

**SUSAN LUTZ KLAUDA**

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732-910-3247

**EDUCATION**

- 2008                      Ph.D., Human Development, University of Maryland, College Park  
Specialization in Developmental Sciences  
Certificate in Educational Measurement, Statistics, and Evaluation  
*Dissertation:* The Relations of Children's Perceived Support for  
Recreational Reading from Parents and Friends to their Motivation for  
Reading  
*Advisor:* Prof. Allan Wigfield
- 2001                      B.A., Neurosciences, Drew University, Madison, NJ  
*Summa cum laude*  
Specialized Honors in Psychology  
Art minor

**RESEARCH POSITIONS**

- 2017-                      **Faculty Specialist**, READ (Reading, Engagement, and Diversity) Lab  
Department of Counseling, Higher Education, and Special Education,  
University of Maryland, College Park
- 2016-2017                **Faculty Assistant**, READ (Reading, Engagement, and Diversity) Lab  
Department of Counseling, Higher Education, and Special Education,  
University of Maryland, College Park
- 2012-2017                **General Analyst**, National Council on Teacher Quality, Washington, DC
- 2009-2012                **Post-Doctoral Research Associate**, Maryland Literacy Research Center,  
University of Maryland, College Park
- 2003-2008                **Graduate Assistant**, Maryland Literacy Research Center, University of  
Maryland, College Park
- 2001-2002;  
Summer 2003            **Research Consultant**, Center for Arts and Cultural Policy Studies,  
Woodrow Wilson School of Public and International Affairs, Princeton  
University, Princeton, NJ

2002-2003                    **Laboratory Assistant**, Cutaneous Communication Laboratory,  
Psychology Department, Princeton University, Princeton, NJ

#### TEACHING AND TUTORING POSITIONS

2016-                    **Adjunct Professor**, The Catholic University of America, Washington, DC  
*Courses*: EDUC 382/582 – Reading in the Content Areas; EDUC 699 –  
Introduction to Educational Research

2006-2007, 2010,        **Instructor**, Human Development Department, University of  
2015, 2017-2019        Maryland, College Park  
*Courses*: EDHD 320 – Human Development through the Lifespan; EDHD  
321 – The Young Child as Scientist; EDHD 425 – Language Development  
and Reading Acquisition

2003-2004                    **Volunteer Reading Tutor**, Beltsville Elementary School, Beltsville, MD

2002                    **Language Training and Mathematics Tutor**, Camp Dunnabeck,  
Kildonan School, Amenia, NY  
*Training*: Orton-Gillingham method of reading instruction

#### PUBLICATIONS

##### *Journal Articles*

\* Refereed

† Solicited

\***Klauda, S. L.**, Taboada Barber, A., & Wang, W. (in preparation). Intrinsic and extrinsic reading motivation profiles of emergent bilingual and monolingual students across the elementary years.

\*Deng, Q., Taboada Barber, A., Cartwright, K. B., & **Klauda, S. L.** (submitted). Contributions of vocabulary depth to reading comprehension among emergent bilinguals and English monolinguals.

\*Taboada Barber, A., Vizcaya-Jofré, F., & **Klauda, S. L.** (2021). The importance of theory of mind in oral comprehension and reading comprehension in emergent bilingual students [La importancia de la teoría de la mente en la comprensión oral y comprensión lectora en estudiantes bilingües emergentes. *Pensamiento Educativo, Revista de Investigación Latinoamericana*, 58(2), 1-18. <https://doi.org/10.7764/PEL.58.2.2021.3>

\* Taboada Barber, A., **Klauda, S. L.**, & Wang, W. (2021). Reading anxiety, engagement, and

achievement: A comparison of emergent bilinguals and English monolinguals in the elementary grades. *Reading Research Quarterly*. Advance online publication.

