



LITERACY™  
RESEARCH  
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# Newsletter



Literacy Research Association

July, 2018

## Update from the LRA President

Hello, colleagues.

By now, at least here in the United States, most K-12 schools have wrapped up their academic years. As I reflect on LRA and its mission, I can't help but wonder, what have we accomplished this past year to help develop and shape in positive ways the literate lives of children and young adults? How have we helped their teachers? How have they influenced us?



Without a doubt, we have been a busy bunch. In my capacity as Chair of the 2017 LRA Conference, I was overwhelmed by the sheer volume and range of research proposed and presented. I remained humbled by our individual and collective expertise.

That being said, to what degree would teachers, school administrators, and those who develop policies find our organization a place for relevant and useable information about literacy teaching and assessment? Certainly, not all research is intended to directly influence practice or to address the specific concerns of practitioners in the here and now, nor should it.

But maybe you are hearing some of the same stories I am hearing repeatedly: the passing of ill-informed laws mandating dyslexia screenings and instruction; decisions to uniformly require (and monitor the use of) a single specific reading instructional strategy across an entire school district; the growing popularity of "inspirational speakers" at teacher professional meetings that were once known as key places to learn the latest literacy research; the persistent problem of inadequate instruction for those who find reading and writing difficult. You get the picture. Where in our journals and conference do we offer support to those closest to these problems?

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## Committee Updates

### Policy and Legislative Committee

LRA is a member of the [Friends of IES](#), a group that advocates for education research funding. A member of the LRA Policy and Legislative Committee attends Friends of IES meetings. Recently, Mark Schneider, new director of the Institute for Education Sciences (IES) attended a meeting of the Friends of IES group. Dr. Schneider spoke about new directions for IES.

- IES proposals will be asked to include a cost effectiveness or benefit-cost analysis model, including the cost of the intervention. While RFPs will include more information about this requirement, Dr. Schneider said that researchers could use a model developed by Hank Levin or by the Center for Educational Effectiveness, or could use any

All of this is on my mind presently as I am trying to put my head around the 2018 Presidential Address, which I will give at the upcoming conference in Indian Wells, California. I have titled my talk *Engaging Possibilities: Reinvigorating the Call for Research on Reading*. In it, I will highlight research findings that suggest the promise of literacy engagement for clarifying and expanding how we think about reading assessment, achievement, comprehension, socio-emotional growth, and equity in literacy instruction. The possibility that we can teach children and young adults about reading while simultaneously and inseparably teaching them how to take control of their own lives and relationships has been just barely touched by research and even less so by educational policies and practice. And yes, I will argue that in order to influence, through an engagement perspective, the transformation of reading-related policies—and more importantly the agentic transformation of individuals and communities—we must renew our commitment to research conducted in classrooms and in partnership with teachers and families. For sure, through this process, I am reflecting on my own commitment.

Take care,

**Gay Ivey**

*President, Literacy Research Association  
William E. Moran Distinguished Professor in Literacy  
University of North Carolina-Greensboro*

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## Conference Update



### **Message from LRA 2018 Conference Program Chair Marcelle Haddix, President-Elect**

I've gone over how to begin this message in my mind many times, but I find myself at a loss for how to express the deep sadness and anger I feel toward the zero-tolerance policy of separating children and families at the US southern border. How we as a community of literacy researchers feel about and respond to this immigration policy, in my mind, does not and should not be a partisan issue. It is a moral and ethical one. These policies reflect how we value humanity and remind us that not all lives matter. This is America. But, as Toni Morrison wrote in *God Help the*

widely accepted method for determining the cost of an intervention.

