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Educational Background:

B.A., 1960, Lafayette College, English

M.S., 1970, Hofstra University, Reading

Ph.D., 1972, Hofstra University, Reading/Administration & Supervision

Teaching:

Courses Taught at St. John's University: 3250/3255 Practicum and Seminar in Literacy
Instructor

Other courses taught:

- | | |
|-------------|---|
| a) EDU 3200 | Foundations of Reading1: The Reading Process |
| b) EDU 3220 | Methods and Materials in Teaching Reading |
| c) EDU 3230 | Diagnosis and Redemption of Reading and Language Disabilities |
| d) EDU 3240 | Methods of Teaching Reading to the Language Different Child |
| e) EDU 3270 | Strategies for Teaching in the Content Areas-Grades 4-12 |
| f) EDU 3280 | Microcomputer Applications in Reading and Writing for the Special Learner |
| g) EDU 9801 | Workshop: The Learning Disabled Child |
| h) EDU 5822 | Administration and Supervision of Reading Programs |
| i) EDU 7399 | Field Research in Reading and Learning Styles |
| j) EDU 3231 | Children's Literature |
| k) EDU 9725 | Curriculum Teaching Methods for the Learning Disabled |

Research:

- Sinatra, R. (2007, in press). Literacy success with homeless children. *Journal of At-Risk Issues*. Summer, 2007
- Sinatra, R. (2004). A summer literacy approach yields success for inner-city children. *The Language and Literacy Spectrum*, 14, 71-73.
- Guastello, E.F., Beasley, T.M., & Sinatra, R.C. (2000). Concept mapping effects on science content comprehension of low-achieving inner-city seventh graders. *Remedial and Special Education*, 21, 356-365.
- Beaudry, J., Sinatra, R., Pizzo, T. & Geisert G. (1995). Multi-site evaluation of a computer semantic mapping and writing approach for fourth and seventh grade at-risk students. *New Directions for Education Reform*, 2, 9-33.
- Drew, M., Dunn, R., Sinatra, R.C., Quinn P., and Spiridakis J. (1995). Effects of matching and mismatching minority low achievers with culturally similar and dissimilar – story content and learning style and traditional instructional strategies. *National Forum of Applied Educational Research Journal*, 8, 3-12.
- Sinatra, R.C., Beaudry, J., Pizzo, J., & Geisert, G. (1994). Using a Computer-based semantic mapping reading, and writing approach with at-risk fourth graders. *Journal of Computing in Childhood Education*. 5, 93-112
- Sinatra, R.C., Beaudry, J., (1994). Examining the value of using alternative writing approaches to enhance literacy development. *The Language and Literacy Spectrum*, 4, 30-34.
- Stahl, S., Chow Hare, V., Sinatra, R. & Gregory, J. (1991). Defining the role of prior knowledge and vocabulary in reading comprehension: The retiring of number 41. *Journal of Reading Behavior*, 23, 487-508.
- Sinatra, R.C., Beaudry J., Stahl-Gemake, J., & Guastello, E.F. (1990). Combining visual literacy, text understanding, and writing for culturally diverse students. *Journal of Reading*, 33, 612-617.
- Sinatra, R. (1989). Verbal/visual processing for males disabled in print acquisition, *Journal of Learning Disabilities*, 22, 69-71.
- Sinatra, R., Beaudry, J., Guastello, E.F., Stahl-Gemake, J. (1988). Examining the use of photo essays on student's writing ability. *Reading Psychology*, 9, 399-408.
- Sinatra, R. (1989). Styles of thinking and literacy proficiency for males disabled in print acquisition. *Reading Psychology*, 9, 33-50.
- Sinatra, R., Primavera, L., & Hirshoren, A. (1987). Learning style, behavior ratings, and achievement interactions for adjudicated adolescents. *Educational and Psychological Research*, 7, 21-32.
- Dunn, R., Dunn, K., Primavera, L., Virostko, J., & Sinatra, R. (1987). A timely solution: Effects of chronobiology on achievement and behavior. *The Clearing House*, 61, 5-8.
- Sinatra, R.C., & Venezia, J. (1986). A visual approach to improved literacy for special education adolescents. *The Exceptional Child*, 33, 187-192.
- Sinatra, R.C., Primavera, L., & Waked, W. (1986). Learning style and intelligence of reading disabled students. *Perceptual and Motor Skills*, 63, 1243-1250.
- Sinatra, R.C. & Venezia, J. (1986). Establishing interrater reliability for kindergarten and primary grade writers. *Early Child Development and Care*, 24,