<https://doi.org/10.1002/rrq.398>

- \*Taboada Barber, A., **Klauda, S. L.**, Wang, W., Cartwright, K. B., & Cutting, L. E. (2020). Emergent bilinguals with specific reading comprehension deficits: A comparative and longitudinal analysis. *Journal of Learning Disabilities*. Advance online publication. <https://doi.org/10.1177/0022219420983247>
- \*Taboada Barber, A., Cartwright, K. B., Hancock, G. R., & **Klauda, S. L.** (2021). Beyond the Simple View of Reading: The role of executive function in emergent bilinguals' and English monolinguals' reading comprehension. *Reading Research Quarterly* [Special Issue: The Science of Reading], 56 (1), S45-S64. <https://doi.org/10.1002/rrq.385>
- \*†**Klauda, S. L.**, Taboada Barber A., & McAllen, E. B. (2020). Reading motivation in Spanish-speaking Dual Language Learners: Comparing two types of student report. *Reading Psychology*, 41(6), 605-630. <https://doi.org/10.1080/02702711.2020.1783144>
- †Taboada Barber, A., & **Klauda, S. L.** (2020). How reading motivation and engagement enable reading achievement: Policy implications. *Policy Insights from Behavioral and Brain Science*, 7(1), 27-34. <https://doi.org/10.1177/2372732219893385>
- \*Taboada Barber, A., Cartwright, K. B., Stapleton, L., **Klauda, S. L.**, Archer, C., & Smith, P. (2020). Direct and indirect effects of executive functions, reading engagement, and higher order strategic process in the reading comprehension of dual language learners and English monolinguals. *Contemporary Educational Psychology*, 61, 101848. <https://doi.org/10.1016/j.cedpsych.2020.101848>
- \*Taboada Barber, A., **Klauda, S. L.**, & Stapleton, L. (2020). Cognitive, engagement, and motivation predictors of reading comprehension in Spanish-Speaking English Learners and English Speakers: Unified or distinctive models? *Reading and Writing: An Interdisciplinary Journal*, 33 (9), 2249-2279. <https://doi.org/10.1007/s11145-020-10034-4>
- \***Klauda, S. L.**, & Guthrie, J. T. (2015). Comparing relations of reading motivation, engagement, and achievement among struggling and advanced adolescent readers. *Reading and Writing: An Interdisciplinary Journal*, 28, 239-269. <https://doi.org/10.1007/s11145-014-9523-2>
- \*Guthrie, J. T., & **Klauda, S. L.** (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. *Reading Research Quarterly*, 49, 387-416. <https://doi.org/10.1002/rrq.81>

- \*Guthrie, J. T., **Klauda, S. L.**, & Ho, A. N. (2013). Modeling the relationships among reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly*, 48, 9-26. <https://doi.org/10.1002/rrq.81>
- †Guthrie, J. T., & **Klauda, S. L.** (2012). Making textbook reading meaningful. *Educational Leadership*, 69, 64-68. <http://www.ascd.org/publications/educational-leadership/mar12/vol69/num06/Making-Textbook-Reading-Meaningful.aspx>
- \***Klauda, S. L.**, & Wigfield, A. (2012). Relations of perceived parent and friend support for recreational reading with children's reading motivations. *Journal of Literacy Research*, 44, 3-44. <https://doi.org/10.1177/1086296x11431158>
- \***Klauda, S. L.** (2009). The role of parents in adolescents' reading motivation and activity. *Educational Psychology Review*, 21, 325-363. <https://doi.org/10.1007/s10648-009-9112-0>
- \*Guthrie, J. T., McRae, A., Coddington, C. S., **Klauda, S. L.**, Barbosa, P., & Wigfield, A. (2009). Impacts of comprehensive reading instruction on diverse outcomes of low-achieving and high-achieving readers. *Journal of Learning Disabilities*, 42, 195-214. <https://doi.org/10.1177/0022219408331039>
- \***Klauda, S. L.**, & Guthrie, J. T. (2008). Relationships of three components of reading fluency to reading comprehension. *Journal of Educational Psychology*, 100, 310-321. <https://doi.org/10.1037/0022-0663.100.2.310>
- \*Wigfield, A., Guthrie, J. T., Perencevich, K. C., Taboada, A., **Klauda, S. L.**, McRae, A., & Barbosa, P. (2008). The role of reading engagement in mediating the effects of reading comprehension instruction on reading outcomes. *Psychology in the Schools*, 45, 432-445. <https://doi.org/10.1002/pits.20307>
- †Guthrie, J. T., McRae, A. C., & **Klauda, S. L.** (2007). Contributions of Concept-Oriented Reading Instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42, 237-250. <https://doi.org/10.1080/00461520701621087>
- \***Lutz, S. L.**, Guthrie, J. T., & Davis, M. H. (2006). Scaffolding for engagement in elementary school reading instruction. *Journal of Educational Research*, 100, 3-20. <https://doi.org/10.3200/joer.100.1.3-20>
- †Wigfield, A., **Lutz, S. L.**, & Wagner, A. L. (2005). Early adolescents' development across the middle school years: Implications for school counselors. *Professional School Counseling*, 92, 112-119. <https://doi.org/10.1177/2156759x0500900206>