- IES is particularly interested in studies that result in useable, adaptable information. In particular, dissemination plans should place less emphasis on presenting and professional conferences, and perhaps more emphasis on communicating research findings at teacher or practitioner conferences, via social media, etc. as well as policy documents (e.g., reports, leave-behinds, public policy communications, etc.) Dr. Schneider said that IES will no longer be posting long reports on its website. Instead, IES will post 1-, 4-, and 15-page document formats.
- IES grants are intended to evaluate the effectiveness on a range of educational outcomes. Going forward, those outcomes include post-secondary outcomes such as access to and persistence in post-secondary education, and employment and earnings outcomes, particularly for studies of CTE, postsecondary, and adult education. These changes expand the kinds of education research funded by IES.
- IES also will be expanding early learning research funding beyond NCSER (National Center for Special Education Research), thereby expanding early education research funding through IES beyond special education.

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## Member News



Child, "What you do to children matters. And they might never forget."

The theme for the 2018 conference, ***Reclaiming Literacy Research: Centering Activism, Community, and Love***, came about because I am deeply troubled by the ongoing incidents of racial violence in our communities and the persistent threats against the protection of immigrant youth and their families. I joined the LRA community because I want to work in solidarity with individuals who are committed to literacy research that is relevant, transformative, and life-changing. It is my hope that this year's conference program will encourage critical dialogue about our role and work as literacy researchers and as an organization in addressing these real issues that affect children and young people in schools, their families, and their communities.

I want to thank each of you who responded to the [call for proposals](#) to think about how your individual and our collective work engages with these questions: *How do we envision literacy research as forms of activism? How do particular theoretical perspectives and methodologies draw upon resistant, activist literacies to reengage research aimed toward social action with, not on, communities? How do we as literacy researchers work in solidarity and build coalitions with communities? How do we cultivate and sustain these relationships imbued with an ethos and praxis of love?* I strongly believe that *literacy research matters* and that it has the potential to work against social inequities or to further perpetuate harm and even be used against the people and communities it is meant to serve. In putting together the LRA 2018 conference program, I do so with an intention to create spaces and opportunities for us to critically reflect on and answer questions about our relationships to and with communities and the purpose and impact of our work.

In the coming months, you will receive updates about the LRA 2018 conference, including notifications on proposal decisions along with membership, registration and hotel information. A huge thank you to the 2018 [LRA area chairs](#) for all of their work supporting the conference program. I also want to give a shout out to everyone who volunteered to review proposals and to serve as a chair or discussant. You are appreciated.

## An International Journal of Literacy and Language Arts

***Reading Horizons*** is an open-access international double blind peer-reviewed journal published by the Dorothy J. McGinnis Reading Center & Clinic, College of Education & Human Development at Western Michigan University in Kalamazoo, Michigan. This quarterly journal has an acceptance rate of approximately 15% and invites original inquiries, policy studies, and action research that focuses on literacy and language arts pedagogy from a variety of contexts and perspectives.

Researchers and educators from around the world have relied on *Reading Horizons* for language arts and literacy research since 1960. Since becoming an open-access online publication, the journal has had approximately 1.9 million downloads from around the world, and 315,740 downloads in the first five months of 2018. Please consider submitting your manuscripts for publication through our [online platform](#).

If you would like to volunteer to serve on our editorial review board, please contact the journal editors: [Dr. Susan V. Piazza](#), Professor of Literacy Studies or [Dr. Selena Protacio](#), Associate Professor of Literacy Studies.

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**sj Miller has been invited to present a TEDMED talk in Palm Springs, November 14th-16th.**



This year's focus recognizes and embraces the power of Chaos+Clarity in advancing science, global public health, and medical innovation across a wide range of topics. sj's presentation will focus on the important role schools can play in supporting youth to have self-determined



We had a successful program planning meeting in Syracuse, NY in June where we discussed current trends and issues in literacy research gleaned from the proposal submissions. We also selected sessions to highlight that strongly reflect the conference theme. It is clear that members of the LRA community want sustained dialogue about the connections of our work to children and families, to communities, to policy, and to educational and social change. It is my hope that the LRA 2018 conference will be that space.

