

# READING HALL OF FAME NEWSLETTER

Fall 2012

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## A Letter From the President Donna Ogle



Greetings to all our members! I hope you have all had productive and restorative summers and are now thinking ahead to the opportunities of the academic year. I thank the newsletter committee for making this mid-year communication possible. Lesley Morrow and Ray Reutzel have graciously taken over the editing of our newsletter with the able help of Rita Bean, Jane Hansen, Tim Rasinski, and Jill Fitzgerald.

As you look at your calendars please note the change in the dates for the IRA conference: due to the state testing in Texas the Institutes will be held on April 19 and the conference will begin Saturday, April 20, 2013. Our Hall of Fame breakfast will be Sunday morning followed by the presentations by our new inductees.

Before our April meeting our members will also share ongoing work and address important issues at co-sponsored sessions at several conferences. I thank Linda Gambrell for coordinating the committee on Co-sponsored meetings.

We have also appointed a committee under the leadership of Rita Bean to develop a mentorship program for new scholars. You may recall this initiative is an outgrowth of the generous donation of royalties from Jim Hoffman and Yetta Goodman for the book they edited, *Changing Literacies for Changing Times* (Routledge, 2009). That group has been working this summer and we look forward to their report on how we can implement this potentially very valuable service. Members of the committee include Greg Brooks, Jill Fitzgerald, Jim Hoffman, and Jeanne Paratore.

Finally, it won't be long before you will receive a note asking for nominations for new members and for a new president for the Hall of Fame. After our meeting last spring the ad hoc committee has recommended that we

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## Letter from the President

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induct six new members, but include the top three international vote getters in addition to the top three from the U.S. You may want to look at the Virtual Hall of Fame website (<http://www.readinghalloffame.org/>) for the list of current members and think particularly of those outside the US that you would like to have considered.

Also, just a reminder to activate your own account and submit a photo. Neil Liwanag is providing very professional support in helping us all make this an active communication tool. We thank both Neil and Ken Goodman for their vision and persistence in making the website an integral part of the Hall of Fame. As we induct more international members, this form of communication will become even more valuable.

I am grateful to the efforts of so many of our members.

Yours,  
Donna

## Supporting Young Scholars: A Mentoring Program of the Reading Hall of Fame



In summer, 2012, Dr. Donna Ogle, President of the Reading Hall of Fame, established a committee of RHF members to develop the design and procedures for a mentorship program, Supporting Young Scholars (SYS). Initial support for the SYS program comes from the proceeds of the book, *Changing Literacies for Changing Times* (Routledge, 2009) edited by Jim Hoffman and Yetta Goodman. The committee has developed a set of procedures and an application form for the mentorship program. The next step is to develop a flyer that will be distributed electronically through various professional listservs and at meetings of professional organizations this coming Fall and Spring. It is anticipated that the first scholar(s) will be identified in late summer 2013.

The mentorship program will match young scholars who are entering or completing the first year of their first academic position with a RHF member who will serve as mentor. Mentors will be selected and matched with applicants based on area of research,

geographic location, and availability of mentor for a four-year commitment. Scholars will be selected based on the quality of their application, the ability of the committee to identify a strong match, and letters of support.

The program description, an application, and a one-page flyer promoting the program will be posted on the RHF website on October 1, 2012. Please share with colleagues, graduate students, and new faculty members who may be eligible for this program. Committee members include: Jill Fitzgerald, Colin Harrison, James Hoffman, Jeanne Paratore, and Rita Bean (Chair).

Any RHF member interested in serving as a mentor should send an email message to Rita Bean ([ritabean@pitt.edu](mailto:ritabean@pitt.edu)), indicating a willingness to do so. Please indicate your current area of research or scholarship.



# 2011-2012 Inductee Biographies

## **JoBeth Allen**

*University of Georgia, GA*

JoBeth is a professor in the department of language and literacy education, has written several other noteworthy books, received the John Manning Award from IRA, was president of NCRE, is co-director of the Red Clay Writing Project, a site of the National Writing Project, and is, overall, a person of stature in our field.

