

Annotated Bibliography of Research in the Teaching of English

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Introduction

Since 2003, RTE has published the annual “Annotated Bibliography of Research in the Teaching of English,” a list of curated and annotated works reviewed and selected by a large group of dedicated educator-scholars in our field. The goal of the annual bibliography is to offer a synthesis of the research published in the area of English language arts within the past year for *RTE* readers’ consideration. Abstracted citations and those featured in the “Other Related Research” sections were published, either in print or online, between June 2020 and June 2021. The bibliography is divided into nine sections, with some changes to the categories this year in response to the ever-evolving nature of research in the field. Small teams of scholars with diverse research interests and background experiences in preK–16 educational settings reviewed and selected the manuscripts for each section using library databases and leading scholarly journals. Each team abstracted significant contributions to the body of peer-reviewed studies that addressed the current research questions and concerns in their topic area.

Works listed in the “Other Related Research” sections include additional important research studies relevant to the topic area, position papers from leading organizations, notable reports, or comprehensive handbooks. The listings are selective; we make no attempt to include all research that appeared in the period under review.

The topic area sections of the bibliography are:

- Digital/Technology Tools
- Inclusive Literacy Instruction/Special Education Literacy
- Literary Response/Literature/Narrative
- Media Literacy
- Professional Development/Teacher Education
- Reading
- Second Language Literacy
- Social Justice/Critical Approaches
- Writing

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Digital/Technology Tools

This section focuses on digital literacy research that emphasizes technology and online platforms for instructional purposes. Studies examine uses of technological tools, including e-books/e-reading, coding, HyperDocs, online discussion, digital video production, video games, and digital portfolios; digital and multimodal writing, production, communication, and reading tools/apps; and how social networking, online feedback, augmented reality, synchronous and asynchronous learning models, and learning management systems enhance literacy instructional practices. In light of the lessons learned from the COVID-19 pandemic and increasing global demand for remote learning, priority was given to studies that address the use of digital technologies to facilitate literacy learning and the pedagogy, knowledge, and skills needed for teaching in online and hybrid contexts. (Robin Jocius, lead contributor)

Bond, M. (2020). Facilitating student engagement through the flipped learning approach in K–12: A systematic review. *Computers & Education*, 151, Article 103819. <https://doi.org/10.1016/j.compedu.2020.103819>

Reviews and synthesizes research (107 studies) published between 2012 and 2018 on the flipped learning approach in K–12 contexts. Illustrates that the majority of research has been undertaken in North American and Asian high schools and is heavily focused on student perceptions of flipped learning and achievement within STEM subjects. Finds that the flipped approach supports student engagement in the forms of increased interaction, enjoyment, participation, and confidence, with 93% of studies citing at least one dimension of behavioral, affective, or cognitive engagement. Suggests that future empirical research should ensure that all contextual information is included (such as year/level of student participants), that multiple methods of both quantitative and qualitative data collection are used, and that close attention is paid to grounding research in theory.

Carpenter, J. P., Trust, T., & Green, T. D. (2020). Transformative instruction or old wine in new skins? Exploring how and why educators use HyperDocs. *Computers & Education*, 157, Article 103979. <https://doi.org/10.1016/j.compedu.2020.103979>

Explores teacher uses and perceptions of HyperDocs as interactive, digital teaching and learning materials that are created, disseminated, and remixed by educators. Presents examples of HyperDocs as well as basic HyperDoc lesson plan templates. Utilizes open-ended surveys of 261 US educators and analyzes 62 sample HyperDocs in terms of their forms, elements, and purpose/intended outcomes, as well as the roles of students and teachers associated with the HyperDocs. Finds that teacher participants had varied definitions of HyperDocs and used them in diverse ways to support student engagement, pedagogical shifts, and educator change. Illustrates that while educators' goals for using HyperDocs focused on student choice, autonomy, and collaboration, fewer than one-third of the HyperDocs analyzed included features to support choice or collaborative learning. Suggests that researchers and educators consider HyperDocs when further assessing the capacities of crowdsourced teaching and learning initiatives for transforming teaching and student and teacher learning.

Danaei, D., Hamid, R., Jamali, H. R., Mansourian, Y., & Rastegarpour, H. (2020). Comparing reading comprehension between children reading augmented reality and print storybooks. *Computers & Education*, 153, Article 103900. <https://doi.org/10.1016/j.compedu.2020.103900>

Compares reading comprehension of children reading an augmented reality (AR) storybook with that of their counterparts reading traditional print versions of the same book. Reports on a study employing a quasi-experimental methodology design with 34 children aged 7 to 9 in Tehran, Iran, wherein the control group read a print storybook, the experimental group read an AR storybook with animations via tablet, and participants in both groups were asked to retell the story and answer comprehension questions immediately after reading. Using the Mann-Whitney

test for data analysis, finds a significant difference between the control and experimental groups in overall reading comprehension, with the experimental group scoring higher in retelling the story and answering comprehension questions; notes no significant difference between groups in retelling the theme and setting. Suggests that classroom presentation of related multimedia content with print storybooks could result in improvement in reading comprehension similar to that experienced by AR storybook readers.

