

READING HALL OF FAME

Pictures from St. Louis

*Reading Hall of Fame Breakfast
July 19, 2015*



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*Reading Hall of Fame
Fall 2015 Newsletter*

A Note from the Treasurer

If you have not yet paid your dues for the 2015 calendar year, please send a check for \$25 to our treasurer, Tim Rasinski, at Tim Rasinski, 404 White Hall, Kent State University, Kent, OH 44242. If you are not sure if your dues are paid, please contact Tim at trasinsk@kent.edu

A Letter from the President

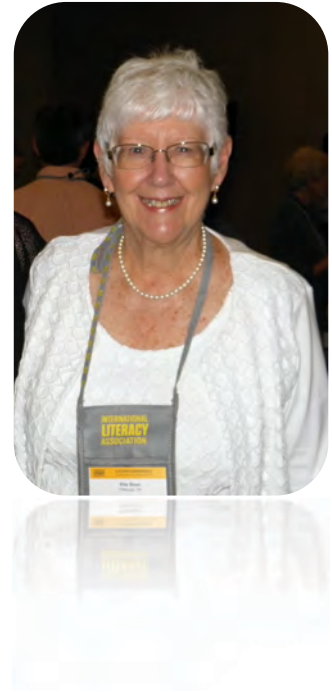
Several months have passed since our annual meeting in St. Louis at the Conference of the International Literacy Association and my installation as President of the Reading Hall of Fame. It was delightful to reconnect with so many RHoF members at the breakfast meeting, to share stories, and enjoy the fellowship of the group. It's always a wonderful event – and I encourage all members, if you attend ILA in Boston in 2016, to join us at the breakfast meeting.

In this message, I'd like to thank the many members who have made significant contributions to the RHF and to highlight several issues facing our group.

First, many thanks to Jane Hansen, our President for the past two years. She did a remarkable job, addressing issues related to membership and dues, and in general, providing critical leadership. Thank you also to Yetta and Ken Goodman who served for many years as our historians and to Alan Farstrup who served as treasurer. We thank Hilary Janks, Eufemia Tafa, and Stuart McNaughton for their excellent research presentations. Slides of their presentations have been posted on the RHoF website. And, of course, congratulations to the new inductees: Octavio Alvarez, Barbara Comber, Henrietta Dombey, Peter Freebody, Robert Jimenez, and Jerry Johns. I want to acknowledge also the important work of the Supporting Young Scholars (SYS) Mentoring Committee: Jeanne Paratore, Chair; Camille Blachowicz; Jim Baumann; Jill Fitzgerald; Colin Harrison; and Jim Hoffman. Kudos also to our members who have agreed to serve as mentors for the identified young scholars.

Second, I want to mention a few issues that we face, with the hope that each of you can think about how you can contribute to potential solutions.

Payment of dues. In the minutes of the annual meeting (posted on the website), you will find a detailed summary of the motion discussed at the meeting. Some (too many) members are not paying their dues and, therefore, over time, we may not be able to continue some of our important initiatives (the SYS Mentoring Program with its stipends, travel assistance to international members, stipend to a webmaster to maintain our website, etc.). Some modification in our dues structure may be needed. You will be hearing more about this during the coming year. Also, Tim Rasinski, our treasurer, will be sending you an email sometime in October about payment of dues for the coming year. We now ask for payment of dues in the fall of the year rather than at the ILA conference.



Rita Bean

*President of the
Reading Hall of Fame*

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Letter Continued

Maintenance of website. I didn't realize until I served on the SYS Mentoring Committee how useful the RHoF website is. I can locate email addresses quickly, identify individuals with specific expertise, and so on. However, not all our members have entered information and some have not updated their bios. So, I'm joining Yetta and Ken with one more plea that you enter (or update) your information on our RHF website. It is easy to do, and it will be useful not only to our members but to others in the literacy field who want to access information about the wonderful work of RHoF members. Don Leu, our new historian, has indicated he will be working with members to assist them in updating their bios.



Purposes of Reading Hall of Fame. I'd like to review with you the purposes of the Reading Hall of Fame and ask you to think about how you view your membership in this professional organization. As stated in our by-laws, one of the purposes of the RHoF is to recognize individuals who have made a substantial contribution to literacy education. There is, however, another purpose, that of contributing to the further improvement of reading education. In other words, being elected to the RHoF is more than an honor or award; it is an important way for leaders in the field of literacy to continue making a significant contribution to the profession. Given that, I hope that each of you will think about how you can be involved in the on-going activities of the group. You may choose to become a member of the committee selecting young scholars, serve as a mentor for one of these scholars, participate in RHoF sessions at various conferences, or serve as an officer of the group. You may even propose another initiative—perhaps a position statement, white paper, or a brief about an important topic in reading education.

Last, but not least, in what ways can the officers of RHoF better serve you and the organization? Please feel free to send your ideas and suggestions to any of the officers. I look forward to working with our Executive Board (Jane Hansen, Vicki Risko, Tim Rasinski, and Don Leu) during the coming year. We look forward to hearing from you.

