

# READING HALL OF FAME

## Pictures from Boston

*Reading Hall of Fame Breakfast  
July 10, 2016*



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*Reading Hall of Fame  
Fall 2016 Newsletter*

## Save the date!

The RHF Annual Breakfast Meeting will be held at ILA in Orlando on Sunday, July 16, 2017. There will be an ILA session at which some of our recent inductees will make a presentation (time and date to be announced later).

## A Note from the Treasurer

Dues for 2016 remain the same for all (including new inductees) - \$25. Please check to see if you have paid your dues. Please send payment by check to our treasurer, Tim Rasinski.

Begin one-time payment in January 2017 (or pay now, if you would like).

- Existing members of 10 years or less would make a one-time payment of \$100, due January 2017 (inducted 2007 or after).
- Members of more than 10 years (inducted prior to or in 2006) would make a one-time dues payment of \$50, due January 2017.
- New members inducted in July 2017 would be asked to pay a membership fee of \$250 that can be paid over 5 years, with initial payment due at induction in July 2017.

## A Letter from the President

Dear Reading Hall of Fame Members:

Greetings! I am delighted to have this opportunity to communicate with my Reading Hall of Fame colleagues. It's difficult to believe that I am in my second (and last) year as President of RHF. In this two-part letter, I discuss lessons learned during my first year as president, and then share some thoughts about the future.

**Lessons Learned.** First, I am reminded again about the importance of shared leadership to the success of an organization. The members of the Executive Board were always there to provide helpful advice and together we were able to determine what needed to be done, when, and by whom! Many thanks to my colleagues: Vicki Risko, our secretary, whose careful note-taking kept us on track; Tim Rasinski, our treasurer, who led the successful initiative to change our dues structure; Don Leu, our historian, who has done a masterful job of working with members to update our website. Many thanks also to Jane Hansen, past-president, whose institutional memory was essential to me in navigating my first year as President. I welcome to the Executive Board, Ray Reutzel, as President-Elect. Ray will become President next July 2017, at the conclusion of the annual breakfast meeting on Sunday, July 16 (mark your calendars).

Second, I realized how busy Reading Hall of Fame members are—even those who are “retired.” (I’m not even sure what that word means anymore.) Yet, so many agreed to serve on various committees or to accept other responsibilities—understanding the importance to RHF of such contributions of its members. For example, Jim Baumann has agreed to serve as chair of our mentoring program. He is joined by committee members: Patricia Edwards, Judith Langer, Stuart McNaughton, Donna Ogle, and Sheila Valencia. Many thanks to Jeanne Paratore for her work as chair during the past several years. Also, there are two new mentors for our recently named Fellows: Bob Jimenez (Fellow Michiko Hikida, Ohio State University) and Freddy Hiebert (Fellow Laura Tortorelli, Michigan State University). Ray Reutzel has agreed to help organize co-sponsored sessions at various literacy conferences this coming year. Feel free to contact Ray if you are interested in taking the lead in submitting a proposal for a specific conference. Many thanks also to David Reinking who serves as editor of this newsletter.

A special call-out to Colin Harrison who, behind the scenes, efficiently maintains our listserv, which serves as a major communication tool for our organization. This list of specific individuals does not include the many members who took the time to introduce new inductees, provide



*Rita Bean*

*President of the  
Reading Hall of Fame*

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tributes to members who died during the past year, or who made presentations at our ILA co-sponsored session in Boston. Others worked with Tim to develop a plan to restructure the dues; that plan was approved by membership. I recognize that by listing specific individuals, I have missed others, so I want to thank each RHF member for your willingness to serve the organization and for the support you have given me as your President.

**To the Future.** It's difficult to believe but I just wrote to ILA about our proposal for the annual co-sponsored session in Orlando in July 2017! In this section of the letter, I'd like to address a few upcoming issues/challenges.

First, it's time to think about new officers. As of July 2017, we will need a new treasurer; Tim Rasinski suggests we elect someone this fall, if possible, so that s/he can be mentored by Tim. At this time, our Executive Board is looking for a volunteer—feel free to nominate yourself or another member who is willing to serve. We'll also be electing a secretary in July 2017, and Vicki is asking that we identify the next secretary before the July 2017 meeting, so that collaboration can begin (with handoff of responsibilities in July 2018). Please consider volunteering for this position.

Second, as I mentioned previously, we now have a new dues structure (see the brief article in this newsletter summarizing the new rates). I don't know about others, but I find it difficult to keep track of the organizational dues I have paid. So I'm looking forward to sending my one-time check to Tim in the next few months and then not having to wonder whether it's time for me to write a check again. I'd like to extend a challenge to each of you. At this time, fewer than 40 per cent of our members pay their dues; let's see if we can double that percentage.

Third, one of the questions raised by several members is whether we should continue to hold our annual induction ceremony and breakfast at ILA, or consider holding this event at the annual meeting of the Literacy Research Association. The rationale for this appears to be twofold: First, given that the ILA conference has been moved to summer rather than in the spring of the year, some members, including international members, find it difficult to attend ILA, citing various reasons (e.g., cost of plane travel during summer, other conferences, vacations). I'll be talking with our Executive Board about this and then we will be in touch with all members. Feel free to provide your thoughts about this, perhaps using the RHF listserv.

Finally, I'm excited about the upcoming year. Our mentoring program is functioning effectively, our dues structure should enable us to be fiscally responsible, and we continue to work on ways to communicate with members by updating our website. Perhaps it is time to think about ways that we can use the collective wisdom of our group—even more than we have as individuals—to influence policy or practices related to literacy. Feel free to share your ideas on the listserv, with our Executive Board, or with me.

Many thanks for the opportunity to serve as President of the Reading Hall of Fame. Again, thank you for your many contributions to this important professional organization.