Garcia, A., Guggenheim, A., Stamatis, K., & Dalton, B. (2021). Glimmers of care: Attending to the affective everyday in ninth-grade literacy classrooms. *Reading Research Quarterly*, 56(2), 337–354. <https://doi.org/10.1002/rrq.296>

Investigates how care was enacted and understood in nine 9th-grade ELA classrooms. Draws on affect theory to conceptualize care as an everyday and political phenomenon. Describes how researchers employed qualitative methods to examine observations, interviews, surveys, and students' multimodal compositions and artifacts from two yearlong cohorts. Finds that care was shaped by structures of space and pedagogy in classrooms and the manipulation of space and time, and that students' multimodal compositions offered opportunities for expressing forms of care. Indicates that care may be viewed as an emergent and relational literacy practice in and of itself. Recommends that teachers pay attention not only to how multimodal composing and sharing provides students with new kinds of care-infused sense-making, but also to the ways that small, everyday moments of care are revealed in affective glimmers that can reshape classroom communities.

Garcia, P., Fernández, C., & Okonkwo, H. (2020). Leveraging technology: How Black girls enact critical digital literacies for social change. *Learning, Media and Technology*, 45(4), 345–362. <https://doi.org/10.1080/17439884.2020.1773851>

Analyzes critical, digital literacy practices of 390 Black adolescent girls ages 13–17. Draws on Black feminist epistemologies to examine girls' experiences of knowing, being, and communicating in a technological world. Details researchers' use of qualitative methodology to examine participants' perspectives on technology use. Finds that Black adolescent girls use technology to create identities as social activists and to become part of networked communities. Concludes that technology offers opportunities for interacting with social issues across space and place. Encourages educators to honor and value Black girls' experiences and practices with technology.

Goodwin, A. P., Cho, S.-J., Reynolds, D., Brady, K., & Salas, J. (2020). Digital versus paper reading processes and links to comprehension for middle school students. *American Educational Research Journal*, 57(4), 1837–1867. <https://doi.org/10.3102/0002831219890300>

Evaluates outcomes of 371 middle grade readers' digital and paper reading processes when completing a reading task similar to standardized testing. Describes how researchers leveraged New Literacy theories and existing studies of digital and paper reading to ground the study. Finds that students engaged in more annotation when reading on paper versus reading digital text and that reading on paper resulted in slightly higher comprehension scores for longer sections of text. Concludes that meaningful differences in reading processes exist even when identical texts are read in different modes. Advocates for the provision of opportunities to read and annotate across a myriad of online and offline reading contexts.

Jang, B. G., Ryoo, J. H., & Smith, K. C. (2021). Latent profiles of attitudes toward print and digital reading among adolescents. *Reading and Writing: An Interdisciplinary Journal*, 34(5), 1115–1139. <https://doi.org/10.1007/s11145-020-10104-7>

Assesses the role attitudes play in determining reading profiles for twenty-first-century adolescent readers in digital and print formats. Examines data from over 4,000 middle school students in the United States. Identifies four stable and interpretable profiles of readers: (1) print-preferred readers, (2) willing readers, (3) reluctant readers, and (4) avid readers. Suggests that both purposes

for reading and modes of reading play a role in shaping and developing attitudinal profiles of adolescent readers. Recommends providing adolescents with multiple digital texts and tools to choose texts that align with their interests and background knowledge.

Kiili, C., Smith, B. E., Räikkönen, E., & Marttunen, M. (2021). Students' interpretations of a persuasive multimodal video about vaccines. *Journal of Literacy Research*, 53(2), 196–218. <https://doi.org/10.1177/1086296X211009296>

Examines adolescents' ($N = 404$) interpretations of themes and mode use in a persuasive video about vaccines. Leverages social semiotic theories of multimodality to understand adolescents' processes of textual interpretation. Finds that students' quality of reasoning in regard to their interpretations varied and was associated with topic knowledge. Suggests that students' interpretations of different modes were incomplete or that students neglected to include certain modes in their interpretations. Recommends providing students with opportunities to interpret and critique multimodal texts.

Marlatt, R., & Sulzer, M. A. (2021). Illuminating the dark side: A typology for preservice ELA teachers engaging in ideologies of digital texts. *E-Learning and Digital Media*, 18(3), 226–250. <https://doi.org/10.1177/2042753020980119>

Explores preservice ELA teachers' use of critical lenses to engage with digital texts. Uses a critical literacy and digital literacies framework to analyze qualitative data from a semester-long course to construct typological profiles of 27 preservice ELA teachers. Finds that preservice teachers have divergent perceptions of the role of digital texts in classroom instruction. Concludes that preservice teachers need opportunities to interrogate and criticize digital texts. Encourages the use of critical lenses to provide multiple pathways for analyzing, interpreting, and critiquing digital texts.

