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Annotated Bibliography of Research in the Teaching of English

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Introduction

This November issue of *RTE* once again contains the annual “Annotated Bibliography of Research in the Teaching of English.” This bibliography includes abstracts of selected empirical research studies as well as titles of other related studies and books published between June 2013 and May 2014. Abstracts are only written for research studies that employed systematic analysis of phenomena using experimental, qualitative, ethnographic, discourse analysis, literary critical, content analysis, or linguistic analysis methods. Priority is given to research most directly related to the teaching of English language arts. Citations in the “Other Related Research” sections include additional important research studies in the field, position papers from leading organizations, or comprehensive handbooks.

The 25 contributors to this bibliography include scholars with diverse research interests and background experiences in PreK–16 educational settings. The contributors divided into teams of three members based on their areas of expertise to identify the most significant contributions to peer-reviewed research

in each of the bibliography's nine subject areas over the past year. Team members reviewed library databases such as Education Full Text, WorldCat, EBSCO, and ERIC, as well as leading empirical journals, to select relevant reports in each area of the bibliography. Because this bibliography is published for readers of *Research in the Teaching of English*, we asked contributors not to include articles from *RTE*, which would most likely already be familiar to the audience.

The expert teams looked for major or large studies that held significant implications for teaching English language arts, as well as research that might lead to new insights into the paradigms or methodological practices within a given field in the coming years. Of course we could not include every high-quality research study conducted in the nine content areas of this bibliography over the past year; instead, the background knowledge and perceptions of the contributors worked together to construct a manageable body of important research that *RTE* readers might want to explore further.

As was the case for previous versions, this year's bibliography is available solely as a downloadable PDF file at <http://www.ncte.org/journals/rte/biblios>. We appreciate the fact that NCTE has provided free access to these annual bibliographies going back to 2003.

Readers can search the PDF for relevant research by using the "Find" feature on Adobe Acrobat to locate particular topics, authors, or journals. To engage in topic searches, readers can also use the tags listed both below and in the beginning of each section. These tags represent some of the most common topics inductively derived from the abstracted studies. While there could be many more tags, we wanted to limit them to a manageable number. Each abstract has been assigned up to four tags, beginning with a section tag (for example, #digital/technologytools) and, in many cases, followed by another section tag (for example, #reading). Because many of the studies in this bibliography fall into multiple categories, readers can search for such studies by entering both section tags (for example, #literaryresponse/literature/narrative #reading).

We hope that this searchable bibliography, which has been edited to select high-quality research and which includes abstracts created by the contributors, continues to provide a valuable service to the *RTE* scholarly community.

Tags for Searching Research Study Abstracts

Digital/Technology Tools: #digital/technologytools #digitaldivide
#socialnetworking #academictechnologyuse #video #blogs/wikis
#digitalreading #literacydefinitions #onlineeducation #instantmessage
#laptops/mobiledevices #cloudcomputing #referencing/citations/
informationliteracy #games

Discourse/Cultural Analysis: #discourse/culturalanalysis #pedagogical/contentknowledge/culturallyrelevantpedagogy #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography #immigrant/refugee

Literacy: #literacy #development #identity #linguistic #literacyassessment #familyliteracy #adulthoodliteracy #communityliteracy #spelling #contentliteracy

Literary Response/Literature/Narrative: #literaryresponse/literature/narrative #engagement #instruction #genreknowledge #discussion #interpretation #culturalvalues/models #storydevelopment #aestheticresponse #adolescentliterature #perspectivetaking #developmentaldifferences

Media Literacy: #medialiteracy #games #films #television #advertising #music #news #audiences #mediaeffects #representations #gender #multiliteracies #multitasking

Professional Learning/Teacher Education: #professionallearning/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #criticalreflectivepractice #pedagogical/contentknowledge/culturallyrelevantpedagogy #teacheridentity #teacherbeliefs/assumptions #teacherretention/turnover #studentteaching #actionresearch/inquirycycles

Reading: #reading #comprehension #decoding #vocabulary #fluency #strategies #readingtests #independentreading #policy #motivation/engagement #strugglingreaders #contentliteracy

Second Language Literacy: #secondlanguageliteracy #bilingual #immigrant/refugee #secondlanguageassessment #culturaldifference #vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #culturalvalues/models #communityliteracy #development #digitaldivide #comprehension #peermediation #diaspora #timescales #identity #academicwriting #codeswitching #linguisticresources

Writing: #writing #writinginstruction #argumentation #writingstrategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Digital/Technology Tools

Tags: #digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse #video #blogs/wikis #digitalreading #literacydefinitions #onlineeducation #instantmessage #laptops/mobiledevices #cloudcomputing #referencing/citations/informationliteracy #games

Colwell, J., Hunt-Barron, S., & Reinking, D. (2013). Obstacles to developing digital literacy on the Internet in middle school science instruction. *Journal of Literacy Research, 45*, 295–324.

Investigates how students in two middle school science classes used Internet Reciprocal Teaching (IRT), an instructional intervention to increase digital literacy on the Internet, as part of a formative experiment. Analyzes qualitative data to show how students could explain and demonstrate appropriate search and evaluation strategies when prompted but did not use such strategies independently or in groups. Finds three primary obstacles to consistent and independent strategy use: the teacher's role in student inquiry, the structure of inquiry projects, and students' previous strategies. Discusses the role of students' prior dispositions toward search and evaluation strategies on the Internet and the difficulty of overcoming those dispositions in academic settings. #digital/technologytools #reading #digitalreading #academictechnologyuse

Garcia, A., & Seglem, R. (2013). "That is dope no lie": Supporting adolescent literacy practices through digital partnerships. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. W. Cole, A. H. Hall, D. Herro, & K. H. Headley (Eds.), *62nd yearbook of the Literacy Research Association* (pp. 186–198). Altamonte Springs, FL: Literacy Research Association.

Examines how virtual, online spaces foster literacy experiences between economically disadvantaged, urban, minority high school students ($n = 26$) and white, middle-class preservice teachers ($n = 16$). Uses grounded theory to examine how digital tools such as chat rooms and videoconferencing support multiliteracies through collaborative relationships around literacy activities in a digital "third space." Finds themes of (1) increased awareness of language, (2) development of meaningful relationships, and (3) pushing back and speaking up. Concludes that online spaces can transcend cultural barriers, provide forums for diverse voices, and foster academic growth.

#digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse

Gilhooly, D., & Lee, E. (2014). The role of digital literacy practices on refugee resettlement. *Journal of Adolescent & Adult Literacy, 57*, 387–396.

Explores the digital literacy practices of three Karen refugee students from Burma who have resettled in rural Georgia. Uses collaborative ethnography and participant observation to document and analyze how digital literacies allowed the students to cope with and thrive through their resettlement. Data analysis suggests the participants used digital media to maintain and build interethnic friendships, connect to a broader Karen diaspora community, sustain and promote ethnic solidarity, and create and disseminate digital production. Concludes by emphasizing the possibilities of the Internet and other digital media for providing immigrant students with means to express and explore their selves, their heritage, and their host culture.

#digital/technologytools #medialiteracy #secondlanguage literacy #socialnetworking

Hatlevik, O., & Christophersen, K. (2013). Digital competence at the beginning of upper secondary school: Identifying factors explaining digital inclusion. *Computers & Education, 63*, 240–247.

Investigates means of supporting and developing students' school-based digital competencies by analyzing the factors most often used to predict students' success in acquiring, processing, and producing digital information. Reports findings from a cross-sectional study of 4,087 students from 24 Norwegian secondary schools, where Web-based, multiple-choice surveys were distributed. Analysis reveals substantial variation in digital competence both between and within schools. Language integration, cultural capital, a mastery orientation, and academic aspirations

proved to be strong predictors of students' digital competence. Concludes by encouraging needs-based interventions and follow-ups—particularly as variations in predictive factors suggest that students cannot be viewed as homogenous in terms of digital competency.

#digital/technologytools #academictechnologyuse #digitaldivide #medialiteracy

Hull, G., & Stornaiuolo, A. (2014). Cosmopolitan literacies, social networks, and “proper distance”: Striving to understand in a global world. *Curriculum Inquiry*, 45(1), 15–44.

Examines the semiotic practices of two groups of adolescents in India and New York who composed multimodal artifacts with and for each other. Introduces the concept of *cosmopolitan literacies* to understand how ethical dimensions of authorship across differences intertwine with cognitive, aesthetic, and emotional meaning-making capacities. Finds that participants took up three rhetorical stances—proximal, reflexive, and reciprocal—as they imagined distant audiences and gauged what their audiences needed. Argues that these three stances characterize a shift in the ways audience needs to be reimagined in globalized communicative contexts in which the primary purpose is to engage and communicate with others for understanding.

#digital/technologytools #literacy #socialnetworking #video

Ponce, H. R., Mayer, R. E., & Lopez, M. J. (2013). A computer-based spatial learning strategy approach that improves reading comprehension and writing. *Educational Technology Research and Development*, 61, 819–840.

Reports findings from a study comparing gains in the reading and writing comprehension of 2,468 Chilean students who were taught language arts lessons with either a computer-based instructional (CBI) model or with traditional instruction (TI). Using a cluster-randomized sampling process, classes were divided into CBI and TI groups in order to determine whether students receiving CBI would outperform the TI group on a standardized post-test after a semester of instruction with the aid of graphic organizers. Test data analyzed through a statistical multilevel model suggest that CBI improved reading and writing more than TI—an effect size of $d = .30$. Concludes with a call for further research into how these results might vary based on the ways that computer-based instruction is integrated into classes.

#digital/technologytools #literacy #reading #academictechnologyuse

Purcell, K., Buchanan, J., & Friedrich, L. (2013). *The impact of digital tools on student writing and how writing is taught in schools*. Retrieved from Pew Research Center's Internet and American Life Project website: <http://www.pewinternet.org/2013/07/16/the-impact-of-digital-tools-on-student-writing-and-how-writing-is-taught-in-schools>

Describes the results of an online survey aimed at understanding how digital technology tools are shaping middle and high school students' writing practices. Participants included 2,462 teachers, the majority of whom taught in public school (95%); 1,750 advanced placement high school teachers and 712 National Writing Project teachers. Survey results illustrate that these teachers viewed digital tools as providing benefits for student writing: 96% agreed that digital technologies “allow students to share their work with a wider and more varied audience”; 79% agreed that these tools “encourage greater collaboration among students”; and 78% agreed that digital technologies “encourage student creativity and personal expression.” Both types of teachers rated their students as “fair” or “poor” on copyright issues and reading complicated texts, with 88% of respondents spending time in class discussing plagiarism and citation concepts. Notably, 29% of teachers had students edit other students' work using Google Docs or other collaborative Web-based tools.

#digital/technologytools #writing #academictechnologyuse #cloudcomputing

Schmier, S. (2014). Popular culture in a digital media studies classroom. *Literacy*, 48(1), 39–46.

Documents three eighth-grade students' experiences within a digital media studies course grounded in the concept of connected learning. Student participants were observed for one

academic year, twice per week across online, classroom, and out-of-school spaces. Data also included focus-group conversations, individual interviews, and document collection. Findings illustrate the ways in which the students were invited to bring popular culture into the class and how this inclusion affected their critical thinking and writing practices about media production and consumption within and outside school. Further, students honed their multimodal writing abilities for diverse audiences. The author concludes with suggestions for using popular culture in English classrooms to support digital literacy skills.

#digital/technologytools #writing #medialiteracy #digitaldivide

Shanahan, L. (2013). Composing “kid-friendly” multimodal text: When conversations, instruction, and signs come together. *Written Communication, 30*, 194–227.

Describes an interpretive case study of one fifth-grade teacher’s instruction on digital compositions during a six-week science unit. The purposes of this study were (1) to explore how a teacher who was new to multimodal composing instructed students on the use of visual and linguistic signs, and (2) to understand how this instruction influenced her students’ compositions. Situated in a social semiotic approach to multimodality, the study includes three layers of analysis, which are described in rich detail: (1) the teacher’s instructional discourse, (2) the students’ Hyperstudio compositions, and (3) conversations between the teacher and a team of six students related to visual and linguistic signs. Findings illustrate that the teacher taught the visual and linguistic modes separately to students, with little to no integration of words and images. This instruction affected students’ compositions, where there was little integration of visual and linguistic signs. The author concludes with suggestions for professional development so that teachers and students “have explicit knowledge of the five semiotic sign systems to strategically leverage the communicative potential of each.”

#digital/technologytools #writing #academictechnologyuse

Simpson, A., Walsh, M., & Rowsell, J. (2013). The digital reading path: Researching modes and multidirectionality with iPads. *Literacy, 47*(3), 123–130.

Draws on data from a two-year study of reading and meaning-making processes in third- and fifth-grade students’ use of iPads. Uses qualitative research methods and film from observational fieldwork to examine students’ reading paths as they touched, scrolled, and navigated across apps and texts. Analyzes these gestures to parse the relationship between material and cognitive processes of reading and writing. Findings suggest the affordances of touch technologies allow students to enact multimodal and multidirectional forms of meaning-making. Concludes by emphasizing how the mode of touch provides insights into students’ meta-awareness of task and technology. Points to the need for further research on gesture as a communicative mode in order to better understand and account for haptic ways of learning.

#digital/technologytools #medialiteracy #digitalreading #laptops/mobiledevices

West, M., & Chew, H. E. (2014). *Reading in the mobile era: A study of mobile reading in developing countries*. Retrieved from United Nations Educational, Scientific, and Cultural Organization website: <http://www.unesco.org/new/en/unesco/themes/icts/m4ed/mobile-reading/reading-in-the-mobile-era/>

Reports on a large-scale study of mobile reading in seven developing countries (Ethiopia, Ghana, India, Kenya, Nigeria, Pakistan, and Zimbabwe). In 2013, 4,330 people (23% women; 77% men) were surveyed to learn about who reads on mobile phones, habits and attitudes toward reading on mobile phones, and barriers to reading on mobile phones. A key finding relates to gender differences in access to and use of mobile phones. More males owned phones than females. The females were significantly more likely to use mobile devices for reading: the average male spent 33 minutes per month reading on the phone, while the average female spent 207 minutes per month reading on a mobile phone. Most participants (67%) chose to read on their phones because phones were more accessible than paper books. Notably, most of the books accessible

to these participants were written in English. This study offers insights into how mobile devices can be leveraged to help facilitate reading in countries with low literacy rates.

#digital/technologytools #reading #digitaldivide #laptops/mobiledevices

Zheng, B., Warschauer, M., & Farkas, G. (2013). Digital writing and diversity: The effects of school laptop programs on literacy processes and outcomes. *Journal of Educational Computing Research*, 48(3), 267–299.

Investigates the effects of one-to-one laptop programs focused on improving writing in two school districts. As part of a larger national study using netbooks with open-source software, English/language arts (E/LA) and/or writing test score achievement data from 3,714 fourth-grade students (in California) and fifth-grade students (in Colorado) were analyzed. Student surveys (914 in California, 675 in Colorado), teacher surveys (40 in California, 33 in Colorado), and observations were also included in the data set. Findings indicate that at-risk students (i.e., Hispanics and low-income learners) showed significant gains in E/LA achievement within both districts. In Colorado, the overall writing test score gains were not statistically significant, whereas in California, all students improved in E/LA achievement. Qualitative data suggest that at-risk students used the laptops most frequently for writing-related tasks and that teachers and students perceived many benefits of the programs for writing and literacy development.

#digital/technologytools #digitaldivide #laptops/mobiledevices #writing

Other Related Research

Cherner, T., Dix, J., & Lee, C. (2014). Cleaning up that mess: A framework for classifying educational apps. *Contemporary Issues in Technology and Teacher Education*, 14(2). Retrieved from <http://www.citejournal.org/vol14/iss2/general/article1.cfm>

Cho, B.-Y. (2013). Adolescents' constructively responsive reading strategy use in a critical Internet reading task. *Reading Research Quarterly*, 48, 329–332.

Genlott, A. A., & Grönlund, A. (2013). Improving literacy skills through learning reading by writing: The iWTR method presented and tested. *Computers & Education*, 67, 98–104.

Hammett, R. (2013). 'Tech FTW!!!' Ninth graders, *Romeo and Juliet*, and digital technologies. *Language and Literacy*, 15(1), 6–22.