Cordially,

Rita Bean

President, Reading Hall of Fame

2015 Inductee Biographies

International, Octavio Henao Alvarez, Universidad de Antioquia - Medellín, is a renowned professor and researcher in the field of education in his native Colombia. His work focuses on using digital technologies to enhance literacy, particularly among the poorest and least developed communities. His numerous publications include books, chapters, and articles mainly in leading academic journals published in Spanish. He directs *Didáctica y Nuevas Tecnologías*, a research group at the School of Education that he founded in 1993. As Director, he has coordinated more than 30 major research projects aimed at improving the teaching and learning of reading/writing in Colombian schools.

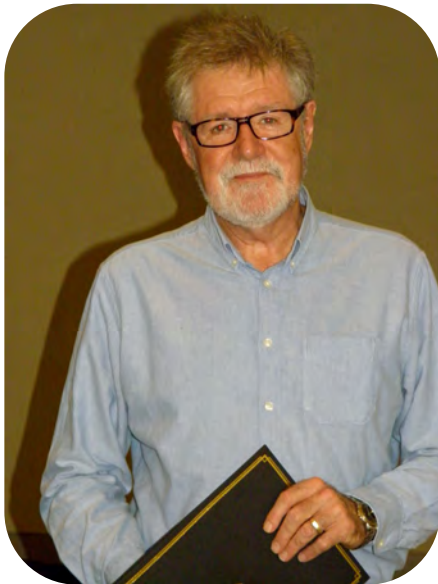
His projects involving experimenting with new proposals to teach reading/writing using ICT have benefited more than 600 schools and trained more than 20,000 teachers in using digital technologies. His research group also sponsors an online network for teachers to share ideas about teaching with new media. His awards include the *Premio Nacional de Informática Universitaria*, from the Colombian Association of Universities, the *Premio Colombiano de Informática Educativa*, conferred by the Colombian Ministry of Education, and *Premio a la Investigación* awarded by the University of Antioquia.



International, Barbara Comber, Research Professor, Faculty of Education, Queensland University of Technology, is one of Australia's most prolific researchers and writers with over 200 national and international publications and 30+ large research grants spanning over 40 years. Barbara's research has impacted teachers, researchers and policy developers in literacy education. Her research and writing spans: early and middle years literacy, critical literacy, reorganization of teachers' work, teacher professional learning, transition school to work, ethical leadership, and recently learning to write in the digital space. Barbara's exceptional research and publications record have seen her invited to 14 universities in the UK, Ireland, South Africa, Singapore, the United States, and Australia. Such visits have led to international cross-institutional research initiatives that provided early career researchers' mentoring. Barbara has consulted for national and international education systems as a developer and reviewer of literacy and assessment programs. She is the recipient of prestigious awards from Australian Literacy Educators' Association and Primary English Teaching Association for her significant contribution to the profession and willingness to mentor others.

2015 Inductee Biographies

International, Henrietta Dombey, University of Brighton, UK, has taken leadership responsibilities on the Executive Committee of the UK Literacy Association, formerly the UK Reading Association. She was involved in the name change of the organization. She leads in international aspects of the organization and works actively on European children's literature committees. Her research and publications involve early literacy, children's literature, and the role of storytelling and narratives by children. Henrietta is widely regarded as a leading figure in European literacy research. She is an advocate for high quality literacy education and for support of teachers.



International, Peter Freebody is an Honorary Professor at the University of Sydney, a Fellow of the Academy of the Social Sciences in Australia, and the recipient of a lifetime membership of the Primary English Teachers' Association of Australia. Recent university positions include Professorial Research Fellow at the University of Sydney, Professor of Education at the University of Queensland, and Deputy-Dean for Research and co-founder of the Centre for Research in Pedagogy and Practice, National Institute of Education, Singapore. Peter has contributed over 220 research and professional publications in the areas of literacy education, educational disadvantage, classroom interaction, and research methodology. He has served on several Australian state and national advisory groups in the areas of literacy education, English, and curriculum design. He is the new Chair of the International Literacy Association's Literacy Research Panel. In recognition of his outstanding contribution to the field, Peter is recipient of that Association's William S. Gray Citation of merit for lifelong contributions to literacy education internationally.

2015 Inductee Biographies

Robert T. Jiménez, professor at Vanderbilt University and former president of the Literacy Research Association, is the recipient of IRA's Albert J. Harris Award, NCTE's Alan C. Purves Award, and three Fulbright awards. Jiménez's research on literacy practices in Mexico reveals how these have been shaped by historical and globalizing influences. He and colleagues developed an instructional approach called TRANSLATE in which students are taught to carefully select and translate key statements in literature, explain their translations, and connect these to text-level understandings. In earlier work, he showed that high performing bilingual readers leverage their knowledge of two languages by code switching, translating, and overtly transferring information from one language to another. Jiménez then showed that lower performing bilingual readers can learn the bilingual reading strategies and understandings displayed by more knowledgeable peers. He regularly publishes both invited and peer-reviewed work in *The Reading Teacher*, *JAAL*, and *Reading Research Quarterly*, as well as many other journals.