Melander Bowden, H., & Aarsand, P. (2020). Designing and assessing digital games in a classroom: An emerging culture of critique. *Learning, Media and Technology*, 45(4), 376–394. <https://doi.org/10.1080/17439884.2020.1727500>

Analyzes how fourth-grade students design and critique video games using Scratch, a block-based programming tool. Draws on theories of digital literacies and computational thinking to investigate programming as a set of social and cultural practices. Uses videoethnographic data to analyze discourse in school and home gaming contexts. Finds that students develop embedded social practices as well as coding skills. Suggests that students' collaborative critiques build aesthetic, ethical, and functional experiences and competencies. Encourages the use of collaborative critique in classrooms to develop twenty-first-century skills.

Nadler, R. (2020). Understanding “Zoom fatigue”: Theorizing spatial dynamics as third skins in computer-mediated communication. *Computers and Composition*, 58, Article 102613. <https://doi.org/10.1016/j.compcom.2020.102613>

Examines and theorizes the “Zoom fatigue” experience that occurs through prolonged use of computer-mediated communication (CMC) platforms. Employs actor network theory with research, observations, and personal accounts to investigate the use of synchronous online consultations within writing centers as matching sites for CMC exhaustion. Proposes the concept of “third skins” to account for how nuanced differences in space between synchronous online consultations and face-to-face exchanges mean participants are not engaged as human actors but “flattened” into a singular skin comprising person, background, and technology. Concludes that simultaneous CMC interactions require substantial cognitive efforts to negotiate aggregate layers within flattened participants. Suggests a framework for researchers and writing center leaders to test the ideas proposed and to develop mitigating strategies for future simultaneous CMC interactions.

Nichols, T. P., & Johnston, K. (2020). Rethinking availability in multimodal composing: Frictions in digital design. *Journal of Adolescent & Adult Literacy*, 64(3), 259–270. <https://doi.org/10.1002/jaal.1107>

Investigates a technology-rich humanities classroom to explore frictions that surfaced as students worked within and against digital texts and tools to create collaborative digital stories. Draws on social semiotic theories that argue multimodal composition can provide forms of meaning-making that extend beyond printed text and include a wider range of available semiotic resources. Complicates existing theories by demonstrating how this availability does not follow inevitably from use of digital tools but is influenced by the interplay of often-invisible infrastructures (e.g., hardware, interfaces, algorithms, code). Finds that focusing on frictions in multimodal composing can help teachers understand the hidden infrastructures that students work within and against as they engage in digital literacy practices. Suggests that critical understandings of these infrastructures can support educators in creating more equitable conditions for multimodal literacy learning.

Parrella, J., Leggette, H. R., & Redwine, T. (2021). Measuring the correlation between digital media usage and students' perceived writing ability: Are they related? *Research in Learning Technology*, 29. <https://doi.org/10.25304/rlt.v29.2506>

Explores whether time spent using digital media (i.e., text messaging and social media) influences students' media writing self-perceptions (MWSPs). Compares students' perceived writing ability using the MWSP scale and time spent using digital media with the social networking time use scale (SONTUS). Finds that correlations between students' MWSP scores and SONTUS scores were statistically insignificant, suggesting that time spent using digital media does not negatively influence perceived writing abilities. Indicates that as students' social media use increased, so did their abilities to identify differences between writing for social media and writing for professional publications. Encourages educators to adapt teaching strategies alongside changing digital technologies to make space for the impact of new media and technology on students' writing ability.

Schwabe, A., Brandl, L., Boomgaarden, H. G., & Stocker, G. (2021). Experiencing literature on the e-reader: The effects of reading narrative texts on screen. *Journal of Research in Reading*, 44(2), 319–338. <https://doi.org/10.1111/1467-9817.12337>

Investigates whether readers' emotional and cognitive reading experiences of literary texts vary based on medium of text: printed book or e-reader. Reports on a study that used a between-subjects experimental design with 207 participants who read a novel either in a printed book form or on an e-reader and then completed a reading comprehension test and questionnaires about their cognitive and emotional experiences. Finds that neither of the two reading media were superior for reading speed or reading comprehension, nor did either group of readers differ significantly across a broad range of cognitive and emotional reading experience measures. Concludes that e-readers, compared with printed books, do not affect either reading performance or the cognitive and emotional experience of reading a narrative text. Suggests that future research resume investigation of the importance of individual differences for the digital reading process.

Strømman, E. (2021). Crossover literacies: A study of seventh graders' multimodal representations in texts about *Pokémon Go*. *Computers and Composition*, 59, Article 102629. <https://doi.org/10.1016/j.compcom.2021.102629>

Analyzes two students' multimodal representations in texts about *Pokémon Go* and their participation in talks around their texts. Combines semiotic analysis with ethnographic accounts of students' use in context. Finds that multimodal representations in the *Pokémon Go* writing task connect with students' lifeworlds and the gaming context. Argues that the *Pokémon Go* writing task positions students as active creators of content and demonstrates purposeful and innovative uses of semiotic resources in self-representation, stance-taking, and audience awareness.

