

READING HALL OF FAME NEWSLETTER

Fall 2013

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A Letter From the President

Jane Hansen



Hello to Everyone!

We have news about our Reading Hall of Fame (RHF) co-sponsored session at IRA 2014. Instead of immediately following our breakfast meet-

ing, our session will be at 11:00 am on Sunday, the day of our breakfast meeting. All co-sponsored sessions will be one-hour in length this year, and ours, which is for the people who became members in 2013, will be a round table session. Each of them will have a table, plus some of our new 2012 members who have not yet been able to attend after their induction, will each have a table, as well. This new format seems like an excellent idea, and I hope all of us can set aside time to attend the 11:00 am session to honor our inductees!

Another huge favor many of us could do for RHF is to create our page on the RHF website. The stock robot doesn't exactly do justice for some of us, even if it looks younger than we do. Plus, our idea is to post a short bio that each of us writes.

This fall RHF has two tasks: 1) is to hold an election, and you'll receive information about it quite soon; 2) is to nominate new Hall of Fame members. We will begin that process reasonably soon.

Thank you for keeping our profession alive with articles, presentations, research, and books. We are an amazing Hall.

Sincerely,
Jane

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Camille L. Z. Blachowicz

National-Louis, Skokie, IL



Camille is a Distinguished Research Professor and Professor Emeritus at the National College of Education of National Louis University where she is co-principal investigator of the Multiphase Comprehensive Vocabulary Instruction project and of the Reading Leadership Institute. Dr. Blachowicz has been a classroom teacher, team leader, and reading specialist as well as a university educator. She has published influential research on vocabulary instruction and elementary literacy instruction. Her research has been supported by grants from the Spencer Foundation, the Fulbright Council, International Reading Association, and the National Center for Educational Research. Dr. Blachowicz's articles have been published in journals including *Educational Leadership*, *The Reading Teacher*, and *Reading Research Quarterly*. **She is also co-author of seven books including *Reading Diagnosis: An Instructional Approach*, *Teaching Vocabulary in All Classrooms*, and *Reading Comprehension: Strategies for Independent Learners*, and of the chapter on vocabulary research in the *Handbook of Reading Research Vol. III*.**



Peter Bryant (International)

University of Oxford, UK

Peter's research is on perceptual and cognitive development in children from birth to the end of primary school. He was the Watts Professor of Psychology, University of Oxford, from 1980 until he retired in 2004, when he became Senior Research Fellow at the Department of Education, University of Oxford and Visiting Professor (2004-09) at Oxford Brookes University. He was the founding editor of the *British Journal of Developmental Psychology* (1983-1988) and the editor of *Cognitive Development* (2000-06). In 1991 he was elected a Fellow of the Royal Society. By far Peter Bryant's greatest contributions are in the domain of children's reading and spelling. He received the distinguished scientist award from the Society for the Scientific Studies of Reading in 2000 in recognition for this research on reading and spelling. His work provided the first hard and fast evidence for the causal relation between phonological awareness and children's progress in reading and spelling (Bradley & Bryant, *Nature*, 1983). He subsequently wrote an interpretive book (Bryant and Bradley, 1985, *Children's Reading Problems*), which is widely used by teachers and in teacher education in many countries.

Adriana (Jeanet) G. Bus (International)

Leiden University, The Netherlands



Adriana conducted over the years one of the richest lines of research in early literacy. She has published over 75 chapters and professional articles, many of them in top tier journals (*Child Development*, *Journal of Educational Psychology*, *Applied Psycholinguistics*, and *Reading Research Quarterly*) and important volumes (*Handbook of Early Literacy*, *APA Handbook of Education Psychology*). She has served on the editorial boards of *Journal of Literacy Research*, *Reading Research Quarterly*, *Journal of Educational Psychology*, and a number of other Journals. Her work has been enormously influential in both Europe and the U.S. She has conducted some of the most widely cited meta-analyses of early literacy and authored methodologies chapters in meta-analysis.

2012-2013 Inductee Biographies

Maggie Snowling (International) St. John's College, Oxford, UK



Maggie is one of the leading scholars in the world in the field of childhood disorders of reading and language. She led the Centre for Reading and Language at the University of York from 1994-2012, and has recently been appointed President of St. John's College, Oxford. She is Past President of the Society for the Scientific Study of Reading, and she has the rare distinction of having been elected both Fellow of the British Academy of Medical Sciences and Fellow of the British Academy (for humanities and social sciences). Her publications are required reading in educational psychology courses all over the world, and her book 'Dyslexia' (1987) has over 1,200 citations. Maggie regularly works with colleagues in schools and university education departments, and the York team's approach to addressing reading failure by linking the teaching of phonics with a focus on children's literature has been widely adopted.



