



LITERACY™
RESEARCH
ASSOCIATION

Newsletter



Literacy Research Association

August, 2018

Update from the LRA President

Hello, colleagues.

As of April 2018, LRA had a total membership of 1504, according to the LRA Headquarters' report to the Board of Directors. Of that total, 421 members were graduate students. That nearly one-third figure has been consistent over the past several years, and it should give us great optimism about LRA's future. I learn a lot from doctoral students, who are usually reading what I have not. My own advisees have opened my eyes to different theoretical orientations and methodologies and have brought me along in other ways too numerous to list here. The thought that there are at least 421 of you students among us, contributing that many new sets of experiences, is both dizzying and exciting.



There comes with this realization a strong sense of responsibility. Certainly, most of our student members receive their primary mentoring at their home universities, but I have learned that quite a number also rely heavily on LRA, regardless of where they are working toward their degrees. One strand of the LRA Strategic Plan is devoted to mentoring efforts, and it lists three primary goals:

- Synergistic mentoring opportunities related to the organization
- Synergistic mentoring opportunities related to the profession
- Synergistic mentoring opportunities related to research

The comprehensive plan is aimed at members at all levels of their careers, but when it comes to students, the last goal listed here seems most relevant. How well are we doing in that respect? I have been grappling with that for the past several years while serving on the leadership team for LRA, particularly during 2017 when I served as Conference Chair. Here are a few questions I am asking myself:

- Do our current proposal submission and review processes and policies ensure that new researchers are consistently provided with strong models of ethically conducted, methodologically sound, and

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Member News

Julie Ankrum, Maria Genest, and **Aimee Morewood** were honored to receive an Honorable Mention in the Journal of Research in Childhood Education (JCRE) Distinguished Education Research Article Award program. Their article, "A Description of Contrasting Discourse Patterns Used in Differentiated Reading Instruction," published in July 2017, was recently identified to receive the award. The Association for Childhood Education International (ACEI) identifies Distinguished Education Research Articles from the articles published in the year's volume of the JRCE. Members of the JRCE Editorial Advisory Board selected the article "as an illustration of superior research and excellent writing on a topic of high import for the field."

P. David Pearson officially retired on June 30, 2017. To mark the occasion, colleagues and former students organized a Festschrift celebrating P. David's life & work on June 30, 2018, at

significant research? Are they given useful, honest feedback when their first attempts fall short?

- Do we currently have in place a mechanism to make it more likely that new researchers in our community have meaningful interactions with seminal, historical research in literacy (and the stories behind the research), and are we making clear why it's important?
- Are we transparent enough about our less-than-successful attempts at research and publication and about how productive struggle and rejection can be?

Forgive me now as I use this platform to shout out to those who were my mentors when I was a doctoral student. Jim Baumann, my dissertation chair, modeled strong ethical principles related to research, showed me the meaning of perseverance, taught me how to write about research, and for whatever reason, trusted me to assist and learn alongside him in a study of second grade students he was teaching, a project that held great meaning for him. David Reinking taught me to trust my voice, to refrain from getting caught up in the pitfalls of jargon-filled, imprecise academic writing. Donna Alvermann taught me to attend closely to the voices of adolescents who are willing to open up about their literacy experiences and their lives. I thank them and hope they will forgive me where I have fallen short in any of these areas.

I hope others will join me in the ongoing conversation about mentoring the next generation of literacy researchers. Until next time...

Take care,

Gay Ivey

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

Conference Update



Registration for the 68th Annual Conference is LIVE! The conference will be held in Indian Wells, CA, at the beautiful Renaissance Indian Wells Resort and Spa. [Register Here!](#) Once registered, a link will be sent to your e-mail to reserve your hotel room. Reservations can **only** be made by accessing your designated link.

Renaissance Indian Wells Hotel Information: The room rate for the conference is \$170.00 + tax. This rate includes: standard and deluxe corner sized room options. **You must be registered for the conference, in order to**

the brand-new home of the UC Berkeley Graduate School of Education. In addition to a Festschrift Symposium chronicling his lifetime commitment to understanding comprehension, celebrants toasted & roasted PDP at an evening reception on Saturday night. David's former advisees & grad assistants brunch on Sunday, July 1. A [website](#) commemorating the event and serving as a repository for all things comprehension is currently under construction. LRA members are encouraged to visit the site and upload photos and memories of interactions with David PLUS artifacts (e.g., papers and presentations) related to the conference themes of the nature of comprehension, comprehension instruction, comprehension assessment, comprehension and teacher learning, and revisiting the "stuff" of comprehension PLUS several other topics. The goal is to create a "Comprehension Commons" for our collective use.