Suggests that the iPad facilitates multimodal and digital crossovers between leisure activities and school subjects. Recommends that educators consider how game-based literacy practices could be transferred into academic settings.

Other Related Research

Bonneton-Botté, N., Fleury, S., Girard, N., Le Magadou, M., Cherbonnier, A., Renault, M., Anquetil, E., & Jamet, E. (2020). Can tablet apps support the learning of handwriting? An investigation of learning outcomes in kindergarten classroom. *Computers & Education*, 151, Article 103831. <https://doi.org/10.1016/j.compedu.2020.103831>

Chen, G., Lo, C. K., & Hu, L. (2020). Sustaining online academic discussions: Identifying the characteristics of messages that receive responses. *Computers & Education*, 156, Article 103938. <https://doi.org/10.1016/j.compedu.2020.103938>

Costley, J., & Fanguy, M. (2021). Collaborative note-taking affects cognitive load: The interplay of completeness and interaction. *Educational Technology Research and Development*, 69(2), 655–671. <https://doi.org/10.1007/s11423-021-09979-2>

Falloon, G. (2020). From digital literacy to digital competence: The teacher digital competency (TDC) framework. *Educational Technology Research and Development*, 68(5), 2449–2472. <https://doi.org/10.1007/s11423-020-09767-4>

Hostetler, K., & Luo, T. (2021). Managing cognitive load in information literacy instruction. *Educational Technology Research and Development*, 69(2), 583–606. <https://doi.org/10.1007/s11423-021-09962-x>

Howell, E., Perez, S., & Abraham, W. T. (2021). Toward a professional development model for writing as a digital, participatory process. *Reading Research Quarterly*, 56(1), 95–117. <https://doi.org/10.1002/rrq.294>

Jimenez, C., Clark, L. S., Kennedy, H., Nisle, S., Engle, C., Matyasac, S., & Anyon, Y. (2021). The art of youthful restraint: Negotiating youth-adult relations in digital media literacy. *Learning, Media and Technology*, 46(2), 190–203. <https://doi.org/10.1080/17439884.2021.1888118>

Li, Y., Chen, K., Su, Y., & Yue, X. (2021). Do social regulation strategies predict learning engagement and learning outcomes? A study of English language learners in wiki-supported literature circles activities. *Educational Technology Research and Development*, 69(2), 917–943. <https://doi.org/10.1007/s11423-020-09934-7>

Marsh, V. L. (2021). Broadening student and teacher participation: Multimodal projects in a classroom affinity space. *Journal of Adolescent & Adult Literacy*, 64(5), 521–529. <https://doi.org/10.1002/jaal.1134>

Morrison, J. D. (2021). “Sometimes, I Just Go on a Pinning Spree”: How one middle schooler negotiates multimodal platforms. *Journal of Adolescent & Adult Literacy*, 64(5), 553–562. <https://doi.org/10.1002/jaal.1133>

Pacheco, M. B., Smith, B. E., Deig, A., & Amgott, N. A. (2021). Scaffolding multimodal composition with emergent bilingual students. *Journal of Literacy Research*, 53(2), 149–173. <https://doi.org/10.1177/1086296X211010888>

Reichert, F., Zhang, D. J., Law, N. W. Y., Wong, G. K. W., & de la Torre, J. (2020). Exploring the structure of digital literacy competence assessed using authentic software applications. *Educational Technology Research and Development*, 68(6), 2991–3013. <https://doi.org/10.1007/s11423-020-09825-x>

Stewart, O. G., Hsieh, B., Smith, A., & Pandya, J. Z. (2021). What more can we do? A scalar approach to examining critical digital literacies in teacher education. *Pedagogies: An International Journal*, 16(2), 125–137. <https://doi.org/10.1080/1554480X.2021.1914054>

Walsh-Moorman, E. A., Pytash, K. E., & Ausperk, M. (2020). Naming the moves: Using lateral reading to support students’ evaluation of digital sources. *Middle School Journal*, 51(5), 29–34. <https://doi.org/10.1080/00940771.2020.1814622>

Yamaç, A., Öztürk, E., & Mutlu, N. (2020). Effect of digital writing instruction with tablets on primary school students' writing performance and writing knowledge. *Computers & Education*, 157, Article 103981. <https://doi.org/10.1016/j.compedu.2020.103981>

Zenouzagh, Z. M. (2020). Syntactic complexity in individual, collaborative and e-collaborative EFL writing: Mediating role of writing modality, L1 and sustained development in focus. *Educational Technology Research and Development*, 68(6), 2939–2970. <https://doi.org/10.1007/s11423-020-09818-w>

