



LITERACY™
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Newsletter



Literacy Research Association - May 2019

2019 Annual Conference Update



We are thrilled to announce that the 2019 LRA Annual Meeting will feature:

Forums: Literacy Research for Practice

Forums will be available Saturday afternoon through Sunday morning to enable LRA attendees and teachers to:

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Member News

In March 2019, **Lori Assaf** had the opportunity to work with faculty and students from UPT Bahasa (Language Center) at Universitas Tanjungpura and

1. Dialog about how research can enlarge its contribution to improving practice;
2. Critically assess the existing literacy research base in light of what practitioners identify as their and their students most pressing needs; and
3. Initiate a discussion about guiding principles for bringing together research and practice and the responsibilities of literacy researchers to connect their work to practice.

Using a [crossroads approach](#), a special invitation will be extended to teachers, administrators, and policymakers. Keep an eye on the newsletter. Additional information is forthcoming. In the meantime, feel free to contact:

David Reinking, David.Reinking@uga.edu
Sharon Walpole, swalpole@udel.edu

Volunteers Needed! Sign up as a Chair or Discussant for the LRA Annual Meeting

Sign up to become an Annual Conference Session Chair or Discussant!

Session Chair positions are open to all LRA members including newcomers and graduate students.

Discussant positions are open to all LRA members who have published research relevant to the session topic and have attended previous LRA conferences.

To volunteer, visit the [LRA All Academic website](#) and create a login (or use the same one you used for your proposal submissions). LRA Area Chairs will be creating sessions in June and we'll need a strong list of Chairs and Discussants to pull from in order to do so!



local teachers in Pontianak, Indonesia as a Fulbright Specialist. During her time in Indonesia, she focused on faculty and local teacher development on English language and literacy instruction.

Jacquelyn Chappel was recently awarded the Early Career Award from AERA's Critical Issues in Cultural Studies for her work on diversity in language arts curriculum.

Dr. Patricia A Edwards is the 2019 AERA Scholars of Color Distinguished Career Contribution Award Recipient. She is a professor of teacher education at Michigan State University and internationally recognized community literacy scholar who focuses on parent involvement, home-school-community partnerships, and family/intergenerational literacy. Her pioneering body of work has set the standard for family and community practice-informed scholarship in the field. As a visionary and transformative leader in the field of literacy studies and a member of the Reading Hall of Fame, she has served as president of both the Literacy Research Association (the first African American) and the International Literacy Association. Dr. Edwards' contributions are fundamental to the knowledge base in the study of reading/literacy, and the field will forever be indebted to the indelible mark made by her distinguished career of scholarship, program development, service, and advocacy.

Project Title: Understanding Local Struggles through Critical Latin American Literature for Children: Towards a Teachers' Induction Model for Critical

Award Committee Updates



Honoring Service to LRA: The Albert J. Kingston Award

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 have been an LRA member for at least five years. **The deadline for nominations is August 15, 2019.**

The Albert J. Kingston Award is awarded annually to honor an LRA member for distinguished contributions of service to LRA. The notable honor has been presented annually since 1985. A complete list of past recipients is featured on the [LRA website](#), along with complete nomination guidelines. The Albert J. Kingston Committee encourages you to nominate someone for this honor in 2019.

P. David Pearson Scholarly Influence Award

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.

Literacy in Puerto Rico. **Dr. Carmen L. Medina** (Indiana University) and **Dr. Maria del Rocio Costa** (University of Puerto Rico) have been awarded funding through the IU Center for Latin American and Caribbean Studies Title VI grant. This 4 years research study examines teacher candidates' engagement with critical knowledges from the Global South through the study of Latin American and Caribbean social justice children's literature. The goal is to resituate the development of curricular inquiries that relate local current social and political situation within Puerto Rico as decolonial and relational to how communities in the Caribbean and Latin America have lived through social struggles.

Member Publications

Richard Beach and **Faythe Beauchemin** published, "[Teaching Language As Action in the ELA Classroom](#)" (Routledge, 2019) which applies languaging theory to describe methods for teaching social interaction, literary response, composition, drama, and digital literacies in K-12 classrooms.

Beucher, B. & Seglem, R. (in press). Students are speaking, let's listen: Black male students negotiate ways of knowing themselves during digital storytelling. *LEARNing Landscapes*, 12 (1).

Jacquelyn Chappel published "[Engendering Cosmopolitanism through the Local](#)" (published by Peter Lang Press). Early reviewers of the book have

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**.

Nominators should demonstrate how the findings or implications of the article/chapter/ book have been used directly by educators to craft influential policies and/or initiate and implement innovative classroom practices.

The submission packet should include a letter of nomination outlining the case with supporting evidence (along with the key piece of writing, author CVs and documentation of the influence of the piece on instruction and/or policy). Please submit to [Jung Kim](#). Further information can be found on the [LRA website](#).

