GWYNNE ELLEN ASH

I. ACADEMIC/PROFESSIONAL BACKGROUND

A. EDUCATIONAL BACKGROUND

Ph. D., May 2000, University of Georgia, Athens
Major: Reading Education
Dissertation: Middle School Literacy Teachers' Ethical Stances and Role Perceptions
M. A., May 1993, Texas A&M University, College Station
Major: English
Specialty: Children's Literature (Non-thesis)
Minor: Reading
B. A., May 1990, Trinity University, San Antonio, Texas
Major: English
University Honors
Honors Thesis: Flann O'Brien's Twentieth-Century Novel *At Swim-Two-Birds* and Its Relation to the Middle-Irish Romance *Buile Suibhne*
James Joyce International Summer School, Summer 1989, University College, Dublin, Ireland

B. UNIVERSITY EXPERIENCE

Texas State University, San Marcos
Professor, Reading, Curriculum and Instruction, 2013-present
Associate Professor, Reading, Curriculum and Instruction, 2007-2013 (tenured 2007)
Assistant Professor, Reading, Curriculum and Instruction, 2004-2007
Program Coordinator, Graduate Advisor, Reading Education, 2006-2009 (co-), 2009-2014, 2024-present
Program Coordinator, Graduate Advisor, Middle School (Grades 4-8), 2019-present
University of Delaware, Newark
Assistant Professor, Literacy Education, 2000-2004
University Director, Delaware Reading Project, 2000-2004
Literacy Instructional Coordinator, Teaching American History II Grant: Read History! 2003-2004
Coordinator, Masters of Education in Curriculum and Instruction, 2002-2003
Study Abroad Director, Winter 2003 (Italy), 2004 (Ireland)
University of Georgia, Athens
Instructor, Reading Education, Spring 1996-Fall 1999
Editorial Assistant, *Journal of Literacy Research*, Fall 1996-1997, Fall 1998-Spring 2000
Field Supervisor, Reading Instruction and Assessment for Young Children, READ 3430, Spring 1998
Graduate Research Assistant, Spring 1997-1998
Tutor, Reading Clinic, 1996-2000
Texas A&M University, College Station
Instructor, English Composition, ENGL 104, 1991-1993
Blinn College, Bryan, Texas
Instructor, Developmental English, 1991-1993

C. RELEVANT PROFESSIONAL EXPERIENCE

Ronald McNair Middle School, Southwest Independent School District, San Antonio, Texas
Sixth/Seventh/Eighth Grade Teacher, Reading and English Language Arts, 1993-1996

D. PROFESSIONAL CREDENTIALS

State of Texas
Reading Specialist, Grades EC-12
Master Reading Teacher (Legacy), Grades EC-12
English as a Second Language, Grades EC-12
English Language Arts and Reading/Social Studies (with Science of Teaching Reading), Grades 4-8
English Language Arts and Reading, Grades 7-12
Reading, Grades 6-12
English Language Arts, Grades 6-12
English, Texas, Grades 6-12
National
Structured Literacy Classroom Teacher (International Dyslexia Association/Center for Effective Reading Instruction)
TeachingWorks Certification

II. TEACHING

A. TEACHING HONORS AND AWARDS

Presidential Distinction Award for Excellence in Teaching, College of Education, Associate/Full Professor, 2026
Mary Frances Early COE Alumni Award, University of Georgia, Lifetime Achievement: Practitioner, 2026
Jerry Johns Outstanding Teacher Educator in Reading Award, International Literacy Association, 2024
College Achievement Award for Excellence in Teaching, College of Education, Associate/Full Professor, 2024
Nominee, Outstanding University Teacher, Texas Council of Teachers of English Language Arts, 2024
Teaching Award of Honor, Texas State Alumni Association, 2020
Favorite Professor, Alpha Chi Honor Society, Texas State University, 2017, 2018, 2020, 2024
Nominee, Arbuthnot Award (Excellence in Teaching Children's Literature), International Literacy Association, 2015
Presidential Distinction Award for Excellence in Teaching, College of Education, Associate/Full Professor, 2012
Presidential Distinction Award for Excellence in Teaching, College of Education, Assistant Professor, 2007
University-wide Common Experience Curriculum Director and Creator, 2006-2007
School-wide Nominee for the University Excellence in Teaching Award, University of Delaware, 2002-03, 2003-04
School-wide Nominee for the University Excellence in Advising Award, University of Delaware, 2003-04
Outstanding Graduate Teaching Award, University of Georgia, 2000

B. COURSES TAUGHT

Texas State University, San Marcos

Undergraduate

US 1100 University Seminar
ENG 3385 Children's Literature
RDG 3311 Teaching English Phonology, Orthography, and Morphology
RDG 3312 Reading Assessment and Intervention in Grades 4-8
RDG 3315 Assessment of Reading and Writing
RDG 3323 Literacy in the Content Areas (for High School)
RDG 4310 Content Area Literacy (for Middle School)
RDG 4320 Language and Literacy in Diverse Communities

Graduate

CI 5322 Middle School Instructional Strategies and Planning
CI 5323 Middle School Philosophy and Learning
RDG 5310 Teaching Literacy with Children's and Young Adult Literature
RDG 5320 Foundations of Literacy
RDG 5322 Teaching Reading in the Elementary and Middle Grades
RDG 5326 Developmental Literacy in the Middle and Secondary Schools
RDG 5331 Literacy Methods for Linguistically and Culturally Diverse Students
RDG 5345 Assessment-driven Literacy Instruction
RDG 5370D Community Literacy
RDG 5380 Adolescent Struggling Readers
RDG 6333 Reading Specialist Capstone: Professionalism and Professional Development

University of Delaware, Newark

Undergraduate

EDUC 320 Reading and Writing in the Middle Grades
ENGL 351 Introduction to Irish Literature

Graduate

EDUC 608 Teaching Reading in the Elementary and Middle School
EDUC 622 Literacy in the Content Areas
EDUC 630 Assessment and Instruction of Reading: Middle/High School
EDUC 617/667/867 Delaware Reading Project
EDUC 802 Doctoral Seminar in Reading

University of Georgia, Athens

Undergraduate

READ 3520 Teaching Reading in the Middle School
READ 3530 Reading in the Content Areas for Middle School
READ 3420 Reading for Young Children (Co-Instructor)
READ 099R College Reading

C. THESES/DISSERTATIONS/EXIT COMMITTEES

Exit Committees

Chair, Bethany Campbell, M.Ed. Reading, Graduated, 2026
Member, Stephanie Klinkenberg, M.Ed. Reading, Graduated, 2026
Chair, Samantha Coe, M.Ed., Reading (non-specialist), Graduated, 2026
Chair, Lizzie Binder, M.Ed., Reading, Graduated, 2025
Member, Michelle LeBlanc, M.Ed., Reading, Graduated, 2025
Member, Elissa Stanton, M.Ed., Reading, Graduated, 2025
Member, Star Upton, M.Ed., Reading, Graduated, 2025
Chair, Maria Jaimes, M.Ed., Reading (non-specialist), Graduated, 2025
Chair, Haylee Stephens, M.Ed., Reading (non-specialist), Graduated, 2024
Chair, Taylor Hopkins, M.Ed., Reading (non-specialist), Graduated, 2024
Chair, Kimberly Schlageter, M.Ed., Reading, Graduated, 2024
Member, Tricia Morrow, M.Ed., Reading, Graduated, 2024
Member Lauren Pruitt, M.Ed., Reading, Graduated, 2024
Member, Amanda Reyes, M.Ed., Reading, Graduated, 2024
Member, Rebecca Young, M.Ed., Reading, Graduated, 2024
Member, Alexis Durham West, M.Ed., Reading (non-specialist), 2024
Member, Allison Dunsmore, M.Ed., Reading (non-specialist), 2023
Chair, Megan Florence, M.Ed., Reading, Graduated, 2023
Chair, Elisha Rivera, M.Ed., Reading, Graduated, 2022
Member, Christa Kratzer, M.Ed., Reading, Graduated, 2022
Member, Gabriela Rolfe, M.Ed., Reading, Graduated, 2022
Member, Callie Day, M.Ed., Reading, Graduated, 2020
Chair, Regina (Shelly) Maxfield, M.Ed., Reading, Graduated, 2019
Chair, Laura Vrana, M.Ed., Reading, Graduated, 2019
Chair, Holli Morris, M.Ed., Reading, SWISD Cohort, Graduated, 2018
Chair, Lucinda Santos, M.Ed., Reading, SWISD Cohort, Graduated, 2018
Member, Jessica Bartlett, M.Ed., Reading, SWISD Cohort, Graduated, 2018
Member, April Flores, M.Ed., Reading, SWISD Cohort, Graduated, 2018
Member, Idalia Vela Garcia, M.Ed., Reading, SWISD Cohort, Graduated, 2018
Member, Olivia Pardo, M.Ed., Reading, SWISD Cohort, Graduated, 2018
Chair, Elizabeth Celaya Candia, M.Ed., Reading, Graduated, 2018
Chair, Allie Oliviera, M.Ed., Reading, Graduated, 2018
Member, Charity Atteberry, M.Ed., Reading, Graduated, 2018
Member, Taylor Flores, M.Ed., Reading, Graduated, 2018
Member, Tiffany O'Connell, M.Ed., Reading, Graduated, 2018
Chair, Kristyna Faz, M.Ed., Reading, Graduated 2017
Chair, Lindsey Carlson, M.Ed., Reading, Graduated 2017
Member, Alex Vasquez, M.Ed., Reading, Graduated 2017
Chair, Kaitlin Wan Breuleux, M.Ed., Reading, Graduated 2016
Member, Jessica Perkins, M.Ed., Elementary Education (Reading Specialist add-on), Exams 2016
Member, Courtney Dyer, M.Ed., Reading, Graduated 2016
Chair, Jennifer Winters, M.Ed., Reading, Graduated 2015
Member, Hannah Friedman, M.Ed., Reading, Graduated 2015
Member, Rachael Hakim, M.Ed., Reading, Graduated 2015
Member, Shannon Hardwick, M.Ed., Reading, Graduated 2015
Member, Victoria Sluyter, M.Ed., Reading, Graduated 2015
Chair, Heather Arabie, M.Ed., Reading, Graduated 2014
Chair, Sarah Atwater, M.Ed., Reading, Graduated 2014
Chair, Donna Weikert, M.Ed., Reading, Graduated 2014
Member, Erin Cruz, M.Ed., Reading, Graduated 2014
Member, Leslie DeLeon, M.Ed., Reading, Graduated 2014
Member, Esther Peckover, M.Ed., Reading, Graduated 2014
Chair, Karen Newton, M.Ed. Reading, Graduated 2013
Member, Joël Johnson, M.Ed. Reading, Graduated 2013
Member, Lila Daniels, M.Ed. Reading, Graduated 2013
Member, Lisa Kridner, M.Ed. Reading, Graduated 2013
Member, Danya Gardner, M.Ed. Reading, Graduated 2013
Member, Laura Lee Stroud, M.Ed. Reading, Graduated 2013
Member, DeAnn Broom, M.Ed. Reading, Graduated 2012
Member, Natalie (Moore) Long, M.Ed. Reading, Graduated 2012
Member, Jessica Tobleman, M.Ed. Reading, Graduated 2012
Member, Ashley Jorge, M.Ed. Reading, Graduated 2012
Member, Kirby Ferguson, M.Ed. Reading, Graduated 2012
Member, Analeta Box, M.Ed. Reading, Graduated 2012
Chair, Cathy Jackson, M.Ed. Reading, Graduated 2011
Member, Eileen Brady, M.Ed. Reading, Graduated 2011