Inclusive Literacy Instruction / Special Education Literacy

The research in this section presents work on effective literacy teaching and learning in inclusive classrooms for students with a wide range of learning differences. While some studies address a general need for inclusive practices without specifying types of learning differences, others focus on groups of students with specific needs—for instance, those with autism spectrum disorder, those who are deaf or hard of hearing, or students with severe reading difficulties. The selections come from both special education journals and literacy journals, and offer diverse methodological and theoretical approaches. Many studies explore co-teaching with general and special education teachers, emphasizing the continuing need for reading interventions and explicit instruction in vocabulary and comprehension strategies across ages, content areas, and literacies (e.g., computational literacy). Other themes concern the need for critical literacy and culturally relevant approaches for students with learning disabilities, and the importance of representation of disabilities in literature, both for preservice teachers and in preK–12 classrooms. (Anne Crampton, lead contributor)

Burns, M. K., Maki, K. E., Brann, K. L., McComas, J. J., & Helman, L. A. (2020). Comparison of reading growth among students with severe reading deficits who received intervention to typically achieving students and students receiving special education. *Journal of Learning Disabilities*, 53(6), 444–453.

Describes a quasi-experimental study focused on reading growth across almost 500 participants in selected urban schools with a range of reading profiles, from typically achieving students through those with severe reading deficits. Compares the reading growth of students with and without learning disabilities and students with or without reading problems receiving Tier 2 reading interventions using a response-to-intervention model. Analyzes covariance using slope of reading growth as the dependent variable and student groups as the independent variable. Supports the effectiveness of small-group reading interventions for students who have the lowest reading skills. Stresses the importance of response-to-intervention models for students with specific learning disabilities.

Chang, Y.-C., Menzies, H., & Osipova, A. (2020). Reading comprehension instruction for students with autism spectrum disorder. *The Reading Teacher*, 74(3), 255–264.

Uses a single case study and an instructional plan from a fourth-grade general education classroom to illustrate targeted approaches and resources aimed at understanding and supporting comprehension for students with autism spectrum disorder who may present with complicated reading abilities. Suggests strategies for teachers working with students with autism spectrum disorder to support particular comprehension skills such as reading for different perspectives, connecting expository and narrative elements across and beyond texts, and discerning important details from irrelevant ones. Notes that these strategies will likely benefit comprehension skills for all students.

Dazzeo, R., & Rao, K. (2020). Digital Frayer model: Supporting vocabulary acquisition with technology and UDL. *Teaching Exceptional Children*, 53(1), 34–42.

Details the use of an action research design with two teachers collaborating and co-teaching seven vocabulary words from Sophocles's *Antigone*—using the Frayer model, graphic organizers,

and explicit instruction—to students in an inclusive secondary ELA classroom. Finds that digital tools, such as the multimodal aspects of Google Slides, provided opportunities for teachers to engage and assist students to actively participate in explicit vocabulary instruction and thereby increase their word acquisition. Suggests that effective vocabulary instruction using technology and principles of the Universal Design for Learning framework increases literacy skills across the curriculum for all students.

Donovan, S., & Weber, R. (2021). Navigating characters, coursework, and curriculum: Preservice teachers reading young adult literature featuring disability. *English Education*, 53(3), 204–223.

Uses constant comparative analysis from surveys and interviews with preservice teachers to identify what experiences they had with reading about disability in general and reading young adult literature featuring one or more characters with a visible disability. Describes key differences between the clinical lens of special education and the sociocultural lens of disability studies. Examines the knowledge and attitudes preservice teachers might use in unit planning, finding that most participants had minimal exposure to literature and readings on disability, and their framing of disability offered a limiting view of disability in unit planning. Points to the need for teacher education programs to develop a critical reading stance and suggests that the application of both a perspective framework and a disability studies lens may assist teachers in cultivating an inclusive-affirming reading life and ELA classroom.

Freeman-Green, S., Driver, M. K., Wang, P., Kamuru, J., & Jackson, D. (2021). Culturally sustaining practices in content area instruction for CLD students with learning disabilities. *Learning Disabilities Research & Practice*, 36(1), 12–25.

Addresses the need for culturally relevant and sustaining texts and materials for culturally and linguistically diverse students with learning disabilities. Reviews the research on culturally sustaining pedagogies for content area instruction in reading, writing, and math. Includes comprehension strategies and activities to support students before, during, and after reading. Concludes that within a multitiered system of supports, teachers should also consider the unique cultural and linguistic needs of students when planning interventions. Provides rubrics and guiding questions for teachers to promote culturally relevant and sustaining texts and practices.