Jerry Johns was the 2002-2003 President of the International Reading Association. He has written widely on assessment and instructional strategies for teachers of struggling readers and K-12 classroom teachers. His *Basic Reading Inventory* and *Improving Reading* are used in schools as well as undergraduate and graduate courses in colleges and universities across the United States and in Canada. Professor Johns is a professional development leader, who has frequently been called on to mentor classroom teachers and reading specialists around the world. Jerry received the *Outstanding Teacher Educator in Reading* award from what is now the International Literacy Association and the *Laureate Award* from the Association of Literacy Educators and Researchers (formerly the College Reading Association) for significant contributions to ALER and the field of reading and reading instruction. The Reading Clinic at Northern Illinois University was renamed in his honor, the *Jerry L. Johns Reading Clinic*. At the 2015 conference of the International Literacy Association, he was selected to receive the prestigious William S. Gray Citation of Merit for significant contributions to reading.

2015 Inductee Biographies

Margaret (Trika) Smith-Burke, deceased, earned her doctorate degree at Rutgers University in 1975. She engaged in post-doctoral studies at Harvard (1981-82), Ohio State (1988-1989) and the National Reading Recovery Centre in Auckland, New Zealand (1994). Trika served as a faculty member at New York University from 1989-2007 and as the Director of the NYU Reading Recovery Project. She published widely in the field of reading education including several significant research syntheses around reading recovery. She had a leadership role in the United States and internationally in the Reading Recovery community. She served as President of the National Reading Conference (now the Literacy Research Association) from 1986-1987 and took on numerous committee roles and offices over a thirty-year period, including NRC treasurer. Trika was recognized for her energy and passion for children who struggle in reading and for her political advocacy in support of teachers.



Supporting Young Scholars (SYS) Announcements

The Reading Hall of Fame's mentoring program, Supporting Young Scholars (SYS), is now in its third year. The goal of the program is to support for four years the literacy research efforts of a small number of young scholars who are entering or completing the first year of their first academic position. For this third year of the program, we received 11 applications.

As it has done each year, members of the Committee first reviewed applications and agreed upon a small group of finalists—again proving to be a very difficult selection given the high quality of the applications. Next, it identified Hall of Fame members whose research interests are closely aligned to those of the selected candidates, and invited each to serve as a mentor. Finally, upon confirmation of a mentor-mentee match, the list of finalists and mentors was presented to the Hall of Fame executive committee for approval.

The three recipients and their mentors are as follows:

Eliza Allen, University of South Carolina, Columbia (Judith Greene, Mentor)

Tracey Hodges, University of Southern Mississippi (Timothy Shanahan, Mentor)

Jaye Thiel, University of Tennessee, Knoxville (Hilary Janks, Mentor)

This year's recipients bring the total of young scholars supported by RHof members to 15 (five selected in 2013 and seven in 2014). Please visit the website for more information about SYS and to see the names of previous recipients and their mentors. The application period for 2016 will open on January 1st and close on June 1, 2016. Application materials will be updated and posted on the website. If you are willing to serve as a mentor, please send an email to Jeanne Paratore (jparator@bu.edu) so that we may add your name to the list of individuals who might serve as a "match" for next year's applicants.

SUPPORTING YOUNG SCHOLARS



Committee Members 2014-2015

- James Baumann, University of Minnesota
- Camille Blachowicz, National Louis University
- Jill Fitzgerald, University of North Carolina-Chapel Hill
- Colin Harrison, University of Nottingham
- Jim Hoffman, University of Texas-Austin
- Jeanne Paratore, Boston University (Chair, jparator@bu.edu)

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SYS Announcements Continued

Finally, at this time three Committee members have completed their term of service and will rotate off the Committee. We owe a debt of gratitude to Jill Fitzgerald, Jim Hoffman, and Colin Harrison for their thoughtful contributions to the work of this Committee. RHoF president Rita Bean will appoint new members to a three-year term so if you are interested in serving on this committee, please let Rita know (ritabean@pitt.edu).

Reading Hall of Fame SYS Program Summary of Scholarly Activities (Academic Year 2014-15)



Katharine Batchelor, Miami University (2015)

Mentor: Jane Hansen

Katherine Batchelor is an assistant professor of literacy at Miami University in Oxford, Ohio. Within the past year she has published four articles. Topics include revision in writing and transmediation with preservice teachers, flash fiction writing with high school freshmen, linked text sets in the English classroom, and teaching poetry writing to preservice teachers through a unit of study approach. She has an article in press focused on first-grade students composing multimodal autobiographies. Batchelor also has a manuscript on digital transmediation accepted contingent on revision. She received two research grants from Miami: one a mentoring initiative and the other a summer research grant to develop a theoretical model of revision in writing. In Fall 2014, Batchelor presented at three national conferences on transmediation and revision with seventh-grade writers (the basis of her dissertation) at the National Dropout Prevention Network, National Council of Teachers of English (NCTE), and the Literacy Research Association (LRA). In Fall 2015, she will present at NCTE and the Semiotics Society of America, to expand its special interest group on semiotics and literacy education. Batchelor enjoys teaching undergraduate and graduate students at Miami, focusing on the courses Foundations of Literacy; Literacy Assessment and Instruction; and Literacy in the Middle Grades.

