Meeting, Toronto, ON.

Pasquarella, A., Strong, J. Z., Shirilla, M., Coker, D., & Walpole, S. (2019, March). *The relationship between the development of reading skills and persuasive writing across grades 2-5*. Poster session at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.

- Strong, J. Z., Walpole, S., Pasquarella, A., Shirilla, M., & Coker, D. (2018, November). *Differential effects of professional development on persuasive writing in grades 1-5*. Paper presented at the Literacy Research Association 68<sup>th</sup> Annual Conference, Indian Wells, CA.
- Strong, J. Z., Pasquarella, A. & Walpole, S. (2017, November). *Effects of READ 180 and System 44 on comprehension and fluency in grades 4-5*. Paper presented at the Literacy Research Association 67<sup>th</sup> Annual Conference, Tampa, FL.
- Walpole, S., Strong, J. Z., Pasquarella, A., Coker, D. & Shirilla, M. (2017, November). *The relationship of fluency and comprehension to persuasive writing quality*. Paper presented at the Literacy Research Association 67<sup>th</sup> Annual Conference, Tampa, FL.
- Strong, J. Z., Pasquarella, A., Walpole, S., & McKenna, M. (2017, July). *Added effects of READ 180 and System 44 on comprehension and fluency growth*. Poster session at the Society for the Scientific Study of Reading 24<sup>th</sup> Annual Meeting, Halifax, NS.
- Pasquarella, A., Walpole, S., McKenna, M., Strong, J. Z., & Amendum, S. (2017, July). *The promise of a literacy reform effort in the upper elementary grades*. Paper presented at the Society for the Scientific Study of Reading 24<sup>th</sup> Annual Meeting, Halifax, NS.
- Amendum, S., Pasquarella, A., Walpole, S., McKenna, M., & Strong, J. Z. (2016, December). *Effects of a literacy reform effort designed to improve fluency and comprehension in grades 3-5*. Paper presented at the Literacy Research Association 66<sup>th</sup> Annual Conference, Nashville, TN.

#### **Invited Presentations**

- Lewis, W. E., & Strong, J. Z. (2020, September). *Designing content-area quad text sets*. Presented one-day virtual workshop to high school teachers in Paulding County School District, Dallas, GA.
- Strong, J. Z. (2020, September). *Addressing inequitable literacy achievement through equitable instruction*. Session presented at the “Make Good Trouble” Now: Teach-In for Racial Equity, Graduate School of Education, University at Buffalo, Buffalo, NY.
- Strong, J. Z. (2020, August). *Leveraging co-teaching and literacy across the disciplines (7-12)*. Session presented at the Teacher Residency Summer Institute, University at Buffalo, Buffalo, NY.
- Strong, J. Z. (2020, August). *Leveraging co-teaching in literacy instruction (K-6)*. Session presented at the Teacher Residency Summer Institute, University at Buffalo, Buffalo, NY.
- Strong, J. Z. (2019, April). *A mixed methods experimental study of a text structure intervention in grades 4-5*. Paper presented at the 34<sup>th</sup> Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.
- Strong, J. Z. (2018, July). *Before, during, and after reading content area texts*. Presented one-day workshop to middle school teachers in Butts County School System, Jackson, GA.
- Strong, J. Z. (2018, May). *Evidence-based practices for teaching argument and opinion writing*. Presented at the Delaware Literacy Association Spring Literacy Conference in Dover, DE.
- Strong, J. Z. (2018, May). *Measuring text structure awareness in upper elementary grades*. Paper presented at the 33<sup>rd</sup> Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.

- Walpole, S., & Strong, J. Z. (2017, August). *Differentiated reading instruction institute*. Presented two-day workshop to elementary school teachers in Butts County School System, Jackson, GA.
- Walpole, S., & Strong, J. Z. (2017, June). *Bookworms institute*. Presented two-day workshop to elementary school teachers in Jefferson County Schools, Louisville, GA.
- Strong, J. Z. (2017, April). *Middle school English teachers' use of literacy instructional practices in classroom walkthroughs*. Poster session at the 32<sup>nd</sup> Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.
- Strong, J. Z. (2017, January). *Reading guides to promote comprehension monitoring*. Presented at the Georgia Striving Readers Secondary Institutes in Valdosta, GA and Cartersville, GA.
- Strong, J. Z. (2017, January). *Self-regulated strategy development instruction for text-based argumentative writing*. Presented at the Georgia Striving Readers Secondary Institutes in Valdosta, GA and Cartersville, GA.
- Strong, J. Z. (2016, November). *Self-regulated strategy development approach to writing instruction*. Presented at the Georgia Striving Readers Leadership Conference in Athens, GA.
- Strong, J. Z. (2016, August). *Designing challenging text sets*. Presented one-day workshop to high school teachers in Brandywine School District, Wilmington, DE.
- Strong, J. Z. (2016, August). *Reading strategies and text-based writing*. Presented two-day workshop to middle school teachers in Brandywine School District, Wilmington, DE.
- Walpole, S., McKenna, M., & Strong, J. Z. (2016, June). *Writing institute*. Presented three-day workshop to elementary school teachers in Jefferson County Schools, Louisville, GA.
- Strong, J. Z. (2016, April). *Response to intervention for literacy in secondary schools: What, why, and how?* Paper presented at the 31<sup>st</sup> Annual Marion H. Steele Research Symposium, University of Delaware, Newark, DE.
- Walpole, S., Amendum, S., & Strong, J. Z. (2015, September). *Improving the ELA block*. Presented one-day workshop to elementary school teachers in Christina School District, Newark, DE.
- Strong, J. Z. (2014, June). *Text sets, reading strategies, and text-based writing*. Presented three-day workshop to middle and high school teachers in Capital School District, Dover, DE.