Iimura, D., Ishida, O., Takahashi, S., Yokoi, H., & Miyamoto, S. (2021). A questionnaire survey about support requests from school-age children and adolescents who stutter. *Language, Speech, and Hearing Services in Schools*, 52(2), 717–727. https://doi.org/10.1044/2020_LSHSS-20-00069

Explores academic and social requests from children who stutter (CWS) and adolescents who stutter. Analyzes qualitative survey data from Japanese students who were either diagnosed or self-identified as stuttering (43 elementary and 25 secondary). Identifies themes related to preferred attitudes and responses from teachers to support CWS in their classroom communication. Finds similar requests across age levels, with the most common desired social responses described as listening attentively, treating naturally, and managing teasing. Stresses the importance of accommodations to support literacy and communication demands for children and adolescents who stutter, such as making arrangements to shorten or eliminate full-class introductions, moving to small groups or partners for oral presentations, and changing requirements for public demonstrations of reading aloud. Notes that without accommodations, stuttering may diminish outcomes for individuals who have negative classroom communication experiences. Concludes that CWS are likely to have requests for teachers and peers, but may not be asked what these are.

Jozwik, S. L., & Rice, N. E. (2020). Analyzing the portrayal of characters with reading difficulties in realistic fiction. *Journal of Adolescent & Adult Literacy*, 64(2), 167–179.

Examines realistic fictional texts featuring positive and dynamic portrayals of characters with reading difficulties. Reviews 19 published studies describing over 650 texts containing fictional characters with disability labels and/or reading difficulties. Provides links to book lists compil-

ing diverse titles, and also seeks to update such lists through critical analysis of current fictional portrayals. Highlights 14 books that feature respectful representations of characters with reading difficulties, suggesting that respectful portrayals and critical literacy approaches to texts contribute meaningfully to empathy-building in the classroom learning community while also offering necessary representations of reading difficulties for students who have similar difficulties.

Kearns, D. M., Lyon, C. P., & Pollack, M. S. (2021). Teaching world and word knowledge to access content-area texts in co-taught classrooms. *Intervention in School and Clinic*, 56(4), 208–216.

Describes a repeatable instructional routine designed to effectively and efficiently support content area literacy instruction for special education and general education students in a co-taught classroom. Focuses on improving access to conceptual and informational knowledge through teaching world (context, background) knowledge and word (vocabulary, linguistic) knowledge. Offers an extended illustration of how to teach world knowledge effectively and efficiently for both special and general education teachers, highlighting the following strategies: direct instruction, connecting to prior learning, using visuals and videos, promoting the text, and eliciting student participation. Details how to effectively teach word knowledge, including word selection, identification of vocabulary that can be taught quickly in contrast to vocabulary requiring more layered instruction, and strategies for students to quickly access meanings, link them to the text, and check for understanding. Presents concrete methods for teachers and co-teachers to support all students in accessing concepts and information in complex content area texts.

Kurth, J. A., Miller, A. L., & Toews, S. G. (2020). Preparing for and implementing effective inclusive education with participation plans. *Teaching Exceptional Children*, 53(2), 140–149.

Uses a single case study to describe the process and effectiveness of a participation plan developed for a student with learning disabilities in her 11th-grade history class. Finds that participation plans provide teachers with a systematic approach to data collection to determine the effectiveness of instruction in inclusive settings, thus ensuring that students with disabilities can access the general education curriculum. Offers specific steps for teachers to take when developing a participation plan, as well as a template for organizing data gathered using research-based practices such as an ecological assessment. Indicates that organization tools, like the participation plan, provide teachers with a systematic approach to data collection to determine the effectiveness of instruction in inclusive settings.

Moleko, M. M., & Mosimege, M. D. (2021). Flexible teaching of mathematics word problems through multiple means of representation. *Pythagoras*, 42(1), Article a575. <https://doi.org/10.4102/pythagoras.v42i1.575>

Challenges the common instructional practice of teaching rote formulaic applications to solve mathematics word problems. Examines the incorporation of a Universal Design for Learning (UDL) framework used by secondary mathematics teachers in South Africa teaching word problems to students with a range of literacy and numeracy skills. Describes the use of an exploratory, descriptive case study design to investigate the ways five secondary mathematics teachers in Free State, South Africa, implemented one aspect of UDL, multiple means of representation, when teaching mathematical word problems. Finds both effectiveness and efficiency in using multiple means of representing the text of word problems to support students in making connections to prior knowledge. Outlines other specific strategies for mathematics teachers to use when teaching word problems, such as explicit instruction of specific math phrases, terms, and symbols that might have opposite meanings in students' native or cultural language. Suggests that representing math terms and concepts in a variety of ways improves students' problem-solving skills and other mathematics content knowledge.

Prado, Y., Jacob, S., & Warschauer, M. (2021). Teaching computational thinking to exceptional learners: Lessons from two inclusive classrooms. *Computer Science Education*. Advance online publication. <https://doi.org/10.1080/08993408.2021.1914459>

Examines teachers' use of Scratch, an instructional practice for teaching computational thinking within a computer science curriculum, in two fourth-grade classrooms: an inclusive general education classroom, and a gifted and talented education classroom. Finds that scaffolding explicit instructional practices increases computational literacy for students with disabilities. Recommends expanding the Computer Science for All (CSforAll) initiative beyond student participation in computer science classrooms to include explicit instructional strategies and scaffolding to assist students with disabilities to think computationally and engage in peer problem-solving discussions. Suggests that these explicit instructional practices will increase computational literacy for all students with disabilities.