Member, Michelle (Hart) Breeden, M.Ed. Reading, Graduated 2011
Member, Lindsay Lipson, M.Ed. Reading, Graduated 2011
Member, Liz Hoyer, M.Ed. Reading, Graduated 2011
Member, Ruby Martinez, M.Ed. Reading, Graduated 2011
Member, Sandra Matson, M.Ed. Reading, Graduated 2011
Member, Lorin Mullin, M.Ed. Reading, Graduated 2011
Member, Abbe Oden, M.Ed. Reading, Graduated 2011
Chair, Cynthia Brewer, M.Ed. Reading, Graduated 2010
Member, Katie Cable, M.Ed. Reading, Graduated 2010
Member, Stephanie Heinchon, M.Ed. Reading, Graduated 2010
Member, Kathleen Navickas, M.Ed. Reading, Graduated 2010
Member, Kristie Slaughter, M.Ed. Reading, Graduated 2010
Member, Kirby Williams, M.Ed. Reading, Graduated 2010
Chair, Mya Anzures, M.Ed. Reading, Graduated 2009
Member, Cesily Peeples, M.Ed. Reading, Graduated 2009
Member, Natscha Barreto-Romero, M.Ed. Reading, Graduated 2009
(Prior to 2009, there were no Exit Committees.)

Theses/Dissertations

Chair, Jakob Rodriguez, Texas State University, Undergraduate Honors, Graduated 2020
Outside Member, Kathryn Snow, Texas State University—San Marcos, M.Ed., Graduated 2012
Chair, Stephanie Berryman, Texas State University—San Marcos, Undergraduate Honors, Graduated 2011
Member, Kristy Reeves, Texas State University—San Marcos, M.Ed., Graduated 2008
Outside Member, Kimberly Ballinger, Rutgers University, Ph.D., Graduated 2008
Outside Member, Cheryl North-Coleman, University of Delaware, Ph.D., Graduated 2008
Member, Roberta Kirkpatrick, University of Delaware, Ed.D., Graduated 2004
Member, Bonnie Albertson, University of Delaware, Ph.D., Graduated 2003

D. COURSES PREPARED AND CURRICULUM DEVELOPMENT

Texas State University, San Marcos

Undergraduate

CI 3300 Middle School Curriculum and Instruction
ENGL 3385 Children's Literature
RDG 3311 Teaching English Phonology, Orthography, and Morphology
RDG 3312 Reading Assessment and Intervention in Grades 4-8
RDG 3315 Assessment of Reading and Writing
RDG 3323 Teaching Literacies in the Content Areas (for High School)
RDG 4310 Content Area Literacy (for Middle School)
RDG 4315 Critical Media Literacy for Educators
RDG 4330 Teaching Reading Language Arts in the Middle School
US 1100 University Seminar (Designed Common Experience Curriculum for all sections)

Graduate

CI 5323 Middle School Philosophy and Learning
RDG 5310 Teaching Literacy with Children's and Young Adult Literature
RDG 5315 Critical Media Literacy and the New Literacy Studies for Educators
RDG 5322 Teaching Reading in the Elementary and Middle Grades
RDG 5326 Developmental Literacy in the Middle and Secondary Schools
RDG 5345 Assessment-driven Literacy Instruction
RDG 5370 Special Topics in Literacy Research and Instruction
RDG 6333 Reading Specialist Capstone: Professionalism and Professional Development

University of Delaware, Newark

Undergraduate

EDUC 320 Reading and Writing in the Middle Grades

Graduate

EDUC 608 Teaching Reading in the Elementary and Middle School
EDUC 622 Literacy in the Content Areas
EDUC 630 Assessment and Instruction of Reading: Middle/High School
EDUC 617/667/867 Delaware Reading Project
EDUC 802 Doctoral Seminar in Reading

E. TEACHING GRANTS AND CONTRACTS

1. FUNDED EXTERNAL TEACHING GRANTS AND CONTRACTS

Jacobson, J. A. (Principal) & Ash, G. E. (Supporting). (2020-2021). Texas Preservation Trust Fund Grant, Texas Historical Commission, State, $16,951.00 to develop curricula.

3. FUNDED INTERNAL TEACHING GRANTS AND CONTRACTS

Ash, G. E. (2006). Common Experience Program Development Grant. Texas State University—San Marcos (2006-2007), $6,000.00 to develop curricula related my Common Experience theme: *Protest and Dissent*.

III. SCHOLARLY/CREATIVE

A. FELLOWSHIPS, AWARDS, HONORS

Arthur Applebee Award for Excellence in Research on Literacy, Nominee, Literacy Research Association, 2018
English in Texas, Winner, National Council of Teachers of English (NCTE) Affiliate Journal Competition, 2016 (Editor)
English in Texas, Honorable Mention, NCTE Affiliate Journal Competition, 2014, 2015 (Editor)
College Achievement Award for Excellence in Scholarly/Creative Activities, COE, Associate/Full Professor, 2012
Presidential Distinction Award for Excellence in Scholarly/Creative Activities, COE, Assistant Professor, 2006
Distinguished Finalist, International Reading Association Outstanding Dissertation Award, 2001
Finalist, National Reading Conference Student Outstanding Research Award, 2000
Elmer Carson Jackson Scholar in Reading Education, 1998-1999
Graduate School Fellowship, University of Georgia, 1996-1999
Regents' Fellowship for Graduate Study, Texas A&M University, 1990-1993

B. WORKS IN PRINT

1. BOOKS

a. Scholarly Monographs

Ash, G. E. (2025). *Instructional Materials Review and Approval: Research Report for the Reading Language Arts Supplemental Rubric.* Austin, TX: TEA/SBEC/SBOE and Safal Associates. (Refereed)

Adolescent Literacy Committee* of the International Literacy Association. (2019). *Engagement and adolescent literacy* [Position statement and research brief]. Newark, DE: International Literacy Association. (Refereed; *K. N. Headley, V. Gillis, H. Casey, J. W. Aragon, **G. E. Ash**, G. Boggs, A. M. Bonafide, D. Morgan, B. Murphy, J. Nieroda, E. Ortlieb, J. Overlacker, and J. M. Saunders)

Ash, G. E. (2004). *White Paper: Everything secondary administrators need to know, but are afraid to ask: Understanding pragmatic adolescent literacy planning.* Chicago, IL: North Central Regional Educational Laboratory. (Refereed)

d. Chapters in Edited Books (Refereed)

Ash, G. E., Holschuh, J. P., & Baumann, J. F. (2026). Vocabulary and comprehension: More than a simple equation. In S. Israel (Ed.), *Handbook of Research on Reading Comprehension* (3rd Ed.). Guilford Press. (Invited)

Ash, G. E., Baumann, J. F., & Bason, J. (2020). Understanding literacy trends in survey research. In N. Duke & M. H. Mallette (Eds.), *Literacy Research Methodologies (3rd Ed.).* New York, NY: Guilford Press. (Invited)

Ash, G. E., & Baumann, J. F. (2017). Vocabulary and comprehension: The nexus of meaning. In S. Israel (Ed.), *Handbook of Research on Reading Comprehension* (2nd Ed.) (pp. 377-405). New York, NY: Guilford Press. (Invited)

Kuhn, M. R., **Ash, G. E**., & Gregory, M. (2012). Battling on two fronts: Creating effective oral reading instruction. In T. Rasinski, C. Blachowicz, & R. Lems (Eds.), *Fluency instruction: Research-based best practices* (2nd Ed.) (pp. 141-155). New York, NY: Guilford Press. (Invited)

Schwanenfluegel, P., Kuhn, M. R., & **Ash, G. E.** (2010). Oral and silent wide reading: Effects on reading acquisition. In E. H. Hiebert & D. R. Reutzel (Eds.), *Revisiting Silent Reading: New Directions for Teachers and Researchers* (pp. 181-197). Newark, DE: International Reading Association. (Invited)

Ash, G. E., & Kuhn, M. R. (2006). Meaningful oral and silent reading in the elementary and middle school classroom: Breaking the round robin reading addiction. In T. Rasinski, C. Blachowicz, & R. Lems (Eds.), *Fluency instruction: Research-based best practices* (pp. 155-172). New York: Guilford Press. (Invited)

Ash, G. E. (2004). Why students don't read, and what schools can do about it. In G. Bottoms, R. Murray, & I. Phillips (Eds.), *Literacy across the curriculum: Setting and implementing goals for grades six through twelve* (pp. 19-29). Atlanta: Southern Regional Education Board. (Invited)

Baumann, J. F., Kaméenui, E. J., & **Ash, G. E.** (2003). Research on vocabulary instruction: Voltaire redux. In J. Flood, J. M. Jensen, D. Lapp, & J. R. Squire (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 752-785). Mahwah, NJ: Lawrence Erlbaum. (Invited)

Galda, L., **Ash, G. E.**, & Cullinan, B. (2000). Children's Literature. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research, volume III* (pp. 361-379). Mahwah, NJ: Lawrence Erlbaum. (Invited)

Labbo, L. D., & **Ash, G. E.** (1998). What is the role of computer-related technology in early literacy? In S. Neuman & K. Roskos (Eds.), *Children achieving: Instructional practices in early literacy* (pp. 180-197). Newark, DE: International Reading Association.