Best,

Rita Bean  
Professor Emerita, University of Pittsburgh  
President, Reading Hall of Fame

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## D. Ray Reutzel, Reading Hall of Fame President-Elect

D. Ray Reutzel is the Dean of the College of Education at the University of Wyoming. Previous to his current position, he was the Emma Eccles Jones Distinguished Professor and Endowed Chair of Early Literacy Education at Utah State University for 14 years. He is the author of more than 230 published research reports in top-tier research journals, articles, books, book chapters, and monographs. He is the co-author of the best selling textbook on the teaching of reading, *Teaching Children to Read: The Teacher Makes the Difference*, 8<sup>th</sup> Edition published by Pearson Education, Boston, MA. He has received more than 17 million dollars in research/professional development grant funding. He has been active in securing legislative and private foundations gifts in excess of 30 million dollars. He is the past Editor of *Literacy Research and Instruction*, and *The Reading Teacher*. He is current Executive Editor of the *Journal of Educational Research*. He received the 1999 A.B. Herr Award and the 2013 ALER Laureate Award from the Association of Literacy Researchers and Educators. Ray served as President of the Association of Literacy Educators and Researchers, ALER, from 2006-2007. He was presented the John C. Manning Public School Service Award from the International Reading Association, May 2007 in Toronto, Canada and served as a member of the Board of Directors of the International Reading Association from 2007-2010. Ray was a member of the Literacy Research Association's Board of Directors from 2012-2015. Dr. Reutzel was elected a member of the Reading Hall of Fame in 2011 and was recently elected to serve as its President-Elect in 2016.



*D. Ray Reutzel  
President-Elect*

## Request for Conference Leadership

Dear Colleagues in the Reading Hall of Fame,

Thank you for your vote to allow me to serve you as President-Elect of the Reading Hall of Fame. It is my sincere desire to promote the service, leadership, and scholarship of the members of the Reading Hall of Fame. As President-Elect, I am charged with promoting our presence as an organization at literacy related conferences. To that end, I am writing to begin the process of organizing co-sponsored sessions at literacy-related conferences where the Reading Hall of Fame has a history of making co-sponsored presentations as well as soliciting any other potential organizations where RHF members might feel they want to explore the opportunity to do so (e.g. Society for the Scientific Study of Reading, American Educational Research Association, Society for Research on Educational Effectiveness, American Reading Forum, European Reading Conference).

Organizations differ on how a co-sponsored session is adjudicated for presentation on a conference program. For example, ALER has a co-sponsored RHF session space reserved on the program. Alternatively, LRA requires that the RHF session be peer-reviewed, as is any other program proposal.

I am writing to invite members of the Reading Hall of Fame, in our collective leadership role as an organization, to develop proposals for national and international literacy-related organization meetings. If you are interested in preparing a co-sponsored proposal yourself or in collaboration with other RHF colleagues, please let me know. Also, please get in touch if you would be willing to take the lead on preparing a co-sponsored program proposal for literacy related research or professional conferences where the RHF might be represented.

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We have a long-standing history of co-sponsored sessions at ALER, ILA and NCTE. Let me know if any of you are willing to prepare and/or take the lead on submitting proposals for one of these conferences scheduled for the upcoming year (2017). I am more than willing to reach out and do what I can to help with these organizations and proposals if we have members who will step up and take leadership on a proposal.

Please contact me with your willingness to prepare a proposal on behalf of the membership of RHF and the conference to which you will be sending your proposal at ray.reutzel@uwyo.edu. I will coordinate, track, and report out at our annual meeting the success of RHF in providing intellectual leadership at the 2017 literacy-related national and international conference venues nationally and internationally.

Warmest wishes,  
D. Ray Reutzel  
President Elect

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## 2016 Inductee Biographies

**Janice A. Dole** is Professor and Director of the Reading and Literacy Program, University of Utah. Two significant areas of scholarship have been research in comprehension strategy instruction and reading reform in schools. She has published many articles, including research and practical pieces, about effective approaches for improving students' comprehension. Also, she has been involved in a range of research-based policy initiatives and grants throughout Utah as well as nationally. Her work has included extensive involvement in various NAEP projects as well as the Rand Reading Study Group. Jan continues to publish critical research that is accessible to practitioners, as evident in the recent book, *Reading Across Multiple Texts in the Common Core Classrooms*.



**Charles Hulme** is Professor of Psychology at University College London. Current research interests include the development of reading and language skills in children, and developmental disorders of these skills. He has published widely on different developmental disorders. He was formerly editor-in-chief of *Scientific Studies of Reading* (2005-2008), and is currently Senior Editor of *Psychological Science*, the highest ranked empirical journal in psychology. Over the past 35 years his studies showing that literature plus phonics results in far better outcomes than phonics alone have informed reading in classrooms and at policy level internationally.

**Gay Ivey** is Professor and Tashia F. Morgridge Chair in Reading at the University of Wisconsin-Madison. She began her career as a reading specialist and Title I reading teacher at Leslie H. Walton Middle School in Charlottesville, Virginia. She earned her M.Ed. in Reading Education at the University of Virginia and her Ph.D. in Reading Education at the University of Georgia, where she served as a research assistant for the National Reading Research Center. Prior to joining the faculty at UW-Madison, she held faculty positions at Rutgers University, the University of Maryland at College Park, and James Madison University.

Dr. Ivey studies engagement in reading and its consequences for young people and their classroom communities. Her research has been published in *Reading Research Quarterly*, *Journal of Literacy Research* and more broadly for practitioners, in journals such as *Language Arts*, *The Reading Teacher*, and *Journal of Adolescent & Adult Literacy*. She has been the co-recipient of two Elva Knight Research Grants from the International Reading Association. Currently, she serves as Vice President of the Literacy Research Association and will become LRA President in 2017. She is a member of the International Literacy Association's Literacy Research Panel.



**Marjorie Y. Lipson** is Professor Emerita, University of Vermont, where she co-founded the Vermont Reads Institute and established a special emphasis on reading in the intermediate grades and reading difficulties at all ages. Early in her career she published research syntheses establishing an interactive view of reading (dis)abilities, which resulted in several publications as well as a co-authored text, *Assessment and Instruction of Reading and Writing Difficulties: An Interactive Perspective*. She has published dozens of scholarly articles and both the Spencer Foundation and the state of Vermont have supported her research on successful schools and school change in the area of literacy. She supported ILA in its RTI efforts and its international work in Ghana and Tanzania.

**Michael C. McKenna** is Thomas G. Jewell Professor of Reading at the University of Virginia. His research interests include reading assessment, differentiated instruction, content area reading, technology applications, literacy coaching, and reading attitudes. He has authored, coauthored, or edited 34 books and more than 100 articles, chapters, and technical reports. His books include *Assessment for Reading Instruction*, *The Literacy Coach's Handbook*, and *How to Plan Differentiated Reading Instruction*. He may be best known for collaborating with Jim Davis on the Elementary Reading Attitude Survey based on the cartoon character Garfield.