Kposowa, A. J., & Valdez, A. D. (2013). Student laptop use and scores on standardized tests. *Journal of Educational Computing Research*, 48(3), 345–379.

Lynch, T. (2014). The imponderable bloom: A multimodal social semiotic analysis of an online secondary English course. *Changing English: Studies in Culture & Education*, 21(1), 42–52.

Madis, M. A. (2013). What it has or what it does not have? Signposts from US data for rural children's digital access to informal learning. *Learning, Media and Technology*, 38, 387–406.

Miller, E. B., & Warschauer, M. (2013). Young children and e-reading: Research to date and questions for the future. *Learning, Media and Technology*, 39, 283–305.

Miller, S. M. (2013). A research metasynthesis on digital video composing in classrooms: An evidence-based framework toward a pedagogy for embodied learning. *Journal of Literacy Research*, 45, 386–430.

O' Bannon, B. W., & Thomas, K. (2014). Teacher perceptions of using mobile phones in the classroom: Age matters! *Computers & Education*, 74, 15–25.

Philip, T., & Garcia, A. (2013). The importance of still teaching the iGeneration: New technologies and the centrality of pedagogy. *Harvard Educational Review*, 83(2), 300–319.

Rainie, L., & Smith, A. (2013). *Tablet and e-reader ownership update*. Retrieved from Pew Research Center's Internet and American Life Project website: <http://www.pewinternet.org/2013/10/18/tablet-and-e-reader-ownership-update>

Vasudevan, L., Kerr, K. R., Hibbert, M., Fernandez, E., & Park, A. (2014). Cosmopolitan literacies of belonging in an after-school program with court-involved youths. *Journal of Adolescent & Adult Literacy*, 57, 538–548.

Walsh, M., & Simpson, A. (2013). Touching, tapping . . . thinking? Examining the dynamic materiality of touch pad devices for literacy learning. *Australian Journal of Language & Literacy*, 36, 148–157.

Warschauer, M., Zheng, B., Niiyaa, M., Cotten, S., & Farkasa, G. (2014). Balancing the one-to-one equation: Equity and access in three laptop programs. *Equity & Excellence in Education*, 47(1), 46–62.

Discourse/Cultural Analysis

Tags: #discourse/culturalanalysis #pedagogical/contentknowledge/culturallyrelevantpedagogy #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography #immigrant/refugee

Agosto, V. (2014). Scripted curriculum: What movies teach about dis/ability and Black males. *Teachers College Record*, 116(4), 1–24.

Examines representations of Black (dis/abled) males scripted through dis/ability tropes and master-narratives of race and gender. Draws on critical race studies in education, critical media analysis, and a social model perspective of dis/ability to explore the lessons that movies provide audiences about Black (dis/abled) males. Juxtaposes portrayals with literature on how Black (dis/abled) male students are treated in schools and society. Finds dis/ability tropes interpenetrate and intersect with master-narratives of race and gender in themes of marginalization, dysfunction, and miscegenation.

#discourse/culturalanalysis #race #gender #schooling

Baldrige, B. J. (2014). Relocating the deficit: Reimagining Black youth in neoliberal times. *American Educational Research Journal*, 51, 440–472.

Uses critical ethnographic methods and critical discourse analysis to explore the experiences of 20 youth workers employed in an urban after-school program for students of African descent. Describes the challenges these youth workers face in competing for funding while also trying to avoid reinscribing the neoliberal and deficit discourses around Black youth that drive many funding organizations. Argues that there is a complicated relationship between youth workers' challenges to and perpetuation of neoliberal ideology. Encourages rethinking of "deficit" with the onus placed on systemic inequities instead of on Black and other marginalized youth.

#discourse/culturalanalysis #race #politics #ethnography

Chang, B. (2013). Voice of the voiceless? Multiethnic student voices in critical approaches to race, pedagogy, literacy and agency. *Linguistics and Education*, 24(1), 348–360.

Draws on nine years of qualitative data from two students of Asian descent from economically disadvantaged backgrounds, and their navigation of an educational process focused on critical pedagogy in formal and informal learning spaces. Uses a long-term critical action research approach to outline the effects that critical and sociocultural approaches to race, culture, language, and community have on classroom pedagogy and literacy practices. Finds that honoring, engaging, and sustaining cultural and linguistic practices of marginalized community members foster youth agency, supporting achievement in and challenging of schooling institutions. Complicates the Model Minority Myth as participants' discourse reveals that transformative aspects of their critical education helped them achieve academic success.

#discourse/culturalanalysis #culturaldifference #pedagogy #identity

Chhuon, V. (2014). "I'm Khmer and I'm not a gangster!": The problematization of Cambodian male youth in US schools. *International Journal of Qualitative Studies in Education*, 27(2), 233–250.

Investigates discursive problematization of Cambodian male youth as apathetic students and/or gang members at a California high school. Reveals representations based on race, gender, and class that deflected attention away from the school's failure to teach these young men. Suggests that negative representations work by positioning Cambodian boys in contrast with more positive depictions of other students' racial (whites and "East Asians"), class (non-"ghetto"), and gender ("good Cambodian girls") categories.

#discourse/culturalanalysis #race #class #gender

Dorner, L. M., & Dayton, A. (2014). "¿Cómo se dice?" Children's multilingual discourses (or interacting, representing, and being) in a first-grade Spanish immersion classroom. *Linguistics and Education*, 25, 24–39.

Describes results of critical discourse analysis of participant observation data collected from one first-grade Spanish immersion classroom. Draws on sociocultural theories to consider (1) how students learn languages and discourses, and (2) how social interactions with peers and teachers contribute to the creation of new forms of discourse. Students' spontaneous discussions about language and identity included meaningful considerations of new "ways of being, interacting, and representing" in a multilingual setting. Suggests that teachers and researchers envision multilingual "third spaces" within classrooms that allow students to be agentic creators of such speech communities.

#discourse/culturalanalysis #secondlanguage/ literacy #ethnography #pedagogy

Fuentes, E. (2013). Political mothering: Latina and African American mothers in the struggle for educational justice. *Anthropology & Education Quarterly*, 44(3), 304–319.

Draws on ethnographic and participatory action research methods, and engages with critical race and feminist theories. Focuses on data from three years of research with two independent groups of Latina and African American women working to address educational inequities at their local high school. Explores the transformation of the women's racial and social identities into impactful political strategies. Advances the concept of "political mothering" as a process of caring and (re)claiming power in the disruption of inequality.

#discourse/culturalanalysis #race #gender #schooling

Gallo, S. (2014). The effects of gendered immigration enforcement on middle childhood and schooling. *American Educational Research Journal*, 51, 473–504.

Draws from an ethnographic study on Mexican immigrant fathers and their second-grade children. Examines masked realities behind current immigration policies that equate "illegal" with "Mexican immigrant." Argues that enforcement of policies overwhelmingly targets Mexican immigrant men and affects immigrant children and their elementary schooling. Illustrates how oversimplified criminalization of Mexican immigrant men led to father-child separations, incredible stress for children, and the positioning of children as mediators in high-stakes encounters between the police and their parents.

#discourse/culturalanalysis #race #policy #immigrant/refugee

Helmer, K. A. (2013). A twice-told tale: Voices of resistance in a borderlands Spanish heritage language class. *Anthropology & Education Quarterly*, 44(3), 269–285.

Describes findings from a two-year critical ethnographic study of student resistance in a high school Spanish heritage language class, contextualized in theories of resistance and identity construction. Complicates notions of student resistance by discussing the importance of cultural knowledge and "critical language awareness" for heritage language teachers. Emphasizes the

importance of grounding heritage language instruction in student and community knowledge in order to engage students and validate their linguistic and cultural identities.

#discourse/culturalanalysis #schooling #immigrant/refugee #ethnography

Hopkins, M., Martinez-Wenzl, M., Aldana, U. S., & Gándara, P. (2013). Cultivating capital: Latino newcomer young men in a U.S. urban high school. *Anthropology & Education Quarterly*, 44(3), 286–303.

Draws on case-study research and social and cultural capital frameworks. Explores the ways in which Latino newcomer young men confront obstacles in an urban US high school that limit their chances for educational attainment and achievement. Reveals how teachers and a counselor cultivated capital in the young men and how the young men leveraged this capital. Challenges traditional depictions of Latino immigrant adolescents and highlights the importance of belonging.

#discourse/culturalanalysis #schooling #culturaldifference #immigrant/refugee

Knight, M. G., & Watson, V. W. M. (2014). Toward participatory communal citizenship: Rendering visible the civic teaching, learning, and actions of African immigrant youth and young adults. *American Educational Research Journal*, 51, 539–566.

Presents research from in-depth, semi-structured interviews with second- and 1.5-generation African immigrants in New York City. Draws on interdisciplinary frameworks of African immigrant identity constructions and civic engagement. Shows African immigrants' shared and differing experiences of civic learning and action. Conceptualizes a multilayered view of civic teaching, learning, and action within and across contexts of families, identities, and schooling in the United States, Africa, and the world.

#discourse/culturalanalysis #race #curriculum #immigrant/refugee

McCarty, T. L., & Lee, T. S. (2014). Critical culturally sustaining/revitalizing pedagogy and indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101–124.

Draws from ethnographic studies at two schools serving Native Americans in the US Southwest to explore opportunities, tensions, and challenges of practicing culturally sustaining pedagogy. Explicates the fundamental role of tribal sovereignty and the current linguistic, cultural, and educational realities of Native American communities to argue for culturally sustaining/revitalizing pedagogy (CSRP), whereby colonizing influences are confronted as a crucial component of language and culture reclamation for learners. Explores community-desired competencies in relation to formal school curriculums and the need for educators and school officials to embrace community-based accountability. Illuminates the complexities and contradictions of practicing CSRP in schools and the agentic ways educators used CSRP to destabilize dominant policy discourses. Advocates critical CSRP as an approach to realizing plurilingual and pluricultural education.

#discourse/culturalanalysis #culturaldifference #policy #pedagogy

McEntarfer, H. K., & McVee, M. B. (2014). "What are you, gay?" Positioning in monologues written and performed by members of a gay-straight alliance. *Linguistics and Education*, 25(1), 78–89.

Uses positioning theory to examine monologues written and performed by LGBTQ youth and allies at a small Catholic university in the northeastern United States. Expands "interactional positioning" theory from the direct act of speaking to include the writing and development process prior to the iterated positioning. Illustrates how youth, through various forms of positioning, negotiated self-representation as an evolutionary step in understanding their own identity. Illustrates the power of marginalized youth's writing and sharing autobiographical narratives to speak back and resist first-order positioning that disenfranchise them. Considers implications of these findings for educators working to support LGBTQ youth.

#discourse/culturalanalysis #identity #gender #curriculum

Ngo, B. (2013). Culture consciousness among Hmong immigrant leaders: Beyond the dichotomy of cultural essentialism and cultural hybridity. *American Educational Research Journal*, 50, 958–990.

Focuses on ethnographic interviews with Hmong American community leaders. Draws on the theoretical framework of “critical” essentialism. Suggests that Hmong leaders are critically aware of the role and import of dominant culture in shaping the contours of Hmong children’s education. Focuses on “culture consciousness” as a lens for analyzing immigrant education that highlights the deployment of culture as social critique and political strategy. Complicates the essentialist versus anti-essentialist binary for analyzing culture. Disrupts the tendency to portray immigrant parents and adults as entrenched in a reified culture.

#discourse/culturalanalysis #schooling #culturaldifference #immigrant/refugee

Roseboro, D. L., & Thompson, C. M. (2014). “To Virgo or not to Virgo”: Examining the closure and reopening of a neighborhood school in a predominantly African American community. *Equity & Excellence in Education*, 47(2), 187–207.

Examines competing public discourses surrounding the closure and reopening of D. C. Virgo Middle School, a racially and economically segregated school in an urban neighborhood. Discusses, through conceptual content analysis of print and media sources, a cultural extension of stigmatized identities from individual classifications to social institutions. Addresses stigmatization processes that can delegitimize institutions and the harmful potentials of stigma transference to associated individuals and communities, but also presents opportunities for schools to write counter-narratives that enable anti-oppressive education. Argues that reform efforts must consider an examination of the discourses that surround schools and the consequences of imposed and inherited stigmatization for progressive initiatives.

#discourse/culturalanalysis #policy #schooling #identity

Villenas, S. A., & Angeles, S. L. (2013). Race talk and school equity in local print media: The discursive flexibility of whiteness and the promise of race-conscious talk. *Discourse: Studies in the Cultural Politics of Education*, 34(4), 510–530.

Draws on ethnographic and cultural discourse analyses and critical race and whiteness theories. Examines how a progressive, rural/small city community in the USA wrestled with race, racism, and school equity in the public arena of print media. Explores tensions, limitations, and possibilities for race-conscious discourse in the face of both explicit racist hate speech and benevolent liberal race talk. Illustrates how racist hate speech, occurring in the non-education context of a police-related tragedy, and benevolent liberal race talk on school equity issues mutually reinforced the logic of white racial dominance.

#discourse/culturalanalysis #race #politics # schooling

Other Related Research

Acosta, M. A., & Kennedy-Lewis, B. L. (2013). “I’m not running around with my pants sagging, so how am I not acting like a lady?”: Intersections of race and gender in the experiences of female middle school troublemakers. *The Urban Review*, 45(5), 586–610.

Andrews, M. (2013). Capitalizing on Mexican parents’ cultural models of parental involvement from their children’s perspectives. *Linguistics and Education*, 24, 497–510.

Bequette, J. W. (2014). Culture-based arts education that teaches against the grain: A model for place-specific material culture studies. *Studies in Art Education*, 55(3), 214–226.

Buehler, J. (2013). ‘There’s a problem, and we’ve got to face it’: How staff members wrestled with race in an urban high school. *Race Ethnicity and Education*, 16, 629–652.

Carey, R. L. (2014). A cultural analysis of the achievement gap discourse: Challenging the language and labels used in the work of school reform. *Urban Education*, 49, 440–468.

- Carpenter Ford, A. (2013). "Verbal ping pong" as culturally congruent communication: Maximizing African American students' access and engagement as socially just teaching. *Equity & Excellence in Education*, 46(3), 371–386.
- Caruthers, L., & Friend, J. (2014). Critical pedagogy in online environments as thirdspace: A narrative analysis of voices of candidates in educational preparatory programs. *Educational Studies: A Journal of the American Educational Studies Association*, 50(1), 8–35.
- Coombs, D., Park, H., & Fecho, B. (2014). A silence that wants to be heard: Suburban Korean American students in dialogue with invisibility. *Race Ethnicity & Education*, 17, 242–263.
- Dallavis, C. (2013). Qualifying sociopolitical consciousness: Complicating culturally responsive pedagogy for faith-based schools. *Education & Urban Society*, 45(2), 266–284.
- Dutro, E., & Bien, A. C. (2014). Listening to the speaking wound: A trauma studies perspective on student positioning in schools. *American Educational Research Journal*, 51, 7–35.
- Endo, R. (2013). Realities, rewards, and risks of heritage-language education: Perspectives from Japanese immigrant parents in a midwestern community. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*, 36(3), 278–294.
- Endo, R. (2014). Problematizing diversity initiatives: Japanese American youth identities and the politics of representation with/in school spaces. *Equity & Excellence in Education*, 47(2), 100–116.
- Jackson, I., Sealey-Ruiz, Y., & Watson, W. (2014). Reciprocal love: Mentoring Black and Latino males through an ethos of care. *Urban Education*, 49, 394–417.
- Kohli, R. (2014). Unpacking internalized racism: Teachers of color striving for racially just classrooms. *Race Ethnicity & Education*, 17, 367–387.
- Montgomery, S. E. (2014). Critical democracy through digital media production in a third-grade classroom. *Theory & Research in Social Education*, 42(2), 197–227.
- Pollack, T. M. (2013). Unpacking everyday "teacher talk" about students and families of color: Implications for teacher and school leader development. *Urban Education*, 48, 863–894.
- Richardson, E. (2013). Developing critical hip hop feminist literacies: Centrality and subversion of sexuality in the lives of black girls. *Equity & Excellence in Education*, 46(3), 327–341.
- Shimpi, P. M., & Nicholson, J. (2014). Using cross-cultural, intergenerational play narratives to explore issues of social justice and equity in discourse on children's play. *Early Child Development and Care*, 184(5), 719–732.
- Watson, W., Sealey-Ruiz, Y., & Jackson, I. (2014). Daring to care: The role of culturally relevant care in mentoring Black and Latino male high school students. *Race Ethnicity and Education*. Advance online publication. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/13613324.2014.911169#preview>
- Wilson, C. M., Ek, L. D., & Douglas, T.-R. (2014). Recasting border crossing politics and pedagogies to combat educational inequity: Experiences, identities, and perceptions of Latino/a immigrant youth. *The Urban Review*, 46(1), 1–24.