In love and light,

Marcelle

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## LRA Leadership & Volunteering

Are you interested in volunteering for service for LRA? Please take a few moments to fill out our volunteer and leadership survey. There are many opportunities to participate. Each opportunity is briefly described in the survey, followed by questions regarding your interest. At the end of the survey, respondents will be asked to describe their qualifications for the position(s) they have selected and upload a CV. The Committee Chair will be consulted on decisions regarding committee appointments. For more information, please visit our [website](#).



gender identities by bridging in-and-outside of schools contexts, and how it impacts their social, emotional, physical and academic capacities to develop a healthy sense of self and well-being. The talk will be live-streamed. [Read more about this year's TEDMED.](#)

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## Member Publications

**Sherry Dismuke** and Susan Martin: [Investigating Differences in Teacher Practices Through a Complexity Theory Lens: The influence of teacher education](#). *Journal of Teacher Education*, Vol. 69 (4) pp. 22-39. The findings contribute to understandings of the ways in which teacher education coursework makes a difference in optimizing candidate learning and reducing the variability across teacher practices and subsequent student learning opportunities.

**Zhongfeng Tian**: [The Promise of Translanguaging as Pedagogy for Emergent Bilinguals](#). *TESOL Bilingual-Multilingual Education Interest Section (B-MEIS)*.

**Sonia Kline** and **Sarah McCarthy**: [Mediators of Inequity: Online Literate Activity in Two Eighth Grade English Language Arts Classes](#)

**Jessica Zacher Pandya** will be going to Australia in August to talk about her forthcoming book, *Exploring Critical Digital Literacy Practices: Everyday Video in a Dual Language Context* (Routledge, 2019). She will give talks about it at Queensland University of Technology, the Learning Sciences Institute of Australia, and Deakin University.

**Stephanie Schmier**: Schmier, S. A., Johnson, E., & Lohnes Watulak, S. (2018). *Going public: Exploring the possibilities for publishing student interest-driven writing beyond the classroom*. *Australian Journal of Language and Literacy*. 41(1), 57-66.

**Roya Q. Scales**: The 7th edition of *Improving Reading* by Jerry L. Johns and Susan Davis Lenski, with

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## Call for Editors: Journal of Literacy Research

The *Journal of Literacy Research*, a publication of the Literacy Research Association, seeks applications for a new editorial team to begin their term with Volume 52(1).



- Editors shall serve a three-year term with no more than two terms to be served consecutively.
- The editorial team must submit a detailed annual report to the Board by November 15<sup>th</sup> of each year. The report must include data from that year and impact factor.
- Limited funds are available to support the editorial team. Funding is contingent upon yearly Board approval after review of the annual report.
- The new editorial team will work with the current *JLR* editorial team and the LRA Publications Committee during the transition period, beginning Summer/Fall 2018.
- The new editorial team will be responsible for completing the publication process for issues that may have been filled prior to the commencement of their term.

Send an electronic letter of intent and supporting materials to the LRA Publications Chair: Kouider Mokhtari [kmokhtari@uttyler.edu](mailto:kmokhtari@uttyler.edu) no later than **August 1, 2018**.

Click Here for Full Application Details (Link to document or webpage)

**Deadline for Applications is August 1, 2018**

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## Award Committee News

### Arthur Applebee Award for Excellence in Research on Literacy Seeking Nominations

The Arthur Applebee Award for Excellence in Research on Literacy is presented annually to honor an outstanding article in literacy research published in a refereed journal in the previous calendar year. The award is presented in memory of University at Albany - SUNY Distinguished Professor Arthur N. Applebee, internationally renowned for his seminal scholarship in the fields of literacy and language learning.

In order to be considered for the Arthur Applebee Award, an article must meet the following eligibility requirements:

contributions by Roya Q. Scales. *Improving Reading* (7th ed.) is filled with reading strategies and resources, and provides Common Core connections.