**Brian Street** is Professor Emeritus, Kings College London. He pioneered anthropological work on literacy, beginning in 1975, *The Savage in Literature*, and most prominently his groundbreaking 1985 study of literacy practices in Iran, *Literacy in Theory and Practice*. He continues to author and edit books influential in the development of scholars and is co-editor of the volume on Literacy for Springer's Encyclopedia of Language and Education. He is the lead figure in the 'New Literacy Studies' – interdisciplinary approaches to ethnography and linguistics (e.g., 1999 'New Literacies in Theory and Practice' *Linguistics and Education*). Recent publications include "Meanings of Literacy in the Intersection of Religious and Literacy Practices: Examining Local and Global Changes In a Brazilian Bairro" in *International Journal of the Sociology of Language* with Maria Lucia Castanheira; "Navigating across Academic Contexts: Campo and Angolan Students in a Brazilian University," in *Pedagogies: an International Journal* with Maria Lucia Castanheira and Gilcinei Teodoro Carvalho; and "Multiliteracies (multicultural) and Out of School Learning" in SAGE *Encyclopedia of Out-of-School Learning*.



### Posthumous Inductees



**Dale Johnson** was a professor of reading education for over 40 years at several universities, including the University of Wisconsin-Madison. He is best known for his work on vocabulary, *Teaching Reading Vocabulary*, with P. D. Pearson; *Words*, 2010. His more recent critiques of the damaging effects of testing on diverse children, based on his experience teaching in a rural public school, *High Stakes: Children, Testing, and Failure in American Schools*, and the limitations and liabilities associated with teacher accreditation, based on his experiences as a dean, *Trivializing Teacher Education: The Accreditation Squeeze*, earned him acclaim for his penetrating scholarship.

**Maryann Manning**, Professor Emerita, University of Alabama, Birmingham. Dr. Manning wrote extensively on literacy in young children. She was literacy editor for *Teaching K-8*. She engaged in psychogenetic-based research to understand and publish about literacy practices for young children, strongly advocating for child-centered learning. Dr. Manning served as President of the International Reading Association (now ILA). Dr. Manning worked tirelessly to provide opportunities for educators from around the world to actively participate in professional literacy organizations. The Maryann Manning Family Literacy Library and Center recently opened in her honor at the University of Alabama.





**E. Jennifer Monaghan** taught at Brooklyn College, City University of New York. She was the voice of history for reading for over three decades. Jennifer Monaghan published widely in a number of areas of literacy. She founded the History of Reading Special Interest Group of the International Reading Association in 1975 and served as the coeditor of the “History of Reading News” for many years. She is widely recognized for her book: *Learning to Read and Write in Colonial America* (2005). She also co-edited the book, *Shaping the Reading Field: The Impact of Early Reading Pioneers, Scientific Research, and Progressive Ideas* with Susan E. Israel.



**Robert M. Wilson** was Professor Emeritus, University of Maryland, where he served as Director of the Reading Clinic for many years. He was one of the founders of College Reading Association (now Association of Literacy Educators and Researchers) and served as President in 1970-71. He was one of the leading founders of the State of Maryland IRA Council. He published several widely used books that focus on teaching students by identifying their strengths. These books included *Diagnostic and Remedial Reading for Classroom and Clinic*; *Reading and the Elementary School Child* and *Reading Comprehension in the Elementary School*.

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## Emerging Scholars Fellowship Program

The Reading Hall of Fame Emerging Scholars Fellowship (ESF) supports new faculty in literacy or a related field by pairing them with Reading Hall of Fame mentors during their first years of a college or university tenure-track appointment. The program assists new doctoral degree holders in developing their research and writing for scholarly publication as they transition from the supervised experience of doctoral study to the multiple responsibilities involved with a full-time faculty position. Current ESF funding permits the awarding of two fellowships each year.

RHoF mentors maintain regular contact with their fellows and are encouraged to meet with them face-to-face at professional meetings. The ESF program is designed to be flexible and responsive to fellows’ needs, although common activities include reviewing drafts of manuscripts and conference proposals, supporting efforts to seek funding for research, and offering guidance in how to balance the various expectations university faculty face in the arenas of teaching, research, and service. The two 2016 Reading Hall of Fame fellows are Drs. Michiko Hikida and Laura Tortorelli.

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**Mentee: Michiko Hikida, The Ohio State University (2016)**  
**Mentor: Robert Jiménez**

Michiko Hikida is an assistant professor of Elementary Language Arts in the Department of Teaching and Learning at The Ohio State University. Michiko received a PhD in Language and Literacy Studies at the University of Texas at Austin. Drawing from her teaching experience, her research works to ensure that all children, including those identified as struggling, are recognized for the cultural, linguistic and literacy insights they bring to classrooms.

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Extending research on the interactional co-construction of identity, her dissertation research documented how students of color, also labeled struggling or learning disabled, constructed their reading identities in interactions with others. A new framework, Critical Disability Studies, which considers the experiences of those marginalized along lines of race and ability, also informs her work.

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**Mentee: Laura Tortorelli, Michigan State University (2016)**

**Mentor: Elfrieda (Freddy) Hiebert**

Laura Tortorelli is an assistant professor in the Department of Teacher Education at Michigan State University. Laura received a PhD in Reading Education at the University of Virginia. Her research interests are centered around reading fluency, text complexity, alphabet knowledge, and early writing. In her dissertation, she explored in a large data set the relationship between text characteristics, reading rate, and fluency. Results indicated that discourse-level text factors, including measures of genre and cohesion, were associated with changes in reading rate after controlling for child-level factors. These results highlight how early literacy instruction is a series of interlocking puzzles, such that educators cannot simply increase text complexity without also adjusting assessment practices, instructional support, and understanding of text complexity.

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## Updates on Recent Emerging Scholars

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**Mentee: Katherine Batchelor, Miami University (2014)**

**Mentor: Jane Hansen**

I came to Miami University in Oxford, Ohio in 2014 from Kent State University, where I earned my Ph.D. in Curriculum and Instruction with an emphasis in literacy. I just finished my second year as an assistant professor in the Department of Teacher Education (EDT) and greatly appreciate my Emerging Young Scholars mentor, Jane Hansen, who continues to be an invaluable support system. We have communicated over the past two years regularly via email and have met over dinner at several conferences. I cherish these meetings.