SYS Summary of Scholarly Activities Continued**Dawan Coombs, Brigham Young University (2014)****Mentor: Judith Langer**

The 2014-2015 academic year marked a milestone in my career with the successful completion of my third-year review and my third year as an assistant professor. As I tried to allocate my time to pursue my research and writing, as well as to fulfill my teaching and citizenship responsibilities, Dr. Langer provided continual support. During our Skype sessions and email dialogues she pushed me to continue writing and revising manuscripts while providing valuable advice as I fulfilled particularly time-consuming teaching and service responsibilities this year. This rigorous schedule was time well invested and resulted in the acceptance and publication of multiple manuscripts and data collection on a research project funded by an internal grant from my university. In the feedback I received from the university committee after my review they stated, "the quantity and evident quality of your peer-reviewed published work show evidence of a promising trajectory toward your final review," and I am confident that this is, at least in part, a result of the encouragement and support I received through my interactions with Dr. Langer. There is still much room for growth and opportunities to improve my work, but my experiences thus far have helped me create a strong foundation to build upon in the future.

Katherine Frankel, Boston University (2014)**Mentor: Donna Alvermann**

My program of research falls at the intersection of adolescent literacy and literacy intervention research, and my SYS mentor, Donna Alvermann, continues to be an incredible resource as I seek to situate my work at the intersection of these two bodies of research. Over the past year, she has given me feedback in person and over email as I write and publish articles from my dissertation. One of these articles, "Struggling Readers?: Using Theory to Complicate Understandings of What It Means to be Literate in School," began as a symposium presentation where Donna served as our discussant and was subsequently accepted for publication in *Literacy Research: Theory, Method, and Practice*. I recently learned that another article, "The Intersection of Reading and Identity in High School Literacy Intervention Classes," has been conditionally accepted for publication in *Research in the Teaching of English*. And, I am in the process of revising a third article, "Contexts of Re-mediation: Objectives and Outcomes in High School Literacy Intervention Classes." In each case, Donna's guidance during the writing and revising process has been invaluable. I have also undertaken several new projects this year. The first examines teaching and learning interactions between a tutor and her adolescent student in the context of a university reading and writing clinic in order to inform emerging understandings of how adolescents' literate identities are constructed and negotiated in specific instructional settings. The second is a collaborative project with a colleague in psychology on literacy and mental health among recently arrived immigrant youth from Central America. We are in the process of seeking funding for this project from the National Institute of Child Health and Human Development. In each of these endeavors, Donna has been a source of support and encouragement, and I look forward to continuing our mentorship in the coming year.

SYS Summary of Scholarly Activities Continued**Roberta Price, Gardner University of Mary Washington (2014)****Mentor: Kathy Au**

In 2014-2015, I completed my first year as an assistant professor at the University of Mary Washington in Fredericksburg, Virginia. I taught a two-course sequence in literacy education and the arts and oral language acquisition, as well as two courses for graduate level literacy specialists. Over the course of my first year, I participated in several service endeavors including a university-wide writing intensive committee, and membership on the school clinical partnership board for my college. Much of my first year was characterized by a heavy teaching load and service endeavors. My publications included a book chapter and public scholarship; both papers were related to trauma as a lived experience and the role of literacy as a form of testimony and exploration. Much of my scholarly writing occurred over the course of the summer. During the academic year, I presented two papers from my dissertation research at the American Educational Research Association conference, (AERA) as well as NCTE. Each of these papers focuses on aspects of racialization, place, class, and gender as affective and cognitive domains that influence the literate lives of African American children. Dr. Kathy Au and I have spoken numerous times over the course of the year. She has reviewed and critiqued both of these manuscripts, which I am currently revising. She has also made useful suggestions for publication venues. Her mentorship has provided much needed socialization into academia, and her guidance and support was invaluable as I navigated the job market and secured a new position as an assistant professor at Georgia State University, a position that I began in August 2015.

Kelly Puzio, Washington State University (2015)**Mentor: Gerry Duffy**

Kelly Puzio conducts research on differentiated instruction at Washington State University. In collaboration with local educators and graduate students, he completed three empirical research studies on student perceptions of literacy differentiation (4th grade), differentiation with graphic novels (7th grade), and writing differentiation with an iPad app (Popplet). In the last year, he published three peer-reviewed journal articles (*Literacy Research & Instruction*, *International Journal of Bilingual Education and Bilingualism*, and *Journal of Education*) and he has four manuscripts currently under review (*Reading & Writing Quarterly*, *Language Arts*, *Action in Teacher Education*, *Journal of Adult and Adolescent Literacy*). He applied for a small grant from the Mazda foundation (unfunded) and an internal grant from Washington State University (funded). He balances academic work with coaching soccer and smashing into the dirt with his mountain bike. He is incredibly thankful for the advice and mentoring of Gerry Duffy.