## **James Cunningham**

*University of North Carolina, NC*

James has been a reading researcher and educator for more than 30 years. He began his career at The University of North Carolina at Chapel Hill in 1975, and since then has accomplished more than 100 research and professional publications. His widespread promotion of a balanced approach to reading instruction has impacted thousands of children's lives. Dr. Cunningham's own portfolio of accomplishments is a balanced one. He has published in top-tier research journals, such as *Reading Research Quarterly*, and in top-tier practitioner journals, such as *The Reading Teacher*. Dr. Cunningham has also been an outstanding teacher educator and an energetic public school education consultant. His many reading education textbooks have been praised as

research-based, practical, thorough, and engaging. A stalwart advocate for the betterment of children's reading instructional programs, Dr. Cunningham has never shied away from taking a public stand on significant policy issues and research trends. Few professionals can lay claim to having lived a career as prolific, influential, and wide-ranging.

## **Patricia Edwards**

*Michigan State University, MI*

Patricia is a past president of IRA. She served as a member of the IRA Board of Directors from 1998-2001 and served from December 2006 to December 2007 as the first African American President of the National Reading Conference (NRC). Edwards was the recipient of the prestigious Michigan State University 1994 Teacher-Scholar Award and the 2001 Distinguished Faculty Award. In 1995, she received the School of Education Alumni Achievement Award and the 1991 Outstanding African-American Alumni Award from the University of Wisconsin-Madison. She is the author of two nationally acclaimed family literacy programs: *Parents as Partners in Reading: A Family Literacy Training Program* and *Talking Your Way to Literacy: A Program to Help Nonreading*

*Parents Prepare Their Children for Reading*. She was coeditor of the assessment column for *The Reading Teacher* (2007-2009), and served on the editorial boards for *The Reading Teacher* and *Michigan Reading Journal*.

## **Kris Gutierrez**

*University of Colorado, Boulder, CO*

Gutierrez occupies the Provost's Chair in Education at the University of Colorado, Boulder, where she is a Professor of Literacy and Learning Sciences. Prior to this appointment, she spent ten years in the Graduate School of Education and Information Sciences at UCLA. She is a member of the National Academy of Education, and was recently appointed to the National Board for the Institute for Education Sciences. Her research focuses on language/literacy learning in designed environments, with particular attention to English Language Learners. She has published extensively in premier academic journals, and has written or edited several books. She is President of the American Educational Research Association, and the National Conference on Research on Language and Literacy.

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**Susan Neuman***University of Michigan, MI*

Susan is a Professor in Educational Studies specializing in early literacy development. Previously, she has served as the U.S. Assistant Secretary for Elementary and Secondary Education. She has directed the Center for the Improvement of Early Reading Achievement (CIERA), and currently directs the Michigan Research Program on Ready to Learn. She has served on the IRA Board of Directors (2001-2003), and other numerous boards of non-profit organizations. Along with Linda Gambrell, she is the incoming Editor of *Reading Research Quarterly*. Her research has been deeply influential in early childhood policy, curriculum, and early reading instruction, preK-grade 3 for children who live in poverty. She has written over 100 articles, and authored and edited 12 books, including the *Handbook of Early Literacy Research* (Volumes I, II, III) with David Dickinson, *Changing the Odds for Children at Risk* (Teachers College Press, 2009), and *Preparing Teachers for the Early Childhood Classroom* (Neuman & Kamil, Eds.) among others.

**Jeanne Paratore***Boston University, MA*

Jeanne is a Professor of Education at Boston University and the director of the programs in Literacy and Reading Education and the Durrell Reading and Writing Clinic. She was a member of the International Reading Association Board of Directors, 1999-2002; co-chair of the Urban Diversity Committee, 2006-2009; and chair of the Family Literacy Committee, 1996-1998. One of her most outstanding contributions is her service as founding director of the Intergenerational Literacy Project, supported by grants from the US Department of Education, the Massachusetts Department of Education, and private funding agencies. Now in its 22<sup>nd</sup> year, the project has served 1,900 adults and 6,000 children and has one of the highest retention rates among family literacy projects reported in literature.

## Reading Hall of Fame Talk

**Dr. Anne McGill-Franzen**

### *What a Difference a Book Can Make! Access to Books and Children's Literacy Development*

In this, my RHF presentation, I describe opportunities that I have had to observe and work side-by-side with children and teachers in classrooms, and some of what I have learned from them. Indeed, I also stand on the broad shoulders of talented and generous professional colleagues whose research continues to inspire me, and my many current and former graduate students at Albany, Florida, and now Tennessee, whose loyalty and resourcefulness never cease to amaze me.