Literacy

Tags: #literacy #development #identity #linguistic #literacyassessment #familyliteracy #adulthoodliteracy #communityliteracy #spelling #contentliteracy

Beach, S. A., Ward, A., Dorsey, J., Limbrick, L., Paris, J., Lorinczova, K., . . . Mirseitova, S. (2013). Early adolescents' views of good readers and writers in school and their literate identities: An international exploration. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. W. Cole, A. H. Hall, D. Herro, & K. H. Headley (Eds.), *62nd yearbook of the Literacy Research Association* (pp. 158–171). Altamonte Springs, FL: Literacy Research Association.

Analyzes survey responses and transcriptions of focus-group discussions from 1,021 fourth-, fifth-, and sixth-grade students in five different countries (the United States, Canada, New Zealand, Slovakia, and Kazakhstan). Five or six students from each grade level were chosen randomly for focus groups. Students were asked how they felt about themselves as readers and writers and how their progress compared with their peers'. Researchers also inquired about students' perceptions of what good readers and writers looked like in their classrooms. Key words and phrases were collected to create narratives that were compared across countries. With strong internal consistency, cluster analysis profiles of literate identity survey results across countries revealed more similarities than differences. Many students saw themselves as competent or very competent. Social and cultural factors that mediated for similarities and differences are described.
#literacy #reading #identity

Bryant, P., Nunes, T., & Barros, R. (2014). The connection between children's knowledge and use of grapho-phonetic and morphemic units in written text and their learning at school. *British Journal of Educational Psychology*, 84, 211–225.

Does grapho-phonetic and morphological knowledge have a lasting impact on reading achievement and disciplinary achievement in English, mathematics, and science? In a longitudinal study of between 2,500 and 5,900 children (depending on the analysis) from ages 8/9 to 14 years, two reading and two spelling measures examined grapho-phonetic and morphological knowledge. Other measures included the WISC-III, Neale Analysis of Reading, and TOWRE, and English, science, and mathematics measures at ages 11 and 14 were based on UK national Key Stages. Age and IQ were carefully controlled, and standardized reading test scores mediated disciplinary achievement. Highlights the purpose of teaching morphology.
#literacy #writing #development #vocabulary

Ebner, R. J., & Ehri, L. C. (2013). Vocabulary learning on the Internet: Using a structured think-aloud procedure. *Journal of Adolescent & Adult Literacy*, 56, 480–489.

Examines online vocabulary learning with a think-aloud procedure among 70 students in education using sessions of approximately 24 minutes. There were 10 terms to learn, and students could visit any website to learn about the terms. All reading was aloud. The control group was involved in unstructured read-aloud. Think-aloud verbalizations and frequency of engagement measures were synchronized with students' searches. Depth of knowledge for each term was measured pre- and immediately post-test. Surveys of Internet knowledge and perceptions of the learning task were administered. The structured think-aloud condition showed a significant increase in vocabulary compared with the unstructured condition. Materials for think-alouds are included.
#literacy #digital/technologytools #vocabulary

Enriquez, G. (2014). Embodiments of "struggle": The melancholy, loss, and interactions with print of two "struggling readers." *Anthropology & Education Quarterly*, 45(1), 105–122.

Presents two ethnographic, qualitative case studies of middle school students who were labeled "struggling readers." Grounded in sociocultural theories of literacy, performance theories of education, and psychosocial theories of identity, research questions focused on the embodied performances students attempted in order to disrupt their perceived identities as struggling readers, and how students understood and explained their identities as struggling readers. Suggests that once identified as struggling readers, students internalized a sense of loss and exclusion while reading in the classroom and attempted to reposition themselves as readers through various embodied performances with print.
#literacy #reading #identity

Gamson, D. A., Lu, X., & Eckert, S. A. (2013). Challenging the research base of the Common Core State Standards: A historical reanalysis of text complexity. *Educational Researcher*, 42(7), 381–391.
Studies text complexity of third- and sixth-grade textbooks between 1905 and 2004: 117 textbook

series, 30 publishers, 10 million words. Analyzes sophistication of words, readability, and average length of each sentence. Historical trends are considered, such as changes in teaching from elocution to comprehension. In third-grade texts over the past 70 years, reading difficulty has increased steadily. Complexity has remained steady for sixth-grade texts, with increases since the 1940s. Results are consistent with recent studies (cf., Hiebert, 2012; Hiebert & Mesmer, 2013). Implications call for caution regarding the ways text complexity is currently envisioned in core standards and enacted in teaching.

#literacy #reading #linguistic

Kelcey, B., & Carlisle, J. F. (2013). Learning about teachers' literacy instruction from classroom observations. *Reading Research Quarterly, 48*, 301–317.

Seeks to identify improved methods for gathering and analyzing data from classroom observations of early literacy instruction. Examines teachers' literacy instruction within, instead of across, literacy skill areas in 87 second- and third-grade classrooms with high levels of poverty and low reading achievement scores. Finds that lesson-to-lesson variation within teacher delivery is great when literacy skill area is not taken into account. Outlines instructional actions that might be expected while teachers deliver content in major skill areas such as phonics, fluency, writing, comprehension, and vocabulary. Connects observation data to student literacy growth. Stresses the importance of using a validated and focused observation protocol that takes into account the skill area being addressed in literacy instruction.

#literacy #reading #teacherlearning/professionaldevelopment

Kim, J. S., & Quinn, D. M. (2013). The effects of summer reading on low-income children's reading achievement from kindergarten to grade 8: A meta-analysis of classroom and home interventions. *Review of Educational Research, 83*(3), 386–431.

Meta-analysis of the research on summer reading programs conducted in the United States and Canada from 1998 to 2011 in grades K–8. Includes 41 programs of classroom- or home-based interventions. Finds that children who participate in such programs have multiple beneficial literacy outcomes, as compared with control-group children. The strongest results were seen in programs that served low-income children and used research-based instructional methods. Discusses unanswered questions about the findings, and recommends that future research provide more description of programs, curricula, and participants to enhance understanding of how to design the most effective programs for specific populations.

#literacy #reading #development

Levin, I., & Aram, D. (2013). Promoting early literacy via practicing invented spelling: A comparison of different mediation routines. *Reading Research Quarterly, 48*, 221–236.

Examines the effects of invented spelling mediation routines on self-regulation and literacy skills among 197 Hebrew-speaking kindergarten students from low-SES families who were randomly assigned to four treatment groups: process-product mediation (sound-to-grapheme, letter name, and spelling instruction), product (letter name and spelling), spelling with no mediation, and regular kindergarten curriculum. Intervention sessions were conducted one-on-one with students twice a week for 16 weeks. Demonstrates that process-product mediation benefits all students, especially those who start with higher self-regulation and poorer literacy skills.

#literacy #spelling #development

Linebarger, D. L., Moses, A., Garrity Liebeskind, K., & McMenamin, K. (2013). Learning vocabulary from television: Does onscreen print have a role? *Journal of Educational Psychology, 105*, 609–621.

Onscreen print was included in 16 episodes of the *Martha Speaks* television program and strategically displayed to half of 121, 4- to 8-year-olds over four weeks. Roles of SES were tested, with no direct effects found with onscreen print. Repeated exposure benefited low-SES children.

Differences by SES were observed for types of words learned by children in print and no-print conditions. Low-SES students learned more program-specific words regardless of condition; working-class-SES children showed no gain with print, and in the no-print condition, showed a loss in vocabulary with repeated exposure.

#literacy #digital/technologytools #discourse/culturalanalysis #vocabulary

Sandberg Patton, K., & Reschly, A. L. (2013). Using curriculum-based measurement to examine summer learning loss. *Psychology in the Schools, 50*(7), 738–753.

DIBELS Oral Reading Fluency of 317 students in grades 2 to 5, measured in spring and fall, showed an overall loss among second and third graders, but not among fourth and fifth graders. Second graders' loss was small and related to family income and Special Education qualification. Effect size and interactions for fluency, oral reading time, and ELL status were not significant. The reading loss for younger students may be related to the construct of a greater emphasis on decoding in primary grades, with more involvement of comprehension in the intermediate grades.

#literacy #reading #literacy assessment #development

Skerrett, A. (2014). Religious literacies in a secular literacy classroom. *Reading Research Quarterly, 49*, 233–250.

Presents a yearlong case study of how one reading teacher engaged a class of diverse high school students in connecting their out-of-school experiences, including their religious lives, with school content and curriculum. Data sources included field notes of twice-weekly classroom observations, three semi-structured interviews with students, class documents (i.e., handouts, poems), and artifacts from students' lives (i.e., photos, social network sites, music on iPods). Findings show that the incorporation of religious literacies resulted in an understanding of secular literacies, produced academic writing, and fostered an understanding of shared values and personal perspectives.

#literacy #multiliteracies

Skerret, A., Bomer, R., Fowler-Amato, M., & Jansky, K. (2013). Meeting them where they are: Researching youth literacies in and out of school. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. W. Cole, A. H. Hall, D. Herro, & K. H. Headley (Eds.), *62nd yearbook of the Literacy Research Association* (pp. 145–157). Altamonte Springs, FL: Literacy Research Association.

Uses observation and case study methodology to connect the out-of-school literacy skills of 11 (Year 1) and 13 (Year 2) ninth-grade students in a diverse urban high school to the official curriculum. A team of university researchers conducted extensive observations of the reading classes of one white teacher in a culturally, linguistically, and socioeconomically diverse high school. During Year 2, researchers paired up with seven focal students to explore their out-of-school literate lives. Data sources included classroom observations, interviews, curriculum plans, biographical data, writing histories, current reading and writing performance data, and inside- and outside-of-school literacy practices. Findings elucidate a variety of experiences for participating students that may be useful to teachers as they connect school literacies with students' lives. Methodological challenges are outlined, including maintaining trust and connection while studying vulnerable populations. Despite the challenges, the article calls for researchers to journey with the young people who must inform educational policies and practices.

#literacy #reading #identity #communityliteracy

Skibbe, L. E., Bindman, S. W., Hindman, A. H., Aram, D., & Morrison, F. J. (2013). Longitudinal relations between parental writing support and preschoolers' language and literacy. *Reading Research Quarterly, 48*, 387–402.

Analyzes video recordings of 77 parents and their preschoolers writing a party invitation twice during a year. Parental support for each letter written was coded as letter-sound, letter formation, or demand for precision. Changes in support between the two writing samples were compared

with students' growth in decoding, phonological awareness, and vocabulary skills as assessed by the Woodcock-Johnson III. Findings suggest that grapho-phonemic and print support predict students' decoding skills, and letter-sound support predicts future phonological awareness. Neither type of support predicted vocabulary development.

#literacy #writing #familyliteracy #development

Tighe, E. L., Barnes, A. E., Connor, C. M., & Steadman, S. C. (2013). Defining success in adult basic education settings: Multiple stakeholders, multiple perspectives. *Reading Research Quarterly, 48*, 415–436.

Combines qualitative and quantitative data from two counties' adult education programs to identify components of effective adult basic education instruction and determine the characteristics of successful programs as perceived by state funding agencies, teachers, and students. State statistics on demographics and graduation rates were compiled for over 10,000 participants. Observations were conducted in 11 classes, and interviews with teachers and students were conducted in 10. Findings suggest three characteristics of successful programs: instructional strategies that foster collaboration between teachers and students; positive perceptions of standardized tests and goal setting; and student motivation.

#literacy #adulthoodliteracy

Other Related Research

Ahmed, Y., Wagner, R. K., & Lopez, D. (2014). Developmental relations between reading and writing at the word, sentence, and text levels: A latent change score analysis. *Journal of Educational Psychology, 106*, 419–434.

Carlisle, J. F., Kelcey, B., & Berebitsky, D. (2013). Teachers' support of students' vocabulary learning during literacy instruction in high poverty elementary schools. *American Educational Research Journal, 50*, 1360–1391.

Chen, Q., Hughes, J. N., & Kwok, O.-M. (2014). Differential growth trajectories for achievement among children retained in first grade: A growth mixture model. *Elementary School Journal, 114*(3), 327–353.

Ganske, K., & Jocius, R. (2013). Small-group word study: Instructional conversations or mini-interrogations? *Language Arts, 91*, 23–40.

Goodwin, A. P., Gilbert, J. K., Cho, S.-J., & Kear, D. M. (2014). Probing lexical representations: Simultaneous modeling of word and reader contributions to multidimensional lexical representations. *Journal of Educational Psychology, 106*, 448–468.

Hall, K., Cremin, T., Comber, B., & Moll, L. C. (Eds.). (2013). *International handbook of research on children's literacy, learning, and culture*. Oxford, United Kingdom: Wiley-Blackwell.

Kilgarriff, A., Charalabopoulou, F., Gavrilidou, M., Johannessen, J. B., Khalil, S., Kokkinakis, S. J., . . . Volodina, E. (2014). Corpus-based vocabulary lists for language learners for nine languages. *Language Resources & Evaluation, 48*, 121–163.

Kim, Y.-S., Apel, K., & Al Otaibac, S. (2013). The relation of linguistic awareness and vocabulary to word reading and spelling for first-grade students participating in response to intervention. *Language, Speech, and Hearing Services in Schools, 44*, 337–347.

Minke, K. M., Sheridan, S. M., Kim, E. M., Ryoo, J. H., & Koziol, N. A. (2014). Congruence in parent-teacher relationships: The role of shared perceptions. *The Elementary School Journal, 114*(4), 527–546.

Neuman, S. B., & Kaefer, T. (2013). Enhancing the intensity of vocabulary instruction for pre-schoolers at risk: The effects of group size on word knowledge and conceptual development. *The Elementary School Journal, 113*(4), 589–608.

Rady, N., Warren, S. F., Fleming, K., Keller, J., & Sterling, A. (2014). Effect of sustained maternal responsivity on later vocabulary development in children with fragile X syndrome. *Journal of Speech, Language, and Hearing Research, 57*, 212–226.

Silverman, R. (2013). Investigating video as a means to promote vocabulary for at-risk children. *Contemporary Educational Psychology, 38*, 170–179.

Literary Response/Literature/Narrative

Tags: #literaryresponse/literature/narrative #engagement #instruction #genreknowledge #discussion #interpretation #culturalvalues/models #storydevelopment #aestheticresponse #adolescentliterature #perspectivetaking #developmentaldifferences

Chaudhri, A., & Teale, W. (2013). Stories of multiracial experiences in literature for children ages 9–14. *Children's Literature in Education, 44*(4), 359–376.

Analyzes depictions of characters' multiracial identities in realistic children's and young adult novels from the last decade. Places books into categories that correspond to paradigms of multiracial identity according to critical race theory, finding that three categories are almost equally represented: mixed-race "Invisibility," a stereotypical representation; "Blending," a descriptive representation; and "Awareness," a more complex exploration of characters' racial identities. Offers the first comprehensive, large-scale examination of the recently growing phenomenon of children's fictional characters with multiracial identities.

#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models #perspectivetaking

Choo, S. (2014). Cultivating a hospitable imagination: Re-envisioning the world literature curriculum through a cosmopolitan lens. *Curriculum Inquiry, 44*(1), 68–89.

Challenges traditional conceptualizations of world literature as a subject premised on bounded, fixed nation-states, cultures, and identities, and argues for a cosmopolitan view of world literature curriculum that represents a more global, interconnected, and fluid perspective. Utilizes a cross-comparative case-study analysis of world literature teachers in three cities—New York, Perth, and Singapore—to theorize cosmopolitan approaches, particularly curriculum practices, that foster hospitable ways of imagining through continually problematizing the boundaries of openness toward the other.

#literaryresponse/literature/narrative #curriculum #instruction #culturalvalues/models

Curwood, J. S. (2013). *The Hunger Games*: Literature, literacy, and online affinity spaces. *Language Arts, 90*, 417–427.