Cati de los Ríos was recently awarded the 2018 Promising Researcher Award from the Standing Committee on Research of National Council of Teachers of English for her recently published article: de los Ríos, C.V. (2017). Toward a corridista consciousness: Learning from one transnational youth's critical reading, writing, and performance of Mexican corridos. Advance online publication. Reading Research Quarterly. doi: 10.1002/rrq.210

Vivian Yenika-Agbaw was elected to the International Research Society for Children's Literature (IRSL) Board to serve 2017-2019. Co-edited three books on nonfiction. Below are the titles: Yenika-Agbaw, V., Hudock, L., & Lowery, R. (Eds.) (2018). Does Nonfiction Equate Truth?: Rethinking Disciplinary Boundaries through Critical Literacy. Yenika-Agbaw, V., Lowery, R. & Ricks, P. (Eds.) (2018). Using Nonfiction for Civic Engagement in Classrooms: Critical Approaches. Yenika-Agbaw, V., Lowery, R., Hudock, L. & Ricks, P. (Eds.) (2018). Exploring Nonfiction Literacies: Innovative Practices in Classrooms.

receive your hotel reservation link. The link will be provided in your conference registration confirmation. Phone calls will not be accepted.

2018 Annual Conference poster: LRA will offer a reproduction of the 2018 Conference Poster. The cost is \$20 per poster and includes a carrier tube. You must be present at the meeting to pick up your purchased poster. The proceeds of the poster (above the production cost) will be donated back to STAR and the Ethnicity Race and Multilingualism Committee. Click [here](#) to order the poster!

Front of poster



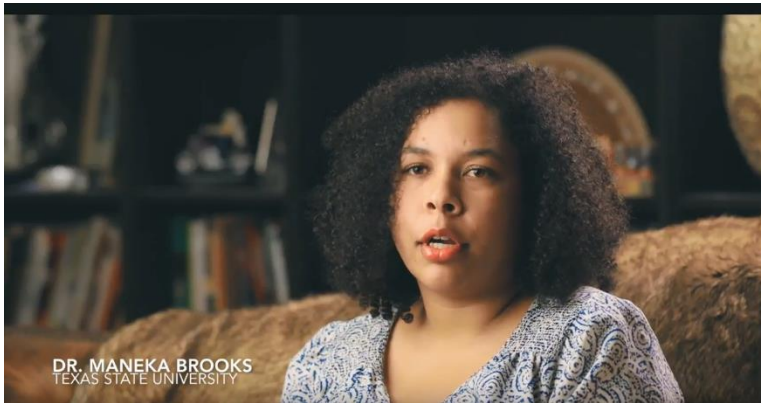
Back of poster



Reclaim Literacy Research

Watch the videos below from Dr. Maneka Brooks and Dr. Elizabeth Dutro on what Reclaiming Literacy Research means to them! *Thank you to Keith Newvine and Francisco Torres for creating our 2018 Annual Conference videos.*

Dr. Maneka Brooks



Dr. Elizabeth Dutro

Member Publications

Rita Bean. The ILA 2017 Standards for the Preparation of Literacy Professionals were published in May 2018. These standards were developed by a team of literacy experts and address competencies for classroom teachers, specialized literacy professionals (reading/literacy specialists, literacy coaches, and literacy coordinators). They also describe literacy competencies for other professionals who have literacy responsibilities and roles (principals, teacher educators, and literacy partners). The Standards Revision Committee was co-chaired by Rita Bean (University of Pittsburgh) and Diane Kern (University of Rhode Island). The publication is available from ILA (either electronically or in print).

Dr. Jeanne Dyches recently published her article, "[Particularizing the Tensions between Canonical and Bodily Discourses](#)", in the Journal of Literacy Research.

Laura Beth Kelly, Kelly, L. B. & Moses, L. (2018) [Children's literature that sparks inferential discussions](#). The Reading Teacher, 72(1), 21-29.

Janet Richards, Joan Gipe, *Multiple paths to literacy*. Scottsdale, AZ: Pearson.

Cati de los Ríos recently published: de los Ríos, C.V. (2018). *Bilingual Vine making: Problematizing oppressive discourses in a secondary Chicana/Latina studies course*. Advance online publication. Learning, Media and Technology. Special Issue on learning, technology and politics. DOI:10.1080/17439884.2018.1498350

Sandra Schamroth Abrams published the chapter, *Arts education and makerspaces: Opportunities for democratizing practices and socially responsible learning*, in B. Johnson & Y. Pratt-Johnson (Eds.), *Inequalities in the Early Years* (pp. 95-108). Routledge.



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](#).



Award Committee News

Nominate an LRA Member for the Albert K. Kingston Award

Do you know someone who has dedicated years of meaningful service to the Literacy Research Association? 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](#).