Building an LRA Conference Program: Then and Now

Perspectives from Past Presidents

Submitted by James Hoffman, The University of Texas at Austin

Before we were LRA we were NRC. "Conference" was included in our former name because the annual conference was the centering point for our professional community. For all the right reasons the name was changed in 2010 to reflect our growth. Still, though, the annual conference remains as a huge part of our identity and presence in the field of literacy. The conference program is a statement of who we are and who we are becoming. In this brief reflective essay, I want to describe the process for building the LRA (NRC) conference program in the late 1970s through the early 1990s and point out some contrasts to the present system. There are many similarities between the processes then and now but there are differences as well – differences that may be worth exploring. [Click here to continue reading](#).

P&L Interview with Advocate

Each month in 2019, the LRA Policy and Legislative Committee will interview an LRA member who is active in policy and advocacy. This

commented that they will be using the book in their teacher education classes, and the book has been endorsed by Kathy Short and Suzanne Choo, leaders in the field of global literacies. The book includes important background information on the fraught history of language arts curriculum in the US and some of the challenges of reading cross-culturally. The book includes curriculum on modern Chinese literature including a reprint of a cringe-worthy short story on bullying, appropriate for the classroom and rich fodder for discussion. The introduction includes reviews of the study of language arts curriculum in the US offering the various definitions of "world" over time. It also advances a critique of multicultural education. LRA members with expertise in multicultural education or global literacies may want to consider reviewing the book.

Judith Green and Gregory Kelly published "[Theory and Methods for Sociocultural Research in Science and Engineering Education](#)". Through the studies of the opportunities for learning science and engineering processes and practices, you will have an opportunity to explore literacy as social accomplishments for teachers and students in complex learning opportunities. This volume provides insights into how an interactional ethnographic logic of inquiry supports the tracing of learning opportunities and the identification of ways that teachers develop professional visions, students engage in literacy processes in engineering contexts and how teachers support students in learning complex and challenging topics, including how to understand their emotional responses to

month, we share a short conversation between Amy Broemmel, P&L committee member, and Kathy Champeau, LRA member from Milwaukee.

Broemmel: What is the policy issue you have been working on?

Champeau: For the past year, I have been working on proposed dyslexia legislation which emanated from one of Wisconsin's Joint Legislative Council's study committees. Membership on study committees is intended to represent multiple perspectives and expertise; however, this study committee's membership violated past practice of broad representation necessary for good legislation. Not only does their proposed legislation go against available research, but also it would create serious problems for parents' and educators' understanding of reading difficulties/dyslexia and for literacy instruction potentially affecting all of Wisconsin's 850,000 students. [Click here to continue reading.](#)

Call for Editors: Literacy Research: Theory, Method, and Practice

The *Literacy Research: Theory, Method, and Practice (LR:TMP)*, a publication of the Literacy Research Association (LRA), is seeking applications for a new editorial team to begin their official term of service in fall 2020 starting with Volume 70.

LR:TMP is a blind peer-reviewed annual journal that publishes contemporary research and aims to promote discussion and constructive critique about key areas of literacy research, policy, and practice. Manuscripts published in the journal highlight research presented at the Annual Meeting of the Literacy Research Association and inform literacy theory, methods, and practices in the field.

1. Editors serve a three-year term with no more than two terms served consecutively.
2. Editors submit mid-year and annual reports to the Publications Committee, LRA Board, and Executive Committee in April and November from each year.

climate change. The commentaries also frame ways of exploring different research traditions.

Laura Beth Kelly, Meridith Ogden, and **Lindsey Moses** recently published: [Collaborative conversations: Supporting speaking and listening in the primary grades. *Young Children*, 74\(1\), 30-36.](#)

Ted Kesler published "The Reader Response Notebook: Teaching Towards Agency, Autonomy, and Accountability" (NCTE, 2018). You can also check out Kesler, T., Reilly, M., & Eng, E. (in press). Translanguaging in picture books. *WOW Stories*, [here](#).

Phil Nichols published "Composing Proximity: Teaching Strategic Distance to High School Writers" in *English Journal*. The article, co-authored with two high school literacy teachers, Charlie McGeehan and Samuel Reed III, explores tensions associated with inviting students to bring their histories into school-based writing in a political moment when such forms of expression can, for some students, exacerbate vulnerabilities they experience outside the classroom.

The Review of Research Award was presented to LRA members **Seth A. Parsons** (George Mason University), **Margaret Vaughn** (University of Idaho), **Roya Qualls Scales** (Western Carolina University), **Melissa A. Gallagher** (University of Louisiana, Lafayette), **Allison Ward Parsons** (George Mason University), **Stephanie G.**

3. Limited funds are available to support the work of the editorial team. Funding is contingent upon LRA Board approval following a review of annual reports.
4. The new editorial team works with the outgoing *LR:TMP* editorial team and the LRA Publications Committee to facilitate a smooth transition period.

[Click here to read more and for Application Procedures](#)

Check out JLR's Recent Publications!