Of all the research projects I have conducted with my colleagues and students, three were transformative. Each demonstrated to me the power that educational privilege confers on children and, conversely, the unspeakable inequity that few books, little print, and low expectations visits on poor children. Early in my career I conducted a longitudinal study of the development of literary understandings among children from 4-7 years old. The study, which I entitled *Learn-*



*ing to be Literate: Case Studies of Children and Schools*, led me to a deeper understanding of emergent literacy development and the great disparity in opportunity to learn afforded preschoolers in different educational settings (McGill-Franzen, Lanford, & Adams, 2002). Just the books available (to teachers) in the five different settings told the whole story—the university day care had the most (1300), the temple nursery school next (about 400), the public school preK (140); the developmental child care center (200), and Head Start the least (80). The books in the income-eligible settings were donated, less complex, and instead of science or environmental themes, as in the other settings, books read to poor children were about how to behave. One of the settings had only 11 books or book fragments in the bookcase that children could actually look at or touch for duration of their preschool year!

The second study, Putting books in their hands is necessary but may not be sufficient, showed me that books alone were not enough (McGill-Franzen, Allington, Yokoi, et al., 1999/2000). The study demonstrated the potential of in-service education and the expertise it confers on teachers to change the literacy trajectories of poor children in poor urban schools. In this study, my colleagues and I evaluated the impact of teachers' professional development on kindergartners' emergent literacy skills in classrooms that were stocked with hundreds of books selected by the Children's Literacy Initiative (CLI). At the end of the yearlong project kindergartners whose teachers received both books and professional development outperformed those in classes with books only or the comparison classes. What surprised us, and the effect that most tellingly speaks to the power of teacher expertise, is that the achievement of children in the classrooms of teachers who had received books but no professional development looked no different than that of classes where teachers received neither books nor professional development. In some of the books only classrooms, teachers had not yet taken the new books out of the shipping boxes by the time the study ended!

The kindergarten study demonstrated that more than simple access to books was needed to support early liter-

acy development. But what of the literacy development of older children? Most teachers have noticed "summer setback," the phenomena of losing ground over the summer months, but most educators and policymakers probably were unaware that the cumulative effects of summer setback—a loss of 2 months of achievement for poor children each year—could by itself account for 80% of the achievement gap by age 14 (Alexander, Entwisle, & Olson, 2007). Yet reading over the summer months had the potential to mitigate summer loss, a finding from the research of Barbara Haynes, conducted decades ago. Unfortunately, few books and little access to print can be found in poor neighborhoods (Neuman & Celano, 2001), a circumstance that provided the impetus for my colleagues and I to conduct a longitudinal study of the effects of providing 7 to 11 year old children from low-income schools with 10-12 self-selected books each summer for three years. The experimental study, *Got books? Bridging the summer reading gap*, demonstrated that a low-cost intervention like giving poor children books to read over the summer can help level the playing field, achieving an effect size comparable to that of bringing models of whole school reform to the school community (Allington, McGill-Franzen, Camilli, et al., 2010). For children who already failed, we knew that providing books alone was not enough, leading us to create the Summer Reading Club (McGill-Franzen & Zeig, 2008), a reading intervention that built on children's interests and preferences—pop culture, series books, books about sharks, crocodiles, and big cats, and opportunities to read, talk, draw to learn and remember, write, and share.

Given where I stand today I'd say that it is critical to not only make sure all children have books to read, but also to take children's preferences seriously. Particular kinds of books are not only the books of choice for children at different stages of development—both literacy and social—but may themselves support "close reading" of ever more challenging text.

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## Reading Hall of Fame Talk

**Dr. D. Ray Reutzel**

### *Research-Into-Practice: A Quest for Effective Literacy Pedagogy*



Dr. D. Ray Reutzel's address was titled, *Research-Into-Practice: A Quest for Effective Literacy Pedagogy*. Reutzel's retrospective address reflected on his life as a child, his early career as a teacher, and his subsequent career as a teacher educator, and literacy researcher. He began his address with a touching tribute to his first and most valued reading teachers, his mother and maternal grandmother. Moving forward, he talked about his years teaching school in K, 1, 3 & 6 grades. Next, Reutzel credited early mentors in his career, includ-

ing Edward E. Paradis, P. David Pearson, Dolores Durkin, and Dale D. Johnson. In the remainder of Reutzel's presentation he shared his life and evolution over the years as a researcher in literacy. Straight out of graduate school, Reutzel began his career publishing numerous articles on story and literature mapping and the effect of these pedagogical approaches on young students' reading comprehension. In a related vein of research, Reutzel talked about his work in the area of schema theory in the mid-1980s related to the Reconciled Reading Lesson, solving arith-

metic story problems, and effects of attitudes held about prior knowledge on comprehension. Reutzel then spoke of his early work on teaching inferences to young students published in *Reading Research Quarterly*. Next, he shared his return to the classroom to teach 1st grade to test out the tenets of whole language theories. For this phase of his career, he credited Ken and Yetta Goodman, Frank Smith, Don Holdaway, and Margaret Mooney. Research on whole language Reutzel published led to contributions on children's



literature in basal readers, readers' workshop, and descriptions of whole language practices in first grade classrooms.