2. ARTICLES

a. Refereed Articles

Ash, G. E. (2024). "Forget about Eden": (Violations of) Children's Rights in The Last Book in the Universe. *Advances in Literary Study, 12* (2), 130-142.

Ash, G. E., & Saunders, J. M. (2018). From "I Don't Like Mondays" to "Pumped Up Kicks": Rampage school shootings in young adult novels and young adult lives. *Children's Literature in Education, 49* (1), 34-46.

Van Overschelde, J. P., Saunders, J. M., & **Ash, G. E.** (2017). "Teaching is a lot more than just showing up to class and grading assignments": Preparing middle-level teachers for longevity in the profession. *Middle School Journal, 48* (5), 28-38.

Saunders, J. M., **Ash, G. E,** & Salazar, I., with Pruitt, R., Wallach, D., Breed, E., Saldana, S., & Szachacz, A. (2017). "We're already somebody": High School Students Practicing Critical Media Literacy IRL [in real life]. *Journal of Adolescent and Adult Literacy, 60* (5), 515-526.

Saunders, J. M., & **Ash, G. E.** (2013). Entering the arena: The figured worlds transitions of preservice teachers. *Journal of Adolescent and Adult Literacy, 56* (6), 490-499.

Jackson, J. K., & **Ash, G. E.** (2012). Science achievement for all: Improving science performance and closing achievement gaps. *Journal of Science Teacher Education. 23* (7), 723-744.

Rush, L. S., **Ash, G. E.**, Saunders, J. M., Holschuh, J., & Ford, J. (2011). Meaningful and significant texts for adolescent readers: Tensions in text selection policies. In P. J. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gillis, & C. C. Bates, (Eds.), *The 60th Yearbook of the National Reading Conference/Literacy Research Association (pp. 336-348).* Oak Creek, WI: Literacy Research Association.

Assaf, L. C., **Ash, G. E.,** Saunders, J. M., & Johnson, J. (2011). Renewing two seminal literacy practices: I-Charts and I-Search papers. *Voices from the Middle, 18* (4), 31-42.

Ash, G. E., Assaf, L. C., & Johnson, J. (2010). Process and perseverance: Supporting meaningful and relevant research. *English in Texas, 40* (1), 54-62.

Ash, G. E., Kuhn, M. R., & Walpole, S. (2009). Analyzing "inconsistencies" in practice: Teachers' continued use of round robin reading. *Reading and Writing Quarterly, 25* (1), 87-103.

Ash, G.E., & Assaf, L. (2008). "And the worth of our work shall be judged": Literacy and literacy research definitions of JLR reviewers and NRC members. In Y. Kim, V. J. Risko, D. Compton, D. Dickinson, M. K. Hundley, R. Jiménez, K. Leander, & D. W. Rowe (Eds.), *The 57th Yearbook of the National Reading Conference (pp. 84-93).* Oak Creek, WI: National Reading Conference.

Ash, G. E. (2005, March). Living with hope, rather than doubt: Classroom assessment of adolescent literacy learning. *Adolescent Literacy in Perspective*. Ohio Resource Center for Mathematics, Science, and Reading ADLIT: Advancing Adolescent Literacy Instruction Together. Available: http://www.ohiorc.org/adlit/documents/in_perspective_143.pdf (Invited)

Ash, G.E. (2002, March). Teaching readers who struggle: A pragmatic middle school framework. *Reading Online: The Online Journal of the International Reading Association, 5* (7). Now archived at https://web.archive.org/web/20050911171807/http://www.readingonline.org:80/articles/art_index.asp?HREF=ash/

Galda, L., **Ash, G. E.**, & Cullinan, B. (2001, April). Research on children's literature. *Reading Online: The Online Journal of the International Reading Association.* [Online journal], 4 (9). (Invited)

Triplett, C. F., & **Ash, G. E.** (2000). Reflecting on the portrayal of teacher/student relationships in children's literature. *The New Advocate, 13* (3), 241-258.

Ash, G. E. (2000). Not "what little kids can be like": Cultural appropriation and adults watching *South Park*. *Journal of Adolescent and Adult Literacy, 43* (8), 747-748.

Ash, G. E. (1998). "Literacy is a human endeavor. Period": Literacy definitions and delineations from the *JLR* Editorial Board. In T. Shanahan & F. V. Rodriguez-Brown (Eds.), *The 47th Yearbook of the National Reading Conference* (pp. 451-460). Chicago, IL: National Reading Conference.

b. Editorially Reviewed Articles

Ash, G. E., & Woodall, J. (August, 2025). Veiled advertising: Teaching digital literacy in the modern age. *Literacy Today 43* (1), 48-49. (Invited)

Ash, G. E. (2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(7), 600-602.

Ash, G. E. (2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(6), 510-512.

Ash, G. E. (2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(5), 419-422.

Ash, G. E. (2012-2013). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(4), 331-333.

Ash, G. E. (2012). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(3), 241-244.

Ash, G. E. (2012). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(2), 162-164.

Ash, G. E. (2012). Digital and Visual Texts. *Journal of Adolescent and Adult Literacy, 56*(1), 77-79.

Ash, G. E. (2012). Talking about *Terrible Things*: The craft of allegory in children's literature (Unfettered imaginations: Exploring the craft of children's literature.). *Journal of Children's Literature, 38* (2), 90-96.

Ash, G. E. (2012). Catching lightning in a jar: The craft of metaphor in children's literature (Unfettered imaginations). *Journal of Children's Literature, 38* (1), 79-84.

Ash, G. E. (2011). How many stories can you fit in a book? Ambiguity and multiple perspectives in picture book illustrations (Unfettered imaginations). *Journal of Children's Literature, 37* (2), 65-69.

Ash, G. E. (2011). Introduction: Unfettered imaginations: Exploring the craft of children's literature. *Journal of Children's Literature, 37* (1), 71-77.

Ash, G. E. (2005, October). What did Abigail mean? Literal, inferential, and critical comprehension instruction for adolescent readers. *Educational Leadership, 63* (2), 36-41. (Invited)

Ash, G. E. (2002). Repeated readings. In B. Guzzetti (Ed.), *Literacy in America: An encyclopedia of history, theory, and practice* (pp. 548-551). New York: ABC-CLIO. (Invited)

7. OTHER WORKS

Ash, G. E. (2025). *Enlighten Me: Clicks, credibility, and the classroom: Media literacy and modern journalism.* [Podcast]. Texas State University. https://podcasts.apple.com/us/podcast/clicks-credibility-and-the-classroom-media/id1694984726?i=1000741875310

Ash, G. E. (2018). *Engaging critical media literacy in the middle school classroom.* [Webinar]. McGraw Hill Education. https://www.youtube.com/watch?v=3nvt5ZqkCYY&feature=youtu.be

Ash, G. E. (2002). *Teaching readers who struggle: Strategies to meet literacy goal three*. [Videotape]. Southern Regional Education Board.

Ash, G. E. (2001). *Creating effective classroom literacy instruction for struggling readers in grades 6-8: Five essential elements* [Audiotape]. International Reading Association.

C. WORKS NOT IN PRINT

1. PAPERS PRESENTED AT PROFESSIONAL MEETINGS

PEER-REFEREED RESEARCH PRESENTATIONS

Ash, G. E. , Saunders, J. M., & Salazar, I. (2026, December). *Morality, authority, and obedience: Institutional decision-making and state control of post-secondary literacy education in Texas.* Paper to be presented at the annual meeting of the Literacy Research Association, Honolulu, Hawaii.

Lopez, M. L., Jansky, K., Saunders, J. M., & Ash, G. E. (2026, December). *It's a labyrinth: Uncertified English teachers' perspectives on becoming licensed in Texas.* Paper to be presented at the annual meeting of the Literacy Research Association, Honolulu, Hawaii.

Saunders, J. M., Salazar, I., & Ash, G. E. (2026, December). *Telling stories: Diminished efficacy and power in the figured world of schools.* Paper to be presented at the annual meeting of the Literacy Research Association, Honolulu, Hawaii.

Ash, G. E. (2024, July). *Using critical media literacy to spot veiled digital advertising: Identifying influencers, paid content, and product placements.* Paper presented at the National Association for Media Literacy Education Annual Conference, Online.

Ash, G. E. (2023, July). *Critical media literacy lessons with multimedia texts.* Paper presented at the National Association for Media Literacy Education Annual Conference, Online.

Ash, G. E. (2022, July). *Media literacy and the Los Angeles Times coverage of the Sleepy Lagoon trial and the "Zoot Suit Riots" (1942-43).* Paper presented at the National Association for Media Literacy Education Annual Conference, Online.

Ash, G. E. (2021, December). *Getting to the core of apple: A call for common sense in phoneme segmentation instruction and assessment.* Paper presented at the annual meeting of the Literacy Research Association, Online/Atlanta, GA.

Ash, G. E. (2020, December). *"The One and Only Science of Teaching Reading": Questioning a single narrative's role in literacy policy and practice.* Alternative Session to be presented at the virtual annual meeting of the Literacy Research Association, Online (due to COVID).

Ash, G. E., Garza, R., & Saunders, J. M. (2019, December). *White savior reeditado: Attempting to identify teacher caring in ya novels with Latinx characters.* Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Adolescent Literacy Committee* of the International Literacy Association. (2019, October). *Adolescent literacy: Engagement within and outside the disciplines*. Research Symposium presented at the annual meeting of the International Literacy Association, New Orleans, LA. (*K. N. Headley, V. Gillis, H. Casey, **G. E. Ash**, G. Boggs, A. Bonafide, D. Morgan, and E. Ortlieb, featuring Donna Alvermann and Amy Wilson-Lopez)

Ash, G. E., & Garza, R. (2018, November). *Listening to students' voices: Identifying teacher caring in YA novels with Latinx characters.* Research poster session presented at the annual meeting of the National Council of Teachers of English, Houston, TX.

Ash, G. E., Saunders, J. M., & Garza, R. (2018, July). *The way water takes to paper: Identifying teacher caring in YA novels with Latinx characters.* Paper presented at the annual meeting of the Children's Literature Association, San Antonio, TX.