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;

Brenda Shearer, DeBorah Carr, and **MaryEllen Vogt**: *Reading Specialists and Literacy Coaches in the Real World*, 4th ed. Foreword by Michael Ford. Published by Waveland Press (Copyright 2019). Just released this summer, our comprehensive literacy leadership text applies the latest research to the changing and highly collaborative roles of today's specialized literacy professionals. Each chapter is aligned with the new ILA Standards for the Preparation of Literacy Professionals. The book is both scholarly and practical, providing valuable information related to complex literacy processes, visible literacy, digital literacies, school improvement initiatives, issues of equity and social justice, sheltered English instruction, tiered intervention, multidimensional assessment, progress monitoring, K–12 classroom practice, disciplinary pedagogy, and new perspectives on professional learning.

The new edition of *Teaching Reading PreK-3: A Practical Approach* by **Roya Q. Scales**, **Laurie Elish-Piper**, **Susan Davis Lenski**, and **Jerry L. Johns** is under revision and will be in print in fall 2019.

Barbara Vokatis (2018). *Reflections from the first phase of teaching online literacy clinics: Changes to the initial perspectives and future considerations*. *Journal of Literacy Practice & Research*, 43(3), 24-31

Debra Wellman: A new text for content area discipline courses provides ideas for preservice teachers to integrate instruction across subjects and how to use literacy strategies in the content areas for deeper learning. Debra K. Wellman, Cathy Y. Kim, Lynn Columba, & Alden J. Moe. (2018). *Vibrant Learning: An Integrative Approach to Teaching Content Area Disciplines*. Lanham, MD: Rowman & Littlefield.

Alice Y. Lee & Lara J. Handsfield: Lee, A.Y., & Handsfield, L. J. (2018). [Code-meshing and writing instruction in multilingual classrooms. *The Reading Teacher*](#)

- The nominee's current CV

As you prepare to nominate an LRA member for outstanding and distinguished service to the organization via the Albert J. Kingston Award, the AJK Committee is pleased to offer the following recommendations for strong nomination materials:

- Nomination letters clearly distinguish scholarship and teaching from service to LRA;
- Nomination letters clearly articulate the nominee's breadth, depth and history in regard to service to the organization;
- CVs feature highlighted sections/line items of the candidate's service to LRA.

The Albert J. Kingston Committee looks forward to reviewing your nominations for this distinguished award in August! **Submit your nomination materials to:** [Jennifer Jones Powell](#), by the **award deadline: AUGUST 15, 2018.**

The Student Outstanding Research Award

The Student Outstanding Research Award Committee is eagerly awaiting applications for this year's award. To be considered for the award, the author must hold student status, and the paper submitted for review must be based upon research conducted by the student. The paper must be written solely by the student or co-authored with other students, and cannot be co-authored or co-presented with a faculty member. The proposal must have been accepted by the Annual Conference Committee for presentation at the upcoming Annual Conference. Papers representing various genres of research (including conceptual papers) are welcome. **The deadline for applications is August 15th.** **Application guidelines can be viewed on [LRA's website](#).** Application should be submitted to [Doris Walker-Dalhouse](#).

J. Michael Parker Award - Contributions to Adult Literacy Research

The award was established in 2001 in honor of J. Michael Parker, winner of LRA's Student Outstanding Research Award for his work in community-based adult literacy. Please consider donating to keep adult literacy research alive. You can find the J. Michael Parker Award donation page in either of these two places: 1) LRA's homepage quick link "donate" button or 2) LRA 2020 link.

To be true to the spirit of J. Michael Parker's work, the award recognizes studies that examine ways adults further their own language and literacy development within or outside of formal learning contexts, including different social and cultural contexts for learning. Recipients of the award are recognized during a general session of the conference. They also receive a small cash award to be used for conference expenses, as well as a plaque commemorating the award. The award is presented to papers with either a single author and multiple authors, wherein all authors must be doctoral student(s) or early-career, untenured faculty. For single authored papers, the recipient will receive \$500 and a plaque commemorating the award. For co-authored papers, the recipients will each receive a plaque and will decide amongst themselves how to divide the \$500 award.

Criteria for Consideration for the Award

The LRA member selected for receiving the J. Michael Parker Award should conduct research that is judged capable of making a significant contribution to

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theory and/or practice of adult literacy learning and instruction. This means that the paper will be judged as:

- The Committee considers the methodology to be appropriate to the research question and of sufficient rigor;
- The implications of the research are of a scope needed to impact the field.

In order to be considered for the Award, applicants must meet the following eligibility requirements:

- All of the author(s) of the paper must be doctoral students or early-career, untenured faculty at the time of the paper submission (October 1, prior to the Annual Meeting)
- The paper is based on a proposal accepted for presentation at the LRA Annual Meeting.
- The author(s) of the paper are LRA members in good standing at the time of the paper submission.

A full research paper (25 pages or less), based on the accepted proposal, must be submitted electronically by October 1, 2018. Papers must be double-spaced and in 12-point font. The text limit does not include references or any appendices.

Potential applicants are encouraged to contact the award chair, [Donita Shaw](#), to discuss how their research may fit with the intentions of the award.

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:

(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.