- 91-112. (Published by Gordon and Breach Science Publishers, printed in Great Britain).
- Sinatra, R.C., Stahl-Gemake, J., & Morgan, N. (1986). Using semantic mapping after reading to organize and write original discourse. *Journal of Reading*, 30, 4-13.
 - Dunn, R., Della-Valle, J., Geisert, G., Dunn, K., Zenhausen, R., & Sinatra, R.C. (1986). The effects of matching and mismatching students' nobility preferences on recognition and memory tasks. *Journal of Educational Research*, 79, 267-272.
 - Sinatra, R.C., Stahl-Gemake, J., Berg, D. (1984). Improving reading comprehension of disabled readers through semantic mapping. *Reading Teacher*, 38, 22-29. This study was included in The National Reading Panel Report, 2000, under Graphic Organizer References, p. 4-60.
 - Sinatra, R.C., & Blau, H. (1983). Hemispheric routing of tactile delivered words for dyslexic males. *Perceptual and Motor Skills*, 57, 178-184.
 - Sinatra, R.C. (1984). Use of three writing tasks at an adolescent treatment center. *Perceptual and Motor Skills*, 59, 355-358.

Areas of Specialization: The Reading and the Writing Process; Cognitive Mapping, Classroom Applications, Out-of-School time programs for at-risk students.

Publications:

BOOKS

- Sinatra, R.C., Blake, B.E., Guastello, E.F., & Robertson, J.M. (2007). *Reflective literacy practices in an age of standards: Engaging K-8 learners*. Norwood, MA: Christopher-Gordon.
- Ornstein, A.C., Sinatra, R.C. (2005). *K-8 Instructional methods: A literacy perspective*. NY: Pearson/Allyn & Bacon.
- Sinatra, R.C. (2003). Word recognition and vocabulary understanding strategies for literacy success. Norwood, MA: Christopher-Gordon.
- Sinatra, R.C. (1986). *Visual literacy connections to thinking, reading, and writing*. Springfield, IL: Charles C. Thomas.
- Sinatra, R.C. & Gemake-Stahl, J. (1983). *Using the right brain in the language arts*. Springfield, IL: Charles C. Thomas.

BOOK CHAPTERS

- Sinatra, R., Beaudry, J., Stahl-Gemake, J., Guastello, E.F. (1998). Combining visual literacy, text understanding, and writing for culturally diverse learners. In M.F. Optiz (ed.), *Literacy instruction for culturally and linguistically diverse students* (173-179). Newark, DE: International Reading Association. This chapter was initially published in a co-authored article and reprinted from *Journal of Reading*, 33, May, 1990. IRA wanted to reuse this article in this collection of articles about cultural and diverse learners.