The last two years have been a whirlwind centering on publishing, presenting, and teaching. During my time at Miami, I have published six articles centering on revision in writing, transmediation, multimodal autobiography, flash fiction writing, and linked text sets. I have one article in press and six currently under review. I have presented on these topics at seven national conferences, such as LRA, NCTE, ILA, and the Semiotics Society of America. This year I became an affiliate faculty member of the Ohio Writing Project housed in Miami's English department, and I am working this summer with three other colleagues to redesign our teacher education program to have course work center on social justice and culturally relevant teaching.

I have received eight internal university grants; one provided funding for me to teach with a former seventh grade student of mine in San Francisco, so I spent this past January teaching in a 9th grade social studies classroom, conducting a study centering on writing flash nonfiction, transmediation, and culturally relevant teaching. In Spring 2017, I'm taking a third-year sabbatical where I'll be teaching and studying revision in writing through drama (using the body to mediate learning) in Warsaw, Poland for the semester. Jane, you have an open invitation!

**Mentee: Tracey S. Hodges (2015)****Mentor: Timothy Shanahan**

I completed my first year as an Assistant Professor over the 2015-2016 academic year. Over the past year, I continued to engage in research on writing instruction and reading interventions, while teaching graduate and undergraduate literacy classes. For my research efforts, I won several awards over the year including the 2015 Dissertation of the Year award from the Department of Teaching, Learning and Culture at Texas A&M University and the Southwest Educational Research Association's Outstanding Paper Award, resulting in an invited session at AERA. I was also awarded two competitive internal grants through the University of Southern Mississippi to conduct a research study extending my dissertation work and to develop a writing curriculum for a writing-intensive course for undergraduate students. I was actively involved in collecting research in both Texas and Mississippi over the past year and presented research at ALER, LRA, AERA, and four state-level conferences. Currently, I have two peer-reviewed manuscripts accepted for publication in the fall of 2016, and have six additional research manuscripts under review at international and national journals. Under the advice of my mentor, Tim Shanahan, I developed strategies and skills for maintaining success as a first-year faculty member and balancing research, teaching, and service. I am excited to continue working with my mentor over the next few years while developing my skills as a faculty member.

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**Mentee: Blaine E. Smith (2014)****Mentor: Donald Leu**

My research focuses on the digital literacy practices of culturally and linguistically diverse adolescents, with special attention to their multimodal composing processes, products, and perspectives. In the last year, I published three first-authored peer-reviewed journal articles in *Computers & Education*, *Learning, Media, and Technology*, and *Journal of Adolescent & Adult Literacy*; and three co-authored journal articles in *Elementary School Journal*, *Bilingual Research Journal*, and *Voices from the Middle*. I currently have two chapters and two journal articles under review in *Journal of Second Language Writing* and *British Journal of Educational Technology*.

A highlight of this past year was being selected as a 2016 National Academy of Education (NAEd)/Spencer Postdoctoral Fellow. I am currently collecting data for the study supported by this fellowship, "Multimodal Composing-to-Learn: Understanding How Adolescents Analyze Literature through Multiple Modes in Digital Environments." Situated in a 10<sup>th</sup> grade ELA class at a Title 1 school in Miami, this qualitative study examines how culturally and linguistically diverse students analyze literature through creating multimedia projects, as well as how the ideas developed in their multimodal literary analyses transfer to their academic writing. My Emerging Scholars mentor, Don Leu, was instrumental in helping me receive this fellowship by providing me feedback and writing a reference letter. I am incredibly thankful for Don's continued support!

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**Mentee: Yang Wang (2014)****Mentor: Dr. Yetta Goodman**

Reflecting on the past two years, I have seen my growth as a junior faculty. I have taught five graduate courses: reading assessment, teaching reading and writing with an emphasis of children's literature, teaching reading and writing in content areas, teaching ESOL students, and multicultural education. I could easily see the whole language philosophy and my mentor Yetta's influence on me throughout those courses I taught.

Yetta is very generous giving advices. She read and provided suggestions for one of my manuscripts on Retrospective Miscue Analysis (RMA) with ELLs; reached out seeking publication sources for me; sat in my

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She is a great mentor as well as a role model for me. With her encouragement, I secured two CELT reading miscue awards the springs of 2015 and 2016. I promoted RMA with English as a foreign language teachers and students in the mainland of China and published one article in one of the top journals of education in China. Last fall, I introduced miscue and RMA to a group of literacy teachers who are pursuing their Master's Degree in Language and Literacy at the University of South Carolina and have been working on a manuscript with one teacher. This fall, I intend to lead a reading workshop for international students who need support for their disciplinary literacy skills. I joined the Grand Illusion book study group and the Eye Movement and Miscue Analysis study group, where I learned and kept updated with the most recent miscue researches.

In order to seek writing support, I joined a faculty writing group in my department this spring, where I bounced off ideas with another RHoF-Emerging Young Scholars award recipient and my colleagues. I highly appreciate the Reading Hall of Fame provides this wonderful opportunity for me to receive excellent support from my mentor and connect with my peers at this time of my career.

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Michiko Hikida and Laura Tortorelli join 15 fellows who have participated in this popular RHoF program since its inception in 2013. Those fellows and their mentors are listed below by year.

**2015**

Eliza Allen, University of South Carolina, Columbia; mentor: Judith Greene  
Tracey Hodges, University of Southern Mississippi; mentor: Timothy Shanahan  
Jaye Thiel, University of Tennessee, Knoxville; mentor: Hilary Janks

**2014**

Katherine Batchelor, Miami University; mentor: Jane Hansen  
Robert Price Gardner, Mary Washington University; mentor: Kathryn Au  
Logan Manning, University of Texas, San Antonio; mentor: JoBeth Allen  
Sandra Osorio, Illinois State University; mentor: Nancy Roser  
Blaine Smith, University of Miami; mentor: Donald Leu  
Yang Wang, University of South Carolina; mentor: Yetta Goodman  
Phillip Wilder, Clemson University; mentor: Jan Dole

**2013**

Dawan Coombs, Brigham Young University; mentor: Judith Langer  
Katherine Frankel, Boston University; mentor: Donna Alvermann  
Kelly Puzio, Washington State University; mentor: Gerald Duffy  
Dana Robertson, University of Wyoming; mentor: Peter Afflerbach  
Patriann Smith, University of Illinois at Urbana-Champaign; mentor: Victoria Risko