**Ted Kesler:** *The Reading Response Notebook: Teaching Towards Agency, Autonomy, and Accountability*. Foreword by Kathy Short. Published by NCTE.

An edited volume with contributions from five LRA members will be published by Palgrave Macmillan in July. *Feminism and Intersectionality in Academia: Women's Narratives and Experiences in Higher Education* is co-edited by members **Stephanie A. Shelton** and **Jill Ewing Flynn** (with Tanetha Jamay Grosland), and features chapters by **Meghan E. Barnes**, **Stephanie P. Jones**, and **Amy Tondreau**.

**Allison Ward Parsons, Seth A. Parsons, Jacquelynn A. Malloy**, Barbara A. Marinak, D. Ray Reutzel, Mary D. Applegate, Anthony J. Applegate, Parker C. Fawson, and **Linda Gambrell** recently published a paper describing upper elementary students' motivation to read fiction and nonfiction. Results corroborate previous research demonstrating students' declining motivation to read across grade levels, especially declining was students' value for reading. This research also corroborates previous research findings that girls are more motivated than boys to read fiction. Further, we found insignificant gender differences between girls' and boys' motivation to read nonfiction, indicating a need to further investigate students' motivation to read nonfiction. Parsons, A. W., Parsons, S. A., Malloy, J. A., Marinak, B. A., Reutzel, D. R., Applegate, M. D., Applegate, A. J., Fawson, P. C., Gambrell, L. B. (2018). [\*Upper elementary students' motivation to read fiction and nonfiction\*](#). *Elementary School Journal*, 118, 505-523. doi: 10.1086/696022.

**Rona Flippo** (Ed.) recently published the four-volume set of *Reading: Major Themes in Education* (2017). London and New York: Routledge. Volume I (1908 – 1982, Huey to Heath); Volume II (1983 – 1991, Applebee & Langer to Dole, Duffy, Roehler & Pearson); Volume III (1992 – 2004, Anderson & Nagy to Guthrie &

(1) A research article published in a refereed journal between January 1, 2017 and December 31, 2017. For articles appearing in print only or in both print and on-line versions, the date of print version should be used to determine the date of publication. For articles appearing only on-line, the date of release should be used to determine the year of publication. If you are at all uncertain, please consult the journal editors to determine what they regard as the official year of publication.

(2) Refereed journals are construed to include journals published around the world, with the proviso that the content is available in English. The topic of literacy research is construed broadly to include research that informs literacy theory, practice, and/or policy. A contribution to the field may include articles that either substantively develop or add to an existing area of research, combine existing areas of research in ways that have promise to positively influence literacy education, or create a new or less considered area of investigation with promise to positively influence literacy education.

As an award of the Literacy Research Association, the award focuses on the broadest possible conceptualization of literacy that necessarily entails all of the epistemological, methodological, disciplinary, and topical perspectives found in LRA.

Recipients of the award receive a small cash award and a plaque commemorating the award. The authors are also recognized during a general session of the conference. For more information, [click here](#).

To nominate an article, please send an electronic copy of the article and a nomination letter that states how the article meets the criteria to [Virginia Goatley](#) by **Tuesday, September 11, 2018**. Self-nominations are accepted.

### **Albert J. Kingston Award Committee Seeking Nominations**

The Albert J. Kingston Award is awarded annually to honor an LRA member for distinguished contributions of service to the Literacy Research Association. This notable honor has been presented annually since 1985. A complete list of past recipients is featured on the [LRA website](#).

Do you know someone who has dedicated years of meaningful service to the Literacy Research Association? Any LRA member may nominate deserving candidates for recognition of their service to the organization. Nominees must have belonged to LRA for at least 5 years.

Nominations should include two items:

- A letter of nomination that describes the service contributions the individual has made to LRA;
- The nominee's current CV

Wigfield et al.); Volume IV (2005 – 2016, L.A. Hall to Afflerbach). Rona Flippo and Tom Bean (Eds.) have just published the Handbook of College Reading and Study Strategy Research (2018). New York, NY: Routledge / Taylor and Francis.