*Book Chapters*

- Taboada Barber, A., **Klauda, S. L.**, Kelly, J., & Canizales, M. (in press). The power of multimodal narrative texts for perspective taking in emergent bilinguals. To appear in Brown, S., & Hao, L. (Eds.). *Multimodal Literacies in Young Emergent Bilinguals: Speaking Back to Print-Centric Practices*. Bristol, UK: Multilingual Matters.
- Taboada Barber, A., Cartwright, K. B., & **Klauda, S. L.** (2020). Interplay of strategic processes, executive functions, and autonomy support in students with individual differences. In D. L. Dinsmore, L. K. Fryer, & M. M. Parkinson (Eds.), *Handbook of strategies and strategic processing: Conceptualization, intervention, measurement, and analysis* (pp. 216-233). Routledge. <https://doi.org/10.4324/9780429423635-13>
- Taboada Barber, A., Levush, K. C., & **Klauda, S. L.** (2018). The role of motivation in literacy instruction. In D. E. Alvermann, N. J. Unrau, M. Sailors, & R. B. Ruddell (Eds.), *Theoretical models and processes of literacy* (7<sup>th</sup> ed., pp. 233-251). Routledge. <https://doi.org/10.4324/9781315110592-14>
- Wigfield, A., Tonks, S. M., & **Klauda, S. L.** (2016). Expectancy-value theory. In K. Wentzel & D. Miele (Eds.), *Handbook of motivation at school* (2<sup>nd</sup> ed.) (pp. 55-74). New York, NY: Routledge.
- Guthrie, J. T., & **Klauda, S. L.** (2016). Engagement and motivational processes in reading. In P. Afflerbach (Ed.), *Handbook of individual differences in reading* (pp. 41-53). New York, NY: Routledge.
- Wigfield, A., **Klauda, S. L.**, & Cambria, J. (2011). Development of self-regulatory processes. In B. J. Zimmerman & D. H. Schunk (Eds.), *Handbook of self-regulation of learning and performance* (pp. 33-48). New York, NY: Routledge.
- Wigfield, A., Tonks, S. M., & **Klauda, S. L.** (2009). Expectancy-value theory. In K. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (1<sup>st</sup> ed.) (pp. 55-76). New York, NY: Routledge.
- Wigfield, A., Hoa, L. W., & **Klauda, S. L.** (2008). The role of achievement values in the regulation of achievement behaviors. In D. H. Schunk & B. J. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 169-196). Mahwah, NJ: Erlbaum.
- Wigfield, A., & **Lutz, S.** (2005). Reading instruction in sociocultural context: Impact on reading comprehension and engagement. In D. M. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning. Vol. 5: Focus on curriculum* (pp. 43-76). Greenwich, CT: Information Age Press.