Members of the 2016-2017 Reading Hall of Fame Emerging Scholarship Fellowship Committee are as follows:

Patricia Edwards, Michigan State University (appointed 2016)  
Judith A. Langer, University at Albany, State University of New York (appointed 2016)  
Stuart McNaughton, The University of Auckland, New Zealand (appointed 2015)  
Donna Ogle, National-Louis University, Emerita (appointed 2015)  
Sheila Valencia, University of Washington (appointed 2015)  
James F. Baumann (Chair), University of Missouri, Emeritus (appointed 2014)

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## Members Advancing the Field

**Taffy E. Raphael** retired from University of Illinois at Chicago and is now Emeritus.



**Lesley Mandel Morrow** received ILA's Special Service Award at the their conference in Boston in July 2016.

**David R. Olson:** *The Mind on Paper: Reading, Consciousness and Rationality*, my new book on cognition and literacy is being published this month. Although the importance of literacy is widely acknowledged in society and remains at the top of the political agenda, writing has been slow to establish a place in the cognitive sciences. The book argues that to understand the cognitive implications of literacy, it is necessary to see reading and writing as providing access to and consciousness of aspects of language, such as phonemes, words and sentences that are implicit and unconscious in speech. Reading and writing create a system of metarepresentational concepts that bring those features of language into consciousness as a subject of discourse. This consciousness of language is essential not only to acquiring literacy but also to the formation of systematic thought and rationality. The *Mind on Paper* examines what literacy does for our speech and hence for our thought, and is addressed to readers in developmental psychology, cognitive science, linguistics, and education.

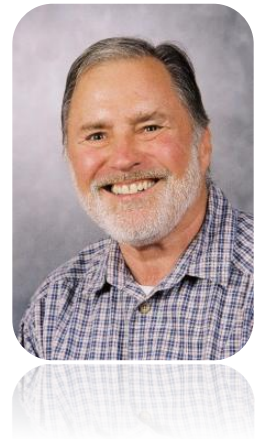


**David Pearson:** I recently visited South Africa, serving as chair of an external review team that assessed the efficacy and quality of teacher education and graduate programs at the University of Johannesburg. Had a great time learning about their programs and 3 campuses. Visited with faculty students and teachers in their affiliated professional development schools. Left with awe at the challenge they face and the progress they have made. Went on to visit the Cape, the Winelands, and the wonderful animals in their state parks.



**Mike Graves:** The project that I spent the most time on was completing the second edition of *The Vocabulary Book*, which was released in August and which includes the new chapters, "Vocabulary Instruction for English Language Learners" and on "Selecting Vocabulary to Teach," two topics I believe are critically important. I continue to work with Jill Fitzgerald and Jeff Elmore of MetaMetrics on describing the vocabulary in current core reading programs. I also continue to work with a team at WestEd on a Goal 3 project evaluating an upper elementary grade program titled Teaching Word Learning Strategies, which Greg Sales and I developed with an SBIR grant. This summer I presented a paper at ILA describing four steps that I believe are necessary to improve instruction in teaching individual words, something I believe we need to get much more efficient at.

I can't speak for the profession as a whole, but the most important item on my research agenda is finding out more about just which words children need to learn and just which words need to be taught, particularly to children whose English vocabularies are markedly smaller than those of many of their classmates.



**Rita Bean:** I have published *The Reading Specialist: Leadership and Coaching for the Classroom, School, and Community* and *Cultivating Coaching Mindsets: An Action Guide for Literacy Leaders* with co-author, Jacy Ippolito. This is a joint publication of Learning Sciences International and International Literacy Association.

I am co-chairing, International Literacy 2017 Standards for the Preparation of Literacy Professionals.

**Donna Alvermann:** The last 18 months were the busiest of my career. It was a time of transition in which retirements and moves left but a few faculty members in Literacies and Children's Literature. Thus, I taught 9 courses with 171 students in on-campus and online formats. In addition, I taught 6 independent studies, supervised 2 doctoral apprenticeships, chaired 12 PhD committees and one MA, and served on 14 additional doctoral committees. Two PhD students and one MA graduated in 2015. In terms of research, it was a mix of highs and lows. The highs included publishing two peer-reviewed articles and one chapter, plus a revised edition of *Adolescents' Online Literacies: Connecting Classrooms, Digital Media, and Popular Culture*. On the disappointing side, two NSF grant proposals were turned down for funding. By way of professional service, I stay busy writing alternating columns with Colin Harrison for JAAL's Department of Policy and Practice: Remix, and serving on ILA's Literacy Research Panel. A highlight of my speaking engagements included an extended five-day stay in Laramie where I interacted with the excellent faculty and doctoral students in University of Wyoming's COE. In my spare time, I'm learning to play acoustic guitar (bluegrass, folk, and country).



**Denny Taylor:** has participated in the establishment (2013- 2016) of Garn Press, which is a social justice start-up publishing company with award winning authors and books by international scholars and scientists (<http://garnpress.com/>). Garn is free of advertisements and has no corporate sponsors or government funding. Of particular concern at Garn is the corporate reform of public education. RHF members will find the books by the following renowned literacy scholars of interest:

Ken Goodman: <http://garnpress.com/authors/ken-goodman/>  
 Anne Haas Dyson: <http://garnpress.com/authors/anne-haas-dyson/>  
 Curt Dudley Marling: <http://garnpress.com/authors/curt-dudley-marling/>  
 Richard Meyer: <http://garnpress.com/authors/rick-meyer/>  
 Bobbie Kabuto: <http://garnpress.com/authors/bobbie-kabuto/>  
 Esther Fine: <http://garnpress.com/authors/esther-sokolov-fine/>  
 Nancy Rankie Shelton: <http://garnpress.com/books/5-13-a-memoir-of-love-loss-and-survival/>

Recipients of the NCTE George Orwell Award also publish with Garn Press:

Paul Thomas: <http://garnpress.com/authors/p-l-thomas/>  
 Anthony Cody: <http://garnpress.com/authors/anthony-cody/>