Saunders, J. M., & Ash, G. E. (2017, November). *The kids are all right: High school students' critical engagement through social media and its resultant maelstrom.* Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.

Ash, G. E., & Saunders, J. M. (2016, December). *From "I don't like Mondays" to "Pumped up kicks": Rampage school shootings in young adult literature and young adult lives.* Paper presented at the annual meeting of the Literacy Research Association, Nashville, TN.

Ash, G. E. (2015, December). *Children's literature: Windows, mirrors, and sliding glass doors for pre-service teachers*. Symposium Discussant at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Saunders, J. M., & Ash, G. E. (2012, December). *Developing the hive society: One teacher's journey to harness new literacies in her classroom.* Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, San Diego, CA.

Ash, G. E., Rush, L., & Saunders, J. (2011, December). *The politics of text: Close and critical reading(s) of the Stotsky report.* Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Jacksonville, FL.

Ash, G. E., Holschuh, J, Rush, L., & Saunders, J. (2011, November). *Teaching to the text: Forces influencing text selection in grades 6-12*. Research Symposium presented at the annual meeting of the National Council of Teachers of English, Chicago, IL.

Ash, G. E., Assaf, L. C., & Johnson, J. (2011, January). *Making student research meaningful and relevant: Developing inquiry across curricula and genres in the middle grades.* Paper presented at the annual meeting of the Texas Council of Teachers of English Language Arts, Galveston, TX.

Ash, G. E. (2010, December). *One child left behind: A case study of an adult non-reader.* Roundtable presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

Ash, G. E., Rush, L., Heron-Hruby, A., Saunders, J., Ford, J., & Holschuh, J. (2010, December). *Meaningful and significant texts for adolescents in middle and high school: Mediating tensions between students' needs and gatekeeping texts.* Alternative Format presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

Assaf, L. C., & Ash, G. E. (2010, December). *Mediated writing instruction for adolescent English learners: Examining three secondary teachers*. Paper presented at the annual meeting of the National Reading Conference/Literacy Research Association, Fort Worth, TX.

Schwanenfluegel, P., Kuhn, M. R., & Ash, G. E. (2010, May). *Oral and silent wide reading: Effects on reading acquisition.* Paper presented as part of the Revisiting Silent Reading: New Directions for Teachers and Researchers Institute at the annual meeting of the International Reading Association, Chicago, IL.

Ash, G. E., & Assaf, L. C. (2010, January). *Developing inquiry and research across curricula and genres in the middle grades: A formative experiment.* Paper presented at the annual meeting of the Texas Council of Teachers of English Language Arts, Austin, TX.

Ash, G. E., Rush, L., Heron-Hruby, A., & Saunders, J. (2009, December). *Meaningful and significant texts for adolescents in middle and high school: Mediating tensions between students' needs and gatekeeping texts.* Study group presented at the annual meeting of the National Reading Conference, Albuquerque, NM.

Assaf, L., Dooley, C., & Ash, G. E. (2008, December). *Educational inequities: Two teachers' knowledge about reading instruction in this high-stakes era.* Paper presented the annual meeting of the National Reading Conference, Orlando, FL.

Ash, G. E. (2008, November). *Comprehension-oriented fluency: Reading for prosody means reading for meaning.* Poster session presented at the annual meeting of the National Council of Teachers of English, San Antonio, TX.

Ash, G. E., & Assaf, L. C. (2007, November). *Literacy definitions of JLR reviewers and NRC members: Have they changed over a decade?* Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Kuhn, M. R., & Ash, G. E. (2007, May). *Fluency instruction for groups of learners: Implications for classroom practice.* Research Poster Session presented at the annual meeting of the International Reading Association, Toronto, ON, Canada.

Ash, G. E., & Knight, D., & Uribe-Zarain, X. (2006, May). *Developing profiles of adolescents who struggle with school-based literacies: A beginning.* Research poster session presented at the annual meeting of the International Reading Association, Chicago, IL.

Ash, G. E., & Knight, D., & Uribe-Zarain, X. (2005, December). *Adolescents who struggle with school-based literacies: One size does not fit all.* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Ash, G. E., & Knight, D., & Uribe-Zarain, X. (2004, December). *One size does not fit all: Orthographic development in adolescents who struggle with school-based literacies.* Roundtable presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Knight, D., & Ash, G. E. (2004, November). *Assessment and instruction of spelling in struggling adolescent readers.* Paper presented at the annual conference of the International Dyslexia Association, Philadelphia, PA.

Ash, G. E. (2004, May). *Continuing and maintaining fluency development in the intermediate and middle grades.* Research session presented at the annual meeting of the International Reading Association, Reno, NV.

Ash, G. E. (2003, December). *Progress as potential: The evaluation of a long-term literacy professional development program for middle school teachers.* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E., & Knight, D. (2003, December). *Orthographic development in adolescents who struggle with school-based literacies: Beginning to understand the phenomenon (Research in Progress).* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E., Kuhn, M. R., & Walpole, S. (2003, December). *Flying in the face of research: Inservice teachers' use of round robin reading (Research in Progress.)* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E. (2002, December). *Focusing on struggling readers: The evaluation of a long-term professional development program for middle school teachers (Research in Progress).* Paper presented at the annual meeting of the National Reading Conference, Miami, FL.

Ash, G. E. (2001, December). *Developing a balanced literacy framework for middle school instruction: Learning with and from teachers.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Ash, G. E., & Kuhn, M. R. (2001, December). *Round Robin Reading Anonymous (RRRA): Investigating inservice and preservice teachers' continued pursuit of round robin reading.* Paper presented at the annual meeting of the National Reading Conference, San Antonio, TX.

Ash, G. E. (2001, April). *Middle school teachers' ethical stances and role perceptions.* Research Poster session presented at the annual meeting of the International Reading Association, New Orleans, LA.

Ash, G. E. (2000, November). *Assuming ethical stances: Middle school teachers' perceptions of their role in the literacy development of struggling readers.* Paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E., & Hagood, M. C. (2000, November). *Of rats and researchers: Unintended motivational consequences of a literacy intervention.* Roundtable paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Duffy-Hester, A. M., & Ash, G. E. (2000, May). *Beyond the pullout program: Teaching struggling readers in the elementary and middle school classroom.* Institute Co-Chair at the annual meeting of the International Reading Association, Indianapolis, IN.

Ash, G. E. (2000, May). *Making the unlikely likely: Balanced reading instruction for multiple levels of literacy experience in the middle school classroom.* Paper presented at an Institute for struggling readers at the annual meeting of the International Reading Association, Indianapolis, IN.

Ash, G. E. (2000, April). *Recommendations and realities: An integrative review of middle school content area text use.* Roundtable paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Ash, G. E. (1999, December). *Recommended practices for struggling middle school readers: What's the research base?* Paper presented as part of a symposium on teaching diverse populations at the annual meeting of the National Reading Conference, Orlando, FL.

Ash, G. E., & Hagood, M. C. (1999, December). *Ascending chairs and grabbing ropes: Shoring up the scaffold to make the climb or jerking out the support to take the noose?* Paper presented as part of an alternative format on constructivist and responsive teaching at the annual meeting of the National Reading Conference, Orlando, FL.

Hagood, M. C., & Ash, G. E. (1999, April). *"I want my MTV!": Reading fluency, student motivation, karaoke, and pop culture: An exploration of repeated readings in an adolescent social context.* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Triplett, C. F., Ash, G. E., Duffy-Hester, A. M., Pearson, C., Ratliff, J., & White, D. (April, 1999). *Expanding our vision: A look at preservice teachers across time, context, and curriculum.* Paper presented at the annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

Ash, G. E. (1998, December). *Focusing the lens: Preservice teachers' literacy experiences and formation of models of literacy instruction.* Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Ash, G. E. (1998, December). *Recipes from Chato's Kitchen: Doing middle school in San Antonio.* Paper presented as part of a symposium on cross-cultural teaching at the annual meeting of the National Reading Conference, Austin, TX.

Labbo, L., Field, S., & Ash, G. E. (1998, December). *"George Washington lives there, but he's dead now": An examination of how kindergarten and first-grade children make sense of informational text.* Roundtable paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Triplett, C., & Ash, G. E. (1998, December). *For the sake of the children: Relational and rebellious teachers in children's literature.* Paper presented at the annual meeting of the National Reading Conference, Austin, TX.

Ash, G. E. (1997, December). *Cross-age tutoring as an aspect of reading instruction for delayed readers.* Roundtable paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E. (1997, December). *What is literacy? A range of definitions and delineations from the JLR editorial board.* Roundtable paper presented at the annual meeting of the National Reading Conference, Scottsdale, AZ.

Ash, G. E., Willson, V. L., & Sequeira, M. (1993, January). *IQ and ethnicity as predictors of reading performance: Examining the biases of standardized testing.* Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX

Ash, G. E. (1993, June). *Curing the body through the mind: The enlightened medicine of The Secret Garden.* Paper presented at the annual international meeting of the Children's Literature Association (MLA), Fredericton, New Brunswick, Canada.

PEER-REFEREED PRESENTATIONS

Ash, G. E. (2024, January). *Forging your teaching future: Graduate study opportunities at Texas State University.* Session presented at the annual conference of the Texas Council of Teachers of English Language Arts, Round Rock, TX.

Ash, G. E. (2019, March). *Honing your inner skeptic: Reading social media critically.* Session presented at the annual conference of the Texas Association for Literacy Education, Waco, TX.

Ash, G. E. (2019, January). *Reading social media critically: Honing your inner skeptic.* Session presented at the annual conference of the Texas Council of Teachers of English Language Arts, San Antonio, TX.

Ash, G. E., Lopez, M., Saunders, J. M., Garcia, J., & Vela, I. (2018, July). *The three questions: Creating a successful district-university collaboration for the preparation of reading professionals.* Session to be presented at the annual conference of the International Literacy Association, Austin, TX.

Ash, G. E., & Saunders, J. M. (2016, February). *Those who can't, teach. Critical media literacy for social media users.* Session presented at the Texas Association for Literacy Education, San Antonio, TX.

Ash, G. E., Assaf, L. C., Delaney, C., Saunders, J. M., & Taylor, V. (2016, January). *Publishing in English in Texas.* Session presented at the Texas Conference of Teachers of English Language Arts. Austin, TX.