Examines adolescent literacy practices related to the young adult novel *The Hunger Games*. Describes a case study of one 13-year-old boy from a larger online, ethnographic study that included 20 participants (aged 11–17) from the United States, Canada, the United Kingdom, and Australia. Focuses on the interaction of social identities, discourses, and media paratexts within an online affinity space, offering insight into how young adults engage with contemporary literature and use technology as part of meaning-making. Offers recommendations for integrating digital tools and online spaces into the teaching of young adult literature.

#literaryresponse/literature/narrative #adolescentliterature #socialnetworking #identity

Daugaard, L. M., & Johansen, M. B. (2014). Multilingual children's interaction with metafiction in a postmodern picture book. *Language and Education, 28*, 120–140.

Suggests that teachers often choose picture books for multilingual children based on linguistic comprehensibility, content familiarity, and cultural appropriateness, excluding postmodern

picture books. Presents a case study of multilingual children's encounter with a postmodern picture book with distinct metafictional features. Finds that many of the multilingual children demonstrated a high level of literary competence, dealing with the book's metafictional features with confidence and explicitly asking for books that challenge their expectations as readers. The authors argue that postmodern picture books should be part of the range of books presented to multilingual children.

#literaryresponse/literature/narrative #secondlanguage/ literacy #bilingual #engagement

Dressman, M., & Faust, M. (2014). On the teaching of poetry in *English Journal*, 1912–2005: Does history matter? *Journal of Literacy Research*, 46, 39–67.

Reports on a two-part study that includes, first, an examination of the history of discourses about teaching poetry found in *English Journal* from 1912 to 2005, and, second, an analysis of these findings in light of Parsonian functionalist theories, Marxist/neo-Marxist theories of dialectical materialism, and Foucauldian theories of discourse, power, and practice. Offers a consideration of the implications of history and historical thinking for research and practice.

#literaryresponse/literature/narrative #discourse/culturalanalysis #instruction #teacherbeliefs/assumptions

Flanagan, K. S., Hoek, K., Shelton, A., Kelly, S. L., Morrison, C. M., & Young, A. M. (2013). Coping with bullying: What answers does children's literature provide? *School Psychology International*, 34(6), 691–706.

Analyzes 73 children's texts with plotlines that include bullying and finds 26 coping strategies used by fictional victims of bullying. Results indicate that the texts model both adaptive and maladaptive types of strategies and that reading level of the text is a factor in the types of strategies depicted. Many texts contain coping strategies that would be helpful to bullied children; however, some offer revenge-seeking and distancing strategies that may promote unacceptable responses among victims of bullying. The authors caution school professionals against incorporating texts for bibliotherapy that promote maladaptive strategies.

#literaryresponse/literature/narrative #schooling #policy

Glaus, M. (2014). Text complexity and young adult literature establishing its place. *Journal of Adolescent & Adult Literacy*, 57, 407–416.

Evaluates three young adult texts for textual complexity based on the Common Core State Standards for secondary language arts instruction. Notes that the texts have potential to engage adolescent readers and affect their identity and development. The author contends that the use of adolescent literature in English language arts classrooms is more culturally relevant than the canon and will help adolescents develop an engagement with reading that may eventually lead them to the classics recommended by the CCSS.

#literaryresponse/literature/narrative #adolescentliterature #engagement #policy

Glenn, W. (2014). To witness and to testify: Preservice teachers examine literary aesthetics to better understand diverse literature. *English Education*, 46(2), 90–116.

Investigates the affordances of combining an explicit examination of the literary aesthetic with the study of "ethnically unfamiliar," multicultural literature in a course for preservice English language arts teachers. Argues that attention to literary aesthetics provided preservice teachers with new literary language for analysis and response, the opportunity to apply existing analytical skills in new ways, cultural context to inform their analyses, and permission to admit deficiencies of knowledge or explore personal struggles.

#literaryresponse/literature/narrative #genreknowledge #culturalvalues/models #professional learning/teachereducation

Ivey, G., & Johnston, P. H. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly*, 48, 255–275.

Through qualitative methods informed by theories of personhood, examines students' perceptions of engaged reading in classrooms that incorporate self-selected young adult literature. Uses student and teacher interviews, case studies, and observations of student-initiated book discussions to find that engaged reading yielded changes in students' sense of agency, perspectives on life, and personal identities. Ultimately, the authors question existing models of literary engagement and approaches to teaching English language arts that require all students to read the same text, view engaged reading as an individual rather than social act, and expect the same outcomes from all students. Advocates a model that supports increased student engagement with text.
#literaryresponse/literature/narrative #reading #adolescentliterature #engagement

Kim, E. (2014). Korean and Korean American adolescents' responses to literature. *Journal of Adult and Adolescent Literacy*, 57(8), 666–675.

Using Rosenblatt's transactional theory, examines six first- and second-generation Korean/Korean American adolescents' responses to three YA novels about Korean/Korean American experiences with racism in the United States. Finds that the participants developed increased awareness of racial injustice, and the second-generation group members expressed new understanding of the issues of Korean immigrants. Participants who struggled with reading were more engaged when the texts were culturally relevant. Includes action steps for educators to make their pedagogical practices more culturally responsive.
#literaryresponse/literature/narrative #adolescentliterature #engagement #culturalvalues/models

Labadie, M., Pole, K., & Rogers, R. (2013). How kindergarten students connect and critically respond to themes of social class in children's literature. *Literacy Research and Instruction*, 52, 312–338.

Examines the use of read-alouds to help young children develop critical literacy skills. Analyzes discussion and response data (writing and drawing) from kindergarteners and finds that children were able to examine social inequality critically and make meaningful personal connections to the issues portrayed in the texts. The authors suggest that scaffolding can guide children to challenge inequality and enhance their engagement with texts that explore social issues.
#literaryresponse/literature/narrative #engagement #culturalvalues/models #perspectivetaking

McNair, J. (2013). "I never knew there were so many books about us": Parents and children reading and responding to African-American literature together. *Children's Literature in Education*, 44(3), 191–207.

Explores the effects of a community family literacy program using African American children's literature on the social practices of African American families with children in primary grades. Pre- and post-program interviews with parents and reading logs suggest parents experienced increased appreciation for African American children's literature, shared what they learned with others, and read aloud more frequently to their children after involvement in the program.
#literaryresponse/literature/narrative #familyliteracy #engagement #culturalvalues/models

Meyer, A. E. (2013). "But she's not retarded": Contemporary adolescent literature humanizes disability but marginalizes intellectual disability. *Children's Literature Association Quarterly*, 38(3), 267–283.

Analyzes contemporary young adult novels with protagonists with intellectual or physical disabilities. Finds that despite a growing trend toward increased inclusivity of voice, books with disabled narrator-protagonists actually privilege intelligence. The author notes that physically disabled narrators explicitly separate themselves from intellectually disabled peers, and intel-

lectually disabled narrators distinctly explain themselves as different from other characters with more severe intellectual disabilities.

#literaryresponse/literature/narrative #contentanalysis #culturalvalues/models
#developmentaldifferences

Pantaleo, S. (2013). Revisiting Rosenblatt's aesthetic response through *The Arrival*. *Australian Journal of Language and Literacy*, 36, 125–134.

Analyzes personal responses of a fourth-grade student to the graphic novel *The Arrival* as part of a larger study on teaching visual meaning-making in middle-grades classrooms. After learning about elements of visual art in children's literature, students engaged in reading and guided response to *The Arrival*. The case-study student showed deep engagement in her written responses that included direct references to visual elements and demonstrated a coauthoring role in constructing meaning of the text. Suggests that instruction on visual elements can enhance and encourage students' aesthetic responses to literature.

#literaryresponse/literature/narrative #aestheticresponse #instruction

Rowe, D., & Fain, J. G. (2013). The Family Backpack Project: Responding to dual-language texts through family journals. *Language Arts*, 90, 402–416.

Examines data from a project in which 249 low-income pre-kindergarten children and their families received audio-recordings of three sets of English- or dual-language books to listen to in their homes. Children and their families responded to an open-ended invitation to draw and write about the books in a family response journal. The study included an examination of family participation and attitudes toward the backpack program, as well as a qualitative analysis of the journals. The authors found that families focused on drawing story characters and scenes, summarizing key story elements, making connections to family life, completing school-like comprehension tasks, practicing conventional writing routines, and creating multimodal responses. Suggests that the open-ended invitation to read and respond encouraged families to connect books to literacy practices and funds of knowledge based in family, community, and school experiences.

#literaryresponse/literature/narrative #familyliteracy #secondlanguage/ literacy #engagement

Yi, J. H. (2014). My heart beats in two places: Immigration stories in Korean-American literature. *Children's Literature in Education*, 45(2), 129–144.

Examines 14 picture books focused on Korean immigration to America and finds distinct common themes of English acquisition difficulties and language mediation issues, assimilation related to name selection, family separation and abandonment, and positive experiences post-immigration. Suggests that these themes accurately reflect the real experiences of Korean child immigrants to the United States and could be used to help ease transitions.

#literaryresponse/literature/narrative #immigrant/refugee #contentanalysis

Other Related Research

Barnes, J. L., & Bloom, P. (2014). Children's preference for social studies. *Developmental Psychology*, 50, 498–503.

Begoray, D., Higgins, J. W., Harrison, J., & Collins-Emery, A. (2013). Adolescent reading/viewing of advertisements: Understandings from transactional and positioning theory. *Journal of Adolescent & Adult Literacy*, 57, 121–130.

Berger, R., & McDougall, J. (2013). Reading videogames as (authorless) literature. *Literacy*, 47(3), 142–149.

Brown, S. (2013). A blended approach to reading and writing graphic stories. *The Reading Teacher*, 67, 208–219.

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- Davila, D. (2013). Cultural boundaries or geographic borders? Future teachers define “American” in response to *In My Family/En mi familia*. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. W. Bates, A. H. Hall, D. Herro, & K. Headley (Eds.), *62nd yearbook of the Literacy Research Association* (pp. 259–271). Altamonte Springs, FL: Literacy Research Association.
- DeWitt, A., Cready, C., & Seward, R. (2013). Parental role portrayals in twentieth century children’s picture books: More egalitarian or ongoing stereotyping? *Sex Roles*, 69(1–2), 89–106.
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- Hadaway, N., & Young, T. (2013). Celebrating and revitalizing language: Indigenous bilingual children’s books. *Bookbird*, 51(3), 56–68.
- Harmon, J., & Martinez, M. (2013). Character development in picturebooks for younger and older learners. *The Dragon Lode*, 32(1), 39–49.
- Howard, V. (2013). Picturing difference: Three recent picture books portray the Black Nova Scotian community. *Bookbird*, 51(4), 11–20.
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- Thein, A. H., Sulzer, M., & Schmidt, R. (2013). Engaging students in democracy through adolescent literature: Lessons from two versions of Wes Moore's memoir. *English Journal*, 102(2), 52–59.
- Tosenberger, C. (2014). Mature poets steal: Children's literature and the unpublishability of fanfiction. *Children's Literature Association Quarterly*, 39(1), 4–27.
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Media Literacy

Tags: #medialiteracy #games #films #television #advertising #music #news #audiences #media effects #representations #gender #multiliteracies #multitasking

Begoray, D., Higgins, J. W., Harrison, J., & Collins-Emery, A. (2013). Adolescent reading/viewing of advertisements. *Journal of Adolescent & Adult Literacy*, 57, 121–130.

Examines the effects of a media literacy unit for 32 students ages 12–13 on their critical responses to reading and viewing advertisements based on analysis of branding, targeting of audience, advertising techniques, and values of consumption inherent in advertising related to how students are positioned as consumers. Finds that some students accept their positioning as consumers, particularly when ads serve to identify them as members of certain groups. Other students resist positioning by noting disparities between how they are positioned through use of a product and their actual experience with the product. Students responded positively to being engaged in creative ways of producing their own parody ads.
#medialiteracy #advertising #representations #audiences

Davis, K. (2013). Young people's digital lives: The impact of interpersonal relationships and digital media use on adolescents' sense of identity. *Computers in Human Behavior*, 29, 2281–2293.

Analyzes adolescents' interactions with peers in online social networking sites such as Facebook. Finds that use of online networking serves to strengthen the quality of relationships with friends by providing increased opportunities to interact with those friends in ways that enhance a sense of closeness, contrary to the notion that spending more time online displaces face-to-face relationships. Adolescents who were motivated to interact with their friends had high levels of self-concept clarity associated with high friendship quality. Online peer communication had a positive, indirect effect on self-concept clarity.
#medialiteracy #digital/technologytools #audiences #multitasking

Duggan, M., & Smith, A. (2013). *Social media update 2013*. Retrieved from Pew Research Center's Internet and American Life Project website: <http://tinyurl.com/ngkv98>

Reports on a survey of Americans' use of social media sites, finding that nearly three-quarters of adults use social networking sites (SNSs) and half of online adults use multiple SNSs. Facebook remains the platform of choice. Facebook and Instagram users are most likely to check in daily. Women are more likely to use Pinterest. College graduates and upper-income users are more likely to use LinkedIn. Younger adults, urban dwellers, and nonwhites are more likely to use Twitter and Instagram, with substantial overlap in user bases. Fully 40% of cell phone owners access SNSs on their phones, with young people, African Americans, Hispanics, and upper-income users more likely to do so. Identifies Facebook "power users" as those who contribute more than typical users.
#medialiteracy #digital/technologytools #writing #multiliteracies

Gray, K. (2014). *The status of women in the U.S. media 2014*. Retrieved from Women's Media Center website: <http://www.womensmediacenter.com/pages/2014-statistics>

Analyzes 27,000 news items from October 1 to December 31, 2013, in 20 of the leading news outlets. Finds that male reporters accounted for 63% of bylines in the nation's top 10 papers and about the same proportion of newsroom staff. Female journalists were more likely to report on education, lifestyle, culture, and health, while male journalists were more likely to report on politics, crime, business, technology, and world affairs. Males were three times more likely to be quoted on the front page of *The New York Times* than females, although with women-produced reports, the number of women quoted increased. In television news, 60% of news anchors were males; 66% of news reports were by males; and 90% of sports reporters were male. In top-grossing 2012 films, 84% of roles were male, compared with 14% female; only 6% of films include equal numbers of male and female roles. Suggests the need for media companies to strive for more gender equity.
#medialiteracy #news #gender #representations

Hobbs, R., Donnelly, K., Friesem, J., & Moen, M. (2013). Learning to engage: How positive attitudes about the news, media literacy, and video production contribute to adolescent civic engagement. *Educational Media International*, 50(4), 231–246.

Explores how digital and media literacies are developed in a high school video production course. Also investigates the relationship between civic engagement and the use of multimedia. Reveals that youth with positive attitudes toward news, current events, reporting, and journalism are more likely to express intent to participate in civic engagement activities. Media literacy attitudes and a range of in-classroom learning experiences with video production are also associated with civic engagement.

#medialiteracy #digital/technologytools #news #multiliteracies

Koordeman, R., Anschutz, D. J., & Engels, R. C. M. E. (2014). The effect of positive and negative movie alcohol portrayals on transportation and attitude toward the movie. *Alcoholism: Clinical & Experimental Research*, 38, 2073–2079.

Examines the effects of positive versus negative alcohol consumption portrayals in movie clips on 159 college students' "transportation" into and attitudes toward a movie. Finds that students transported more with both positive and negative portrayals of consumption versus no portrayals of consumption, with more positive attitudes toward positive than negative portrayals of consumption. Also finds that alcohol brand product placement in the movie was relatively subtle.

#medialiteracy #films #representations #mediaeffects

Krieger, J. L., Coveleski, S., Hecht, M. L., Miller-Day, M., Graham, J. W., Pettigrew, J., & Kootsikas, A. (2013). From kids, through kids, to kids: Examining the social influence strategies used by adolescents to promote prevention among peers. *Health Communication*, 28(7), 683–695.

Examines the types of messages adolescents believe are most effective in persuading peers to resist substance use. Also investigates how consistent the youth-generated messages were with the associated campaign philosophy and branding. Students were trained to use narrative message structures to create multimedia public service announcements (PSAs). Didactic message strategies were more common for radio messages and posters. Videos used a narrative format and made use of nonverbal and verbal, video and audio elements to present the message. The most common adolescent message strategies were negative consequences and identity appeals. Youth messages varied in consistency with the prevention program's philosophy and branding.

#medialiteracy #discourse/culturalanalysis #digital/technologytools #mediaeffects

Kwon, M.-W., Wilcox, D., & Shah, D. V. (2014). The role of recreational media use in youth socialization: Extending the citizen communication mediation model. *Online Journal of Communication & Media Technologies*, 4(1), 185–215.