Have you seen the studies that are scheduled to appear in the next printed version of the *Journal of Literacy Research* (volume 51, issue 2)? Did you know you can access them on the JLR website? This special issue of *JLR* centers on research reviews in literacy teacher preparation and is guest edited by Drs. Beth Maloch and Denise Davila.

Original Research:

- [Wetzel, M. M., Vlach, S. K., Svrcek, N. S., Steinitz, E., Omogun, L., Salmerón, C., ... Villarreal, D. \(2019\). Preparing Teachers with Sociocultural Knowledge in Literacy: A Literature Review. *Journal of Literacy Research*, 51\(2\).](#)
- [Fowler-Amato, M., LeeKeenan, K., Warrington, A., Nash, B. L., & Brady, R. B. \(2019\). Working Toward a Socially Just Future in the ELA Methods Class. *Journal of Literacy Research*, 51\(2\).](#)

Video Abstract

- [Hikida, M., Chamberlain, K., Tily, S., Daly-Lesch, A., Warner, J. R., & Schallert, D. L. \(2019\). Reviewing How Preservice Teachers Are Prepared to Teach Reading Processes: What the Literature Suggests and Overlooks. *Journal of Literacy Research*, 51\(2\).](#)

Video Abstract

Davis (University of North Carolina, Greensboro), **Melissa Pierczynski** (Grand Valley State University), and Melony Allen (Alamance-Burlington School System) for their article entitled "Teachers' Instructional Adaptations: A Research Synthesis" (*Review of Educational Research*, Volume 88, April 2018). This award is given in recognition of an outstanding review of research article appearing in the *Review of Research in Education* or the *Review of Educational Research*.

Patriann

Smith authored "[\(Re\)Positioning in the Englishes and \(English\) Literacies of a Black Immigrant Youth: Towards a 'Transraciolinguistic' Approach](#)" in the themed issue of *Theory into Practice* titled "(Re)positioning Language and Literacy within Culturally and Linguistically Diverse Schooling Communities" [58(3)], edited by Eurydice Bauer and Robert Jimenez. This article presents graphic "storylines" to show how positioning theory, in conjunction with raciolinguistics, helped to clarify a Black immigrant youth's positioning in the enactment of her Englishes and literacies.

Amy Stornaiuolo and Phil

Nichols published "[Cosmopolitanism and Education](#)" in the *Oxford Research Encyclopedia of Education*. The article surveys diverse genealogies of "cosmopolitanism;" its uptake and limitations in education; and some possible futures for research and practice.

Zhongfeng Tian published a chapter book with Maria Brisk: Brisk, M. E., & Tian, Z. (2019). "A Developmental and

- [Bomer, R., Land, C. L., Rubin, J. C., & Van Dike, L. M. \(2019\). Constructs of Teaching Writing in Research About Literacy Teacher Education. *Journal of Literacy Research*, 50\(2\).](#)
- [Flores, T. T., Vlach, S. K., & Lammert, C. \(2019\). The Role of Children's Literature in Cultivating Preservice Teachers as Transformative Intellectuals: A Literature Review. *Journal of Literacy Research*, 51\(2\).](#)
- [Hoffman, J. V., Svrcek, N., Lammert, C., Daly-Lesch, A., Steinitz, E., Greeter, E., & DeJulio, S. \(2019\). A Research Review of Literacy Tutoring and Mentoring in Initial Teacher Preparation: Toward Practices That Can Transform Teaching. *Journal of Literacy Research*, 51\(2\).](#)

[Video Abstract](#)

Insights:

- [Lysaker, J. T., & Handsfield, L. J. \(2019\). Integrative Research Syntheses as Sites of Disruption in Literacy Teacher Education. *Journal of Literacy Research*, 51\(2\).](#)
- [Bomer, R., & Maloch, B. \(2019\). Lessons for Leaders on the Preparation of Literacy Educators. *Journal of Literacy Research*, 51\(2\).](#)

<This Insights column is open for free downloads until the printed version appears in June>

Contextual Perspective on Academic Language. In L. C. de Oliveira" (Ed.), *The Handbook of TESOL in K-12* (pp. 41-54), Hoboken, NJ: Wiley-Blackwell.

Call for Submissions: Sources Urban Education Conference

Submitted by Tiffany A. Flowers

The Sources Urban Education conference at Georgia State University accepting submissions for those interested in presenting on issues related to social justice and urban education. This conference is specifically designed to provide access to educators, community members, and activists by ensuring the conferences fees remain affordable. [Please click here for the conference theme and submission requirements.](#)

From Barriers to Bridges: The Urgency of Justice-Oriented Urban Education, the 2019 theme draws on Atlanta's rich and historical legacy within the civil rights movement. Like others before them, activists like Martin Luther King, Jr., Coretta Scott King, Lonnie King, Diane Nash, and Bayard Rustin worked courageously to eliminate inequities and injustices that denied civil rights and liberties to communities of color. [Click here to continue reading.](#)

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!](#)