### Research Reports

- Taboada Barber, A., Cartwright, K. B., & **Klauda, S. L.** (2020, January). *Summary of results for Project LEARN: Language, Executive Skills, And Reading eNgagement*. University of Maryland, College Park. Report to the Anne Arundel County Public Schools at the conclusion of a 3-year project.
- Guthrie, J. T., Wigfield, A., & **Klauda, S. L.** (Eds.). (2012, January). *Adolescents' engagement in academic literacy*. University of Maryland, College Park. Ebook available at <http://www.corilearning.com/research-publications>
- Guthrie, J. T., **Klauda, S. L.**, & Morrison, D. A. (2012, January). Motivation, achievement, and classroom contexts for information book reading. In J. T. Guthrie, A. Wigfield, & S. L. Klauda (Eds.), *Adolescents' engagement in academic literacy*. University of Maryland, College Park. Ebook available at <http://www.corilearning.com/research-publications>
- Klauda, S. L.**, & Guthrie, J. T. (2012, January). Information text comprehension in adolescence: Vital cognitive processes. In J. T. Guthrie, A. Wigfield, & S. L. Klauda (Eds.), *Adolescents' engagement in academic literacy*. University of Maryland, College Park. Ebook available at <http://www.corilearning.com/research-publications>
- Klauda, S. L.**, Wigfield, A., & Cambria, J. M. (2012, January). Struggling readers' information text comprehension and motivation in early adolescence. In J. T. Guthrie, A. Wigfield, & S. L. Klauda (Eds.), *Adolescents' engagement in academic literacy*. University of Maryland, College Park. Ebook available at <http://www.corilearning.com/research-publications>
- Guthrie, J. T., **Klauda, S. L.**, Morrison, D. A., Coddington, C. S., Cambria, J., & Wigfield, A. (2009, September). *Exploring the literacy practices, motivations, and daily activities of adolescents through conversational interviews*. University of Maryland, College Park. Available at <http://www.corilearning.com/research-projects/real/research/interview-study-2008-spring/>
- Guthrie, J. T., Wigfield, A., Cambria, J., Coddington, C. S., **Klauda, S. L.**, & Morrison, D. A. (2009, April). *Motivations for reading information books among adolescent students*. University of Maryland, College Park. Available at <http://www.corilearning.com/research-projects/real/research/motivations-report.php>

### PRESENTATIONS

\* Refereed

† Invited

\*Taboada Barber, A., & **Klauda, S. L.** (submitted). Emergent bilinguals' and English monolinguals' reading

achievement: Disentwining contributions of motivation, anxiety, engagement, and strategies. Paper submitted for presentation at the 2022 American Educational Research Association Meeting, San Diego, CA.