Roberts, G. J., Cho, E., Garwood, J. D., Goble, G. H., Robertson, T., & Hodges, A. (2020). Reading interventions for students with reading and behavioral difficulties: A meta-analysis and evaluation of co-occurring difficulties. *Educational Psychology Review*, 32(1), 17–47.

Compares the extent to which a reading intervention or a combination of reading and behavioral treatments affected reading outcomes for students with reading difficulties and behavioral difficulties. Identifies moderators to determine the conditions under which these interventions were most efficacious. Finds statistical significance for the improvement of reading outcomes for students with reading difficulties and behavioral difficulties with a behavior support component as a significant moderator. Notes that implementing reading interventions not associated with improvement of behavioral outcomes did not improve reading outcomes. Points to positive outcomes for teachers who implement systematic, explicit, interventions in small groups for elementary students with reading and behavior difficulties.

Schwarz, A. L., Jurica, M., Matson, C., Stiller, R., Webb-Culver, T., & Abdi, H. (2020). Storybook selection criteria used by teachers of d/Deaf and hard-of-hearing prereaders communicating in English. *Deafness and Education International*, 22(3), 176–211. <https://doi.org/10.1080/14643154.2019.1572284>

Describes the challenges of choosing read-aloud storybooks for d/Deaf and hard-of-hearing prereaders who communicate predominantly in spoken and/or signed English (DHH-English). Explains the difficulty for teachers of the d/Deaf in teaching English language and literacy skills (sequencing, sight words, auditory verbal comprehension) through the use of storybooks. Proposes an author-designed difficulty-level system for storybooks using a two-tiered glossary and a difficulty scale. Notes that teachers of the d/Deaf can pair this book selection system with the existing read-aloud interventions designed to increase English oral language for DHH-English students.

Shelton, A., Lemons, C. J., & Wexler, J. (2021). Supporting main idea identification and text summarization in middle school co-taught classes. *Intervention in School and Clinic*, 56(4), 217–223.

Explores the benefits of creating inclusive, literacy-rich content area classrooms for co-teachers. Describes two evidence-based practices from the Content Area Literacy Instruction (CALI) instructional framework that promote the improvement of reading comprehension in middle school students. Explains how explicit instruction used in two comprehension strategies, Get the Gist and Associate Gist, supports text summarization through work with main idea identification. Offers possibilities for extending instruction through peer-mediated instruction. Provides detailed guidance for co-teachers to incorporate specific supports for students with and without learning challenges in an inclusive middle school classroom.

Shih-en Leu, G. (2020). My life the way I see it: Reconstructing minoritized youth with disabilities as critical thinkers. *Journal of Adolescent & Adult Literacy*, 64(2), 181–190. <https://doi.org/10.1002/jaal.1083>

Examines the critical and creative compositions of four minoritized secondary students with specific learning disabilities who identified as Mexican American. Draws on artifacts—student

work from a literary journal—as well as interviews conducted one year after the publication of the journal. Describes a collaborative process of interpretation with participants when arriving at common themes related to their experiences, both with policing and being labeled and disciplined as special education students. Uses counternarrative storytelling as the method of analysis in reconstructions of identity that challenge negative perceptions of disabilities, instead portraying participants' willingness to learn, persistence despite difficulties, and hope for successful futures. Offers ideas for powerful scaffolded critical literacy education for minoritized students with disabilities. Makes a plea for general and special education teachers to work together to invite critical literacy expressions for students with disabilities that include creation of both alphabetic and visual texts, to use principles and tools for universal design, and to engage in dialogue about students' lived experiences.

Wexler, J. (2021). Improving instruction in co-taught classrooms to support reading comprehension. *Intervention in School and Clinic*, 56(4), 195–199.

Focuses on supporting reading comprehension in the content areas using a co-teaching model, with teaching partners consisting of a special education teacher and a middle school content area teacher. Describes a content area literacy instructional model that offers content learning with co-occurring literacy instruction geared toward, but not exclusive to, students receiving special education services. Notes that literacy-focused lessons require co-teachers to use purposefully selected texts that align with the curriculum while also providing literacy instruction. Includes details about literacy instruction, such as text selection, background knowledge, vocabulary knowledge, and use of comprehension strategies.

Other Related Research

Atanga, C., Jones, B. A., Krueger, L. E., & Lu, S. (2020). Teachers of students with learning disabilities: Assistive technology knowledge, perceptions, interests, and barriers. *Journal of Special Education Technology*, 35(4), 236–248.

Barnes, M. A., Clemens, N. H., Fall, A.-M., Roberts, G., Klein, A., Starkey, P., McCandliss, B., Zucker, T., & Flynn, K. (2020). Cognitive predictors of difficulties in math and reading in pre-kindergarten children at high risk for learning disabilities. *Journal of Educational Psychology*, 112(4), 685–700.