- Finnegan, R. & Sinatra, R.C. (1994). Interactive computer assisted instruction with adults. In M.C. Radenick (Ed.), *Adult literacy: A compendium of articles from the Journal of Reading* (pp. 186-200). Newark, DE: International Reading Association, Inc. This chapter was a former October, 1991, co-authored article with Roslyn Finnegan (A SJU Reading Graduate student). This article was republished as a chapter in the Technology section of this book.
- Sinatra, R.C. (1984). Literature and the visual arts: Natural Motivations for literacy. In E. Cramer & M. Castle (Eds.), *Fostering the love of reading: The affective domain in reading education* (pp.104-117). Newark, DE: International Reading Association.
- Sinatra, R.C., deMendez, E.S., & Price, G.E. (1993). The learning styles and creative accomplishments of adolescents in Guatemala. In R.M. Milgram, R., Dunn, & G.E. Price (Eds.). *Teaching and counseling gifted and talented adolescents* (pp. 161-173). Westport, CT: Praeger Press.
- Lehman, P., & Sinatra, R.C. (1988). Assessing arts curricula in the schools. Their role, content and purpose. In T. McLoughlin (Ed.). *Towards a new era in arts education* (pp. 53-79). NY: American Council for the Arts.
- Sinatra, R.C. (1987). Holistic applications in computer-based reading and language arts programs. In G. Mason & J. Blanchard (Eds.). *The computer in reading and language arts* (pp. 95-108). NY: Haworth Press.
- Spiridakis, J., Sinatra, R.C., (1984). Socio-cultural foundations of reading for the bilingual student. In A.L. Carrasquilla & P. Segan (Eds.) *The teaching of reading in Spanish to the bilingual student* (49-71). Madrid, Spain: Prudencio Ibanez Campos.
- Sinatra, R.C. (1983). Wrote two chapters in book; Using professional consultants and establishing curriculum advisory groups. In K. Dunn & R. Dunn (Eds.). *The School Administrator in Action: Situational Leadership for Principals* (pp. 31-36 and pp. 69-73). Englewood Cliffs, NJ: Prentice Hall, Inc.
- Sinatra, R.C., (1982). Learning literacy in nonverbal style. In James Keefe (Ed.). *Student learning styles and brain behavior* (pp._____). Reston, VA: National Association of Secondary School Principals.
- Sinatra, R.C. (1981). Visual literacy: A concrete language for the learning disabled. In M. Gottlieb and L. Bradford (Eds.). *Learning Disabilities: An Audio Journal of Continuing Education* (Vol. 4, June): NY: Grune and Stratton.

ARTICLES IN REFEREED PROFESSIONAL

- Blake, B.E. & Sinatra, R. (2005). The 6 Rs approach: Developing “critical” writers among poor urban students in a summer literacy program. *The Language and Literacy Spectrum*, 15, 62-79.
- Sinatra, R.C. (2004). Using out-of-school time for homeless children. *Educational Update* (Part II of a series of the Plight of Homeless Children), 10, p. 16.
- Sinatra, R.C. (2004). Smart Kids at CampUs. *Teaching Pre-K-8*, 34, 54-56.