Next, Dr. Reutzel turned his attention to his contributions to the research on reading fluency including research on shared-reading, round robin reading, and the recitation lesson giving credit to mentors like Richard Allington, James Hoffman, Tim Rasinski, and Paul Hollingsworth. After this, Reutzel shared his research on children's book selection processes and the assessment of literacy rich classroom environments published in the late 1990s and early 2000s. He spoke of his term as Co-editor of the *IRA* journal,

*The Reading Teacher*, from 2004-2007 and how this experience helped him come to know many literacy scholars. He then shared what he said was one of his favorite pieces of research – a study on teaching young children multiple versus single comprehension strategies. He wrapped up his retrospective review of his life and times as a researcher by sharing his work in silent reading, Scaffolded Silent Reading, published in multiple journals, and in a recent *IRA* book publication. His last area of research was in testing out and validating several literacy assessments on teacher knowledge, running records, and

phonics assessment. Finally, he mentioned his most recently published work with a doctoral student on the effects of curricular alignment in the implementation of RTI in second-grade classrooms published in *The Elementary School Journal*.

Reutzel closed his presentation with a tribute to all those, families, friends, scholars, and mentors who have contributed to his life as a literacy scholar for over three decades—but most especially he mentioned his wife of 37 years and his five children and 14 grandchildren as the inspiration of his life.



## Reading Hall of Fame Talk

**Dr. Jill Fitzgerald**

### *A Delicate Balance: Supporting Multilingual Readers Through Deliberate Practice*



Dr. Jill Fitzgerald spoke about *A Delicate Balance: Supporting Multilingual Readers through Deliberate Practice*. The Common Core State Standards provide multilingual learners the opportunity to learn and meet the same high standards as other students, but they are nearly silent on the means for assisting multilingual learners.

Dr. Fitzgerald suggested that one sometimes overlooked avenue for multilingual learner reading development is reading practice. She asked, "What kinds of practice could help multilingual learners to develop reading abilities in native and new language?" To address the question, she drew on research literature

about how people become experts in a domain or discipline, a research literature that suggests how critical a specific form of practice called deliberate practice can be.

Next, Dr. Fitzgerald described key components of deliberate practice as evidenced in a wide range of studies of expertise:

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There must be a well-defined task and purpose for the practice; an appropriate challenge level of difficulty, with a “sweet spot” for error encounters, is critical; informative feedback (from another or self-driven) is significant; and opportunity for repetition and error correction is needed. Dr. Fitzgerald also spoke about the volume of practice, saying that volume alone is not a good predictor, but volume of deliberate practice that contains the key components is. Also, empirical work supports distributed, regular, and consistent practice, with practice over long periods of time, but with each session duration limited to avoid taxing energy and interest.

Dr. Fitzgerald cautioned that although there is a lot of research to support conclusions about deliberate practice, less research has been done in the reading domain. She concluded by offering best hunches about application of the deliberate practice and expertise-development research to reading with multilingual learners. She suggested: a) It is important to set up a socially-situated, interest-driven, highly-

supportive, networked, safe-for-failure environment for reading practice. b) Coaches/teachers matter too. They help set purpose for reading practice, choose materials, provide feedback, and more. c) Deliberate practice should have a well-defined task with a clear goal that the student understands and wants to achieve. For instance, is the particular practice session to increase knowledge of content, to pronounce words better and faster (that is, develop oral reading fluency), to read faster, or something else? d) The challenge level, or “sweet spot” for error encounters should be considered in relation to the particular child and the particular purpose for the particular occasion of reading practice. e) Informative feedback should be given in relation to the purpose for the practice. f) It is likely that content-laden informational texts could be especially helpful for multilingual students’ deliberate practice as well as texts that are “close to home”—identity-building texts that are likely to enhance motivation, interest, engagement, and concentration.