Analyzes how television, online gaming, the Internet, and interpersonal communication affect socialization of US 12- to 17-year-olds. Using data from a 2008 national survey, finds informational media use (TV and online news consumption) stimulates youths' offline and online discussions on civic issues, but does not necessarily mean they will become opinion leaders. Also finds that different types of recreational media use play different roles in youth socialization, affecting interpersonal communication activities, both offline and online.

#medialiteracy #digital/technologytools #mediaeffects #news

Lee, A. Y. L., & So, C. Y. K. (2014). Media literacy and information literacy: Similarities and differences. *Communicar*, 21(42), 137–145.

Explores the relationship between media literacy and information literacy using the Web of Science database and then discusses the similarities and differences between the fields. Finds that the fields have different authors, university affiliations, journals, academic origins, scope, and social concerns. Information literacy has a closer tie to library science, while media literacy is more related to media content, the media industry, and social effects. Media literacy is not a

subset of information literacy. The fields share similar goals, and subject areas of publications overlap; therefore, the authors suggest that the fields cooperate in promoting new literacies.
#medialiteracy #digital/technologytools #literacy #multiliteracies

Literat, I. (2014). Measuring new media literacies: Towards the development of a comprehensive assessment tool. *Journal of Media Literacy Education*, 6(1). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss1/2>

Assesses validity and usability of a new assessment tool for media literacy based on the 12 new media literacy skills (NMLSs) established by Jenkins et al. (2006). Finds strong relationships among NMLSs and exposure to new media forms, participation in Web 2.0 platforms, and civic engagement. Suggests that individuals who consume and produce new media have the highest NMLS levels. Results support hypotheses regarding the connection between media literacy and media use habits, thus supporting the validity of the new instrument.
#medialiteracy #digital/technologytools #literacy #multiliteracies

Matusiak, K. K. (2013). Image and multimedia resources in an academic environment: A qualitative study of students' experiences and literacy practices. *Journal of the American Society for Information Science & Technology*, 64, 1577–1589.

Investigates how images and multimedia are used in an undergraduate classroom, students' experiences with learning using the resources, and the role of images and multimedia in students' literacy practices. Finds that students responded positively to the use of multiple digital modes, especially when used in combination. Images fulfilled important descriptive, contextual, and mnemonic functions when introducing new concepts. Textual modes were most common when students were asked to analyze and synthesize knowledge. When used together, visual and textual modes occupied complementary roles.
#medialiteracy #digital/technologytools #literacy #multiliteracies

Mitchell, A. (2014). *State of the news media 2014*. Retrieved from Pew Research Center's Journalism Project website: <http://tinyurl.com/kk2opwy>

Examines the changing landscape of the news media industry and where and how people get their news. Use of social media and mobile devices exploded in 2013. Half of social network users share or repost news stories, images, or videos, while nearly as many discuss news issues or events on social network sites, meaning more people are being exposed to news events. Half of those who watch some kind of online video watch news videos. Ad revenue from digital videos increased 44% from 2012 to 2013. Print ad revenues continue to rapidly decline, but print and television advertising still accounts for more than half the revenues supporting news. Audiences increased for local television news for the first time in five years. Roughly 25% of local television news providers do not create their own newscasts. Digital native news outlets continue to add jobs worldwide, meaning the United States may see the first increase of international reporting in decades. More local television networks were purchased in 2013, making big media owners even bigger. The US Hispanic population has grown 50% from 2000 to 2012, resulting in increased efforts by news media outlets to reach this population.
#medialiteracy #digital/technologytools #news #audiences

Nielsen Company. (2013, December). *A look across media: The cross-platform report Q3 2013*. Retrieved from <http://tinyurl.com/kynxzf7>

Seeks to understand similarities and differences between radio listeners, digital consumers, and television viewers to build a composite of daily media consumption. Finds that, on average, Americans consumed almost 60 hours of content each week across TV, radio, the Internet, and mobile devices in 2012. Radio remains a constant in our daily lives. African Americans spend more time watching and streaming TV than the average user, while Asian Americans spend more time using the Internet on a computer. Americans of color are more likely to use a smartphone than

white Americans: African Americans, 73%; Hispanics, 76%; Asian Americans, 77%; Whites, 60%. Three-quarters of the population listens to radio Monday–Friday between 10 a.m. and 7 p.m., making it the second-most-consumed form of media after TV (TV, 35.1 hours; radio, 14 hours). #medialiteracy #digital/technologytools #television #audiences

Nielsen Company. (2014). *Advertising and audiences: State of the media*. Retrieved from <http://tinyurl.com/nt7f7nq>

Analyzes Americans' TV viewing and advertising. Finds that viewers watch an average of 175 hours a month; while they have access to an average of 189 channels, they only view an average of 17.5 channels. There is an increase in second-screen viewing on computers, tablets, and smartphones, with 41% researching shows, 29% texting or emailing about the show, and 18% scanning social media. For each hour of programming, 15.5 minutes are devoted to advertising; advertisers spent \$78 billion in 2013, with \$12 billion focused on TV dramas and \$4 billion on the National Football League. Viewers watched an average of 3 hours a month of YouTube videos. #medialiteracy #digital/technologytools #television #advertising

Pinkleton, B. E., Austin, E. W., Chen, Y., & Cohen, M. (2013). Assessing effects of a media literacy-based intervention on US adolescents' responses to and interpretations of sexual media messages. *Journal of Children & Media*, 7(4), 463–479.

Examines influence of a media literacy curriculum on adolescents' ($N=1,098$) responses to and interpretations of sexual media messages. Finds youth exposed to curriculum increased their understanding of misrepresentations of sexual behavior in the media. Also finds treatment-group participants understand how media influences their decisions regarding sex and affected their attitudes towards what they viewed as normal teen sexual behavior, including abstinence, willingness to delay sexual activity, and positive expectations related to sex than youth in the control group. Efficacy and decision-making improved with media literacy, but did not decrease youths' perceptions toward media messages as desirable. Gender attitudes influencing perceptions of sexual activity existed in both the pre- and post-tests. #medialiteracy #mediaeffects #representations #advertising

Scull, T. M., Malik, C. V., & Kupersmidt, J. B. (2014). A media literacy education approach to teaching adolescents comprehensive sexual health education. *Journal of Media Literacy Education*, 6(1). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss1/1>

Examines the effects of 64 eighth-grade students' participation in a sexual health education program that focused on both use of media for learning about sexual health and critical analysis of media messages related to representations of sex. Pre- and post-program data analysis indicated that students were more likely to express the need to employ condoms during sex and to discuss the topic of sex with adults. Students were also more likely to critique media representations related to portrayals associated with sexuality. #medialiteracy #mediaeffects #representations #advertising

Thiel-Stern, S., Mazzarella, S. R., & Hains, R. C. (2014). "We didn't have adventures like that": The lure of adventure stories and courageous females for girls growing up in the United States during the mid-20th century. *Journal of Communication Inquiry*, 38(2), 131–148.

Examines narratives of 30 women born in the 1920s to 1940s as they recall their engagement with media and cultural artifacts, specifically their shared preference for stories of adventure, bravery, and courage. Finds that adventure stories appealed to these women because they allowed them to live vicariously through the characters and to take on historically masculine roles in a way that was "safe." These stories may provide templates to construct girlhood identities and ways to negotiate future identities in which they too could lead adventure-filled lives. Findings may shape how we contextualize and understand courageous heroines presented to girls through mass media today. #medialiteracy #discourse/culturalanalysis #literaryresponse/literature/narrative #gender

Vasudevan, L., Kerr, K. R., Hibbert, M., Fernandez, E., & Park, A. (2014). Cosmopolitan literacies of belonging in an after-school program with court-involved youths. *Journal of Adolescent & Adult Literacy*, 57, 538–548.

Examines participation of adolescents through responses to and production of multimodal texts in an afterschool program designed for court-involved youth. Applies the concept of cosmopolitan literacies of belonging to analyze how participants employ multimodal texts as a creative means of experiencing a sense of belonging and draw implications for supporting cosmopolitan literacies of belonging in school settings.
#medialiteracy #discourse/culturalanalysis #literacy #multiliteracies

Wesleyan Media Project. (2014). *Interest group advertising pours into senate races*. Retrieved from <http://tinyurl.com/lt9z3nr>

Analyzes 109,701 television ad airings through April 24, 2014, for the 2014 US Senate and House races, showing a 45% increase in ads when compared with a comparable period for the 2012 election. Finds that for the 2014 Senate races, two-thirds of the 41,000 ads supporting Senate GOP candidates and half of the 24,000 ads supporting Democratic candidates were sponsored by outside groups, a 64% increase in the engagement of outside groups over the 2012 election. Half of the group-sponsored ads were sponsored by groups who were not required to disclose donors. Most Americans surveyed were not familiar with most of the groups sponsoring these ads.
#medialiteracy #television #advertising #audiences

Other Related Research

Banerjee, S. C., Greene, K., Hecht, M. L., Magsamen-Conrad, K., & Elek, E. (2013). “Drinking won’t get you thinking”: A content analysis of adolescent-created print alcohol counter-advertisements. *Health Communication*, 28(7), 671–682.

Brader, A., & Luke, A. (2013). Re-engaging marginalized youth through digital music production: Performance, audience and evaluation. *Pedagogies*, 8(3), 197–214.

Clark, L. S. (2013). Cultivating the media activist: How critical media literacy and critical service learning can reform journalism education. *Journalism*, 14(7), 885–903.

Emert, T. (2013). ‘The Transpoemations Project’: Digital storytelling, contemporary poetry, and refugee boys. *Intercultural Education*, 24, 355–365.

Falcón, L., & Díaz-Aguado, M. J. (2014). Adolescent students as media fictional characters. *Comunicar*, 21(42), 147–156.

Felini, D. (2014). Quality media literacy education. A tool for teachers and teacher educators of Italian elementary schools. *Journal of Media Literacy Education*, 6(1). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss1/3>

Ferguson, C., Muñoz, M., Garza, A., & Galindo, M. (2014). Concurrent and prospective analyses of peer, television and social media influences on body dissatisfaction, eating disorder symptoms and life satisfaction in adolescent girls. *Journal of Youth & Adolescence*, 43(1), 1–14.

Friesem, E. (2014). A story of conflict and collaboration: Media literacy, video production and disadvantaged youth. *Journal of Media Literacy Education*, 6(1). Retrieved from <http://digitalcommons.uri.edu/jmle/vol6/iss1/4>

Holcomb, J., Gottfried, J., & Mitchell, A. (2013). *News use across social media platforms*. Retrieved from Pew Research Center’s Journalism Project website: <http://tinyurl.com/k5kdwj>

Joeckel, S., Bowman, N. D., & Dogruel, L. (2013). The influence of adolescents’ moral salience on actions and entertainment experience in interactive media. *Journal of Children and Media*, 7(4), 480–506.

Lee, A. M. (2013). News audiences revisited: Theorizing the link between audience motivations and news consumption. *Journal of Broadcasting & Electronic Media*, 57(3), 300–317.

- Lee, N.-J., Shah, D. V., & McLeod, J. M. (2013). Processes of political socialization: A communication mediation approach to youth civic engagement. *Communication Research, 40*, 669–697.
- Lingwall, A., & Kuehn, S. (2013). Measuring student self-perceptions of writing skills in programs of journalism and mass communication. *Journalism & Mass Communication Educator, 68*(4), 365–386.
- Mills, K. A., Comber, B., & Kelly, P. (2013). Sensing place: Embodiment, sensoriality, kinesis, and children behind the camera. *English Teaching: Practice and Critique, 12*(2). Retrieved from <http://tinyurl.com/kdemwaj>
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- Moffitt, K. R., & Harris, H. E. (2014). Of negation, princesses, beauty, and work: Black mothers reflect on Disney's *The Princess and the Frog*. *Howard Journal of Communications, 25*(1), 56–76.
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- Ranieri, M., & Bruni, I. (2013). Mobile storytelling and informal education in a suburban area: A qualitative study on the potential of digital narratives for young second-generation immigrants. *Learning, Media and Technology, 38*, 217–235.
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- Tsfati, Y., Stroud, N., & Chotiner, A. (2014). Exposure to ideological news and perceived opinion climate: Testing the media effects component of spiral-of-silence in a fragmented media landscape. *International Journal of Press/Politics, 19*(1), 3–23.
- Turner, J. S., & Croucher, S. M. (2014). An examination of the relationships among United States college students' media use habits, need for cognition, and grade point average. *Learning, Media and Technology, 39*, 199–214.

Professional Learning/Teacher Education

Tags: #professionallearning/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevantpedagogy #teacheridentity #teacherbeliefs/assumptions #teacherretention/turnover #studentteaching #actionresearch/inquirycycles

Bates, C. C., & Martin, A. (2013). Using mobile technology to support literacy coaching practices. *Journal of Digital Learning in Teacher Education, 30*(2), 60–66.

Describes how mobile device technology has the capacity to enhance literacy coaching practices. Seven literacy coaches engaged in the transition from paper-and-pencil note-taking to using an app on an iPad to embed photos, audio, and hyperlinks into their coaching observation notes. Though challenges arose in the transition, the design-based methodology allowed literacy coaches to receive guidance from the researchers; support included a blog forum where coaches could share ideas about how the digital note-taking practice supported (or did not support) their coaching practices. Results show that technology use in coaching could be a promising

avenue to capture lesson delivery and student behaviors that are necessary for reflection and coaching in literacy instruction.

#professionallearning/teachereducation #mentoring/coaching #digital/technologytools #laptops/mobiledevices

Carlson, D. L., & Archambault, L. (2013). Technological Pedagogical Content Knowledge and teaching poetry: Preparing preservice teachers to integrate content with VoiceThread technology. *Teacher Education and Practice*, 26(1), 117–142.

Explores how the digital medium VoiceThread could support preservice teachers' efforts to teach poetry using the TPACK framework. Data sources included surveys on technological pedagogy and the VoiceThread-based poetry lessons of 21 preservice secondary English teachers. Although there were some limitations with regard to the functionality of VoiceThread, results indicate that these future teachers found VoiceThread to be an effective tool to prepare, implement, and teach poetry to adolescents by allowing multiple representations of the poem.

#professionallearning/teachereducation #digital/technologytools #preservice #pedagogical/contentknowledge/culturallyrelevantpedagogy

Chung, H. Q., & van Es, E. A. (2014). Pre-service teachers' use of tools to systematically analyze teaching and learning. *Teachers & Teaching*, 20(2), 113–135.

Uses qualitative analysis to describe how preservice teachers used a framework for analyzing teaching. Examines the extent to which they applied this framework to analyze their own practice after the conclusion of the course. Findings suggest that preservice teachers made progress in using the framework to study their teaching, but more development is needed to conduct productive analyses of teaching and student learning.

#professionallearning/teachereducation #digital/technologytools #preservice #critical/reflectivepractice

Curwood, J. S. (2014). Between continuity and change: Identities and narratives within teacher professional development. *Teaching Education*, 25(2), 1–28.

Grounded in the dialogic conceptualization of teacher identity, this study focuses on professional development, teacher identities, and technology integration in secondary language arts classrooms. Uses a microethnographic approach to discourse analysis to explore teacher identity, dialogic narratives, and learning communities. The author concludes that the integration of technological tools in the classroom is based upon teacher identity, knowledge, and beliefs.

#professionallearning/teachereducation #teacheridentity #sociocultural/collaborativelearning/inquirygroups/communities #teacherbeliefs/assumptions

Curwood, J. S. (2014). English teachers' cultural models about technology: A microethnographic perspective on professional development. *Journal of Literacy Research*, 46, 9–38.

Grounded in educational psychology, cognitive anthropology, and sociolinguistic perspectives, this ethnographic case study explores the impact learning community participation has on technology integration in secondary language arts classrooms. Analysis of teachers' cultural models of technology through microethnographic discourse analysis methods highlights that implementing focused professional development relies upon the skills, values, and cultural models teachers hold. This study responds to the need for research on professional development aimed at technology integration into secondary classrooms.

#professionallearning/teachereducation #digital/technologytools #teacheridentity #sociocultural/collaborativelearning/inquirygroups/communities

Matsumura, L. C., Garnier, H. E., & Spybrook, J. (2013). Literacy coaching to improve student reading achievement: A multi-level mediation model. *Learning and Instruction*, 25, 35–48.