- \*Taboada Barber, A., Cartwright, K., & **Klauda, S. L.** (2021, December). *The Simple View: Too simple to explain reading comprehension in emergent bilinguals and English monolinguals?* Paper to be presented at the 71<sup>st</sup> Literacy Research Association Annual Conference, Atlanta, GA.
- \*Taboada Barber, A., Cartwright, K., & **Klauda, S. L.** (2021, July). *Contributions of language and executive functioning to homonym knowledge in linguistically diverse students.* Paper presented at the 28<sup>th</sup> Society for the Scientific Study of Reading Annual Meeting, virtual meeting.
- \*Taboada Barber, A., Cartwright, K.B., Stapleton, L.M., **Klauda, S. L.**, Smith, P. & Archer, C. J. (2019, April). *Beyond traditional predictors of reading comprehension in Spanish-English learners and English monolingual students.* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Toronto, CA.
- \*Taboada Barber, A., **Klauda, S. L.**, Cartwright, K., Smith, P., & Archer, C. J. (2018, December). *Reading motivation, engagement, and comprehension in Spanish-speaking English learners and English-speaking students.* Paper presented at the 67<sup>th</sup> Literacy Research Association Annual Conference, Palm Springs, CA.
- †**Klauda, S. L.** (2012, July). *Five practices for engaging middle grades students in informational text.* Presentation given at the 26<sup>th</sup> Annual High Schools That Work Staff Development Conference, New Orleans, LA.
- \***Klauda, S. L.**, & Wigfield, A. (2011, August). *Struggling and proficient readers' information text comprehension during traditional instruction and Concept-Oriented Reading Instruction.* Poster presented at the American Psychological Association Annual Meeting, Washington, DC.
- †Mason-Singh, A., McRae, A., & **Klauda, S. L.** (2010, October). *Concept-Oriented Reading Instruction: A school intervention.* Guest lecture in PSYC 456 – Research Methods in Developmental Psychology, Psychology Department, University of Maryland, College Park, MD.
- \***Klauda, S. L.**, Guthrie, J. T., & Coddington, C. S. (2010, May). *Cognitive processes of knowledge construction from information text in African American and European American adolescents.* Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.
- \*Cambria, J. M., Wigfield, A., Guthrie, J. T., **Klauda, S. L.**, & Coddington, C. S. (2010, May). *Measuring information book motivation and its associations with information text comprehension.* Roundtable discussion presented at the American Educational Research Association Annual Meeting, Denver, CO.
- \***Klauda, S. L.**, & Wigfield, A. (2009, June). *Older children's recreational reading motivations and habits: Does perceived support for reading from both parents and friends matter?*

Poster presented at the Society for the Scientific Study of Reading Annual Meeting, Boston, MA.

\***Klauda, S. L.**, & Wigfield, A. (2009, April). *Perceived reading support: Dimensions, levels, and relations with reading motivation and habits in middle childhood*. Poster presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.

†Guthrie, J. T., & **Klauda, S. L.** (2008, July). *Literacy through science: CORI in the classroom for grades 4-8*. Presentation at the National Geographic Society and Literacy Achievement Research Center Literacy Institute, Washington, DC.

\***Klauda, S. L.**, & Guthrie, J. T. (2007, April). Contributions of three components of reading fluency to reading comprehension in the later elementary grades. Paper presented as part of symposium *Individual Prerequisites for Reading and Language Literacy: An In-Depth Look at Recent Research Findings* (N. McElvany, Organizer) at the American Educational Research Association Annual Meeting, Chicago, IL.

\***Klauda, S. L.**, & Wigfield, A. (2007, April). *Fifth-graders' perceived support for their reading: Relations with demographic variables, reading motivations, and reading frequency*. Poster presented at the American Educational Research Association Annual Meeting, Chicago, IL.

\***Lutz, S. L.**, & Guthrie, J. T. (2005, April). *Scaffolding for engagement in learning*. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Quebec.

†Tonks, S., & **Lutz, S. L.** (2005, February). *Instructional influences on reading engagement and motivation*. Poster presented at the National Association for Accreditation of Teacher Education (NCATE) Welcome Dinner College of Education Student Showcase, University of Maryland, College Park, MD.

\***Lutz, S. L.**, & Halleran, J. G. (2001, April). *First names and first impressions: Perceived successfulness, warmth, and age*. Poster presented at the Eastern Psychological Association Annual Meeting, Washington, DC.

\*Zarbo, S. B., Swenson, C. E., Morgan, E. E., McNeece, A. E., Marzullo, D. M., & **Lutz, S. L.** (2001, April). *Age differences in source monitoring: Schema consistency and post-event information*. Poster presented at the Eastern Psychological Association Annual Meeting, Washington, DC.

\*Zarbo, S. B., Swenson, C. E., Morgan, E. E., McNeece, A. E., Marzullo, D. M., & **Lutz, S. L.** (2001, April). *Age differences in source monitoring: Task complexity and source type*. Poster presented at the Eastern Psychological Association Annual Meeting, Washington, DC.