Phillip Gough University of Texas at Austin, Austin TX

Phil (with Bill Tunmer) published *The Simple View of Reading* that has generated thousands of citations. It is probably the most cited theory in the history of reading. Gough also was one of the first to raise the possibility in 1980 of the role of phonemic awareness in learning to read and how this would be a major stumbling block for many beginners, and for poor readers. Gough has done many things, but this was his major achievement and a great legacy for the field of reading. He is a wonderful writer and a great theorist. He is the Einstein of the reading field. He is extremely worthy of this award.

Judith Green University of California, Santa Barbara, CA



Judith is an internationally renowned scholar. Grounding her scholarship in interactional sociolinguistics, Green showed how teachers and students used language to construct a shared "culture" for the use and interpretation of spoken and written text and for the construction of academic knowledge and learning. Numerous scholars have built on Green's scholarship. One emphasis of Green's scholarship has been methodological focusing attention on the underlying "logic of inquiry." Her long-term collaborations with teachers showed how inquiry learning across subject areas could be rigorous and how students could acquire the literacy practices of disciplinary communities. Among her accomplishments Green has been a co-editor of *Reading Research Quarterly*, initiated the book series *Language and Social Processes*, was elected president of the National Conference on Language and Literacy, and served on the Spencer Foundation review panel. She received the Life Time Achievement Award from AERA Division G, the Sir Alan Sewell Research Fellowship from Griffith University, inducted as a Fellow in AERA, among other awards and accomplishments.



Five Identified for Supporting Young Scholars Mentoring Program

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). The committee received 15 applications from promising young scholars in this initial year. Five applicants were selected to participate in the mentoring program. Selection was difficult, given the high-quality of the applications. The Committee had agreed, however, that it would identify only a few participants for this inaugural year. By doing so, it can support mentoring efforts and follow the process to determine whether there is a need for any changes before recruiting for the second year. The five recipients and their mentors are:

SCHOLAR

Dr. Dawan Coombs
Brigham Young University

Dr. Katherine Frankel
Boston University

Dr. Kelley Puzio
Washington State University

Dr. Dana Robertson
University of Wyoming

Dr. Patriann Smith
University of Illinois

MENTOR

Dr. Judith Langer
University at Albany

Dr. Donna Alvermann
University of Georgia

Dr. Gerald Duffy, Professor Emeritus
Michigan State University

Dr. Peter Afflerbach
University of Maryland

Dr. Vicki Risko, Professor Emerita
Vanderbilt University

We thank the five Reading Hall of Fame members who enthusiastically agreed to serve as mentors for the five recipients. They will be involved in supporting their mentees in a number of different ways: reviewing manuscripts, providing logistical advice about how to balance work and life in an academic career; offering information about grant-getting and publishing venues, etc. Mentees have been invited to attend the annual breakfast of the RHF at the annual conference of IRA with their mentor. In addition, if they have an accepted presentation at a national or international reading research conference, they will receive a \$500 stipend to support travel costs.

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 SYS Mentoring Committee members include: Jill Fitzgerald, Colin Harrison, James Hoffman, Jeanne Paratore, and Rita Bean, Chair.

The committee is interested in maintaining a list of RHF members who might be interested in serving as a mentor; send an email message to Rita Bean (ritabean@pitt.edu), indicating a willingness to do so. Please describe your current research interests.



Reading Hall of Fame Presentation

Victoria J. Risko

***Making Sense of Reading Teacher Education Research
and Practices: Preparing Empowered Teachers***



Vicki presented a critical analysis of teacher education research published with the last two decades. She discussed directions for preparing teachers to respond to students' capabilities, treat student diversity as a resource rather than a deficit, and navigate instructional settings that may lack congruence with their own preparation and goals for teaching.

She identified convergence across numerous studies that provide a rich set of impact indicators for robust teacher education. These include: (a) placing emphasis on

learning from practice by developing habits of mind to inquire and critique while involved in the activities of teaching; (b) supporting prolonged engagement in authentic teaching situations and collaborative work; (c) supporting teachers' rigorous examinations of evidence, including student data, and use of evidence to (re)focus instruction; and (d) supporting, as part of professional development, one-to-one teaching assignments (often the fertile space for prospective teachers to write narratives of their students and families, to listen to how students make sense of texts, and to

identify students' capabilities and histories as teaching resources).