Examines the effectiveness of Content Focused Coaching (CFC) on quality classroom text discussion. In a longitudinal group randomized trial, data analysis included reading achievement measures on 2,983 fourth- and fifth-grade students and observation data on 167 teachers at schools whose population was primarily ELLs. Over the course of two years, literacy coaches and teachers participated in professional development opportunities that deepened their pedagogical skills in quality classroom text discussion. Comparisons were made against non-CFC schools to see if classrooms with high-quality text discussion, mediated through CFC, would have a positive effect on student reading achievement. Findings show the reading gap between ELLs and non-ELLs closed over the course of the study.

#professionallearning/teachereducation #mentoring/coaching #inservice #secondlanguage literacy

McCullum, J. A., Hemmeter, M. L., & Hsieh, W. Y. (2013). Coaching teachers for emergent literacy instruction using performance-based feedback. *Topics in Early Childhood Special Education*, 33(1), 28–37.

Addresses how coaching teachers for emergent literacy instruction in targeted skills and literacy environments has the potential to contribute to instructional change. Pre- and post-coaching observations using the Early Language and Literacy Classroom Observation (ELLCO) were compared to identify teacher growth. Throughout the study, teachers were engaged in biweekly coaching sessions based on three different clusters of teaching skills represented in the ELLCO; feedback was focused on each cluster and performance on the measure. Results indicated growth in three components of the measure most related to language and literacy teaching skills; no differences were found in general classroom environment. This study adds to the research on the skill-focused approach to coaching.

#professionallearning/teachereducation #mentoring/coaching #inservice

Miller, S. J. (2014). Cultivating a disposition for sociospatial justice in English teacher preparation. *Teacher Education & Practice*, 27(1), 44–74.

Highlights how preservice English teachers demonstrated a continuum of dispositions for social justice through an examination of artifacts completed for a critical pedagogy course. Findings indicate that the continuum consists of five categories of social justice awareness: critical reflection; acceptance; respect, affirmation, solidarity; critique; and critical imaginings for the classroom although these dispositions were not sequentially experienced. This finding suggests that a disposition for social justice can be learned over time and through experiences.

#professionallearning/teachereducation #preservice #pedagogical/contentknowledge/culturallyrelevantpedagogy #actionresearch/inquiry cycles

Ortega, L. (2013). Digital practices and literacy identities: Preservice teachers negotiating contradictory discourses of innovation. *Contemporary Issues in Technology & Teacher Education*, 13(4). Retrieved from <http://www.citejournal.org/vol13/iss4/languagearts/article1.cfm>

Presents the results of research on preservice English teachers' understandings of the interconnection of literacy, technology, and teaching practices. Data sources included interview and group discussion transcripts, as well as assignments. Findings suggest that conditions afforded by the teacher education program and the school setting facilitated the development of tool-and-result understandings among the preservice teachers.

#professionallearning/teachereducation #preservice #critical/reflectivepractice

Pella, S. (2012). What should count as data for data-driven instruction? Toward contextualized data-inquiry models for teacher education and professional development. *Middle Grades Research Journal*, 7, 57–75.

Examines the impact of a two-year-long study focused on five English language arts teachers' implementation of lesson study, defined as a collaborative, data-inquiry process. The teachers in

this study used student writing as qualitative data in order to inform their continuous learning and development of classroom pedagogy. The findings call for an expansion of the data used in data-driven school improvement efforts.

#professionallearning/teachereducation #sociocultural/collaborativelearning/inquirygroups/communities #actionresearch/inquirycycles

Petrone, R. (2013). Linking contemporary research on youth, literacy, and popular culture with literacy teacher education. *Journal of Literacy Research, 45*, 240–266.

Introduces literacy teacher educators to scholarship on youth engagement with popular culture in order to facilitate culturally responsive teaching practices among preservice literacy teachers. Illustrates pedagogical implications this research has for K–12 literacy education, such as bridging literacy curricula to students' popular culture funds of knowledge and allowing space in literacy teacher education to tackle the politics of pedagogy.

#professionallearning/teachereducation #preservice #pedagogical/contentknowledge/culturally relevantpedagogy #critical/reflectivepractice

Rush, L. S. (2013). Literacy coaching in Wyoming secondary schools: A situational analysis of roles in context. *Journal of Literacy Research, 45*, 267–294.

Explores the roles, responsibilities, and contextual factors of literacy coaches working as instructional facilitators in secondary schools in Wyoming. Situational analysis is employed to emphasize the variety of individual contexts in which literacy coaches work. Detailed definitions and examples illuminate the degrees to which literacy coaches are embedded and enrolled in classroom work to improve literacy instruction. Findings suggest the nature of secondary school literacy coaching is dependent on the school contexts in which the literacy coaches work. The author encourages expanding the limited amount of research on secondary school literacy coaching.

#professionallearning/teachereducation #mentoring/coaching #inservice #professional development

Shanahan, L. E., & Tochelli, A. L. (2014). Examining the use of video study groups for developing literacy pedagogical content knowledge of critical elements of strategy instruction with elementary teachers. *Literacy Research and Instruction, 53*, 1–24.

Reports on a collective case study examining teacher knowledge of a reading strategy framework. Qualitative analysis of nine teachers' experience in a video study group provides insights into the use of the study group design for professional development that allows teachers to explore their pedagogical content knowledge. The study's findings demonstrate the potential impact of video analysis as a tool for understanding teachers' literacy development over time.

#professionallearning/teachereducation #professionaldevelopment #inservice #pedagogical/contentknowledge/culturallyrelevantpedagogy

Vernon-Feagans, L., Kainz, K., Hedrick, A., Ginsberg, M., & Amendum, S. (2013). Live webcam coaching to help early elementary classroom teachers provide effective literacy instruction for struggling readers: The Targeted Reading Intervention. *Journal of Educational Psychology, 105*, 1175–1187.

Investigates the innovation of using webcams as a medium for coaching teachers who are implementing interventions for struggling readers in 16 rural schools. Live webcam sessions allowed coaches to guide teachers in individualizing instruction while working with students. Experimental and control groups were compared to analyze the effects of the Targeted Reading Intervention paired with coaching sessions. Findings suggest increased reading achievement in measures like word-level reading and comprehension. Moreover, this technology could have the potential to provide professional development to rural districts.

#professionallearning/teachereducation #digital/technologytools #mentoring/coaching #professionaldevelopment

Wong, J. L. (2014). How does writing for publication help professional development of teachers? A case study in China. *Journal of Education for Teaching, 40*(1), 78–93.

Reports on the impact that writing for publication has on teacher development. The author centers writing for publication on multiple aspects of teacher development, including reporting student learning, developing case studies, and demonstrating an inquiry stance. Through qualitative methods, the study demonstrates that writing for publication leads to new understandings about student learning, insights into pedagogy, and the development of a sense of achievement. The author suggests that writing for publication allows teachers to develop and sustain teacher voice through critical reflection.

#professionallearning/teachereducation #critical/reflectivepractice #pedagogical/content knowledge/culturallyrelevantpedagogy #teacheridentity

Other Related Research

Arya, P., Christ, T., & Chiu, M. M. (2014). Facilitation and teacher behaviors: An analysis of literacy teachers' video-case discussions. *Journal of Teacher Education, 65*(2), 111–127.

Bentley, E. (2014). Beyond the rubric: English teachers' perspectives on teacher quality and evaluation. *English Leadership Quarterly, 36*(3), 2–7.

Carstens, A. (2014). Through the lens of B.Ed. students' self-narratives: The motivational roles of significant others in literacy acquisition. *Education as Change, 18*, 73–90.

Ching, C. C., & Hursh, A. W. (2014). Peer modeling and innovation adoption among teachers in online professional development. *Computers & Education, 73*, 72–82.

Done, E., & Knowler, H. (2013). Features of a post-identitarian pedagogy (with reference to postgraduate student writing and the continuing professional development of teachers). *Studies in Higher Education, 38*(9), 1–15.

Leader-Janssen, E., & Rankin-Erickson, J. (2013). Preservice teachers' content knowledge and self-efficacy for teaching reading. *Literacy Research & Instruction, 52*(3), 204–229.

Long, R., & Pearson, P. D. (2013). IRA's literacy research panel responds. *Reading Today, 30*(6), 6–8.

Lyons, N., Halton, C., & Freidus, H. (2013). Reflective inquiry as transformative self-study for professional education and learning. *Studying Teacher Education: Journal of Self-Study of Teacher Education Practices, 9*(2), 163–174.

Mangin, M. M., & Dunsmore, K. (2013). Conflicting storylines in teacher leadership: How one literacy coach struggled to position herself and her work. *The New Educator, 9*(3), 226–249.

Martin, L. E., Kragler, S., Quatroche, D. J., & Bauserman, K. L. (Eds.). (2014). *Handbook of professional development in education: Successful models and practices, preK–12*. New York: Guilford Press.

McLean, C., & Rowsell, J. (2013). (Re)designing literacy teacher education: A call for change. *Teaching Education, 24*(1), 1–26.

Mehrotra, S., Chee, Y. S., & Ong, J. C. (2014). Narrating professional development trajectories in the context of the Statecraft X game-based learning curriculum. *Teaching and Teacher Education, 38*, 12–21.

Miller, S., & Stewart, A. (2013). Literacy learning through team coaching. *The Reading Teacher, 67*, 290–298.

National Council on Teacher Quality. (2013). Teacher prep review. Retrieved from http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report

Pomerantz, F., & Pierce, M. (2013). "When do we get to read?" Reading instruction and literacy coaching in a "failed" urban elementary school. *Reading Improvement, 50*(3), 101–117.

- Sangster, P., Stone, K., & Anderson, C. (2013). Transformative professional learning: Embedding critical literacies in the classroom. *Professional Development in Education*, 39(5), 615–637.
- Stolle, E. P., & Frambaugh-Kritzer, C. (2014). Putting professionalism back into teaching: Secondary preservice and in-service teachers engaging in interdisciplinary unit planning. *Action in Teacher Education*, 36(1), 61–75.
- van Leent, L. J., & Exley, B. (2013). Literacy coaching roles in diverse contexts of teaching and learning: New ways of working. *Australian Journal of Teacher Education*, 38(4). Retrieved from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1916&context=ajte>

Reading

Tags: #reading #comprehension #decoding #vocabulary #fluency #strategies #readingtests #independentreading #policy #motivation/engagement #strugglingreaders #contentliteracy

Amendum, S. J., & Fitzgerald, J. (2013). Does structure of content delivery or degree of professional development support matter for student reading growth in high-poverty settings? *Journal of Literacy Research*, 45, 465–502.

Questions whether the degree of structure of reading content delivery or degree of professional development support for teachers is related to reading growth in high-poverty, low-performing schools. Uses hierarchical linear models to address reading growth across two years. Finds that a high level of support for teachers is associated with student growth. Students with the most overall gains had teachers who participated in professional development. Students in schools with less structured content delivery showed more growth than students in schools with highly structured delivery, however this occurred in schools that already demonstrated a greater number of school effectiveness characteristics. The degree of structure of content delivery and degree of professional development support were significantly related to growth in phonics knowledge, but not to growth in other reading subprocesses.

#reading #professionallearning/teachereducation #decoding

Applegate, M. D., & Bucci, C. (2013). A case study of a student's journey toward thoughtful response to text. *Reading & Writing Quarterly*, 29, 252–270.

Discusses how results from the Critical Reading Inventory, 2nd ed. (CRI-2; Applegate et al., 2007) can be used to guide instruction focused on the development of thoughtful reading and higher-level thinking. Employs case study methods to illustrate the experience of a middle school student as she participates in a summer program focused on instruction, intervention, and progress monitoring. Argues that formative assessment tools such as the CRI-2 can be used to (1) broaden the concept of literacy assessments to include thoughtful literacy assessment data, (2) support progress monitoring that focuses on thoughtful literacy, and (3) affect professional development and teacher preparation.

#reading #strategies #comprehension

Braasch, J. L. G., Bråten, I., Strømsø, H. I., Anmarkrud, O., & Ferguson, L. E. (2013). Promoting secondary school students' evaluation of source features of multiple documents. *Contemporary Educational Psychology*, 38, 180–195.

“Contrasting-cases” interventions were used to test the efficacy of instructional activities designed to promote secondary school students' (N = 130) evaluation of science document source features. Students' written responses were examined for scientific and erroneous concepts, and coded for justifications of document selection. Mann–Whitney U tests showed that intervention participants included more scientific concepts, but found no statistical difference for inclusion of erroneous concepts in student essays. Intervention participants were more able to discriminate

between useful and less useful documents, and included more principled, critical evaluations of document sources.

#reading #contentliteracy #strategies

Braxton, D. L., & Dreher, M. J. (2013). Teaching summarization strategies to intermediate-grade students in an urban, Title 1 school. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. W. Cole, A. H. Hall, D. Herro, & K. H. Headley (Eds.), *62nd Yearbook of the Literacy Research Association* (pp. 104–122). Altamonte Springs, FL: Literacy Research Association.

Examines the teaching of summarization strategies to fourth and fifth graders in an urban, Title 1 school. Quasi-experimental pre/post test design was used to compare rule-based and Generating Interactions between Schema and Text (GIST) summarization strategies. Both comprehension strategies were found to be effective with intermediate-age students in a high-poverty setting, thus extending the current research literature.

#reading #strategies #comprehension

Clark, S. K., & Andreasen, L. (2014). Examining sixth grade students' reading attitudes and perceptions of teacher read aloud: Are all students on the same page? *Literacy Research and Instruction*, 53, 162–182.

Finds that sixth-grade student participants enjoy teacher read alouds for a variety of reasons that are mediated by reading attitude, as determined by the Elementary Reading Attitude Survey. Students with both positive and negative reading attitudes engaged inconsistently with read alouds. Participants identified instructional benefits of teacher read alouds as: development of reading comprehension skills, building background knowledge, listening comprehension, vocabulary, and concept development. The author recommends that teacher read alouds be paired with instructional techniques.

#reading #comprehension #vocabulary #motivation/engagement

Fisher, D., & Frey, N. (2014). Student and teacher perspectives on a close reading protocol. *Literacy Research and Instruction*, 53, 25–49.

Examines perspectives of teachers and students on the implementation of close reading as defined by the Common Core State Standards. Phenomenological studies were employed to provide rich descriptions of participants' experiences. Key findings indicate that close reading is interesting, worthwhile, and challenging for both students and teachers. Implications emphasize the need for selection of short, appropriately complex texts, text-dependent questions, and redefinition of quality instruction.

#reading #professionalllearning/teachereducation #comprehension #motivation/engagement

Halladay, J. L. (2013). "Books I can actually read": Kindergarteners' reading choices and reading behaviors. In P. J. Dunston, S. K. Fullerton, C. C. Bates, P. M. Stecker, M. W. Cole, A. H. Hall, D. Herro, & K. H. Headley (Eds.), *62nd Yearbook of the Literacy Research Association* (pp. 92–103). Altamonte Springs, FL: Literacy Research Association.

Uses a mixed-methods design to examine reading text selection, reading behaviors, and perception of reading purposes and processes in kindergarten students ($N = 13$). Finds that students select a wide range of texts, including narrative and informational text, many with a predictable linguistic structure. Students demonstrated the use of comprehension skills to read for meaning. Reading behaviors were found to be mediated by text structure. Students described reading in terms of both decoding and comprehension skills. Adds to understanding of emergent readers' text interactions in light of the Common Core State Standards.

#reading #comprehension #strategies #decoding

Holliman, A. J., Williams, G. J., Mundy, I. R., Wood, C., Hart, L., & Waldron, S. (2014). Beginning to disentangle the prosody-literacy relationship: A multi-component measure of prosodic sensitivity. *Reading and Writing*, 27, 255–266.

Explores how different components of prosody, specifically stress, intonation, and timing, may relate to reading development in different ways. Introduces a multicomponent measure to assess prosodic sensitivity. Exploratory factor analysis suggests that this measure is able to distinguish between processes of stress, intonation, and timing at the word and sentence level. Finds that the measure is sensitive to differences in prosodic sensitivity, and correlates with other reading component measures. Enriches understanding of the relationship between prosodic sensitivity and early reading development.
#reading #fluency #readingtests

Kieffer, M. J., Vukovic, R. K., & Berry, D. (2013). Roles of attention shifting and inhibitory control in fourth-grade reading comprehension. *Reading Research Quarterly*, 48, 333–348.

