



LITERACY™  
RESEARCH  
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# Newsletter



Literacy Research Association - July 2019

## Vice President Spotlight on ICGs

*Gwendolyn Thompson McMillon – Vice President*

Last month, we began a newsletter series to highlight the accomplishments of LRA's Innovative Core Groups (ICGs). One of the responsibilities of the vice president is to oversee the maintenance and functioning of ICGs. After contacting ICG chairs and learning more about their activities, I asked them to share information about their wonderful work with all LRA members.

We hope that you will become more involved in LRA by joining an ICG related to your interests. Please help me extend our appreciation to LRA's International ICG and Doctoral Student ICG for sharing information in the June newsletter. Contact them if you are interested in joining their ICG.



***The July Spotlight is on our newest ICG - Reading Clinics/Literacy Labs.***

*What is one of the newest Innovative Community Groups (ICG), but the oldest Study Group? What "Birds of a Feather" group became a Study Group in 1997 or 1998?*

***The answer is the Reading Clinics/Literacy Labs Innovative Community Group, which was established at the end of 2017.***

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## Member News

**Bobbie Kabuto** has been [awarded the UKLA/Wiley Research in Literacy Education Award 2019 for her paper Family Narratives of Biliteracy, Literacy, 52\(3\).](#)

**Stephanie Toliver**, a Ph.D. candidate in language and literacy education at the University of Georgia has been awarded a 2019 NAEd/Spencer Dissertation Fellowship.

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## Member Publications

**David K. Dickinson & Ann B. Morse**, "Connecting Through Talk: Nurturing Children's Development with Language", *Brookes Publishing*. It reviews early development across multiple domains (neural, social, emotional, executive functioning, literacy, language, theory of mind) through the lens of language, making

*You may ask, why set up an ICG when you already have a Study Group*

*Several answers to this question relate to the expanding purposes and functions of the LRA Reading Clinics/Literacy Labs collaborative.*

### **Purposes:**

The Reading Clinics/Literacy Labs ICG is a supportive, dialogic community of practitioner/researchers confronting problems, issues, and challenges faced across sites. Participants recognize the variations in purposes, funding, venues, and administrative structures of clinics, labs, or centers that focus on literacy teacher development and service to clients.

[Click here to continue reading.](#)

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## **2019 LRA Annual Conference - Forum Extends Conference Through Noon Sunday**

Before you book your return flight for this year's conference in Tampa, consider staying over Saturday night to attend the Research to Practice Forum, a unique feature of this year's program. As usual, the conference rates at the Marriott extend through Saturday night and there is no additional charge for anyone registered for the conference. But, to participate in the Forum you must indicate your intent when you register for the conference online.

Details about the Forum follow (and a website will be available soon at: <https://lira.memberclicks.net/literacy-research-to-practice-forum>). But, its main purpose is to initiate a dialog between literacy researchers and practicing education professionals toward bridging the gap between research and practice. Consequently, classroom teachers, administrators, and education leaders at the local, state, and national level are being invited to attend the Forum, with strong initial interest and several commitments (e.g., some teams of researchers and teachers who partner on projects have committed to attend). The Forum's organizers (see below) would welcome your suggestions of individuals or teams who could make a particularly informed contribution to the Forum and might merit a special invitation.

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the case that language is a central element to all of these developmental areas. It also makes the case for economic benefits associated with supporting early development. It includes profiles of programs from several countries that support families in ways that have the potential to foster language learning. It is scholarly and is written to be accessible to students in introductory classes in language, child development, and literacy.

Grace Enriquez published "[Embodiment and Literacies: Teaching, Learning, and Becoming in a Post- World](#)" in the journal *English Teaching: Practice & Critique*. For more information, please see the CFP. Questions should be directed to the special issue editors: [Stavroula Kontovourki](#), [Liz Johnson](#), and [Grace Enriquez](#).

Doctoral student **Deani Thomas** and assistant professor Dr. **Jeanne Dyches** (both from Iowa State University) published "[The hidden curriculum of reading intervention: A critical content analysis of Fountas & Pinnell's leveled literacy intervention](#)" in the *Journal of Curriculum Studies*.

**Jon M. Wargo's** article "Sounding the Garden, Voicing a Problem: Mobilizing Critical Literacy through Personal Digital Inquiry with Young Children" was published in the May issue of *Language Arts*. Leveraging personal digital inquiry as critical literacy, the article describes the affordances of mobilizing sound as a modal resource for composing change with young learners.