Ash, G. E., & Saunders, J. M. (2015, July). *It's a Hoax! Social Networking Savvy for You and Your Students.* Session presented at the annual meeting of the International Reading Association/ International Literacy Association, St. Louis, MO.

Ash, G. E., Assaf, L, Delaney, C., Saunders, J. M., & Taylor, V. (2015, January). *Publishing in English in Texas*. Session presented at the Texas Conference of Teachers of ELA. Houston, TX.

Ash, G. E., Assaf, L., Delaney, C., Saunders, J. M., & Taylor, V. (2014, January). *Publishing in English in Texas.* Session Presented at the Texas Conference of Teachers of ELA. Corpus Christi, TX.

Ash, G. E., Assaf, L. C., Delaney, C., Saunders, J. M., & Taylor, V. (2013, January). *Publishing in English in Texas.* Session Presented at the Texas Conference of Teachers of ELA. Dallas, TX.

Ash, G. E. (2008, March). *Early childhood education: A focus on the content areas.* Session presented at the annual meeting of the Association of Supervision and Curriculum Development, New Orleans, LA.

Ash, G. E., & Prillaman, B. A. (2006, May). *Becoming an Expert Teacher to Create Expert Readers: Refining the Process of Comprehension Strategy Instruction in Your 4-8 Classroom.* Microworkshop presented at the annual meeting of the International Reading Association, Chicago, IL.

Ash, G. E., & Prillaman, B. A. (2005, May). *You've got to read it to understand it; you've got to understand it to learn it! Improving comprehension instruction in both ELA and the content area in the middle grades.* Microworkshop presented at the annual meeting of the International Reading Association, San Antonio, TX.

Ash, G. E., & Prillaman, B. A. (2004, May). *Working to make it make sense: How to provide well-developed comprehension strategy instruction in the 4-8 classroom* Microworkshop presented at the annual meeting of the International Reading Association, Reno, NV.

Ash, G. E., & Prillaman, B. A. (2003, May). *Expanding what good readers do: Working with English language learners on the four critical roles for readers.* Session presented at the annual meeting of the International Reading Association, Orlando, FL.

Ash, G. E. (2002, April). *Who's positioning whom? Integrating critical literacy instruction into your middle school language arts classroom without forgetting about regular literacy instruction.* Session presented at the annual meeting of the International Reading Association, San Francisco, CA.

Ash, G. E. (2001, April). *Creating effective classroom literacy instruction for struggling readers in grades 6-8: "Five essential elements for struggling middle school readers."* Session presented at the annual meeting of the International Reading Association, New Orleans, LA.

Ash, G. E., & Hagood, M. C. (2000, May). *Improving struggling readers' oral reading fluency, meaning making, and motivation through karaoke. "This next song goes out to Miss Margaret and Miss Gwynne!": Creating a Karaoke Club at your school.* Session presented at the annual meeting of the International Reading Association, Indianapolis, IN

Ash, G. E. (1998, May). *Implementing cross-age tutoring at your school: "It's more than just reading aloud, Miss!"* Session presented at the annual meeting of the International Reading Association, Orlando, FL.

Ash, G. E. (1997, April). *Children as witness: Holocaust and Japanese internment narratives in the middle school classroom.* Paper presented at the 29th annual conference on Children's Literature, University of Georgia, Athens, GA.

2. INVITED TALKS, LECTURES, PRESENTATIONS

Ash, G. E. (2025, June). *Dyslexia: Profiles, assessment, and intervention.* Invited Guest Lecture in COUN 5338 - Advanced Issues School Counseling: Counseling, Consultation, and Coordination of Services, Texas State University, San Marcos, TX.

Ash, G. E., (2024, October). *Teaching Students to be Expert Readers of the News*. Humanities Texas, Houston, TX.

Ash, G. E., (2024, October). *Teaching Media Literacy: Teaching strategies, assignments, and activities*. Humanities Texas, Houston, TX.

Ash, G. E. (2024, October). *Using Critical Media Literacy to Spot Veiled Digital Advertising: Identifying Influencers, Paid Content, and Product Placements*. Supporting Teachers' Professional Identity Webinar: Presenting in the 2024 International Literacy Association Award Winners. Online.

Ash, G. E. (2024, April). *Teacher for life: How teachers change futures.* Keynote for the New Member Initiation, Kappa Delta Pi Education Honor Society, San Marcos, TX.

Ash, G. E., (2022, October). *Teaching Students to be Expert Readers of the News*. Humanities Texas, Austin, TX.

Ash, G. E., (2022, October). *Teaching Media Literacy: Teaching strategies, assignments, and activities*. Humanities Texas, Austin, TX.

Ash, G. E. (2022, October). *Dyslexia: Profiles, assessment, and intervention.* Invited Guest Lecture in COUN 5338 - Advanced Issues School Counseling: Counseling, Consultation, and Coordination of Services, Texas State University, San Marcos, TX.

Ash, G. E., (2021, December). *Democracy and the informed citizen: Teaching strategies, assignments, and activities.* Humanities Texas, Austin, TX.

Ash, G. E. (2020, July). *Dyslexia: Profiles, assessment, and intervention.* Invited Guest Lecture in COUN 5338 - Advanced Issues School Counseling: Counseling, Consultation, and Coordination of Services, Texas State University, San Marcos, TX.

Ash, G. E. (2018, November). *Teaching: Art, science, and calling.* Kappa Delta Pi Induction Ceremony Keynote Lecture, Texas State University, San Marcos, TX.

Ash, G. E. (2018, September). *Who can you trust? Engaging critical media literacy lessons in the middle school classroom.* Invited Presentation. Texas Literacy Symposium, Houston, TX.

Ash, G. E. (2018, June). *Teaching media literacy skills.* Invited Presentation. Teaching the American Literary Tradition: Humanities Texas, San Antonio, TX.

Ash, G. E. (2018, April). *Who can you trust? Engaging critical media literacy lessons in the middle school classroom.* Invited Presentation. Texas Literacy Symposium, Dallas, TX.

Ash, G. E. (2018, March). *Taking the threefold path: Effective vocabulary instruction for equity.* Invited Presentation. International Literacy Association West Conference, San Diego, CA.

Ash, G. E. (2018, February). *Setting the world on fire: Students connecting with critical media literacy IRL.* Invited Keynote. Texas Association for Literacy Education Annual Conference, Canyon, TX.

Ash, G. E. (2017, November). *"Who am I to say?" Engaging critical media literacy lessons in the middle and secondary classroom.* Invited Presentation. Arkansas Reading Association Annual Literacy Conference, Little Rock, AR.

Ash, G. E. (2017, November). *Living dangerous literacies: Critical literacy burning wild, burning bright.* Invited Keynote. Alabama Reading Association Annual Conference, Birmingham AL.

Ash, G. E. (2017, November). *Evaluating news sources: Engaging critical media literacy lessons in the middle and secondary classroom.* Invited Presentation. Alabama Reading Association Annual Conference, Birmingham, AL.

Ash, G. E. (2017, September). *"What is reliable information?" Engaging critical media literacy in the middle and secondary classroom.* Invited Presentation. Alaska Cross Content Conference, Fairbanks, AK.

Ash, G. E. (2017, September). *Mighty morphing power roots! Using generative vocabulary instruction in the disciplines.* Invited Presentation. Alaska Cross Content Conference, Fairbanks, AK.

Ash, G. E. (2017, September). *Be a fire starter: Igniting critical literacy IRL.* Invited Keynote. Alaska Cross Content Conference, Fairbanks, AK.

Ash, G. E. (2016, October). *Let the kids teach: Engaging critical media literacy in the middle and secondary classroom.* Invited Presentation. Montana State Reading Conference, Billings, MT.

Ash, G. E. (2016, October). *Watching wildfires burn: Student literacy IRL (in real life).* Invited Keynote. Montana State Reading Conference, Billings, MT.

Ash, G. E., Saunders, J. M., & Salazar, I. (2016, July). *"The kids are all right": Guiding adolescents' critical use of social media to read and respond to their world.* International Literacy Association Annual Conference, Boston, MA.

Ash, G. E. (2014, November). *Teaching: Art, science, and calling.* Kappa Delta Pi Induction Ceremony Keynote Lecture, Texas State University, San Marcos Texas.

Ash, G. E. (2013, August). *Pining for droogs at the milkbar: Despotic mind and body control in YA dystopian fiction, 1993-2013.* Nerd Nite Austin, Austin, TX.

Ash, G. E. (2010, September). *Beyond round robin reading: Supporting reading for understanding in your classroom.* Wyoming Literacy Education Conference, Laramie, WY.

Ash, G. E. (2008). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2007, May). *Teaching: Art, science, and calling.* College of Education Honors Day Keynote Lecture, Texas State University, San Marcos, TX.

Ash, G. E. (2006, August). *Protest and dissent: Listening to the voice(s) of America.* New Student Convocation, Texas State University. San Marcos, TX.

Ash, G. E. (2006, June). *More than just hope: Building exemplary literacy programs for young adolescents.* Keynote Address—Ohio Literacy Institute. Columbus, OH.

Ash, G. E. (2005, July). *Research-based middle school literacy instruction.* The Southern Regional Education Board's 19th Annual Conference, Nashville, TN.

Ash, G. E. (2004, March). *Literacy for struggling middle school readers.* The Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Ohio Department of Education, Office of Reform and Federal Student Programs, Columbus, OH.

Ash, G. E. (2004, March). *Looking into word study for young adolescents to improve word identification, spelling, and vocabulary.* The Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), Ohio Department of Education, Office of Reform and Federal Student Programs, Columbus, OH.

Ash, G. E., & Prillaman, B. (2003, July). *Building ELL students' critical reading strategies.* The Southern Regional Education Board's 17th Annual Conference, Nashville, TN.

Ash, G. E. (2002, December). *What research and theory tell us about literacy instruction in the middle/high school.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2002, December). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2002, November). *What research and theory tell us about literacy instruction in the middle/high school.* Ohio Resource Center for Mathematics, Science, and Reading, Columbus, OH.

Ash, G. E. (2002, November). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Ohio Resource Center for Mathematics, Science, and Reading, Columbus, OH.

Ash, G. E. (2002, July). *Teaching readers who struggle: A pragmatic language arts framework.* The Southern Regional Education Board's 16th Annual Conference, Louisville, KY.

Ash, G. E., Baumann, J, F., & Kameenui, E. J. (1999, April). *Still looking for answers: Vocabulary research 1989-1998*. Annual meeting of the American Educational Research Association, Montréal, Quebec, Canada.