Investigates the contributions of attention shifting and inhibitory control to reading comprehension in fourth-grade students ($N=120$). Path analysis supports evidence that attention shifting and inhibitory control significantly contribute to reading comprehension. Points to a need for longitudinal research on the relationship between executive function, language comprehension, and reading comprehension in order to better identify students at risk of reading comprehension difficulties.

#reading #comprehension #readingtests #strugglingreaders

Kiuru, N., Lerkkanen, M.-K., Poskiparta, E., Ahonen, T., Poikkeus, A.-M., & Nurmi, J.-E. (2013). The role of reading disability risk and environmental protective factors in students' reading fluency in grade 4. *Reading Research Quarterly*, 48, 349–368.

Investigates the effect protective factors of (1) peer acceptance, (2) teachers' positive affect, and (3) home/school partnerships have on future reading fluency. Also looks at how risk for reading disabilities predicts the presence of protective factors, and how this risk is mediated through protective factors. Path analysis is used to follow participants from kindergarten through grade 4. Suggests that the presence of these protective factors in grades 1–3 predicts improved fourth-grade reading fluency scores.

#reading #strugglingreaders #motivation/engagement #fluency

McCrudden, M. T., & Sparks, P. C. (2014). Exploring the effect of task instructions on topic beliefs and topic belief justifications: A mixed methods study. *Contemporary Educational Psychology*, 39, 1–11.

Investigates how task instructions affect topic beliefs and topic belief justifications in adolescent males ($N=86$). Posits that critical thinking must include the ability to “evaluate information independently from one's beliefs.” Uses embedded mixed-methods design to explain the effect of task instructions on post-reading topic beliefs and justifications. Finds that task instructions can mitigate topic beliefs, and reveals belief reflection and belief protection goals. Findings include (1) that task instructions can affect topic beliefs, (2) that task instructions can affect topic belief justifications, and (3) that mixed-methods design is a valuable tool for investigating topic beliefs.

#reading #motivation/engagement #comprehension

Ritter, M. J., Park, J., Saxon, T. F., & Colson, K. A. (2013). A phonologically based intervention for school-age children with language impairment: Implications for reading achievement. *Journal of Literacy Research*, 45, 356–385.

Examines effects of a phonologically based intervention in school-age children with language impairment ($N=64$). Uses quasi-experimental pre/post design. Significant gains in phonological awareness and reading were reported across grade levels K–3. Posits that phonological awareness intervention supports literacy acquisition in school-age children with language impairment.

#reading #literacy #development #linguistic

Roberts, G., Vaughn, S., Fletcher, J., Stuebing, K., & Barth, A. (2013). Effects of a response-based, tiered framework for intervening with struggling readers in middle school. *Reading Research Quarterly, 48*, 237–254.

Explores the effect of a response-based, tiered model of reading interventions for struggling middle school students. A multiple-indicator, multilevel growth model showed a small effect size for treatment students outperforming students in the business-as-usual condition. Finds that struggling middle school students may benefit from response-based instructional intensity using evidence-based reading interventions. Offers suggestions for implementation of similar interventions, and indicates a need for further research regarding the implementation, fidelity, and capacity for use of response-based tiered interventions.
#reading #strugglingreaders

Schaffner, E., Schiefele, U., & Ulferts, H. (2013). Reading amount as a mediator of the effects of intrinsic and extrinsic reading motivation on reading comprehension. *Reading Research Quarterly, 48*, 360–385.

Explores how reading amount mediates the effects of motivation on higher-order reading comprehension. Structural equation analysis was used to model relations among motivation, amount of reading, and high-order reading comprehension. Results show that reading amount mediated positive effects of intrinsic motivation on higher-order comprehension, while negative associations between extrinsic motivation and higher-order reading comprehension were revealed. Lends support to interventions fostering intrinsic reading motivation.
#reading #comprehension #motivation/engagement

Schünemann, N., Spörer, N., & Brunstein, J. C. (2013). Integrating self-regulation in whole-class reciprocal teaching: A moderator-mediator analysis of incremental effects on fifth graders' reading comprehension. *Contemporary Educational Psychology, 38*, 289–305.

Predicts that self-regulation promotes reading, and that reciprocal teaching strategies are enhanced through the inclusion of self-regulation instruction. Moderated mediation analysis finds that reciprocal teaching enhanced by self-regulation increases sustainability of reading comprehension gains made during the intervention. Finds that reciprocal teaching, combined with self-regulation training, supports lasting effects on fifth graders' reading comprehension.
#reading #motivation/engagement #comprehension

Sparks, R. L., Patton, J., & Murdoch, A. (2014). Early reading success and its relationship to reading achievement and reading volume: Replication of '10 years later.' *Reading and Writing, 27*, 189–211.

This replication study was designed to generalize the results of Cunningham & Stanovich (1997), which found strong early reading experiences to be predictive of later reading comprehension. In this study, hierarchical multiple regression analysis found that print exposure is a significant predictor of 10th-grade reading comprehension, language ability, and declarative knowledge. Adds to a growing research base emphasizing the importance of an early start in establishing reading habits.
#reading #comprehension

Tighe, E. L., & Schatschneider, C. (2014). A dominance analysis approach to determining predictor importance in third, seventh, and tenth grade reading comprehension skills. *Reading and Writing, 27*, 101–127.

Addresses the importance of reading comprehension predictors at the third, seventh, and tenth grades. Dominance analysis was used to rank order predictors of reading comprehension. In third grade, fluency (61%) and verbal reasoning (9%) were the most important predictors of reading comprehension; reasoning (17%) and fluency (11%) were important seventh-grade predictors; and reasoning (30%) was the most important predictor of tenth-grade reading comprehension. Demonstrates the value of dominance analysis as a tool for estimating the importance of reading

comprehension predictors, and suggests that the relative importance of skills changes across grade levels during the development of reading comprehension.

#reading #strategies #comprehension

Wolters, C. A., Denton, C. A., York, M. J., & Francis, D. J. (2013). Adolescents' motivation for reading: Group differences and relation to standardized achievement. *Reading and Writing, 27*, 503–533.

Investigates reading motivation in adolescents ($N = 406$) through four variables: (1) motivational differences between struggling and more adequate readers, (2) gender differences, (3) grade level differences, and (4) motivation for reading as a predictor of standardized assessment performance. Regression analysis indicates that motivational group beliefs and perceived individual control can predict reading comprehension performance on standardized measures. Suggests that motivational factors must be taken into account in order to better understand reading ability in adolescents.

#reading #motivation/engagement

Other Related Research

Bouchamma, Y., Poulin, V., & Ruel, C. (2014). Impact of reading strategy use on girls' and boys' achievement. *Reading Psychology, 35*(4), 312–331.

Bråten, I., Anmarkrud, Ø., Brandmo, C., & Strømsø, H. I. (2014). Developing and testing a model of direct and indirect relationships between individual differences, processing, and multiple-text comprehension. *Learning and Instruction, 30*, 9–24.

Chanta, F. (2013). Reading is about relating: Urban youths give voice to the possibilities for school literacy. *Journal of Adolescent & Adult Literacy, 57*, 141–149.

Cheung, A. C. K., & Slavin, R. E. (2013). Effects of educational technology applications on reading outcomes for struggling readers. *Reading Research Quarterly, 48*, 277–299.

Cirino, P. T., Romain, M. A., Barth, A. E., Tolar, T. D., Fletcher, J. M., & Vaughn, S. (2013). Reading skill components and impairments in middle school struggling readers. *Reading and Writing, 26*, 1059–1086.

Devonshire, V., Morris, P., & Fluck, M. (2013). Spelling and reading development: The effect of teaching children multiple levels of representation in their orthography. *Learning and Instruction, 25*, 85–94.

Fisher, D., & Frey, N. (2014). Close reading as an intervention for struggling middle school readers. *Journal of Adolescent & Adult Literacy, 57*, 367–376.

Gross, J., Millett, A. L., Bartek, B., Bredell, K. H., & Winegard, B. (2013). Evidence for prosody in silent reading. *Reading Research Quarterly, 49*, 189–208.

Hamm, E. M., & Harper, K. A. (2014). The role of RtI in a kindergarten enrichment program. *Reading & Writing Quarterly, 30*, 32–50.

Koponen, T., Salmi, P., Eklund, K., Aro, T. (2013). Counting and RAN: Predictors of arithmetic calculation and reading fluency. *Journal of Educational Psychology, 105*, 162–175.

Lai, S. A., George Benjamin, R., Schwanenflugel, P. J., & Kuhn, M. R. (2014). The longitudinal relationship between reading fluency and reading comprehension skills in second-grade children. *Reading & Writing Quarterly, 30*, 116–138.

McGeown, S. P., & Medford, E. (2014). Using method of instruction to predict the skills supporting initial reading development: Insight from a synthetic phonics approach. *Reading and Writing, 27*, 591–608.

Nagler, T., Lonnemann, J., Linkersdörfer, J., Hasselhorn, M., & Lindberg, S. (2014). The impact of reading material's lexical accessibility on text fading effects in children's reading performance. *Reading and Writing, 27*, 841–853.

- Nilsson, N. L. (2013). The reliability of informal reading inventories: What has changed? *Reading & Writing Quarterly*, 29, 208–230.
- Orrantia, J., Múñez, D., & Tarín, J. (2014). Connecting goals and actions during reading: The role of illustrations. *Reading and Writing*, 27, 153–170.
- Padeliadu, S., & Antoniou, F. (2014). The relationship between reading comprehension, decoding, and fluency in Greek: A cross-sectional study. *Reading & Writing Quarterly*, 30, 1–31.
- Palmer, J., Boon, R. T., & Spencer, V. C. (2014). Effects of concept mapping instruction on the vocabulary acquisition skills of seventh-graders with mild disabilities: A replication study. *Reading & Writing Quarterly*, 30, 165–182.
- Parker, D. C., & Burns, M. K. (2014). Using the instructional level as a criterion to target reading interventions. *Reading & Writing Quarterly*, 30, 79–94.
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- Simmons, D. C., Taylor, A. B., Oslund, E. L., Simmons, L. E., Coyne, M. D., Little, M. E., Kim, M. (2014). Predictors of at-risk kindergarteners' later reading difficulty: Examining learner-by-intervention interactions. *Reading and Writing*, 27, 451–479.
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Second Language Literacy

Tags: #secondlanguage literacy #bilingual #immigrant/refugee #secondlanguageassessment #culturaldifference #vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #culturalvalues/models #communityliteracy #development #digital divide #comprehension #peermediation #diaspora #timescales #identity #academicwriting #codeswitching #linguisticresources

August, D., Branum-Martin, L., Cárdenas-Hagan, E., Francis, D. J., Powell, J., Moore, S., & Haynes, E. F. (2014). Helping ELLs meet the Common Core State Standards for literacy in science: The impact of an instructional intervention focused on academic language. *Journal of Research on Educational Effectiveness*, 7(1), 54–82.

Assesses the effectiveness of an intervention—Quality English and Science Teaching 2 (QuEST2)—designed to help English learners develop academic language in science. Participants included 353 middle school ELLs. Supplemental instructional materials provided language support to ELLs using a variety of methods: scaffolding techniques to ensure that students comprehended science content, including visuals (e.g., illustrations of the vocabulary concepts, graphic organizers, and concept maps); demonstrations of all concepts; and modeling of tasks.

Also, students' academic language was developed through ongoing discussions in which teachers clarified and elaborated on student responses, partner-work in which ELLs were paired with English-proficient students, explicit instruction of high-frequency general academic and science-specific vocabulary, and instruction in strategies to improve word learning (i.e., drawing on cognate knowledge; using root words, base words, and affixes) and comprehension (i.e., summarizing and drawing inference from textual information). Results confirm that when the academic language needs of ELLs are not addressed, they have difficulty mastering grade-level content delivered in English, but when these needs are addressed, they succeed in science.
#secondlanguage literacy #literacy #ESL instruction #secondlanguage assessment

Bigelow, M., & King, K. (2014). Somali immigrant youths and the power of print literacy. *Writing Systems Research*, 6(2), 1–16.

Explores the dynamic relationship between Somali print literacy and the ways Somali refugee youth are positioned inter- and intra-ethnically in an immigrant classroom in the United States. The analysis uses literacy and civil war timescales that introduce the politics of Somali print literacy and the gendered reality that educational opportunities are available more commonly for boys. Historical events that took place years or decades prior are likely to reverberate in classrooms across the Diaspora. The examination includes close analyses of classroom videos from an ethnographic study. Findings show the important role that facts about the Somali script play in how Somali adolescents are positioned as students and speakers of Somali.
#secondlanguage literacy #immigrant/refugee #diaspora #timescales

Bunch, G. C., & Willett, K. (2013). Writing to mean in middle school: Understanding how second language writers negotiate textually-rich content-area instruction. *Journal of Second Language Writing*, 22(2), 141–160.

Examines student writing associated with an instructional intervention designed to expand the kinds of texts that English learners were asked to engage with, and produce, in social studies classrooms in a US middle school. Explores the writing of 40 EL students for one essay assignment, as part of a unit requiring them to make meaning with historical content by studying and producing textual resources, including primary- and secondary-source historical documents, diagrams and three-dimensional models, and dramatic skits. Students demonstrated learning not merely by reproducing classroom texts, but by drawing from multiple resources to design their own texts to make sense of the curricular challenge the unit assignment posed. Findings illuminate the dialogic and multimodal process of meaning-making in school-aged second-language writers' essays. The authors suggest a meaning-based approach for expanding the textual repertoire and for understanding how students navigate the associated challenges through a shift of focus from "skills discourses" and monolingual perspectives to how students from non-dominant backgrounds use linguistic resources.
#secondlanguage literacy #writing #ESL instruction

Cheatham, G. A., Jimenez-Silva, M., Wodrich, D. L., & Kasai, M. (2014). Disclosure of information about English proficiency preservice teachers' presumptions about English language learners. *Journal of Teacher Education*, 65(1), 53–62.

Examines whether knowledge of multilingual students' English proficiency influences preservice general education and special education teachers' perception of students' academic effort, development, and achievement. A dilemma case study of a struggling student was provided to 214 preservice teachers completing an introductory special education course. Teachers' decision-making regarding course of action for the student and evidence for their decision were examined. Participants were divided into three groups, each receiving different amounts and selections of information about the student's home language and English proficiency level, and explanatory descriptions of a wider range of proficiency levels. Findings show that, regardless of discipline, increased access to details about all three variables was strongly associated with

decreased referral to special education evaluation and a greater likelihood of recognizing student language proficiency as a point for instructional support.

#secondlanguage/ literacy #professionallearning/ teachereducation #ESLinstruction #preservice

Cole, M. W. (2013). *Rompiendo el silencio*: Meta-analysis of the effectiveness of peer-mediated learning at improving language outcomes for ELLs. *Bilingual Research Journal*, 36(2), 146–166.

Offers a meta-analysis of research on peer-mediated learning, which is defined as instructional approaches that emphasize student-peer interaction, particularly cooperative, collaborative, and peer tutoring pedagogies. Situates peer-mediated learning within the context of language development being hindered by stifling classroom learning environments. Analysis shows that peer-mediated learning improves oral and written language, and is more effective the more the students' first language is used. Results also show better outcomes for peer-mediated learning when students learn in a classroom with fluent English speakers.

#secondlanguage/ literacy #peermediation #ESLinstruction

Durán, L., Roseth, C. J., & Hoffman, P. (2014). Effects of transitional bilingual education on Spanish-speaking preschoolers' literacy and language development: Year 2 results. *Applied Psycholinguistics*. Advance online publication. Retrieved from <http://dx.doi.org/10.1017/S0142716413000568>

Analyzes 31 preschool-aged Spanish-English emergent bilingual children in Year 2 of a two-year longitudinal, experimental-control study. Examines the influence of English-only or Spanish-only language policies used by teachers in the students' first year on language and literacy measures in the second year, when a transitional bilingual model was introduced in both classrooms. Researchers measured outcomes of English and Spanish receptive vocabulary, expressive vocabulary, letter-word identification, and phonological awareness. Finds evidence that measures of Spanish language and literacy development in the previously Spanish-only classroom exceeded those in the predominantly English classroom, with no significant gains by students in the predominantly English classroom. Suggests that early transitional bilingual education, as opposed to predominantly English education, in preschoolers shows great promise in increasing Spanish language and literacy development. Concludes that Spanish language and literacy development among Spanish-first emergent bilingual children may promote, rather than preclude, English language and literacy development.