**Mariana Pacheco** recently had her article titled, *Learning and Becoming Writers: Meaning, Identity, and Epistemology in a Newsroom Community of Practice* in the journal *Mind, Culture, and Activity* (see reference below). Also, she was awarded a grant titled, "Sociocritical Literacy for Community Change and Equity: Participatory Action Research with Bilingual Hmong and Latino Youth with/out Disabilities" with co-PIs Taucia González, Yang Sao Xiong, and Madeline Hafner from UW-Madison. References Mariana Pacheco (2018) *Learning and Becoming Writers: Meaning, Identity, and Epistemology in a Newsroom Community of Practice, Mind, Culture, and Activity*, 25:2, 105-124, DOI: 10.1080/10749039.2017.1393544

This special issue of the *Journal of Literacy and Technology* co-edited by **April Leach** and Ian O'Byrne investigates the intersection between art and communication through media literacy. As information and communication technologies advance, so too does the need to look at conceptions of "text" more broadly. This includes visual aesthetics, design cues, tool/text affordances, role of sender/audience, communication accommodation theory, transmediation, and the affordances of imagery to build critical communication literacy across cultures. This themed issue seeks to identify current and future trends in this framing of text as it relates to building media literacy to understand the opportunities to encode and decode symbols as individuals synthesize, analyze, and produce mediated messages. As more of what we would consider to be "art" is brought into media literacy, these visual and aesthetic elements have an impact on these texts as individuals read, write, and communicate across society.

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**Submit Your News!**

Submit your nomination materials to: [Jennifer Jones Powell](#), by the award deadline: **August 15, 2018**.

### **Barr/Mosenthal Handbook of Reading Research Award**

We are excited to announce that the 2018-2019 Barr/Mosenthal Handbook of Reading Research Award review process for 2019 is about to begin. The Barr-Mosenthal Handbook of Reading Research Award is intended to support the work of literacy researchers and teacher educators working in non-OECD countries.

The grant announcement and application process for these grants will be open on June 1, 2018, with an **application deadline of October 30<sup>th</sup>, 2018**. The award winners will be announced at the LRA 2018 conference.

Applications can be submitted for consideration through the following link: [https://utexas.qualtrics.com/jfe/form/SV\\_0VfP61lmlimc4aF](https://utexas.qualtrics.com/jfe/form/SV_0VfP61lmlimc4aF)

Click Here for Full Application Details (Link to document or webpage)

### **Oscar S. Causey Award Seeking Nominations**

The Oscar Causey Award is one of the most prestigious awards granted by the Literacy Research Association. As one of the "lifetime achievement" awards, it recognizes an individual who has made substantial, sustained, and significant impact in the field of literacy. Once again congratulations to last year's winner Peter Johnston. We look forward to his address in Palm Springs.

We are currently soliciting new nominations from members. We hope each of you will enhance the selection process by nominating game changers in the field of literacy.

When considering nominees consider the following five criteria:

- This individual has published *substantial* research in literacy.
- This individual has published *significant* research in literacy.
- This individual has published *original* research in literacy.
- This individual has generated *new knowledge* through literacy research.
- This individual is a recognized *leader* in the conduct and promotion of literacy research.
- The individual's work is consistent with the mission statement of LRA.

To submit a nomination, email [Aria Razfar](#) a letter of nomination and a current and complete/full version of the candidate's curriculum vitae. The letter of nomination should be detailed and address the candidate's qualifications using the criteria listed

Have news you want to submit? News submissions from members are due the 15th of every month! You can submit your news on our website! [Submit your News!](#)



above. The CV should not be an abbreviated version or a compilation of newer activities. A full version of the CV is necessary because the award is based on the nominee's scholarship—in its entirety—over the career span.