3. CONSULTANCIES

Safal Partners

TEA/SBEC IMRA Rubric Development for Reading Language Arts Supplemental Materials, 2025

Humanities Texas

Presenter, Teaching Media Literacy, 2024
Instructional Consultant, Latino Americans Curriculum, 2023
Presenter, Teaching Media Literacy, 2022
Faculty Director, Democracy and the Informed Citizen: Teaching Media Literacy, 2021
Presenter, Teaching The American Literary Tradition, 2018

Judson ISD, Writing (with the Central Texas Writing Project), 2019-2020

McGraw-Hill Education, Thought Leader, 2018

DANA Center, University of Texas, Curriculum Design, 2012-2013.

Chapa Middle School, Hays Consolidated School District, Kyle, TX, Program Designer, Middle School Research Curriculum, Grades 6-8, 2009-2013.

KIPP Middle School Consortium (KIPP MAC), Atlanta, GA, Program Designer, Middle School ELA Curriculum, Grades 5-8, 2008-2012.

Urbana City Schools, Urbana, OH, Middle School Literacy Curriculum Designer and Professional Development Leader, Grades 4-8, 2010-2011.

State of Texas, Texas Education Association, Presenter, Teaching Adolescent Literacy Academy, Grade 6. 2007-2008.

State of Ohio, Department of Education. National Reviewer, English Language Arts Program Models, Grades 9-12. 2006-2007.

Walnut Springs Elementary School (*formerly* Dripping Springs Intermediate School). Professional Development Consultant, Dripping Springs, TX. 2005-2012.

Jersey City Public Schools, NJ. Curriculum Developer, English Language Arts, Grades 7-8. 2005-2008.

Southern Regional Education Board. Consultant, High Schools That Work, 2001-2005

4. WORKSHOPS

Ash, G. E., (2026, October). *Preparing for the STR [Science of Teaching Reading] TExES*. Charles Butt Foundation Scholars, San Marcos, TX.

Ash, G. E., (2026, April). *Preparing for the STR [Science of Teaching Reading] TExES*. Charles Butt Foundation Scholars, San Marcos, TX.

Ash, G. E., (2025, March). *Preparing for the STR [Science of Teaching Reading] TExES*. Charles Butt Foundation Scholars, San Marcos, TX.

Ash, G. E. (2024, February). *Common Reading Difficulties and Strategies for Teachers.* Kappa Delta Pi Education Honor Society, San Marcos, TX.

Ash, G. E. (2019, January). *Reading social media critically: Honing your inner skeptic*. Hill Country and West Ridge Middle Schools, Eanes ISD, Austin, TX.

Ash, G. E. (2018, October). *Getting Critical: Engaging Social Media Literacy Lessons*. Garland ISD LitCon, Garland, TX.

Ash, G. E. (2018, March). *Emergent literacy development and your child.* School and parent education session, All-Austin Cooperative Nursery School, Austin, TX.

Ash, G. E. (2014, October). *"Don't open your story with a picture of an abandoned house." Representations of modern American Indians/Native Americans in YA fiction and non-fiction.* The Power of Diverse Literature for Children and Young Adults, The Annual Texas Association for the Improvement of Reading (TAIR) and Central Texas Writing Project (CTWP) Fall Conference, San Marcos, TX.

Holschuh, J. P., & Ash, G. E. (2013, April). *Why don't students read before class? (And what can we do about it?).* Texas State University, Office of Professional Development, San Marcos, TX.

Ash, G. E. (2011, April). *Applying academic language instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2011, March). *Academic language instruction for English language learners in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2011, March). *Selecting the appropriate words for academic language instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2011, February). *Vocabulary strategies for academic language instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2010, October). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction.* Urbana City Schools, Urbana, OH.

Ash, G. E. (2010, August). *Morphology-based vocabulary instruction in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E. (2010, August). *Watch your tone! The importance of tone in writing and reading.* Hays Consolidated Independent School District and Central Texas Writing Project Open Institute, Dahlstrom Middle School, Buda, TX.

Ash, G. E., & Assaf, L. C. (2010, January). *Using I-Charts to support inquiry in the middle grades.* Chapa Middle School, Kyle, TX.

Ash, G. E., & Stroud, L. L. (2009, November). *Supporting content area literacy learning.* Round Rock High School, Round Rock, TX.

Ash, G. E. (2009, November). *Using differentiated instruction for effective word study instruction.* Walnut Springs Elementary, Dripping Springs, TX.

Ash, G. E. (2009, October). *An introduction to word study.* Walnut Springs Elementary, Dripping Springs, TX.

Ash, G. E. (2009, October). *Differentiating comprehension strategy instruction.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, October). *Watch your tone! The importance of tone in writing and reading.* Central Texas Writing Project Annual Teacher Conference, San Marcos, TX.

Ash, G. E. (2009, September). *Reciprocal teaching: Supporting independence in comprehension strategy use.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, July). *Vertical alignment of comprehension instruction: Building on the building blocks.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, May). *Using assessment to guide instruction: Focusing on students' needs.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, March). *Alternatives to round robin reading: Supporting independent reading in the middle grades.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2009, January). *Research-based fluency interventions for adolescent readers.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2008, November). *Small group reading instruction: Organization and practicalities.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2008, October). *Supporting readers who struggle: Meeting individual needs.* KIPP Middle School Consortium, Atlanta, GA.

Ash, G. E. (2008, January). *Small group reading instruction: Organization and practicalities.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, October). *Assessment-driven reading instruction.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, June). *Supporting readers who struggle: Meeting individual needs.* World of Wonder Charter School, Dayton, OH.

Ash, G. E. (2007, May). *Developing word study lessons for direct instruction, guided practice, and independent practice.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, April). *Derivational relations spellers.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, April). *Within-word and syllables and affixes spellers.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, March). *Emergent and letter-name spellers.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, March). *Word study: An introduction to developmental orthography instruction.* Walnut Springs Elementary School, Dripping Springs, TX.

Ash, G. E. (2007, March). *Exemplary comprehension instruction in the middle grades.* Education Service Center, Region 18, Midland, TX.

Ash, G. E. (2007, January). *Integrating 6+1 Traits into your writing instruction and assessment.* World of Wonder Charter School, Dayton, OH.

Ash, G. E. (2007, January). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction.* Education Service Center, Region 18, Midland, TX.

Ash, G. E. (2006, September). *Protest and dissent: Listening to the voice(s) of America.* Undergraduate Advisors' Retreat, Texas State University. San Marcos, TX.

Ash, G. E. (2006, August). *Exemplary comprehension instruction in the middle grades.* Midland Independent School District, Midland, TX.

Ash, G. E. (2006, May). *Protest and dissent: Listening to the voice(s) of America.* US 1100 Instructors' Retreat, Texas State University. San Marcos, TX

Ash, G. E. (2006, February). *Improving vocabulary and comprehension instruction for adolescents.* Northwest Ohio Regional Professional Development Center, Toledo, OH.

Ash, G. E. (2005, June). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a three-day training in instruction in vocabulary, word study, and comprehension strategies). A County-wide-inservice.* East Holmes Local Schools, Holmes County, OH.

Ash, G. E. (2005, February). *Critical literacy: Applying the four reader roles to informative, technical, and persuasive texts.* Northwest Ohio Regional Professional Development Center, Toledo, OH.

Ash, G. E. (2004, October). *Teaching vocabulary to improve comprehension. A County-wide inservice.* Monroe County Intermediate School District, Monroe, MI.

Ash, G. E. (2004, August). *In the muddle: Teaching literacy to real adolescents in real schools. A focus on American history: Part II.* Mahoning County Educational Service Center, Youngstown, OH.

Ash, G. E. (2004, August). *Words really DO matter: Teaching vocabulary in all classrooms.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2004, August). *Word study for young adolescents to improve word identification, spelling, and vocabulary.* Ohio Department of Education, Columbus, OH.

Ash, G. E. (2004, April). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* North Central Ohio Special Education Regional Resource Center, Mansfield, OH.

Ash, G. E. (2004, April). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* East Central Ohio Special Education Regional Resource Center, New Philadelphia, OH.

Ash, G. E. (2004, March). *In the muddle: Teaching literacy to real adolescents in real schools. A focus on American history: Part I.* Mahoning County Educational Service Center, Youngstown, OH.

Ash, G. E. (2004, February). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Northwest Ohio Regional Professional Development Center, Toledo, OH.

Ash, G. E. (2004, February). *In the muddle II: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Northwest Ohio Special Education Regional Resource Center, Bowling Green, OH.

Ash, G. E. (2003, November). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* West Central Ohio Special Education Regional Resource Center, Wapakoneta, OH.

Ash, G. E. (2003, October). *Teaching reading strategies students USE: Strategic teaching for strategic learning.* Bayard Elementary School, Christina School District, Wilmington, DE.

Ash, G. E. (2003, October). *Text-based writing: Strategies for understanding the criteria and supporting developing answers.* Conrad Middle School, Red Clay Consolidated School District, Wilmington DE.

Ash, G. E. (2003, October). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Northwest Ohio Special Education Regional Resource Center, Bowling Green, OH.

Ash, G. E. (2003, September). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a two- day training in instruction in fluency, word study, and comprehension strategies).* Northeast Ohio Special Education Regional Resource Center, Warren, OH.

Ash, G. E. (2003, August). *Research-based fluency interventions for adolescent readers.* Ninth Grade Academy, Christina School District, Wilmington, DE.

Ash, G. E. (2003, August). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a two- day training in instruction in fluency, word study, and comprehension strategies).* Trimble Middle School, Trimble Local Schools, Glouster, OH.

Ash, G. E. (2003, July). *Words really DO matter: Teaching vocabulary in all classrooms*. Ohio Department of Education, Columbus, OH.

Ash, G. E. (2003, June). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction.* Edmonds School District, Lynnwood, WA.

Ash, G. E. (2003, May). *What research and theory tell us about literacy instruction in the middle/high school.* Western Regional Professional Development Center, Dayton, OH.

Ash, G. E. (2003, May). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction* Western Regional Professional Development Center, Dayton, OH.

Ash, G. E. (2003, April). *What research and theory tell us about literacy instruction in the middle/high school.* Southeastern Regional Professional Development Center, Athens, OH.