#secondlanguage/ literacy #bilingual #development #languageacquisition

Godinho, S., Woolley, M., Webb, J., & Winkel, K. (2014). Regenerating Indigenous literacy resourcefulness: A middle school intervention. *Literacy Learning: The Middle Years*, 22(1), 7–15.

Examines the influence of place-based learning on the literacy development of Indigenous middle school students in Australia within an English-only context. In the context of severe restriction of bilingual books in recent years, indigenous educators and university researchers partnered to explore the “Eight Ways of Learning” interactive framework for Aboriginal language (Hobson, 2010). The “Eight Ways of Learning” framework was developed in collaboration with the Aboriginal community, elders, and educational teams and was designed to facilitate standard Australian English literacy development when used in place-based learning contexts. Participants collaborated to create pocket books based on experience-based, localized knowledge of a wide range of expository text types (recount, information, procedure, explanation, descriptive report). Findings suggest that attending to meaningful content and engaging with localized, culturally appropriate pedagogies promote academic language and literacy development. Suggestions for primary scaffolding of oral to written knowledge are also provided.

#secondlanguage/ literacy #bilingual #culturalvalues/models #communityliteracy

Hirano, E. (2014). Refugees in first-year college: Academic writing challenges and resources. *Journal of Second Language Writing*, 23, 37–52.

This qualitative, longitudinal, multiple-case study of seven students investigates Burmese, Afghani, Rwandan, and Liberian refugee students' challenges with academic writing (based on finishing high school without standard college admission literacy levels), as well as the resources they found to overcome these challenges. All participants began their US schooling in sixth grade or after, and had experienced different degrees of interruption to their formal schooling. Useful academic writing supports included a summer bridge program that kept in contact with students throughout the first year; a welcoming atmosphere in which students, professors, and roommates were all willing to help; students' participation in the study, which promoted reflection; and another forum in which to share challenges. Remaining questions include how this population of first-semester refugee students is similar to or unlike other immigrant students who arrive after elementary school.

#secondlanguageliteracy #immigrant/refugee #academicwriting

Hopewell, S., & Escamilla, K. (2013). Struggling reader or emerging biliterate student? Reevaluating the criteria for labeling emerging bilingual students as low achieving. *Journal of Literacy Research*, 46, 68–89.

Data systems that use monolingual language frameworks to understand the reading achievement of third-grade students provide inadequate information about emerging bilingual learners. The authors apply two competing ideologies (parallel monolingualism and holistic bilingualism) to interpret one set of reading assessment data from 268 Spanish-English bilingual children in the third grade. Findings demonstrate that the same set of scores tells a different story depending on the frames of reference and that these differences are statistically significant. When Spanish-language reading assessments replaced the English-only assessments, the number of students deemed proficient nearly tripled. These analyses problematize the impact of policies designed to categorize learners. The authors offer suggestions for site-based school district responses and broader state-level policy by highlighting one school district's response to their findings.

#secondlanguageliteracy #ESLinstruction #development

King, J. R., & Chetty, R. (2014). Codeswitching: Linguistic and literacy understanding of teaching dilemmas in multilingual classrooms. *Linguistics and Education*, 25, 40–50.

Offers linguistic and sociolinguistic history of code-switching (defined in this paper as using one primary language interspersed with phrases or sentences in another language) and a synthesis of research on code-switching in foreign-language, second-language, and multilingual classrooms. Concepts are explored using data from a South African science teacher's lesson in a Township school in Cape Town. Researchers argue for understanding code-switching from both structural/grammatical and social/contextual perspectives, including language policies affecting schools. Advocates code-switching as a viable response to problems arising from language contact, for understanding content, and thus for creating an environment where all languages are seen as assets.

#secondlanguageliteracy #codeswitching #linguisticresources

Li, J., Snow, C., Jiang, J., & Edwards, N. (2014). Technology use and self-perceptions of English language skills among urban adolescents. *Computer Assisted Language Learning*. Advance online publication. Retrieved from <http://dx.doi.org/10.1080/09588221.2014.881387>

Examines the specific technologies being used by students in one urban public middle school in the United States, the purposes of those technologies, why students were interested in using different technologies, and their perceptions of their own language and literacy skills. Researchers surveyed 531 students in a school where 85% of students qualified for free-and-reduced lunch programs. Of students surveyed, 54% were female and 34% qualified as English language learners. Descriptive analyses and one-way ANOVAs were used to analyze data. While there was no significant difference across students' overall access to technology, findings indicate a marked difference in the use of technology for specific purposes, suggesting a technology divide based not on access, but on knowledge of specific technologies and their meaningful application.

Younger English language learners with a greater awareness of their language abilities may be more likely to use technologies for specific purposes. Further findings suggest that student perception of the ways they are constrained in and by the use of certain technologies has an effect on their likeliness to use them.

#secondlanguage literacy #metalinguistic #ESL instruction #digital divide

Silverman, R. D., Proctor, C. P., Harring, J. R., Doyle, B., Mitchell, M. A., & Meyer, A. G. (2014). Teachers' instruction and students' vocabulary and comprehension: An exploratory study with English monolingual and Spanish-English bilingual students in Grades 3-5. *Reading Research Quarterly, 49*, 31-60.

Explores the relationship between teachers' instruction and students' vocabulary and comprehension. Investigates whether this relationship differed for English monolingual and Spanish-English bilingual students. Researchers observed and recorded reading/language arts instruction in 33 third- through fifth-grade classrooms and assessed students' vocabulary and comprehension at the beginning and end of the year. Results showed that instruction that attended to comprehension strategies was associated with greater positive change in comprehension for bilingual (but not for monolingual) students. Concludes that bilingual learners may benefit from explicit attention to strategies designed to scaffold text comprehension and suggests that even mentioning comprehension strategies during instruction could be important for developing comprehension skills.

#secondlanguage literacy #literacy #vocabulary #comprehension

Other Related Research

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Borodkin, K., & Faust, M. (2014). Native language phonological skills in low-proficiency second language learners. *Language Learning, 64*(1), 132-159.

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DeKeyser, R. M. (2013). Age effects in second language learning: Stepping stones toward better understanding. *Language Learning, 63*(Suppl. 1), 52-67.

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Writing

Tags: #writing #writinginstruction #argumentation #writingstrategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Aram, D., Korat, O., & Hassunah-Arafat, S. (2013). The contribution of early home literacy activities to first grade reading and writing achievements in Arabic. *Reading and Writing*, 26, 1517-1536.

Examines the literacy development of native Arabic-speaking children from kindergarten to the end of first grade, focusing on the role of home literacy activities. Mothers were asked to report the frequency of reading aloud to their children and were videotaped when they were guiding their children in a writing activity. Finds that family SES, children's early skills, and home literacy activities in kindergarten correlated with children's achievement at the end of first grade. Joint writing contributed significantly to children's literacy in first grade; shared reading did not. #writing #literacy #secondlanguageliteracy

Balgopal, M., & Wallace, A. (2013). Writing-to-learn, writing-to-communicate, & scientific literacy. *The American Biology Teacher*, 75(3), 170–175.

Describes a writing-to-learn model for middle school science classes. Students are asked to write three guided essays about a socio-scientific issue: (1) What do you know about this issue? (2) How do you feel about this issue? (3) What will you do or should others do to resolve any dilemmas related to this issue? Finds that this model is a valuable instructional strategy for students but also serves as an informative feedback indicator for teachers.

#writing #writing-to-learn #contentliteracy

Beck, S. W., Llosa, L., & Fredrick, T. (2013). The challenges of writing exposition: Lessons from a study of ELL and non-ELL high school students. *Reading & Writing Quarterly*, 29, 358–380.

Describes the challenges that English language learners and non-ELLs experience when composing expository texts under think-aloud conditions. In a study of 27 high school students, both ELLs and non-ELLs articulated *generating* as a challenge. Both groups also experienced problems with *translating*, but in different ways: ELL students struggled to simply find a word, while non-ELL students had difficulty selecting from several alternative wordings. Implications for instruction are discussed.

#writing #secondlanguageliteracy #writingstrategies #writingquality

Burdick, H., Swartz, C. W., Jackson Stenner, A., Fitzgerald, J., Burdick, D., & Hanlon, S. T. (2013). Measuring students' writing ability on a computer-analytic developmental scale: An exploratory validity study. *Literacy Research and Instruction*, 52, 255–280.

Explores the validity of the Writing Ability Developmental Scale, a computer-based instrument to measure students' progress in writing ability. Examines whether the computer-based scale returned the same (or highly similar) results as human raters. Finds that the scale was sensitive to writing ability differences across grades and also sensitive to within-grade variability as compared with human raters.

#writing #digital/technologytools #writingassessment

Chen, Y. C., Hand, B., & McDowell, L. (2013). The effects of writing-to-learn activities on elementary students' conceptual understanding: Learning about force and motion through writing to older peers. *Science Education*, 97(5), 745–771.

Examines whether written correspondence can improve students' understanding of force and motion, a unit in their science curriculum. Fourth graders collaboratively wrote three letters of exchange—one at the beginning of the unit, one in the middle, and one at the end. These letters explained unit concepts to eleventh graders, who provided feedback and asked for clarification. Through pre-test/post-test analysis and examination of the letters, researchers found that students in treatment groups significantly outperformed those in control groups. Concludes by stressing science as communication and argumentation for particular audiences.

#writing #argumentation #writing-to-learn

Dobbs, C. L. (2013). Signaling organization and stance: Academic language use in middle grade persuasive writing. *Reading and Writing*, 27, 1327–1352.

Examines middle graders' use of academic language markers in persuasive essays. Researchers coded 664 essays for organizational markers and markers of stance. In addition, essays were scored for overall quality. Two types of organizational markers (evidence markers and code glosses) were found to be negatively related to overall quality, while the variety of stance markers was positively related to overall quality of the essays.

#writing #argumentation #writingquality

Faris, M. J., & Selber, S. A. (2013). iPads in the technical communication classroom: An empirical study of technology integration and use. *Journal of Business and Technical Communication*, 27(4), 359–408.

Maps student experiences with iPads in a technical communication service course. Identifies device features, literacy practices, pedagogical elements, and institutional structures as major forces shaping iPad use, and illustrates the contingent, complex nature of these forces. Concludes with lessons learned and heuristic questions to help teachers integrate technology in the classroom.

#writing #digital/technologytools #writinginstruction #writingstrategies

Ferris, D. R. (2014). Responding to student writing: Teachers' philosophies and practices. *Assessing Writing*, 19, 6–23.

Examines the response practices (providing written and oral feedback and facilitating peer response) of college writing instructors and their philosophies toward response. Uses a mixed-methods approach: surveys, interviews, and written responses to students' texts. Finds variation across instructors. Also finds that teachers' self-reported response principles and their actual practices do not always match.

#writing #professionalllearning/teachereducation #feedback

Gillespie, A., Olinghouse, N. G., & Graham, S. (2013). Fifth-grade students' knowledge about writing process and writing genres. *Elementary School Journal*, 113(4), 565–588.

Examines fifth-grade students' knowledge about writing process and three writing genres (stories, persuasive arguments, and informational reports) and the relationship between these two types of knowledge. Fifty students were interviewed individually. Results showed that students' knowledge about substantive writing process predicted how much they knew about each type

of writing, as was hypothesized. Also, students knew more about stories than persuasive or informational texts.

#writing #genre

Heldsinger, S. A., & Humphry, S. M. (2013). Using calibrated exemplars in the teacher-assessment of writing: An empirical study. *Educational Research, 55*(3), 219–235.

Investigates the use of a two-stage method of teacher assessment of writing, involving calibrated exemplars. In the first stage, teachers compared students' writing performances using a method of pair-wise comparison. The data were then analyzed to develop a performance scale (exemplars of ascending quality). In the second stage, teachers assessed student performances by judging which exemplar a performance was most alike. Results showed high levels of inter-rater reliability and concurrent validity. Concludes that the use of calibrated exemplars has potential as a method of teacher assessment in contexts where extensive training and moderation is not possible or desirable.

#writing #writingassessment

Jones, S. (2014). From ideas in the head to words on the page: Young adolescents' reflections on their own writing processes. *Language and Education, 28*, 52–67.

Investigates the metacognitive thinking of adolescent writers about their own composing process, through interviews. Finds that young writers differ in their understanding of their own composing styles. Also finds that some writers struggle with the classroom imposition of pre- and post-composing strategies requiring that they plan and revise. Calls for a writing pedagogy that better recognizes the different ways young writers might integrate planning and translation.

#writing #writingstrategies

Lunsford, A. A., Fishman, J., & Liew, W. M. (2013). College writing, identification, and the production of intellectual property: Voices from the Stanford Study of Writing. *College English, 75*, 470–492.

Explores how university students value their writing in light of ongoing intellectual property debates. Considers interview data and follow-up correspondence from 39 Stanford University undergraduates. Presents a diversity of perspectives on the value of student writing, plagiarism, digital technologies, and author identity. Concludes with implications for college teachers and administrators, including the need for more formal and informal educational spaces, assignments that investigate the economies of intellectual property, and reformulations of traditional classroom scripts.

#writing #digitaltechnology/tools #authorialidentity

McCutchen, D., Stull, S., Logan Herrera, B., Lotas, S., & Evans, S. (2014). Putting words to work: Effects of morphological instruction on children's writing. *Journal of Learning Disabilities, 47*(1), 86–97.

Investigates how morphological instruction affects young students' writing, specifically transcription and text generation. Based on pre-test/post-test assessments of 170 fifth graders in the United States, finds positive effects of morphological instruction, and reports that results are especially significant for students who struggle with writing. Calls for randomized experimental designs and more integrated approaches to teaching content areas.

#writing #literacy #writinginstruction #writingquality

Pigg, S., Grabill, J. T., Brunk-Chavez, B., Moore, J. L., Rosinski, P., & Curran, P. G. (2014). Ubiquitous writing, technologies, and the social practice of literacies of coordination. *Written Communication, 31*, 91–117.

Focuses on how university students understand writing, technology, and everyday life. Examines the writing they do most frequently, the writing they most value, and how they perceive their

writing to function in a broader context. Through a survey, diary analysis, and interviews, finds that SMS texts, emails, and lecture notes were the forms of writing practiced most frequently; that texting and academic papers were most valued; and that writing was perceived as an act of orchestration or transaction. Concludes by emphasizing that writing, viewed as coordination, can help illuminate how students engage with the world.

#writing #medialiteracy #writingstrategies #authorialidentity

Roscoe, R. D., & McNamara, D. S. (2013). Writing Pal: Feasibility of an intelligent writing strategy tutor in the high school classroom. *Journal of Educational Psychology, 105*, 1010–1025.

Assesses the feasibility of the Writing Pal, a computer-based tutoring system that provides writing strategy instruction, game-based practice, essay writing practice, and formative feedback to developing writers. Two high school English teachers and 141 tenth-grade students participated in this study over six months. Researchers found that the Writing Pal was generally well received by the students and judged as beneficial, but that the lessons were too long and lecture-like. Furthermore, students expressed a need for more specific and individualized feedback.

#writing #digital/technologytools #writinginstruction #writingstrategies

Van Waes, L., van Weijen, D., & Leijten, M. (2014). Learning to write in an online writing center: The effect of learning styles on the writing process. *Computers & Education, 73*, 60–71.

Examines the effect of learning styles on writing processes and products of 20 business communication students who completed an online module on “writing bad news letters.” Finds an effect of learning style on writing processes: active and reflective writers approached the task differently. No effect of learning style on text quality was found.

#writing #digital/technologytools #writingstrategies #writingquality

Other Related Research

AbuSeileek, A. F. (2013). Using track changes and word processor to provide corrective feedback to learners in writing. *Journal of Computer Assisted Learning, 29*(4), 319–333.

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Aliakbari, M., & Raeesi, H. (2014). Teacher’s feedback and student’s preferences in an advanced writing course: A case study. *Advances in Language and Literary Studies, 5*(1), 62–64.

Allan, E. G., & Driscoll, D. L. (2014). The three-fold benefit of reflective writing: Improving program assessment, student learning, and faculty professional development. *Assessing Writing, 21*, 37–55.

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