- Guastello, E.F. & Sinatra, R.C. (2001). Improving students' oral presentation skills through the use of technology and multi-media. *The Language and Literacy Spectrum*, 11, 5-17.
- Sinatra, R.C. (2000). Teaching learners to think, read and write more effectively in content subjects. *The Clearing House*, 73, 266-273.
- Beasley, T.M., Gemake, J., Sinatra, R., and Lewisthwaite, B. (1999-2000). Relationship(s) between global-format and analytic-format learning style assessments based on the Dunn and Dunn model. *National Forum of Applied Education Research Journal*, 13, 76-96.
- Invited by the lead author, National Council for Teachers of English (NCTE) and Scholastic to contribute an essay. Sinatra, R. (1994). Visualization, images and imagination. In A. Purves (Ed.), *Encyclopedia of English Studies and Language Arts* (pp. 1240-1242). NY: Scholastic.
- Sinatra, R.C. (1992). Using meaningful context to build poor readers' sight vocabularies. *Reading and Writing Quarterly*, 8, 179-195.
- Cronin, H., Sinatra, R.C., & Barkley, W. (1992). Combining writing with text organization in content instruction. *National Association of Secondary School Principals (NAASP) Bulletin*, 76, 34-45.
- Sinatra, R.C. & Pizzo, J. (1992). Mapping the road to reading comprehension. *Teaching K-8*, 23, 102-105 (and cover).
- Invited by the editors of *The Reading and Writing Quarterly* to do a theme issue on topic, "Strategies for teaching word recognition to disabled readers", Winter 1991-1992, Volume 2. I solicited and reviewed work of five major authors and authored introduction.
- Invited by the Association of Supervision and Curriculum Development (ASCD) to be one of five major authors for the Language Arts section of the *ASCD Curriculum Handbook*, Winter 1991-1992 (revised 1994).
- Sinatra, R.C. & Dowd, C. (1991). Using syntactic and semantic cues to learn vocabulary. *Journal of Reading*, 35, November, 224-229.
- Finnegan R., Sinatra, R.C. (1991). Interactive computer-assisted instruction with adults. *Journal of Reading*, 35, October, 108-119.
- Sinatra, R.C. (1991). Integrating whole language with the learning of text structure. *The Journal of Reading*, 34, March, 424-433. (This article was highlighted in the March 1991 issue of *Educational Monitor*.)
- Invited by the Center for the Study of Reading to publish technical report: Stahl, S., Chou Hare, V., Sinatra, R., Gregory, J. (1991, April). Defining the role of prior knowledge and vocabulary in reading comprehension. *Technical Report #526*. Urbana-Champaign, IL: University of Illinois.
- Sinatra, R.C., Geisert, G., & Dunn, R. (1990). Reading, writing, learning styles and computers. *Journal of Reading, Writing, and Learning Disabilities*, 6, 297-305.
- Peresich, M, Meadows, D., Sinatra, R. (1990). Content area cognitive mapping for reading and writing proficiency, *Journal of Reading*, 38, 424-432.
- Dowd, C. & Sinatra, R.C. (1990). Computer programs and learning of text structure. *Journal of Reading*, 34, 104-112.

- Richardson, E., Baxter, C. & Sinatra, R.C. (1990). The library media specialist: A key partner in a literacy success story. *School Library Media Activities Monthly*, 7, (Sept.) 28-30.
- Cronin, H.C., Sinatra, R., & Meadows, D.C. (1990). Writing to learn across the curriculum. *The Executive Educator*, 12, 17-19.
- Cronin, H.C., Sinatra, R. & Meadows, D.C. (1990). Integrating computers, reading and writing across the curriculum. *Educational Leadership*, 48, 57-62.
- Sinatra, R.C. (1990). Semantic mapping: A thinking strategy for improved reading and writing development, Part I. *Teaching, Thinking, and Program Solving*, 12, (Jan./Feb.). 1-2. Published by Research for Better Schools and Lawrence Erlbaum Associates; NJ.
- Sinatra, R.C. (1990). Semantic mapping: Part II: A computer mapping approach. *Teaching Thinking and Problem Solving*, March/April. Published by Research for Better Schools and Lawrence Erlbaum Associates, 12, pp. 5-9.
- Osborne-Wilson, C., Sinatra, R., Baratta, A. (1989). Helping Chinese students in the literacy transfer process. *Journal of Reading*, 32, 330-336.
- Invited by editors of *Reading Psychology* (1988) to do theme issue on topic "Visual literacy and its relationship to written literacy", Volume 2, No. 4. I solicited and edited work from 12 author teams in the United States, Canada, and Sweden. I authored the editorial comment to introduce the theme issue.
- Invited by National Association of Secondary School Principals (NASSP) to do single author monograph; Sinatra, R. (1988). *Interrelations of brain and learning style research*, 60 pp. Reston, VA: National Association of Secondary School Principals.
- Arena, J. (1987). Profiles – An interview with Richard Sinatra: Visual literacy connections. *Academic Therapy*, 23, 169-171.
- Sinatra, R.C. & Cholakakis, M.S. (1987). Teaching children to read through learning styles. *The Oregon Elementary Principal*, 48, p.37.
- Sinatra, R.C. (1987). Semantic organizing and reading and writing effectiveness: A research view. *Challenge*, 2, June, (New York City Association for Supervision and Curriculum Development) 32-36.
- Sinatra, R.C. (1986). Enhancing thinking in remedial settings through microcomputer applications. *Teacher's Magazine*, 1, 14-23.
- Gemake, J., Sinatra, R.C. (1986). Using maps to improve writing. *Early Years*, 17, 52-55 and cover.
- Sinatra, R.C. (1986). The arts as a vehicle for thinking. *Early Years*, 16, 54-56.
- Sinatra, R.C., Berg, D., & Dunn, R. (1985). Semantic mapping improves reading comprehension for the learning disabled student. *Teaching Exceptional Children*, 17, 310-314.
- Sinatra, R.C., Stahl-Gemake, J., & Gustello, E.F. (1984). Photo essays teach children to organize their writing. *Highway One*, 7, 6-11.