Ash, G. E. (2003, April). *In the muddle: Teaching literacy to real adolescents in real schools. An overview of a pragmatic approach to literacy planning and instruction* Southeastern Regional Professional Development Center, Athens, OH.

Ash, G. E. (2003, March). *Expanding what good readers do: Focusing on the four reader roles in content area instruction.* District-wide Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2003, March). *Expanding what good readers do: Focusing on the four reader roles.* West Central Regional Professional Development Center, Lima, OH.

Ash, G. E. (2003, March). *Guided reading in literature circles: Preparing for the three-ring circus.* West Central Regional Professional Development Center, Lima, OH.

Ash, G. E. (2003, February). *In the muddle: Teaching literacy to real adolescents in real schools. A pragmatic approach to literacy planning and instruction (a two- day training in instruction in fluency, word study, and comprehension strategies).* West Central Regional Professional Development Center, Lima, OH.

Ash, G. E. (2002, December). *Fluency: What every teacher needs to know*. Ninth Grade Academy, Christina Independent School District, Wilmington, DE.

Ash, G. E. (2002, November). *Text-based writing: Strategies and assessments.* A. I. DuPont Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2002, October). *Word study: Orthographically-related spelling, word identification, and vocabulary development, grades 9-12*. Ninth Grade Academy, Christina Independent School District, Wilmington, DE.

Ash, G. E. (2002, September). *Guided reading in the intermediate grades: Fostering independent comprehension strategy use.* Jefferson Elementary School, Wausau, WI.

Ash, G. E. (2002,September). *Stop working so hard! Making students responsible for THEIR content area learning.* District-wide Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2002, September). *Guided reading with a focus on literacy centers.* Star Hill Elementary School, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2002, August). *What all good readers do: Before, during, and after comprehension instruction for the content areas, grades 4-8*. Hinesville School District, Hinesville, GA.

Ash, G. E. (2002, August). *Comprehension instruction continued: Still focusing on what good readers do, grades 4-8*. Hinesville School District, Hinesville, GA.

Ash, G. E. (2002, August). *Making the unlikely likely: Five essential elements for middle school students who struggle with literacy.* Hinesville School District, Hinesville, GA.

Ash, G. E. (2002, July*). Teaching readers who struggle: A pragmatic language arts framework (a full day training in instruction in fluency, word study, and comprehension strategies).* Nataki Talibah School of Detroit, Detroit, MI.

Ash, G. E. (2002, June). *Word study: Orthographically-related spelling, word identification, and vocabulary development, grades 4-8*. New Brunswick Public Schools, New Brunswick, NJ.

Ash, G. E. (2002, May). *Helping them all become good readers: Effectively using teacher-directed content area comprehension strategy activities*. New Brunswick Public Schools, New Brunswick, NJ.

Ash, G. E. (2002, April). *Helping them all become good readers: Effectively using teacher-directed comprehension strategy activities*. Longfellow Elementary, Bridgeport Public Schools, Bridgeport, CT.

Ash, G. E. (2002, March). *Guided reading with a focus on literacy centers*. Syracuse City School District, Syracuse, NY.

Ash, G. E. (2002, March). *What all good readers do*. New Jersey State Fourth Grade Teacher Convention – "Increasing Student Achievement in Your Fourth-grade Classroom." Fairfield, NJ.

Ash, G. E. (2002, March). *Scaffolded reading instruction for strategic learning*. New Jersey State Fourth Grade Teacher Convention – "Increasing Student Achievement in Your Fourth-grade Classroom." Fairfield, NJ.

Ash, G. E. (2002,February). *Strategy instruction for independence* A. I. DuPont Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2002, January). *Strategy instruction for independence: Making connections*. Welch Elementary School, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2002, January). *Strategy instruction for independence: Comprehension and vocabulary instruction for intermediate and middle school students*. Edmonds School District, Lynnwood, WA.

Ash, G. E. (2002, January). *Best practices in English language arts: Building best practices from the bottom up*. Edmonds School District, Lynnwood, WA.

Ash, G. E. (2001,November). *Comprehension instruction, part III: Still focusing on what good readers do*. Caesar Rodney District Middle and High School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, November). *Strategic readers making connections*. Cape Henlopen School District, Lewes, DE.

Ash, G. E. (2001, November). *Comprehension instruction: What to look for in teacher observations, Part II*. Delaware Association for School Leadership, Wilmington, DE.

Ash, G. E. (2001, October). *Comprehension instruction: What to look for in teacher observations, Part I*. Delaware Association for School Leadership, Wilmington, DE.

Ash, G. E. (2001, August). *The essential elements of adolescent literacy instruction: A framework*. Edmonds School District, Lynnwood, WA.

Ash, G. E. (2001,August). *Words, words, words: Orthographic knowledge and word identification, spelling, and vocabulary instruction in the middle grades*. DOE/DATE Summer Conference on the Teaching of English, Camden-Wyoming, DE.

Ash, G. E. (2001, August). *Title I literacy instruction: A framework, part II*. Caesar Rodney District Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, August). *Title I literacy instruction: A framework, part I*. Caesar Rodney District Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, June). *Comprehension instruction continued: Still focusing on what good readers do*. Caesar Rodney District Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, June). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for the content areas*. Caesar Rodney District Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, March). *Five essential elements for struggling middle school readers*. Caesar Rodney District Middle School Inservice, Caesar Rodney Independent School District, Camden-Wyoming, DE.

Ash, G. E. (2001, January). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for content areas and the language art*s. Stanton Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2000, November). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for content areas and the language arts*. Skyline Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2000, November). *Thoughtful readers and zoot suits: Before, during, and after comprehension instruction for content areas and the language arts*. A. I. DuPont Middle School, Red Clay Consolidated School District, Wilmington, DE.

Ash, G. E. (2000, September). *Words, words, words: Orthographic knowledge and word identification, spelling, and vocabulary instruction in the middle grades*. Indian River School District, Milford, DE.

Ash, G. E. (2000, September). *Balance in ELA instruction*. Delaware Department of Education, Reading Cadre Institute, Lewes, DE.

Ash, G. E. (2000, January). *Essential components of middle school reading programs: A focus on word study*. Oconee County Middle School, Oconee County School District, Watkinsville, GA.

Ash, G. E. (2000, January). *Interdisciplinary planning and teaching in the middle school classroom*. East Jackson Middle School, Jackson County School District, Commerce, GA.

Ash, G. E. (2000, January). *Understanding reading assessments*. Clarke Middle School, Clarke County School District, Athens, GA.

Ash, G. E. (1999, July). *What works with struggling middle school readers?* Regional Educational Service Agency, Winterville, GA.

Ash, G. E. (1998, July). *Five days to better upper elementary and middle school reading instruction*. Regional Educational Service Agency, Winterville, GA.

Ash, G. E. (1998, May). *Essential components of middle school reading programs*. Morgan County Middle School Inservice, Morgan County Independent School District, Madison, GA.

Ash, G. E. (1995, November). *There is no I in TEAM - Or how to get to kids to work and learn together*. Texas Education Service Center, Region 20, San Antonio, TX.

Ash, G. E. (1995, August). *Holistic scoring and TAAS writing across the curriculum*. McNair Middle School Teacher Inservice, Southwest Independent School District, San Antonio, TX.

Ash, G. E. (1995, August). *A training of trainers: Holistic scoring and TAAS writing across the curriculum*. District-wide Inservice, Southwest Independent School District, San Antonio, TX.

Ash, G. E. (1995, August). *Portfolio assessment--An investigative report: The who, what, where, when, and why of authentic assessment*. Texas Education Service Center, Region 20, San Antonio, TX.

5. Other Works Not in Print

b. Works "in progress"

Ash, G. E., Woodall, J., Lopez, M., and Saunders, J. M. (2026). *A renewed pragmatic framework for teaching middle school readers*. (in preparation)

Ash, G. E. (2026). *The work of a lifetime: How one rural first-grade teacher represents five decades of changes in literacy education in 20th-century Texas*. (in preparation).

Ash, G. E. , Saunders, J. M., & Salazar, I. (2026). *Morality, authority, and obedience: Institutional decision-making and state control of post-secondary literacy education in Texas*. (in preparation).

Lopez, M. L., Jansky, K., Saunders, J. M., & Ash, G. E. (2026). *It's a labyrinth: Uncertified English teachers' perspectives on becoming licensed in Texas*. (in preparation).

Saunders, J. M., Salazar, I., & Ash, G. E. (2026). *Telling stories: Diminished efficacy and power in the figured world of schools*. (in preparation).

Ash, G. E. (2026). *Getting to the core of apple: A call for common sense in phoneme segmentation instruction and assessment*. (under revision).

IV. SERVICE

A. SERVICE HONORS AND AWARDS

Presidential Award for Excellence in Service, Texas State University, Associate/Full Professor, 2018
College Achievement Award for Excellence in Service, College of Education, Associate/Full Professor, 2013
College Nominee for the Mariel M. Muir Mentoring Award, Faculty, 2006, 2010
Phi Delta Kappa, inducted 2007 (International Education Honor Society)
Phi Kappa Phi, inducted 2000 (International Honor Society)
Alpha Upsilon Alpha, Xi Chapter, inducted 1997 (International Reading Honor Society)
Kappa Delta Pi, Lambda Omega Chapter, inducted 1988 (International Education Honor Society)

B. INSTITUTIONAL

1. University

Texas State University
- Member, Registration and Academic Calendar Coordinating Committee, 2025-present
- Advisory Board Member, REDEE (Research for Educator Equity & Excellence) Center, 2020-2026
- Member, Teacher Education Council, 2019-present
- Ally, Allies of Texas State, 2007-present
- External Member, College Review Group (College of Applied Arts), 2024-2025
- Senator, Faculty Senate, 2011-2013, 2020
- Member, Academic Governance Committee, 2015-2018
- Member, University-wide Common Experience Committee, 2005-2015
- Team Leader, University Seminar (US 1100), 2008-2014
- External Member, College Review Group (College of Health Professions), 2013-2014
- Secretary, Faculty Senate, 2012-2013
- Member, Valuing Faculty Service Task Force, 2012
- Member, Research Read-Across Committee, 2012
- Member, Institutional Review Board for Human Subject Research, 2008-2010
- Representative, College and Career Readiness Initiative Symposium, Reading/ELA, 2008-2012
- Fellow, Multicultural Syllabus Reformation Institute, 2008
- Creator and Developer, University-wide Common Experience, 2006-2007
- Member, Dean of Honors College Search Committee, 2006-2007
- Member, Honors Program Committee, 2006-2012
- Fellow, Faculty Teaching and Learning Program, Faculty Advancement Center, 2004-2005