At the forefront of attention to literacy right now should be dismantling corporate reform. Reimagining literacy practice, policy and research to respond to the existential risks that are confronting this generation and will confront future generations of children (visit: <http://cser.org/>). Basically literacy research is out of step with the step changes that are taking place—social, economic, and environmental (terrestrial, atmospheric, oceanic). Literacy researchers have a critical role to play in the tremendous communicative gaps that exist between scientist, policy makers and the public in the ways in which information is framed so that all members of society have an opportunity to gain much deeper understandings of the challenges confronting human societies. An example of this work at Garn Press (there are many on the website) is the role the press has played in establishing the concept of "ice literacy" and presenting the research of Jason Box the renowned glaciologist: <http://garnpress.com/2016/becoming-ice-literate-how-scientists-like-jason-box-are-reaching-out-to-the-public/>



**Jill Fitzgerald:** In the past year, with colleagues, we published three articles related to text complexity and two related to a diagnostic assessment for early grades used in South America—in the *Journal of Educational Psychology*, *Reading Research Quarterly*, *Phi Delta Kappan*, and two Chilean outlets. I also published a book chapter on bilingual composing and coedited the second edition of the *Handbook of Writing Research*, which appeared in 2016. At AERA I presented on a panel of journal editors and co-presented at a round table. With colleagues, other papers were presented at SRCD, ILA, PCRC, LRA, and a Latin American conference in Argentina. I also was a grant consultant for a Chilean project, was an associate editor for the *Journal of Educational Psychology*, served on editorial boards for *Reading Research Quarterly* and *Language Arts*, and was guest reviewer for three additional journals. My current research focuses primarily on vocabulary and text analyses.

**Barbara Comber:** forthcoming and recent publications include *Literacy, Place and Pedagogies of Possibility*; "Poverty, Place and Pedagogy in Education: Research Stories from Front-Line Workers," in *Australian Educational Researcher*; "Critical Literacy and Social Justice," in *Journal of Adolescent and Adult Literacy*; "Literacy Teacher Research in High Poverty Schools: Why it Matters," with A. Woods in J. Lampert & B. Burnett (Eds.) *Teacher Education for High Poverty Schools*; "The Relevance of Composing: Children's Spaces for Social Agency," in A. H. Dyson (Ed.) *Child Cultures, Schooling and Literacy: Global Perspectives on Children Composing Their Lives*; "Gus: I Cannot Write Anything," with L. Kerkham, in A. H. Dyson (Ed.) *Child Cultures, Schooling and Literacy: Global Perspectives on Children Composing Their Lives*; "Literacy Leadership and Accountability Practices: Holding onto Ethics in Ways that Count," with L. Kerkham in B. Lingard, G. Thompson & S. Sellar (Eds.) *National Testing and its Effects: Evidence from Australia*; "Literacy Learning: Designing and Enacting Inclusive Pedagogical Practices in Classrooms," with A. Woods and B. Iyer in J. M. Deppeler, T. Loreman, R.A. L. Smith & L. Florian (Eds.) *Inclusive Pedagogy across the Curriculum*, received Outstanding Author Contribution in the 2016 Emerald Literati Network Awards for Excellence



Other publications include "School Literate Repertoires: That Was Then, This Is Now," in J. Rowsell & J. Sefton-Green (Eds.) *Revisiting Learning Lives – Longitudinal Perspectives on Researching Learning and Literacy*; Foreword, in B. Yoon & R. Sharif (Eds.) *Critical Literacy Practice: Applications of Critical Theory in Diverse Settings*; "Critical Literacy Finds a 'Place': Writing and Social Action in a Neighborhood School," with M. Wells, reproduced in K. Winograd (Ed.) *Critical Literacies and Young Learners: Connecting Classroom Practice to the Common Core*; "Socio-spatial Approaches to Literacy Studies: Rethinking the Social Constitution and Politics of Space," with K. A. Mills in K. Pahl & J. Rowsell (Eds.) *The Routledge Handbook of Literacy Studies*. "Critical Literacy, Interview with Barbara Comber" appears in J. Larson & J. Marsh (Eds.) *Making Literacy Real*.

At the forefront of attention to literacy right now should the effects of poverty and racism on education; the return of deficit discourses; the need to actively work for social justice; increasing the status of teaching.



**Jerry Johns:** My co-authors, Laurie Elish-Piper, B. Johns, and I have published a new edition of a reading inventory: *Basic Reading Inventory: Kindergarten through Grade 12 and Early Literacy Assessments*.

At the 2016 ILA Conference in Boston, Laurie Elish-Piper and I presented a session on "Maximizing the Potential of Informal Reading Inventories." In September, I presented a session at Northern Illinois University to current master's students and prospective students dealing with "Visualization: Unleashing the Power of Mental Images to Strengthen Comprehension." A session titled "Focus on Fluency: What, Why, and How" with Roberta L. Berglund is scheduled for the Keystone State Reading Association in Seven Springs, PA.

**Brian Street:** is publishing “ ‘Academic Literacies’; Some Background in the Context of Literacy as Social Practice (LSP)” in the *London Review of Education*; “Academic Writing: Theory and Practice” in *Journal of Educational Issues*; “Academic Literacies 15 Years On” in *The Process University Students Face in Order to Enter the Academic Discourse*, edited by Ernesto Bertoldo/ULEEL/UFU and Carmen Agustini. Other recent publications include “Revisiting The Question of Transformation In Academic Literacies: The Ethnographic Imperative – Brian Street In Conversation with Mary Lea and Theresa Lillis, Reflections 5, in *Working With Academic Literacies: Case Studies Towards Transformative Practice; Relationships of Policy, Theory and Research in the Literacy Field*; a re-publication of *The Savage in Literature*, first published in 1975; and “Adult Literacy and Numeracy Practices: Case Studies from Uganda,” with George Openjuru, and Alan Rogers; Uppingham Seminars Publications.



In 2015, the books series *New Research - New Voices: New Voices and New Knowledge in Educational Research* included *New Literacy Studies in Educational Contexts’ Chapter 2 of School and Library Partnership: Interprofessional Collaboration for Literacy, Sustainability and Social Justice in an Era of Globalization*.

Dr. Street is also Co-Editor with Juliet McCaffery *Informal Literacy Discussions*; Editor, *Prospects*, Unesco Journal; Co-Editor with Maria Castanheira and Gil Carvalho *International Colloquium on Academic Literacies: Writing and Reading in Educational Contexts*; and Co-Editor of *Ethno-Numeracy* with Kara Jackson, Keiko Yasukawa, Alan Rogers; Editor with Giles Rouffineau of *Academic Writing: International Approaches*; Associate Editor, *International Encyclopedia of Anthropology*; and Editor and Introduction author, *Encyclopedia of Language and Education Volume 2: Literacy*.