**Jacqueline Witter-Easley** has authored "Literacy Moments: Creating Daily Teachable Moments with Beginning Readers" published by Rowman & Littlefield. As stated in the book's Introduction, "This book is intended to give teachers the tools to nurture joyful readers by infusing their classrooms' daily lives with authentic literacy moments every day" (p. xi).

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## **Call for Chapter Proposals**

### **Teaching Learning for Effective Instruction**

In an age where the quality of teacher education programs has never been more important, educators need a fundamental understanding of the principles of human learning, motivation, and

## Announcing 2019-2020 STAR Fellows

As part of the Ethnicity, Race, and Multilingualism Committee, the STAR (Scholars of color Transitioning into Academic Research institutions) program is a two-year mentoring program for scholars of color beginning their careers as literacy researchers.

The objectives of the STAR program are to:

- Help instill a strong professional stance within scholars of color,
- Increase their knowledge of our organization's rich history and traditions,
- Inspire them to continue its legacy of scholarship, leadership, and service, and
- Increase the pool of viable scholars of color who have been mentored by our organization.

Through the program, fellows and mentors participate in a series of activities at each annual conference and in a spring writing retreat.

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## Award Committee Updates



### The Albert J. Kingston Award

Deadline: August 15, 2019. Do you know a member of the Literacy Research Association who has provided outstanding service to the organization? If so, nominate your colleague for the 2019 Albert J. Kingston Award! The process involves only two items: 1.) a nomination letter, which may be co-authored with colleagues and 2.) the nominee's CV. Any LRA member may nominate someone for this prestigious award. All nominees must

development. Each volume in this series will draw upon the latest research to help college instructors select and model essential principles of learning, motivation, assessment, and development to prepare professionals to work with children and adolescents in diverse learning contexts using asset-based pedagogies. [Theory to Practice: Educational Psychology for Teachers and Teaching](#) is a series for instructors who teach educational psychology content in teacher education programs.

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## Submit Your News!

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!](#)



have been an LRA member for at least five years. [Click here to continue reading.](#)

## **P. David Pearson Scholarly Influence Award**

**Deadline: September 5, 2019.** The P. David Pearson Scholarly Influence Award began in 2013. This annual award honors, in P. David Pearson's name, the author(s) of an article/chapter/book written at least 5 years prior to the nomination, that has demonstrably and positively influenced/impacted literacy practices and/or policies within district, school and/or classroom settings.

We encourage you to think about influential materials that have affected your professional work and submit nominations by **September 5, 2019**, for consideration in **2019**. [Click here to continue reading.](#)

## **Arthur Applebee Award for Excellence in Research on Literacy**

**Deadline September 10, 2019.** 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. Please see the eligibility requirements for further information on date of publication. 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. [Click here to continue reading.](#)

## **Student Outstanding Research Award**

Are you a graduate student who is already looking forward to next year's LRA Conference? Are you conceptualizing a promising paper based on your research? Would you like the opportunity to have your paper published in *Literacy Research: Theory, Methods and Practice*? If so, please consider applying for the LRA 2020 Student Outstanding Research Award.

The Student Outstanding Research Award is awarded annually to honor a student member of LRA in recognition of an outstanding research paper presented at the Annual Conference. For more information, visit [LRA 2020 Student Outstanding Research Award](#). To be considered, submit your application to Soria Colomer at [soria.colomer@oregonstate.edu](mailto:soria.colomer@oregonstate.edu) with "LRA 2020 SORA Application" in the subject by August 15, 2019. [Click here to continue reading.](#)

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## Perspectives from Past Presidents

**Donna Alvermann** wrote in response to the [May Column](#) by Jim Hoffman: "Jim, your column this month contributes to the organization's history. I had never seen the breakdowns that you wrote about, but I've lived through all of them and was thus interested in how much is the same and how much has changed (or is currently in the midst of change). Your last paragraph posed a thoughtful option. I like the idea of member-driven themes (based on the research they are currently doing and thus want to hear more about)."

### **Of Histories and Archives**

Submitted by Norman A. Stahl,  
Northern Illinois University

Whether you had joined the Southwest Reading Conference, the National Reading Conference, or the Literacy Research Association, you have come to share in an organizational history that spans multiple academic generations. As a community of scholars, we have crossed many bridges and built our fair share of them as well. Through our Association we have found strength and unity of common purpose as we pursue academic interests and defend the profession when under attack from forces external. We have confronted our own internal issues head-on making at times slow but always steady progress. Indeed, across the decades this Association, our Association has remained strong and fully committed to a mission of promoting research that positively impacts and supports the literate lives of individuals throughout the world. [Click here to continue reading.](#)