SYS Summary of Scholarly Activities Continued**Dana Andrew Robertson, University of Wyoming (2013)****Mentor: Peter Afflerbach**

During the past year, I have continued to engage in two separate research projects on professional development and classroom/coaching discourse. More specifically, my co-investigators and I are examining how teachers uptake new or refined instructional practices as they reflect on their own instruction through video analysis and discussion with coaches in clinical and school settings. In clinical settings, research on coach and tutor discourse moves has led to presentations at the LRA Annual Conference, as well as a journal manuscript in preparation. Relatedly, the work with classroom talk and struggling learners has led to three journal publications (two peer-reviewed and one invited), as well as a book currently under contract. In an urban, bilingual school setting, research on teachers' implementation of dialogic classroom discourse has also been presented at LRA and the annual meeting of the International Literacy Association (ILA), and has been presented in a book chapter, as well as three journal manuscripts in preparation. Further, a book proposal is currently under review. Over the coming year, beyond continuing the lines of research already underway, I will also be engaging research coupled with professional development on early childhood literacy practices in homes and schools in three communities across Wyoming, as well as beginning a long-term design-based experiment with another district in Wyoming.

In addition to research and scholarship, I have also been named as the Director of the Literacy Clinic at the University of Wyoming Literacy Research Center and Clinic; was awarded an Early Career Fellowship to engage in clinical research; was awarded a UW award for outstanding contributions to the climate of the college; engaged in stewardship that helped secure an additional \$5,000,000 for the Literacy Center's \$9,000,000 operating endowment; served on the committee that brought in our new dean, Dr. D. Ray Reutzel; was appointed as a Co-Chair of the Western Region for the LRA Field Council; and was appointed to the ILA Standards Review Committee. Across all of these areas over the last year, my mentor, Peter Afflerbach, has offered advice on trying to keep the three pillars of my work in balance, and on the publication/scholarship process when working with co-authors. I'm thankful I have people to keep me sane.

Blaine Elizabeth Smith, University of Miami (2014)**Mentor: Donald Leu**

My first year at the University of Miami was productive and enjoyable, and I greatly benefited from Don Leu's mentorship. I had a chapter and two co-authored peer-reviewed journal articles published, and I currently have three research manuscripts under review. I also gave several presentations at LRA, AERA, and NCTE. One of the main highlights of this year has been collaborating with my new University of Miami colleagues. In particular, I gained valuable experience collaborating to write grants for NSF, Spencer, and IES. Finally, I was excited to learn that my dissertation, "Composing across modes: Urban adolescents' multimodal processes analyzing and responding to literature," was selected as a finalist for ILA's Outstanding Dissertation of the Year Award. The Supporting Young Scholars program has been an excellent experience, and I'm looking forward to another year of continued growth.

SYS Summary of Scholarly Activities Continued

Patriann Smith, University of Illinois at Urbana-Champaign (2014)

Mentor: Vicki Risko

Over the past two years, I have focused mainly on four projects that challenge monolingual and standard language ideologies (a) for immigrant multilingual teachers; (b) for immigrant multilingual adolescent learners; and (c) across local, national and international boundaries. In the first project, I challenged the assumption that immigrant multilingual teachers in the United States are predisposed to responding favorably to students' uses of non-standard Englishes and will therefore avoid negative stereotypes of their students' literacies. This study specifically addresses the dearth in the literature by examining the transformations of beliefs, attitudes, and predispositions evident in six Caribbean multilingual educators' experiences based on reflections on their histories and current experiences as multilingual teachers and educators across Caribbean and U.S. contexts. The main manuscript emerging from this study is in review by *Research in the Teaching of English*.

In the second project, I considered the ways in which discrimination against immigrant multilingual learners' non-standard Englishes affects their in and out-of-school literacies by focusing on their use of non-standard Englishes as cultural artifacts representative of their movement across heritage countries of the Caribbean and the destination country of the United States. This study addresses the assumption that immigrant multilingual adolescent learners who speak non-standard Englishes in U.S. schools can "naturally" adjust to expectations for literacy in English language arts because they supposedly possess proficiency in the English language already spoken in the United States. It also challenges the notion that the impact of discrimination on students' non-standard Englishes is minimal and can be understood with little attention to their acculturation processes. The IRB for this study has been approved and I am in the process of data collection. To better understand how international literacy assessment influence undue assumptions about non-standard Englishes for immigrant adolescent learners, I also conducted statistical analyses of regression and correlation using data from the Program for International Student Assessment (PISA) literacy results. Two studies conducted based on this data are in review by *TESOL Quarterly* and the *Language Assessment Quarterly*.

In the third project, I co-edited a handbook with Alex Kumi-Yeboah that demonstrates how the shift to a multilingual norm in thinking about language and literacy practice can reposition English learners and teachers of these learners across local, national and international contexts. The *Handbook of Research on Cross-Cultural Approaches to Language and Literacy* emerged from this project and was published in August 2015.