**Peter Freebody:** In this third year of my retirement I have given some plenary conference addresses, including at the Critical Studies in Applied Theatre Unit, Annual International Conference (Auckland, New Zealand), the Symposium on ‘Global Variations in Literacy’, Netherlands Institute of Advanced Study in the Social Sciences (The Hague, Netherlands), the Primary English Teachers’ Association Symposium on Assessment (Sydney), and the Research Symposium of the Language and Literacy Research Group (University of Melbourne). I have also delivered keynote and panel addresses at ILA (Boston MA). I have been involved in a number of publications, including as co-editor and author of two chapters in *Controversies in education: Orthodoxy and heresy in policy and practice* with Springer (Dordrecht, Netherlands), and co-author of a research article in the *Australian Journal of Language and Literacy*. I have two additional chapters in press: in volumes with Springer Scientific (Heidelberg, Germany) and Cambridge Scholars Press (Cambridge, UK). My major professional service was as Chair of the Literacy Research Panel, ILA, 2015-2016, and advisor to the Transitions in Literacy project, University of Wollongong. Retirement-oriented achievements include thousands of travel photographs that I now need GPS tags to recall, and major babysitting, as evidenced by increased visits to the physiotherapist.

More effective, sustained connections between practice, policy, and research in literacy education should be at the forefront of attention to literacy in the arenas of practice, policy, or research.

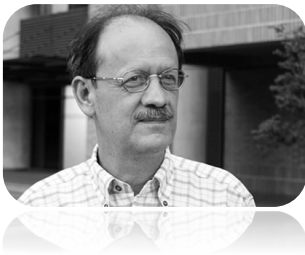


**Donald Leu:** I gave the 12th annual Jeanne S. Chall Lecture on reading at Harvard: "Reading in New Ways for New Times." Video is at: <https://www.facebook.com/HarvardEducation/videos/10154194165666387/>

I also have these publications to share: "Repositioning Online Reading to a Central Location in the Language Arts," with L. Kervin and J. Mantei to appear in D. Lapp & D. Fischer (Eds.) *Handbook of Research on Teaching the English Language Arts 4th Edition*; "new literacies, New Literacies," with C. Kinzer in M. Peters (Ed.), *The Encyclopedia of Educational Philosophy and Theory*; "Online Research and Learning in Science: A One-to-One Laptop Comparison in Two States Using Performance Based Assessments," with C. Kennedy and C. Rhoads in *Computers and Education*; "Income Inequality and the Online Reading Achievement Gap: Teaching Our Way to Success with Online Research and Comprehension," with E. Forzani and C. Kennedy in *The Reading Teacher*.



Equity in access to effective instruction in the integration of new social practices, skills, and strategies required to effectively read, write, communicate, and learn with online information should be at the forefront of attention to literacy in the arenas of practice, policy, or research.



**Octavio Henao Alvarez:** Over the past academic year, our research group has undertaken the following projects:

(1) Evaluating the City of Medellín's Strategic Plan for Reading and Writing, 2009-2015. This project was funded by Medellín's Department of Civic Culture, and consisted of four stages: (1) Evaluating the fulfillment of the Plan's lines of action, strategies, and programs; (2) Identifying and assessing the ways in which, as a result of the Plan, the community appropriated, experienced, perceived, and

reinvented reading and writing practices in the city of Medellín; (3) External validation through dialogue with national and international experts and document analysis of other plans and policies; (4) Developing guidelines for the formulation of a new City Plan for Reading, Writing, and Orality for the 2016-2020 period.

(2) A Teacher Professional Development Program for Building and Appropriating the School Library Initiative. Funded by the National Ministry of Education, a professional development program was developed and implemented to encourage the adoption of the School Library Initiative in 400 public schools. In this program, the school library is presented as a powerful resource to support teaching and learning processes throughout different areas of the curriculum, and to foster the development of literacy skills in the context of today's knowledge and information society.



Photo of  
Medellín

**Diane Lapp:** I continue to work as an instructional coach at Health Sciences High and Middle College. I have also been working with teachers and administrators in AK, CA, MI, and IL on literacy related topics. During 2015-16, I have also written the following books with colleagues: *Literacy in the Disciplines: A Teacher's Guide 5-12* with D. Lapp; *Turning the Page on Complex Texts: Differentiated Scaffolds for Close Reading Instruction* with D. Lapp, B. Moss, M.C. Grant, and K. Johnson; *Text Complexity: Stretching Readers with Texts and Tasks. 2nd. Ed.*, with D. Fisher and N. Frey; *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts (K-5)* with D. Lapp, B. Moss, M. Grant and K. Johnson; *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts (6-12)* with B. Moss, D. Lapp, M. Grant and K. Johnson; *Reading and Writing in Science: Tools to Develop Disciplinary Literacy, 2<sup>nd</sup> Ed.* with M. Grant, D. Fisher and D. Lapp; *Mining Complex Text, Grades 6–12: Using and Creating Graphic Organizers to Grasp Content and Share New Understandings* with D. Lapp, T.D. Wolsey, K. Wood and K. Johnson; *Mining Complex Text, Grades 2–5: Using and Creating Graphic Organizers to Grasp Content and Share New Understandings* with D. Lapp, T.D. Wolsey, and K. Wood.



Purposeful instruction that prepares teachers in all disciplines to support literacy learning for each of their students should be at the forefront of attention to literacy in the arenas of practice, policy, or research.



**Victoria J. Risko:** I learn so much when writing with others; each of the following writing opportunities stimulated my thinking about teaching and learning, and I thoroughly enjoyed working with my colleagues. Recent publications include *Professional Learning in Action: An Inquiry Approach for Teachers of Literacy* with M.E. Vogt; "Best Practices to Change the Trajectory of Struggling Readers," with D. Walker Dalhouse in L. Gambrell & L. Morrow (Eds.). *Best Practices in Literacy Instruction, Fifth Edition*; "Supporting Teachers of English Language Learners by Leveraging Students' Linguistic Strengths," with R.T. Jiménez, S. David, M. Pacheco, L. Pray, K. Fagan and M. Gonzales, *The Reading Teacher*; "Using Translation to Drive Conceptual Development for Students Becoming Literate in English as an Additional Language," with R.T. Jiménez, S. David, K. Fagan, M. Pacheco, and M. Gonzales,

*Research in the Teaching of English*, which received the Alan C. Purves Award.