## MEDIA

Vander Zanden, S. & Klauda, S. L. (2015, May 18). Engaging seventh graders with social studies texts. *Voice of Literacy*. Podcast available at <http://voiceofliteracy.org>



**HONORS AND AWARDS**

2008	Graduate Student Travel Award, Human Development Department, University of Maryland, College Park
2008	Nomination by Human Development faculty for Outstanding Graduate Student in the College of Education, University of Maryland, College Park
2007	American Educational Research Association Motivation in Education SIG Student Travel Award
2007	Nomination by Human Development faculty for Ann G. Wylie Dissertation Fellowship, University of Maryland, College Park
2003-2005	Block Grant Fellowship, Human Development Department, University of Maryland, College Park
2001	Psi Chi Regional Research Award
2001	Psi Chi Award for Outstanding Contribution to the Science of Psychology at Drew University
2001	Psi Chi Psychology Honor Society
2000	Drew Summer Science Institute research grant and living stipend
1999-2001	Beta Beta Beta Biological Honor Society
1997-2001	Drew Scholar (full tuition award)
1997-2001	National Merit Special Scholarship from Crompton Knowles Corporation
1997-2001	Edward J. Bloustein Scholarship from the State of New Jersey

**JOURNAL AND BOOK REVIEW ACTIVITIES***Editorial Review Boards*

2019-	Journal of Literacy Research
2012- (alternating yrs)	Reading Research Quarterly

*Ad Hoc Reviews*

Applied Developmental Psychology  
 Child Development  
 Early Years Education

Educational Psychology

Educational Psychology Review

International Handbook of Research in Children's Literacy, Learning, and Culture

International Journal of Early Years Education

Journal of Education for Students Placed at Risk

Journal of Educational Psychology

Journal of Experimental Child Psychology

Journal of Learning Disabilities

Journal of Literacy Research

Journal of Research in Reading

Journal of Research in Rural Education

Learning and Individual Differences

Learning and Instruction

Psychological Reports

Reading and Writing: An Interdisciplinary Journal

Reading and Writing Quarterly

School Psychology Quarterly

Scientific Studies of Reading

Teachers College Record

#### **PROFESSIONAL ORGANIZATION MEMBERSHIP AND SERVICE**

2008-2013	Society for the Scientific Study of Reading <i>Earned voting membership in 2009</i>
2012-2013	International Reading Association
2004-2013	American Educational Research Association <i>University Liaison, Division C Graduate Student Council (2 yrs)</i> <i>Proposal Reviewer, Division C and Motivation in Education SIG (3 yrs)</i>
2008-2009	Society for Research in Child Development
2006	Jean Piaget Society <i>Member of annual meeting local arrangements committee</i>

**CONSULTING**

- 2018 Ursidae Analytics, Kalamazoo, MI: Editorial assistance for the production of *CIP 2020: A decennial update to the Classification of Instructional Programs (CIP)*
- 2012 Department of Chemical and Biomolecular Engineering, University of Maryland, College Park, MD: Assessment development and statistical analysis for educational components of National Science Foundation CAREER Grant
- 2012 Saylor Foundation, Washington, DC: Re-design of open online course and final exam in lifespan development
- 2007 Reading is Fundamental (RIF), Washington, DC: Statistical analysis for Books on the Menu, Club RIF, and Family of Readers projects

**SERVICE ACTIVITIES**

- 2019- School Advisory Board, Saint Bernadette School, Silver Spring, MD
- 2017- Greater Love Committee [service and social justice organization], Saint Bernadette School, Silver Spring, MD
- 2017 Scarecrow Festival Co-coordinator, Saint Bernadette School, Silver Spring, MD
- 2012-2013 Grade 2 Religious Education Instructor, Saint Bernadette Parish, Silver Spring, MD
- 2005, 2006, 2009 Science Fair Judge, ScienceMONTGOMERY, Gaithersburg/College Park, MD
- 2004, 2006, 2008 Maryland Day Volunteer, University of Maryland, College Park, MD
- 2006-2007 Community Service Co-chair, Human Development Graduate Student Organization, University of Maryland, College Park, MD