## ACCOMPLISHMENTS



*In March Ray Reutzel was elected a new member of the Board of Directors for the Literacy Research Association.*

Lesley M. Morrow, Tim Shannahan, and Karen Wixson have published two edited books with Guilford entitled, *Teaching with the Common Core Standards for English Language Arts in PreK-2* and the second book is *Teaching with the Common Core Standards for English Language Arts in Grades 3 to 5*.

Anne McGill-Franzen and Dick Allington edited a new book entitled, *Summer Reading: Closing the Rich/Poor Reading Achievement Gap*, that is published by Teachers College Press. The book summarizes what we know, but ignore, about the role of summer reading loss in the achievement gap and provides several research-based examples of addressing summer reading loss.



# A TRIBUTE to HAL HERBER

Harold L. Herber, or Hal, as most of the reading world knew him, passed away on June 6, 2012. A principled man, first-class teacher, mentor to many, and scholar extraordinaire, Hal was (and remains) a guiding force in the lives of his former graduate students.



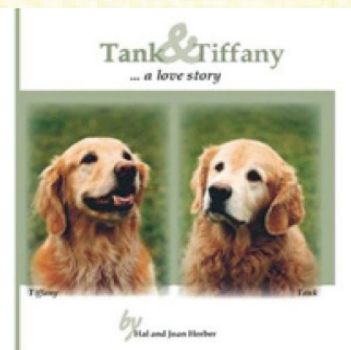
Soon after he completed his doctorate at Boston University, he moved to Syracuse University in 1963 where he initiated a program of research that focused on developing ways to teach high school students how to comprehend complex texts. With the publication of his book, *Teaching Reading in Content Areas* in 1970, the reading field—college instructors, secondary school teachers, and reading specialists—had for the first time a principled guide to teaching reading processes and subject matter content simultaneously in all disciplines.

Herber was a member of the International Reading Association (IRA) for over 45 years and served on the IRA Board of Directors. In 1984, he was the second recipient of the IRA Outstanding Teacher Educator in Reading Award (now called the IRA Jerry Johns Outstanding Teacher Educator in Reading Award). He was inducted into the Reading Hall of Fame in 1987, and he received the IRA William S. Gray Citation of Merit in 1989.

From 1968 to 1973, Hal and a Syracuse University colleague, Margaret J. Early, co-edited the *Journal of Reading*, which was renamed the *Journal of Adolescent & Adult Literacy*. In addition to a lifetime of scholarly writing that included a second edition of *Teaching Reading in Content Areas* (1978), Hal collaborated with his beloved wife and colleague, Joan Nelson Herber, in directing the

federally funded Network of Secondary School Demonstration Centers for Teaching Reading in Content Areas.

Later on, to celebrate their retirement years with their two Golden Retrievers, Hal and Joan collaborated on a book published under the title, *Tank and Tiffany... A Love Story*.



In it, the compassion, humor, and insightfulness that marked Hal's life as a teacher, researcher, and mentor played out in recognizable and predictable ways.

## Teacher of Adolescents

Rosary Lalik recollects, "Hal was one of the most gifted teachers I had ever seen work with middle and high school students. His abiding faith in the capacity of all kids showed in how he listened to what they had to say, not because listening was a strategy for teaching them, but because he was profoundly interested in each kid and the sparks of brilliance he knew would be ignited if someone only opened a mindful space for their thoughts. All of us—teachers, administrators, colleagues—had enormous potential in Hal's eyes, and his trust and guidance inspired us to strive to realize that potential. I don't want you to think that I didn't notice Hal's wit and humor. We laughed often and fully as we journeyed together. Though Hal was generous with his time and energy with everyone who came within his care, it was Dr. Joan Nelson Herber, his closest colleague, friend, and confidant who remained at his side and gave him inspiration, joy, and abiding love."

## Teacher of Teachers

Kathy Hinchman, professor in the Reading and Language Arts Center at Syracuse University, shares, "Hal, or Professor Herber as we undergraduates addressed him, was my most important methods teacher. Each of his classes involved us in walking through use of recommended strategies with many practical examples.

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## A Tribute to Hal Herber

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He read our papers, lesson plans, and journal entries with 100% engagement, always honing in on our greatest questions, worries, and ideas not carefully conceived. He positioned us on the cutting edge with regard to engaging students, teaching reading comprehension, developing independence, and organizing instruction—concepts that remain central today. He was an outstanding teacher of all teachers—what a privilege it is to have had him in my teaching life.”