She discussed the importance of the mentoring role of teacher educators and synergy created while guiding prospective teachers as they examine their own beliefs and teaching practices in multicultural settings. She concluded by noting the promise of current directions in "ambitious teaching" efforts, in which prospective teachers are engaged in examining teaching tools—student data, rubrics, protocols—as activity central to teacher learning.



Reading Hall of Fame Presentation

Susan B. Neuman

Giving Our Children a Fighting Chance



Susan's presentation highlighted the enormous disparities in print resources for children who come from high poverty communities compared to their middle-income peers. It described how limited access to print early on in children's lives begins to set in motion a process that delays children's experiences with written language and academic vocabulary and the supportive adults that may help to scaffold these experiences.

As a result children come to school with not only limitations in oral language development as noted by Hart and Risley, but print experiences. What is often not recognized is that print experiences provide both rich vocabulary and critical background knowledge which is essential for comprehension development.

As children get older, therefore, a knowledge gap increases as a result of the differential experiences with

print early on. The knowledge gap is far more detrimental than differences in achievement tests, since we live in a knowledge economy and knowledge has become a commodity. As a result, some children develop rich information capital while others have not had the opportunity to do so. This becomes a major impediment to social mobility.



Reading Hall of Fame Presentation



Patricia Edwards

*We the People: Ensuring Literacy Achievement
for Other People's Children and Practices:
Preparing Empowered Teachers*



'We, the people.' It is a very eloquent beginning. But when that document was completed on the seventeenth of September 1787, not all American people were included in that 'We, the people.' In fact, Pat had wondered if George Washington and Alexander Hamilton had left her out by mistake.

When Pat was a young child, her family told her that she might have been left out by mistake, but she didn't have to live as if she was a mistake because that mistake would be corrected one day. Those words of wisdom remained within her. Her family also taught her that the world had many problems, but she could become a catalyst to promote change.

In the first part of her talk, Pat discussed how education in her family viewed as a valuable possession, as a beacon of hope, and as a means to personal freedom. She then described how what she learned in her personal family history helped to shape her career as a teacher educator and literacy scholar as well as shape her research agenda in family/intergenerational literacy.

After a literature review on storybook reading, Pat asked a pivotal question: What does 'read to your child' mean? Pat argued that to simply inform parents about the importance of reading to their children is not sufficient. She suggested that "...we must go beyond telling lower socioeconomic parents to help their children with reading. We must show them how to participate in parent-child book reading and support their

attempts to do so; we must help them become confident readers simultaneously. At the same time, we must not assume that lower socioeconomic parents cannot acquire the necessary skills to engage in successful book reading interactions with their children. To make such an assumption only reinforces the self-fulfilling prophecy that lower socioeconomic parents are incapable of helping their children." Pat developed two family literacy programs: Parents as Partners in Reading: A Family Literacy Training Program (see Edwards, 1990; 1993) and Talking Your Way to Literacy: A Program to Help Nonreading Parents Prepare Their Children for Reading (see Edwards, 1990). These two programs assisted parents in how to participate in effective book-reading interactions with their children. The program involved defining for parents the participatory skills and behaviors found in effective parent-child reading interactions.

As an African American researcher, Pat mentioned how amazed she was that there has been such a heated debate over the issue of whether parents, and especially poor, African American parents should receive assistance in how to participate in one-on-one interactions with their children. Pat stressed that...parents, [especially poor African American parents] have the right to know that sharing books with their children may be the most powerful and significant predictor of school achievement. Not only do they have the right to know, they have the right to receive assistance in how to participate in book reading

interactions with their young children (Edwards, 1991, p. 211).

Pat's work with storybook reading led her to argue that parent "stories" can be a highly effective, collaborative tool for accessing knowledge that may not be obvious, but would obviously be of benefit. Parent "stories" are the narratives gained from open-ended conversations and/or interviews. In these interviews, parents respond to questions designed to provide information about traditional and nontraditional early literacy activities and experiences that have happened in the home. (*A Path to Follow: Learning to Listen to Parents*, Edwards et al., 1999, pp.xxii-xxiii). Pat stated that according to Vandergrift and Greene (1992) "every parent has his or her own story to tell" (p. 57). Coles (1989) further contends that "one's responses to a story is just as revealing as the story itself" (p. 18).