## TEACHING

### **Courses Taught (University at Buffalo)**

LAI 539: Teaching Strategic Processes in Reading  
Fall 2019, Fall 2020

LAI 552: Middle Childhood/Adolescent Literacy Methods  
Fall 2019, Spring 2020, Summer 2020, Fall 2020, Spring 2021

LAI 651: Research in Reading/Literacy  
Spring 2021

### **Courses Taught (University of Delaware)**

EDUC 210: Beginning Literacy Instruction, Spring 2019  
 EDUC 437: Diagnosis and Instruction for Literacy Problems, Fall 2017, Spring 2018  
 EDUC 622: The Role of Literacy in Content Areas, Fall 2017

**Teaching Assistant (University of Delaware)**

EDUC 622: The Role of Literacy in Content Areas, Spring 2014

**SERVICE**

**Editorial and Review**

Editorial Review Board, *Journal of Adolescent & Adult Literacy*, 2021-2022  
 Annual Meeting Proposal Reviewer, American Educational Research Association, 2021  
 Ad Hoc Reviewer, *Reading Research Quarterly*, 2020-2021  
 Ad Hoc Reviewer, *Journal of Literacy Research*, 2020-2021  
 Ad Hoc Reviewer, *The Reading Teacher*, 2020-2021  
 Ad Hoc Reviewer, *Journal of Adolescent & Adult Literacy*, 2020-2021  
 Application Reviewer, L4GA Grant, Georgia Department of Education, 2020-2021  
 Annual Conference Proposal Reviewer, International Literacy Association, 2020  
 Annual Conference Proposal Reviewer, Literacy Research Association, 2016-2020

**National Service**

Area Chair in Public Engagement and Policy in Literacy, Literacy Research Association, 2020-2023  
 Field Council Representative, Literacy Research Association, 2017-2020

**New York State Service**

Board Member, Niagara Frontier Reading Council, 2020-present

**Graduate School of Education Service**

Online Instruction Liaison, Spring 2020

**Department of Learning and Instruction Service**

Member, LAI Executive Committee, 2020-2022  
 Member, Yearlong Co-Teaching Expansion Committee, 2020-2021  
 Member, Mentoring Committee, 2019-2021  
 Member, PhD Program/Curriculum Redesign Committee, 2019-2020  
 Member, Literacy Faculty Search Committee, 2019-2020

**University of Delaware, School of Education Service**

Student Representative, Steele Symposium Planning Committee, 2018-2019  
 President, Education Graduate Association, 2017-2018  
 Student Representative, Graduate Curriculum Committee, 2017-2018

**PROFESSIONAL CONSULTING**

Hiram and South Paulding High Schools, Paulding County School District, Dallas, GA, 2020-2021  
 Daughtry, Jackson, Stark Elementary Schools, Butts County School System, Jackson, GA, 2018-2019  
 Henderson Middle School, Butts County School System, Jackson, GA, 2018-2019  
 Brandywine High School, Brandywine School District, Wilmington, DE, 2016-2017  
 P.S. duPont, Springer, Talley Middle Schools, Brandywine School District, Wilmington, DE, 2016-2017  
 Carver, Louisville, Wrens Elementary Schools, Jefferson County Schools, Louisville, GA, 2016-2017  
 May B. Leasure Elementary School, Christina School District, Newark, DE, 2015-2016

**PROFESSIONAL CERTIFICATIONS**

School Reading Specialist (Grades K-12), State of Delaware  
Teacher of English Language Arts Grades 9-12 (Valid 6-8 in a Middle School), State of Delaware  
Classroom Teacher of English Language Arts (7-12), New York State

**PROFESSIONAL MEMBERSHIPS**

American Educational Research Association  
International Literacy Association  
Literacy Research Association  
New York State Reading Association  
Niagara Frontier Reading Council  
Society for the Scientific Study of Reading