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- Sinatra, R.C. & Annacone, D. (1984). Questioning strategies to promote cognitive inquiry in the Social Studies. *The Social Studies*, 75, 18-23.
- Burton, E., & Sinatra, R.C. (1984). Relationship of cognitive style and word type for beginning readers. *Reading World*, 24, 65-75.
- Sinatra, R.C. (1983). Helping students to get things done by visual compositions. *The English Quarterly*, 16, (Summer) 59-62.
- Sinatra, R.C. (1983). How learning style and brain behavior contribute to a richer understanding of visual literacy. *Journal of Visual/Verbal*, 3, 61-66.
- Sinatra, R.C. (1983). Research report: Holistic curriculum improves reading and writing skills. *Highway One*, 6, 10-14.
- Sinatra, R.C. (1983). Brain research sheds light on language learning. *Educational Leadership*, 9-12.
- Sinatra, R.C. (1983). The parent's role in healthy brain development. *Early Years*, 14, 32-37 & 60.
- Sinatra, R.C. (1983). Everything you always wanted to know but were afraid to ask about sensorimotor experience and brain growth. *Early Years*. 13, pp. 44 & 45, 54 & 55, & 35.
- Sinatra, R.C. (1982). Sentence development: using a nonverbal approach. *Academic Therapy*, 19, 79-88.
- Sinatra, R.C. (1982). Brain processing: Where learning styles begin, *Early Years*, 12, February, 49-50.
- Sinatra, R.C. & Spiridakis, J. (1981). A visual approach to sentence combining for the limited English proficient student. *Bilingual Resources*, 4, 21-25.
- Sinatra, R.C. (1981). Visual compositions and language development. *Technology and Mediated Instruction*, 15 (Winter), 16-23. Also in EJ 252 332.
- Blau, H., & Sinatra, R.C. (1981). Word learning: Using the right brain. *Academic Therapy*, 17, (September), 69-75.
- Sinatra, R.C. (1981). Growing language through pictures. *Highway One*, 4, (Spring), 42-49. (Publ. of Canadian Council of Teachers of English).
- Sinatra, R.C. (1981). Using visuals to help the second language learner. *Reading Teacher*, 34, (February), 539-546. Also in EJ 240 273.
- Sinatra, R.C. (1980). Sliding into winning compositions, *Technology and Mediated Instruction*, 14, (Winter) 37-44.
- Sinatra, R.C. & Kinsler, K. (1977). Promoting language arts through values clarification. *The Reading Teacher*, 31, (November) 173-178. Also in EJ 169 493.
- Sinatra, R.C. (1977). The cloze technique for reading comprehension and vocabulary development, *Reading Improvement*, 14, (Summer), 86-92.
- Sinatra, R.C. & Taber-Kinsler, K., (1976). Value strategies in the teaching of reading, *The Elementary School Journal*. (November) 77, 159-164, also in ERIC ED 109 650.

- Sinatra, R.C. (1975). Language experience in Title I summer camping programs. *Reading Improvement, 12* (Fall), 148-56.
- Sinatra, R.C. (1973). Summer Reading program on a point reinforcer system. *Journal of Reading, 16*, (February), 395-400.