### ***Teacher of Teacher Educators***

Judie Thelen, professor emeritus at Frostburg State University (University System of Maryland) and Past-President of IRA (1991-1992), reminisces, “My first recollection of Hal Herber was of the day he arrived on campus in 1963. My friend, the late Ruby Martin, and I watched from the Reading and Language Arts Center as all 6’ plus slowly emerged from his Volkswagen with MA plates. Ruby was a doctoral student, and I was finishing my master’s program. We both signed up for one of his first courses and found it most refreshing. I returned to Syracuse each summer to take courses toward my next degree. In 1967 I received a phone call from Dr. Herber inviting me to participate in a three-year, classroom-centered research project sponsored by the US Office of Education to study reading improvement in the content areas in secondary schools. Hal saw something in me that others had not looked quite far enough to find. On June 6, 1970, he presented me with my degree and the keys to my future career as a teacher educator. I will never forget him. His legacy lives on through me and through many, many others who were inspired by his teaching, research, and writing.”

### ***Researcher***

Donna Alvermann, distinguished research professor in the Language and Literacy Education department at the University of Georgia, remembers, “Hal taught me an invaluable lesson about conducting research, and he did so within weeks of my first semester as a doctoral student at Syracuse University. Bill Sheldon, then head of Reading and Language Arts, assigned me as Hal’s graduate assistant. In our first meeting about the assistantship, Hal pointed to ten or so dissertations on his shelf that an earlier cadre of doctoral students had completed as part

of his research program on secondary reading instruction. Hal said that he’d like me to read each one carefully, take notes, and then discuss the notes with him. He wisely insisted that to know one’s lineage and the work of those who have researched on a particular topic in the past is the first step a new doctoral student needs to take. Like so much of what Hal modeled as a scholar, this lesson lives on as a cogent reminder.”

### ***Mentor***

Mark Conley, professor of teacher education at the University of Memphis, recalls, “I remember Hal saying how he picked grad students not just by how bright they are, but also because of something special or quirky about each of them. He paid attention and listened, as if he were a student learning about who we are. There are also the enduring lessons, about learning from practice and practitioners, honoring history and those who came before, and the stress to try to make a real difference. Through him, I also got to know other SU doctoral students, which is easy to take for granted when they are just part of your life. I know we all developed shared values through our work with Hal and each other and, now that I have been at four universities, I have come to really appreciate those values. What we have is extraordinarily rare in academia and Hal, in his subtle way (which ironically belied his vivid personality) laid the foundation. I am going to miss him, but I am awfully grateful that I had him in my life.”

Rich Vacca, professor emeritus from Kent State University and Past-President of IRA, adds, “Hal Herber was more of a father-figure to me than a mentor, colleague, and role model. I was 23 years old when I began my doctoral studies at Syracuse University. I knew very little about the field of reading and felt totally unprepared for the journey I was about to take. Yet Hal took me under his wing and showed me how to fly. He taught me through example that self-confidence, hard work, and a belief in oneself were the keys to a successful life and career. Whenever I think of Hal, I’m reminded of Dan Fogelberg’s lyrics to the song, *The Leader of the Band*: ‘My life has been a poor attempt to imitate the man. I’m just a living legacy to the leader of the band.’”

Thank you,  
**HAL**



# Reading Hall of Fame Activities



*Members of the Reading Hall of Fame presented at IRA in Chicago in April, at NCTE in November, at AERA in April, and will be presenting at LRA at two different sessions.*

Donna Alverman will be representing the RHF at the American Reading Forum's annual meeting on Sanibel Island, FL, from Dec. 5-8. She will be speaking about: *Driving the Reading Hall of Fame Membership: Who, What, and Why?*

David Pearson and Robert Calfee will be conducting a session at LRA in San Diego for the RHF, on *Common Core Elementary Literacy Standards: Connecting the Content Area Dots*. It is a special-format session, intended to provide an opportunity for interaction.

Ken and Yetta Goodman have published *Reading In Asian Languages: Making Sense of Written Texts in Chinese, Japanese, and Korean*, (2012, Routledge) coauthored with Shaomei Wang and Mieko Iventosch. They are also working with Robert Calfee preparing a volume involving a majority of Reading Hall of Fame members to be called: *Whose Knowledge Counts in Government Literacy Policies*. The chapters are a result of a number of presentations at the European Reading, NCTE, and IRA conferences.