Since February 2016, I have been a literacy consultant for our State Department of Education. Our Commissioner of Education is focusing on literacy and there are multiple initiatives, such as statewide literacy coaching in each district. We are rethinking our RTI instruction and moving in good directions, it seems. But this work with the state department has introduced me to another world. I am very impressed with the educational leadership at our state department, and the insistence on learning from others, especially literacy researchers. And of course, I have called on many of my colleagues to provide advice on some of my questions - THANK YOU (you know who you are!). But also, I have so many questions - how to best evaluate teacher effectiveness, how to think more productively statewide about students and their differences and diverse histories instead of test scores...how to address the constant tension produced by legislative mandates (often directed toward outcomes) and not input. A whole new world and the need to influence policies continues to challenge my thinking.

**Patricia A. Edwards:** I authored *New Ways to Engage Parents: Strategies and Tools for Teachers and Leaders, K-2*. I was invited as an Innovator Expert, June 2015 for the Center in Innovation in Learning at Temple University. I coauthored a Spencer Small Grant—Connecting Home and School Literacies—with Mrs. Marliese Peltier, Michigan State University doctoral student. At the 2016 AERA annual meeting, I became the President-Elect of the Family, School, and Community Partnerships SIG 43.



Two papers were co-presented at the 2016 annual meeting of the American Educational Research Association "Family Literacy Initiatives and Reading Comprehension" with M. S. Protacio, M. Peltier & L.J. Hopkins and "Understanding How Kindergarten Teachers' Beliefs Shape Their Transition Practices" with J. Puccioni. One presentation was at the 2015 annual meeting Literacy Research Association in Carlsbad, CA: "The ABC's and Impact on Literacy Coaches" with Susan Piazza.

In addition, I was invited to give the Keynote Address for several different audiences: "Preparing Educators Who Make a Difference in Our Diverse Communities," General Assembly Speaker at the Association of Literacy Educators & Researchers Annual Meeting, Costa Mesa, CA, November 2015; "Promoting Diversity, Equity and Inclusion," Keynote address given at the University at Albany Teacher Leadership Summer Symposium, Albany, NY, June 2016; "Tapping the Potential of Parents: Moving Beyond Family Involvement 'Activities' to Authentic Engagement" was the keynote address given at the Inaugural Celebration for Dr. Maryann Manning Family Literacy Center sponsored by the University of Alabama—Birmingham, October 2015. "Rethinking Parental Involvement" was the keynote address given at the annual meeting of the Utah Council of the International Reading Association, Salt Lake, UT, October 2015. "All Means All: Families' Influence on Learning Across Demographic Lines" was the keynote address given at the Connecticut Department of Education's Family Engagement Statewide Conference, Sheraton Hartford South Hotel, Rocky Hill, CT, September 2015. "Family Literacy and Community Outreach" was the keynote address given at the 2015 Massachusetts Reading Association's Annual Leadership Meeting, Milford, MA, July 2015. "Educating our Children: The Critical Roles of Parents and the Community People" was the keynote speech given at the Kalamazoo Public Schools, Kalamazoo, MI, June 2015. "Parent and Child: Sharing the Love of Reading Together" was the keynote address given at the Wayne County RESA, Wayne, MI, May 2015.

I'm mainly pondering questions about the need for teacher educators to remove the obstacles that we ourselves have erected as rationales for avoiding or giving a superficial treatment of the difficulty to connect home and school literacies.

**Jane Hansen:** I have published "Two First-Graders Intentionally Become Better Writers" with Cathy Meaney in J. Turbill, G. Barton, & C. Brock (Eds.), *Teaching Writing in Today's Classroom: Looking Back to Look Forward*.



**Rich Vacca:** Along with co-authors, JoAnne Vacca and Maryann Mraz, we published the 12th Edition of *Content Area Reading: Literacy and Learning in the Content Areas*.

Learning with digital texts should be at the forefront of attention to literacy in the arenas of practice, policy, or research.



**Robert T. Jiménez:** received the Alan C. Purves Award, November 21, 2015, for the article, “Using Translation to Drive Conceptual Development for Students Becoming Literate in English as an Additional Language,” published in *Research in the Teaching of English*.

Current publications include “It Sounds More Like a Gangbanger: Using Collaborative Translation to Understand Literary Concepts,” with K. Puzio, *Language Arts*; “Negotiating Investment in Culturally Responsive Instruction,” with M. Cole and S. David, *Language Arts*; “TRANSLATE: New Strategic Approaches for English Learners,” with A. Goodwin, *The Reading Teacher*; “Supporting Teachers of English Language Learners by Leveraging Students’ Linguistic Strengths,” with S. David, M. Pacheco, V.

Risko, L. Pray, K. Fagan and M. Gonzales, *The Reading Teacher*; “Translating Pedagogies: Leveraging Students’ Heritage Languages in the Literacy Classroom,” with M. Pacheco, and S. David *Middle Grades Research Journal*; and “Using Translation to Drive Conceptual Development for Students Becoming Literate in English as an Additional Language,” with S. David, K. Fagan, V. Risko, M. Pacheco, and M. Gonzales, *Research in the Teaching of English*.

Recent presentations include “Professional Development for the TRANSLATE Instructional Approach,” selected paper presented at the Annual Meeting of the Literacy Research Association, Carlsbad, CA with S. Daniel, L. Pray, M. Pacheco, S. David A. Goodwin and C. Eley; “Collaborative Translations: Designing Bilingual Support,” selected paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL with C. Keyes, and K. Puzio; “Teaching and Learning Literacy: Research, Policy, and Everyday Classroom Practice,” Invited address by the Literacy Research Panel of the International Literacy Association, Boston, MA; “TRANSLATE: A Translanguaging Literacy Approach for EB Students,” invited address by the Reading Hall of Fame, International Literacy Association, Boston, MA.

Dr. Jiménez is also a member of the Alan C. Purves Award Committee for Research in the Teaching of English, National Council of Teachers of English for the year 2016. Selected as a member of the Literacy Research Panel (LRP) International Reading Association, June 2015. Named a member of the Selection Committee for the National Academy of Education/Spencer Foundation Dissertation Fellowship Program, June 2015.

At the forefront of attention to literacy right now should theoretically-grounded, classroom-based instructional approaches designed to capitalize on the linguistic and cultural strengths of emergent bilingual students.

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