SYS Summary of Scholarly Activities Continued**Yang Wang, University of South Carolina (2014)****Mentor: Yetta Goodman**

I was honored to receive the mentorship through the Reading Hall of Fame at this time of my career as a junior faculty at the University of South Carolina and I am grateful to have Dr. Yetta Goodman as my mentor. I co-taught two sections of Reading Assessment with Dr. Diane Stephens and Dr. Diane DeFord to pre-service teachers and in-service teachers in the fall of 2014 and taught Children's Literature and Multicultural Education courses this spring. I presented on ELLs using multicultural literature at Journal of Language & Literacy Education (JoLLE) conference this February. I secured a Center for Expansion of Language and Thinking (CELT) reading miscue award last spring and visited Hebei University of Economics and Business in China for a miscue analysis study this summer. I shared Dr. Yetta Goodman's most current Retrospective Miscue Analysis (RMA) book with the teachers and students in the mainland of China. During my visit, I observed ELL students doing Collaborative Retrospective Miscue Analysis (CRMA) in class, helped them mark and analyze their miscues, and answered their questions. I will present the initial findings at WLU this July. Also, I secured another CELT miscue analysis grant to conduct a small study of RMA with pre-service and in-service teachers this fall in my Reading Assessment class. Right now, I am working on two manuscripts on miscue analysis with ELLs. I appreciate Dr. Goodman taking her time and working with me, and the Reading Hall of Fame provides this wonderful opportunity for support young scholars.

Note: If you are interested in serving as a mentor, please contact any member of the committee.

For information about the program, visit the website:

<http://www.readinghalloffame.org/supporting-young-scholars-mentoring-program>

Recent Research Projects and Important Questions

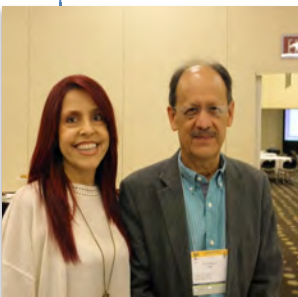


JoBeth Allen: *Family Dialogue Journals: School-Home Partnerships That Support Student Learning* by JoBeth Allen, Jennifer Beaty, Angela Dean, Joseph Jones, Stephanie Smith Mathews, Jen McCreight, Elyse Schwedler, and Amber M. Simmons was published this year by Teachers College Press. With Foreword by Luis Moll, the book describes the Red Clay Writing Project. Written by K-12 teachers in Title I schools who implemented and studied the use of weekly journals for several years, *Family Dialogue Journals* deepen learning across grade levels by connecting with family funds of knowledge. In the FDJ process, students write weekly about one big idea they have studied; ask a family member a related question; and then solicit their response in the journal. Teachers, students, and families create critical curriculum that builds on the vast resources of cultural and linguistic diversity within and beyond the classroom. Family participation in the FDJs is remarkably high across ages, ethnicities, and economic realities. Several co-authors of the book will be presenting at conferences. JoBeth is taking retirement seriously. Hot topics in research include un(der)documented students access to higher education in punitive states.



Richard Allington: My co-author and I have published a new book on research-based classroom observational systems:

Gabriel, R. E., & Allington, R. L. (Eds.). (2016). *Evaluating literacy instruction: Principles and promising practices*. New York: Routledge.



Octavio Alvarez: I am planning to give the following presentation at the 2016 ILA Conference in Boston: "Red de Escritores: A Writers' Network in which Values and Positive Attitudes are Fostered through Writing." In this talk, I will present some evidence of how this approach to writing has contributed to fostering people's awareness of the value of literature in everyday life. Participants in this program have become more sensitive to the beauty around them, as well as becoming more peaceful, respectful and caring citizens.

Numerous studies have shown that frequent and intensive use of the Internet is fostering a kind of hasty and superficial reading. What strategies could be used by teachers to prevent or neutralize this very harmful effect on education? How can we stimulate, promote and develop children and young people's cognitive activities that constitute the essence of reading (the ability to sustain attention, to ask questions, to elaborate new thoughts, to make associations, deductions and interpretations) without giving up their interest and growing skills to perform multiple tasks and assimilate large amounts of information? I believe that this issue deserves the attention of educational researchers.

Recent Research and Important Questions



Barbara Comber: I presented "Literacy and the Imagination: Working with Place and Space as Resources for Children's Learning," at Imagination And Literacy: Theory and Practice Conference, Reading Association of South Africa (RASA) International Reading Association & International Development Committee-Africa (IDC-A). September 2-5 in Cape Town, South Africa

I will be presenting "Poverty, Place and Pedagogy in Education: Research Stories from Front-line workers.," Radford Lecture at Australian Association for Educational Research Annual Conference, in Fremantle, Western Australia, December 1, 2015.

I will also give the Keynote Address for the 2016 Australian Association for the Teaching of English/ Australian Literacy Educators' Association (AATE/ALEA) annual conference: 'Weaving Worlds with Words and Wonder'. Adelaide, South Australia, July 7-10, 2016.

Hot topics/research questions include: (a) Investigating school literacy learning as a collective accomplishment over time (rather than a set of hierarchical individualized skills) - the implications for pedagogy, (b) The impact of multi-racial, multi-ethnic, multi-lingual massive population movements on education globally and the responsibilities of researchers, (c) Generational shifts and reciprocal relationships in the teacher and educational researcher workforce, (d) The impact of greater and intractable economic inequalities on democratic societies and education, (e) the potential of communication technologies in new social movement for justice, (f) How young children learn to produce texts together in contemporary classrooms, and (g) How recent graduates develop 'quality teaching' repertoires over time in schools situated in poor communities.