University of Delaware
- Member, Planning Committee, Festival of Words, 2001-2004

2. College

Texas State University, College of Education
- Founder/Supervisor/Replenisher, College of Education Little Free Library, 2023-present
- Member, Science of Teaching Reading Work Group, 2020-present
- Member, University Scholars Award Committee, 2017
- Alternate (Served as Member), College Review Group, 2022-2023
- Member, College Review Group, 2021-2022
- Mentor, Scholar/Mentor Program, 2007-2008, 2009-2010, 2010-2011, 2015-2016
- Organizer/Supervisor, Craft Table 20th Anniversary Celebration, Tomás Rivera Mexican American Children's Book Award, 2015
- Member, College Curriculum Committee, 2010-2012
- Member, Graduate Council, 2009-present
- Chair, Faculty Advisory Council (FAC), 2007-2008
- Vice-Chair, Faculty Advisory Council (FAC), 2006-2007
- Member, Faculty Advisory Council (FAC), 2005-2007
- Member, Center for Research, Evaluation, and Advancement of Teacher Education SIG, 2005-2008
- Member, Regional Committee, Tomás Rivera Mexican American Children's Book Award, 2005-2009
- Member, College of Education Tenure and Promotion Policy Development Committee, 2005
- Member, Planning Committee, 10th Anniversary Celebration, Tomás Rivera Mexican American Children's Book Award, 2005

3. Department

Texas State University
- Program Coordinator, Reading, 2006-2009 (co-), 2009-2014, 2024-present

Member Curriculum Committee, 2024-present
Member, Butt Foundation Scholarship Committee, 2023-present
Member, Butt Foundation Continuous Improvement Committee, 2019-present
Program Coordinator, Elementary 4-8 (graduate and undergraduate), 2018-present
Member, Scholarship Committee, 2017-2024
Member, Reading Search Committee, 2022-2023
Sponsor, San Marcos Student Reading Council (ILA Affiliate), 2009-12 (co-), 2016-17, 2017-20 (co-)
Member, STEM Education Search Committee, 2015-2016
Chair, Scholarly/Creative Activities Annual Review Rubric Committee, 2014-2015
Member, Reading Search Committee, 2013-2014
Chair, Departmental Curriculum Committee, 2010-2012
Chair, Literacy Search Committee, 2007-2008
Member, Departmental Tenure and Promotion Policy Development Committee, 2007-2008
Member, Reading Search Committee, 2006-2007
Director, Middle School Field-based Block, 2005-2012

University of Delaware
Member, Committee on Undergraduate Studies in Education, School of Education, 2003-2004
Coordinator, Masters of Education, School of Education, 2002-2003
Advisor, Masters of Education, All Literacy Students, School of Education, 2003-2004
Member, Curriculum and Instruction Masters Program Redesign Ad Hoc Committee, 2003
Member, Masters of Instruction Advisory Committee, 2001-2004
Member, Literacy Search Committee, 2001-2002, 2002-2003
Co-Chair, Literacy Search Committee, 2000-2001
Member, Technology Committee, 2000-2001
Member, Educational Resource Center Committee, 2000-2004
Coordinator, Adjunct Instructors for EDUC 320, 2000-2004

C. PROFESSIONAL

International/National

International Reading Association/International Literacy Association
Member, Editorial Review Board, *Reading Research Quarterly*, 2026-present
Member, National Recognition Review Panel, Reading Specialist Programs, 2025-present
Member, Children's Book Award Committee, 2018-2022
Member, Children's Literature in Reading Special Interest Group, 2014-2022
Reviewer, *Journal of Adolescent & Adult Literacy*, 2011-2015, 2017-2020
Member, Adolescent Literacy Committee, 2017-2020
Director, Board of Directors, 2015-2018
Chair, Governance Committee, Board of Directors, 2017-2018
Member, Nominations Committee, 2017-2018
Member, Certificate of Distinction Task Force, 2017-2018
Member, Credentialing Steering Committee, 2016-2017
Member, William S. Gray Citation of Merit Committee, 2014-2015
Department Editor, *Journal of Adolescent & Adult Literacy*, 2011-2013
Program Reviewer, Annual Conference of the International Reading Association, 2005-2013
Member, Government Relations Committee, 2009-2012
Member, Children's Book Award Committee, 2005-2007
Reviewer, Reading Research Quarterly, 2001-2003
Reviewer, Elva Knight Research Award, 2000-2001, 2002-2003, 2004-2005, 2007-2008
Member, Media Awards Subcommittee, 1998-2004
Guest Reviewer, *Reading Research Quarterly*, 1998-1999

Literacy Research Association (formerly the National Reading Conference)
Reviewer, *Journal of Literacy Research*, 2000-2015, 2022-2023
Program Reviewer, Annual Conference of the NRC/LRA, 1997-2020
Member, Student Research Award Committee, 2004-2005
Reviewer, National Reading Conference *Yearbook*, 1998-2001

Modern Language Association (MLA)
Reviewer, *Children's Literature Association Quarterly*, 2021-2023

National Council of Teachers of English
Reviewer, *English Education*, 2014-2022
Reviewer, *The ALAN Review*, 2015-2020
Reviewer, Affiliate Journal Award Committee, 2013

Column Editor, *Journal of Children's Literature*, 2010-2012
Member, Children's Literature Assembly, 2010-2022
Local Committee, National Conference, 2008
Words Their Way/Word Study
Advisory Council, 2012-present
External Program Reviewer,
M.Ed. in Literacy, American College of Education, 2019
Intel International Science and Engineering Fair
Grand Awards Judge, Social and Behavioral Science, 2015, 2016
Middle School Research Journal
Reviewer, 2009-2010
Handbook of Research in Middle Level Education
Reviewer, 2008-2010

Regional
Southern Regional Education Board
Consultant, High Schools That Work, 2001-2005

State-level
State Board of Educator Certification (SBEC)/Texas Education Agency (TEA)
Member, Supplemental ELAR Materials IMRA Rubric Development Committee, 2025-present
Member, Reading Specialist Educator Standards Advisory Committee, 2021-2023
Higher Education Collaborative, TEA/Meadows Center for Preventing Educational Risk
Building Capacity for RTI, Literacy, 2018-2019
Humanities Texas
Presenter (and breakout leader), *Teaching Media Literacy*, 2024
Instructional Consultant, *Latino Americans* Curriculum, 2023
Presenter (and breakout leader), *Teaching Media Literacy*, 2022
Faculty Lead/Presenter, *Democracy and the Informed Citizen: Teaching Media Literacy*, Webinar series, 2021
Summer Institute Presenter, *Teaching the American Literary Tradition*, 2018
Texas Council of Teachers of English Language Arts
Editor, *English in Texas*, 2013-2016
Director, Board of Directors, 2013-2016
State of Texas Textbook Review Panel Member
8th Grade English Language Arts, 2010
State of Texas, College and Career Readiness Initiative
Reading/ELA Advisory Board Member, 2008-2012

Texas Education Agency
Master Reading Teacher Exam Assessor, 2007-2008
Higher Education Collaborative, TEA/Vaughn-Gross Center for Reading and Language Arts
Leadership Council, 2006-2010
Texas State Reading Association (former IRA Affiliate)
Member, Nominations and Elections Committee, 2006-2007
Diamond State Reading Association (Delaware, former IRA Affiliate)
University Liaison to the Board, 2000-2004
Delaware Department of Education
Member, Text-based Writing Subcommittee, 2000-2001
Georgia Children's Book Award
Member, Award Selection Committee, 1997-1998

D. COMMUNITY

Bookspring, Austin TX
Member, Community Advisory Council, 2025-2026
Lamar Middle School, Austin TX
Classroom Literacy Volunteer, 2025-2026
Member, Visual Arts Booster Club, 2025-2026
Gullett Elementary School, Austin TX
Classroom Literacy Volunteer/Science Fair Volunteer, Fifth Grade, 2024-2025
Classroom Literacy Volunteer/Guest Reader/Garden Volunteer, Fourth Grade, 2023-2024
Classroom Literacy Volunteer/Guest Reader/Garden Volunteer, Third Grade, 2022-2023
Classroom Literacy Volunteer/Guest Reader/Career Day Speaker, Second Grade, 2021-2022

Classroom Literacy Volunteer/Guest Reader, First Grade, 2020-2021
Classroom Literacy Volunteer/Guest Reader, Kindergarten, 2019-2020

Central Texas Food Bank
Volunteer, 2019-2026

Gullett Elementary PTA, Austin, TX
Column author, Allandale Neighbor Newsletter, 2019-2020

Girl Scout Daisy Troop 01032, Austin TX
Co-Leader, 2019-2020

All-Austin Cooperative Nursery School, Austin TX
Volunteer, 2016-2019
Parent Education Provider (Emergent Literacy), 2018

Chapa Middle School, Kyle, TX
Coordinator, Afterschool Literacy Tutoring Program, 2009-2019

Trinity University, San Antonio, TX
Volunteer Recruiter, High School College Fairs, 2010-2018
Member, Austin Alumni Board of Directors, 2005-2018

Austin Regional Science Festival, Austin, TX
Judge, Social and Behavioral Science, 2015, 2016

Adult Literacy Tutor
Austin, TX, 2008-2010

Greater San Marcos Youth Council, San Marcos, TX
Literacy Tutor, 2007-2008

Austin Independent School District, Austin, TX
Action Team Leader, Middle School Redesign Task Force, 2007-2008

Conrad Middle School, Wilmington, DE
School-wide DSTP Literacy Advisor and Tutor in English Language Learners Program, 2003-2004

A. I. DuPont Middle School, Wilmington, DE
School-wide DSTP Literacy Advisor and Tutor in English Language Learners Program, 2000-2003

Newark High School, Newark, DE
Content Area Literacy Inservice Director, 2000-2001

Clarke County Mentoring Program, Athens, GA
Mentor, 1997-1998

Well and Wise Readers, Athens Regional Medical Center, Athens, GA
University Liaison, 1997-1998

East Jackson Middle School, Jackson County, GA
Tutor for English Language Learners, 1996-1997