At the conclusion of Pat's Reading Hall of Fame presentation, she highlighted two of her recent co-authored books: *Change Is Gonna Come: Transforming Literacy for African American Students* (Edwards, McMillon & Turner, 2010) and *Bridging Literacy and Equity: The Essential Guide to Social Equity Teaching* (Lazar, Edwards & McMillon, 2012). *The Sankofa Image in Change is Gonna Come* captures

the axiom "looking back to go forward." The history of African Americans is replete with evidence of resilience in the face of the gravest of challenges. Enslaved Africans risked life and limb, to learn to read and write. While many books decry the crisis in the schooling of African American children, they are often disconnected from the lived experiences and work of classroom teachers and principals. *In Change Is Gonna Come*, Pat and her co-authors looked back to go forward, providing specific practices that K-12 literacy educators can use to transform their schools. The text addresses four major debates: the fight for access to literacy; supports and roadblocks to success; best practices, theories, and perspectives on teaching African American students; and the role of African American families in the literacy lives of their children. Throughout, Pat and her co-authors highlighted the valuable lessons learned from the past and include real stories from their own diverse family histories and contemporary classrooms.

In the second book, *Bridging Literacy and Equity*, Pat and her co-authors synthesize the essential research and practice of social equity literacy teaching in one succinct, user-

friendly volume. Chapters identify six key dimensions of social equity teaching that can help teachers see their students' potential and create conditions that will support their literacy development. Serving students well depends on understanding relationships between race, class, culture, and literacy; the complexity and significance of culture; and the culturally situated nature of literacy. It also requires knowledge of culturally responsive practices, such as collaborating with and learning from caregivers, using cultural referents, enacting critical and transformative literacy practices, and seeing the capacities of English language learners and children who speak African American Language.

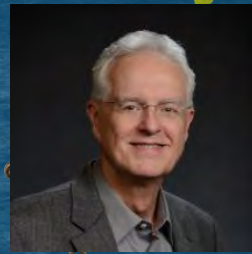
Pat concluded by saying, "America's future walks through the doors of our schools every day" (Mary Jean LeTendre). "We the People" must be inclusive of all children—especially disenfranchised, impoverished, struggling students!



Reading Hall of Fame Presentation

James W. Cunningham

Print Processing Beyond Word Identification



In the spring of 1974, I created the original version of whole-to-part reading diagnosis (Cunningham, 1993). My approach then, as now, was to determine which of the three largest mutually exclusive parts of the reading process was keeping a student from reading with comprehension one level higher. The three parts are word identification (making direct print-to-sound links), language comprehension, and print processing beyond word identification. I assess the word identification part using graded word lists and a flash-and-analysis task, and the language comprehension part using graded passages, a listening-only task, and comprehension questions with the text unavailable. To measure the entire reading process, I assess silent reading comprehension using graded passages and text-unavailable questions. What was new in my approach? Just this: The theory that there are three whole parts to the reading process, that the major component besides word identification and language comprehension is print processing beyond word identification, and that a student's probable

print processing (bwi) level can be inferred from the profile of three scores described above.

Print processing beyond word identification is comprised of everything silent reading comprehension requires besides word identification and language comprehension. Research supports the existence and value of at least five subcomponents of print processing (bwi): 1. Parallel processing/cognitive flexibility/integration; 2. Making direct print-to-meaning links; 3. Eye movements; 4. Projecting prosody/reading with expression; 5. Reading in inner speech/silent reading. Instructional implications of print processing (bwi) include: (a) A substantial increase in emphasis on silent reading; (b) When students read orally, instruction on reading with expression; (c) Learning to write and spell while learning to read; (d) Having comprehension be at least a small part of every reading lesson; and (e) Putting all four implications a-d in place beginning in first grade.

Co-sponsored Sessions/News

There have been many presentations by RHF members at AERA, NCTE, IRA and LRA. Both last year and proposals submitting for the coming academic year. The presentations all include several members of the RHF, the topics are current and are about theory and research put into practice:

Organization:

Association of Literacy Educators and Researchers (formerly College Reading Association)

Presenters:

Ray Reutzel, Linda Gambrell, Jack Cassidy, Tim Rasinski, and Vicki Risko

Location:

Grand Rapids 2012; Dallas 2013

Title(s):

- *Reading Tea Leaves: Future Perspectives on Reading and Reading Education* (2012).
- *Reading Research That Made A Difference* (2013).

Submitted by:

Tim Rasinski

Reading Hall of Fame Inductee, 2012

Greg Brooks

“35 Years in Educational Research”



Greg Brooks, PhD, is Emeritus Professor of Education, University of Sheffield, UK, and (2011-12) an expert member of the European Union High-Level Group on Literacy. He has been engaged in educational research virtually full-time since 1977. In 1981-2000 he worked at the National Foundation for Educational Research in England. In 2001-07 he held a Personal Chair at the University of Sheffield, and from 2002 was the research director of the Sheffield arm of the National Research and Development Centre for Adult Literacy and Numeracy. In 1991-98 he represented the UK Reading Association (now the UK Literacy Association) on the International Development in Europe Committee of IRA, and chaired that Committee (and was a member of the International Development Coordinating Committee) 1998-2002.