Jill Fitzgerald: I was not at the ILA conference because I was attending the SSSR conference in Kona, Hawaii. My presentations at SSSR included: "The Conceptual Complexity of Vocabulary In Elementary Grades Science Texts," a paper presented with J. Elmore and A. J. Stenner, and "Towards A Computational Model Of Conceptual Complexity," also presented with A. J. Stenner.

In October, 2015, I will present "Diagnóstico de Dificultades Lectoras Tempranas a través de una Plataforma Tecnológica," with P. Orellana and C. Melo at the VI Jornadas Académicas de la Escuela de Educación de la Universidad in Austral. Buenos Aires, Argentina.

Three papers will be presented at the annual meeting of the Literacy Research Association, Carlsbad, CA. "The Relation Between Early Word Reading And Reading Comprehension Development For Language-Minority Learners And Native-English Speakers" will be presented with E. J. Relyea. "The Vocabulary of Elementary Disciplinary Texts" will be presented with J. Elmore, M. Graves, K. Bowen and A. J. Stenner. "Dramatic Changes In The Complexity Of A First-Grade Core-Reading Program Across Six Decades" will be presented with J. Elmore, E. J. Relyea-Kim, E. H. Hiebert, and A. J. Stenner.

I'm mainly pondering questions about text complexity, especially at the early grade levels. I'm also working on conceptual complexity and its development in elementary grades disciplinary textbooks.



Peter Freebody: Prof Jill Lewis-Spector and I co-presented a session entitled "Literacy For Engaged Citizenship: Preparing Students For The Public Space," in which we aimed to expand participants' notions of the significance of literacy beyond schooling and workplaces and into the domains of citizenship and public life, especially those domains relating to public activism now made available by online communications and social networking. I also presented the WS Gray research keynote, with the title "Literacy In Research And Practice: Three Upshots Of The Current Moment," in which I discussed the significance for researchers, policy-makers and classroom practitioners of the IRA's name change to ILA. I based much of the discussion on W.S. Gray's concerns, using his own words, about curriculum-specific literacy, critical literacy, and the need for scholars from a range of disciplines to study the teaching and learning of reading and writing. Finally, I chaired the Literacy Research Panel's Open Policy Session, where eight members of the Panel presented brief summaries/provocations and the Panel at large responded to comments and queries from the floor. Topics covered included controversies over assessment, the 'engagement-crisis' in schools, and the role of school leaders in literacy reform.

I think many of the new hot topics in literacy research are more intense inflections of the old hot topics, made more urgent and, in some respects, more difficult to approach in a spirit of dispassionate inquiry by their troubled relationship to policy: the persistently inequitable distribution of literacy capabilities along lines of social class and race that is delivered by current educational systems; the continual reductionism of jurisdiction-wide assessments of literacy education efforts at the moment when our theoretical understandings of literacy and its complex relationships to pedagogy and curriculum have never been richer; the preparation of teachers to provide real-world learning settings, addressing real-world challenges via real-world communication technologies; and the potential for resurgent public voices - individual and collective - in local, national and global policy, made possible by new forms of reading and writing as organizational capabilities.

Recent Research and Important Questions

Yetta and Ken Goodman: Kenneth Goodman gave a past president's address at the ILA conference on an update of his views on reading. He will be presenting on this at other professional organizations this coming year (NCTE, ILA in 2016). This relates to a new publication called *Reading: The Grand Illusion* to be published by Routledge in early 2016. The book is coauthored by Peter Fries, a systemic linguist and Steven Strauss, a neurologist reflecting the latest insights from brain research.

Yetta and Kenneth Goodman presented at the University of Puerto Rico (U of PR) in March to usher in honor of a new publication in Spanish on Whole Language coauthored by Ruth Saez Vega (professor U of PR) and teachers from the U of PR Laboratory School.

Ken Goodman has published his first novel for adolescents *The Smart One* for Garn Press in 2015. It is the story of the early life of Ken's father in Smorgon, White Russia during the hectic period that precipitated early 1900's Jewish immigration to the U.S. He has been doing readings for various audiences in Tucson, New York and Los Angeles and the book has been well received by those with immigrant heritages.

Yetta Goodman presented at the Guatemala Reading Association Conference in February, 2015 in memory of Richard Ruiz, a U of A colleague for his important concept of language as a resource. She presented with Mary Fahrenbruck (New Mexico State University) at the Whole Language Umbrella Conference (2015) in Atlanta, GA: "When Interpretations of Assessment Result Collide." Yetta will speak at NCTE, 2015, in Minneapolis with Ken Goodman and Peter Fries: "Who What And Why Readers Learn From Written Text" and has speaking responsibilities at LRA in 2015 in Carlsbad, California.

Current research topics...Based on our continuous research in Reading Miscue Analysis (RMI), Retrospective Miscue Analysis (RMA) and Eye Movement Miscue Analysis (EMMA), we are more convinced than ever that the knowledge that teachers and researchers develop about the reading process as a result of knowing and understanding miscue analysis is a necessary component of developing understanding and knowledge about the reading process. Teacher education programs and programs related to reading in the fields of psychology, linguistics and anthropology should involve preservice and in-service teachers and reading researchers in coming to know reading through careful analysis of student's oral reading. We are seeing more research from countries outside of the United States in languages other than English engaged in such research. As our research shows, when reading teachers and students build knowledge about reading and readers through: linguistic analysis of language cueing systems (graphophonic, syntactic and semantic); readers' use of reading strategies (selecting, predicting, confirming and searching for meaning); and analysis of their retellings of authentic and whole fiction and non-fiction materials, they not only become knowledgeable users of miscue analysis, they come to in-depth understandings about the reading process.



Recent Research and Important Questions

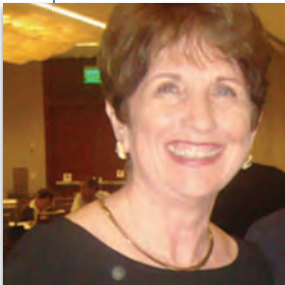


Michael Graves: I had two presentations at ILA last July. The first, “One Type of Vocabulary Instruction That Is Critical For Many Urban Children” focused on the importance of all students acquiring a basic oral vocabulary of frequent words, roughly the first 4,000 most frequent word families. It is not that they do not need to learn other less frequent words, but they definitely need to master these.

The second session, “Words For Schools: The Place of Word Lists in Selecting Vocabulary” described the use of word lists as one tool (but certainly not the only consideration) to use in selecting words to teach, test, or include in instructional materials. The lists considered were: the first 4,000 words (Graves & Sales, 2009), the academic vocabulary list (Gardner & Davies, 2013), content vocabulary terms from building background knowledge (Marzano, 2004), the vocabulary of core reading programs (Graves, Fitzgerald, Elmore et al., 2014), and the vocabulary of disciplinary texts (Fitzgerald, Elmore, & Stenner, 2015).

I am focusing on developing valid and up-to-date word lists to help educators, researchers, and publishers identify words to include in material, teach, and test.

I am also working with WestEd on an IES Goal 3 grant assessing the effects of an instructional program titled “Word Learning Strategies,” something colleagues and I developed with an IES SBIR grant.



Elfrieda (Freddy) Hiebert: I had to forego ILA for the first time in 35 years because the Society for the Scientific Study of Reading (SSSR) meeting on the Big Island in Hawaii was at the same time. I led a symposium at SSSR on measures of semantic relatedness and conceptual complexity in selecting words to teach. RHoF members Jill Fitzgerald and Bill Nagy were part of the symposium (the former as a presenter and the latter as a discussant – who gave us substantial food for thought!).

The next conference on which I’m focusing is LRA. I’m leading a symposium on “What Counts as Impact?” – a topic of critical importance but filled with ambiguity and questions.

Recent Research and Important Questions



Robert Jiménez: I did not present any of my work at ILA this summer. I was there for the Reading Hall of Fame session and to hear about others' work. I will present a paper entitled "Professional Development for the TRANSLATE Instructional Approach." at the Literacy Research Association's 65th Annual Conference December 2 - 5, in Carlsbad, California.

I will present "Using Design Research to Develop the TRANSLATE Instructional Model," at AERA's 2016 Annual Meeting in April, 2016 in Washington DC.

My impression is that hot topics include research projects that use mixed methods for purposes of design and analysis. I also think that projects that make use of translanguaging as a theoretical framework are fascinating. In addition, projects that make use of design research principles and culturally sustaining frameworks to determine how to provide more equitable learning opportunities to students from linguistically diverse backgrounds always get my attention.



Jerry Johns: At ILA, I presented "Fluency and the Common Core: Strategies that Count" with Roberta L. Berglund; offered a deep construct of fluency and how it related to the Common Core; and presented several strategies that focused on prosody, a growing area of emphasis.

In "Literacy Leadership All Stars: Past ILA Presidents Celebrate Their Turn at Bat," various presenters shared their perceptions on leadership and personal growth as well as strategies that were successful. My part was shared by a colleague because I was attending the Awards Presentation to receive the prestigious William S. Gray Citation of Merit for significant contributions to reading.

On September 24, I presented "Engaging Fluency Strategies Consistent with the Common Core" with Joan Bereman at the Northern Illinois Reading Council Fall Conference in Malta, IL.

"Fluency Strategies That Engage Students" was presented during the Illinois Reading Council Conference in Peoria, IL, October 1-3, 2015.

At the Annual Meeting of the Association of Literacy Educators and Researchers in Costa Mesa, CA, November 5-8, I will present "Research and Writing that Shaped My Career." I was one of several participants in the RHoF session titled "What History Still Has to Say About Literacy: Significant Historical Research Prior to 1980." Another session will be a panel that focuses on tips for aspiring writers and provides opportunities for extended mentoring and manuscript development.

A current question I am considering regarding education research is Will any high-quality research be conducted regarding the effectiveness of the Common Core in helping students achieve at higher levels?