He chaired the local arrangements committee for the World Congress in Edinburgh, 2002. He was President of UKRA in 1999-2000, and has been an Honorary Life Member of UKRA/UKLA since 2003. His publications comprise over 80 research reports, and numerous chapters, journal articles, and edited volumes, and range over the assessment of school children's speaking and listening abilities, levels of attainment in literacy and numeracy of children and adults, adult and family literacy and numeracy, interventions for children with literacy difficulties, and phonics.

This all started with my PhD at the University of Leeds in England (full-time 1977-80, then part-time, completed 1985), on phonological coding in silent reading. My conclusion was that there was (then) no evidence to prove that pre-lexical phonological coding occurred, all experimental results being consistent with post-lexical coding. While still writing up I moved to the National Foundation for Educational Research in Slough (west of Heathrow airport), where I worked for the 20 calendar years 1981-2000. The principal projects I worked on were: assessments of school children's speaking and listening skills, four national surveys of children's reading attainment, three projects evaluating the first family literacy programmes in Britain, the first edition of *What Works for Slow Readers?*, and two big projects on adult literacy (a review of research, and a progress study involving 2,000+ learners).

At the beginning of 2001 I moved to a Personal Chair at the University of Sheffield, and was there for seven years. In 2002 the UK government established the National Research and Development Centre for Adult Literacy and Numeracy, and I became the director of its Sheffield arm, and ran 15 of its projects. Four of the principal outcomes were: a review of developmental dyslexia in adults, an analysis of all the UK evidence on literacy and numeracy levels of 13- to 19-year-olds over time, a large observational study of effective (and not-so-effective) practice in teaching adult learners to read, and a follow-up to that investigating the use of phonics and oral reading fluency.

Meanwhile, I had taught part-time for the Open University (1975-2002), been on the Editorial Board of the *Journal of Research in Reading* (1980-2003), been President of the UK Reading (now Literacy) Association (1999-2000), served on the European Committee of IRA (1991-2002, chairing it for the last four years), led the local arrangements committee for the Edinburgh World Congress of 2002, published two more editions of *What Works* (2002, 2007) and served on the influential Rose committee (2006) which reviewed the initial teaching of reading and led to much renewed interest in phonics.

As a freelance since 2008 I've co-authored several reports on literacy for young offenders, worked on two projects funded by the European Commission (producing a glossary of key terms in adult learning in 28 languages, a review of family literacy research), produced the 4th edition of *What Works for Children and Young People with Literacy Difficulties?* (2013) and an associated website www.interventionsforliteracy.org.uk, and was one of the ten members of the European Union High Level Group of Experts on Literacy (2011-12). Currently I'm the Chairperson of the Federation of European Literacy Associations (2013-15), and involved in a bid to the European Commission for a four million euro European Literacy Network to run for two years from early 2014.

Co-sponsored Sessions/News

- Freddy Heibert, Nancy Roser, and Ken Goodmand, Lesley Morrow will be presenting at the upcoming NCTE conference.
- Lesley Morrow, Jeanne Paratore, and Pat Edwards submitted to LRA this year.
- Judith Green will be presenting at AERA 2014:
0474 - When it Comes to Making a Difference, Nothing Beats a Good Theory
Time: Monday, April 22, 2014, 9:00 AM-11:45 AM; San Antonio Convention Center, Room 214B
- Co-chairing & Introductions: Diane Lapp, San Diego State University
Nancy Roser, University of Texas, Austin
- *Nothing Is As Theoretical as Good Practice.* P. David Pearson, University of California, Berkeley.
- *Scholarship and Policy Initiatives: The Case of the Common Core State Standards.* Elfrieda "Freddy" H. Hiebert, Text Project & University of California, Santa Cruz.
- *Activity as Theory, Activity as Pedagogy and Activity as Research: An Alternative Agenda for Teacher Education.* James Hoffman, University of Texas at Austin.
- *Every Teacher a Teacher of Reading: A Discursive Production.* Donna Alvermann, University of Georgia.
- *Colliding or Converging: Complex Theories of Text, Readers, and Teaching.* Gay Su Pinnell, The Ohio State University.
- *What Do Older Struggling Readers Need?* Patricia Cunningham, Wake Forest University.
- *The Moral Imperatives of Reading and Technology.* Colin Harrison, University of Nottingham.
- *Summing It Up.* Diane Lapp, San Diego State University.
Nancy Roser, University of Texas, Austin