Beneke, M. R., & Cheatham, G. A. (2020). Teacher candidates talking (but not talking) about dis/ability and race in preschool. *Journal of Literacy Research*, 52(3), 245–268. <https://doi.org/10.1177/1086296X20939561>

Compton-Lilly, C. F., Mitra, A., Guay, M., & Spence, L. K. (2020). A confluence of complexity: Intersections among reading theory, neuroscience, and observations of young readers. *Reading Research Quarterly*, 55(S1), S185–S195. <https://doi.org/10.1002/rrq.348>

Hendricks, E. L., & Fuchs, D. (2020). Are individual differences in response to intervention influenced by the methods and measures used to define response? Implications for identifying children with learning disabilities. *Journal of Learning Disabilities*, 53(6), 428–443.

Howard, R., Eisenson, V., & Nye, H. (2021). Disruption through differentiation: Poetry in the full-inclusion classroom. *English Journal*, 110(3), 98–100.

Lopes-Murphy, S. A., & Murphy, C. G. (2020). English learning and learning disabilities: Has research made its way into practice? *Mid-Western Educational Researcher*, 32(4), 304–330.

Love, H. R., & Horn, E. (2021). Definition, context, quality: Current issues in research examining high-quality inclusive education. *Topics in Early Childhood Special Education*, 40(4), 204–216.

Miller, A. (2020). Disabled girls of color excavate exclusionary literacy practices and generate promising sociospatial-textual solutions. *International Journal of Qualitative Studies in Education*. Advance online publication. <https://doi.org/10.1080/09518398.2020.1828649>

Peltier, T. K., Washburn, E. K., Pulos, J. M., & Peltier, C. (2020). Measuring special education preservice teachers' knowledge, reflective ability, and tutored student outcomes on foundational literacy skills. *Insights into Learning Disabilities*, 17(1), 1–33.

- Pindiprolu, S. S., & Marks, L. J. (2020). Preventing summer reading slide: Examining the effects of two computer-assisted reading programs. *Rural Special Education Quarterly*, 39(3), 116–127.
- Reagan, T., Matlins, P. E., & Pielick, C. D. (2021). Deaf epistemology, sign language and the education of d/Deaf children. *Educational Studies*, 57(1), 37–57. <https://doi.org/10.1080/00131946.2021.1878178>
- Rosenberg, L., & Kerschbaum, S. (2021). Entanglements of literacy studies and disability studies. *College English*, 83(4), 267–280.
- Thwala, S. K., Ugwuanyi, C. S., Okeke, C. I. O., & Gama, N. N. (2020). Teachers' experiences with dyslexic learners in mainstream classrooms: Implications for teacher education. *International Journal of Higher Education*, 9(6), 34–43.
- Tondreau, A., & Rabinowitz, L. (2021). Analyzing representations of individuals with disabilities in picture books. *The Reading Teacher*, 75(1), 61–71.
- Wang, C., Fu, W., Cheng, L., Wang, Y., & Duan, S. (2021). Teaching with picture books on deaf and hard-of-hearing students' creativity. *Journal of Deaf Studies and Deaf Education*, 26(2), 278–295. <https://doi.org/10.1093/deafed/enaa041>
- Worthy, J., Daly-Lesch, A., Tily, S., Godfrey, V., & Salmerón, C. (2021). A critical evaluation of dyslexia information on the internet. *Journal of Literacy Research*, 53(1), 5–28. <https://doi.org/10.1177/1086296X20986921>

Literary Response / Literature / Narrative

Articles selected for this section provide insights about critical engagement with youth literature in a variety of formats, multiple and expansive forms of literary response, and research about the socio-cultural complexity and discourses of literature / literary response. Many selections offer important considerations and guidance for practitioners. Topics include representations of food insecurity, race, religion, immigration, artificial intelligence, gender, and sexuality; use of picture books for social and emotional learning and as mentor texts for multilingual students; critical analysis of canonical texts, graphic novel adaptations, Common Core book exemplars, science trade books, and Black science fiction; and play as reader response. (Sara K. Sterner, lead contributor)

- Acevedo-Aquino, M. V. (2021). Representations of food insecurity in contemporary picturebooks. *Bookbird: A Journal of International Children's Literature*, 59(2), 5–14. <https://doi.org/10.1353/bkb.2021.0013>

Discusses the predominance of food insecurity as a global issue and the dearth of its representation in contemporary picture books, especially when written as a separate issue from poverty. Examines the representation of who experiences food insecurity and how it is portrayed in four picture books using critical multicultural analysis while also deconstructing the normative narratives and power relations depicted. Analyzes each individual text among the texts as a set, and looks beyond the texts to the sociocultural and political contexts. Reveals concerns about limited representation, erasure of contexts and voices experiencing food insecurity, overrepresentation of whiteness, and the problematic positioning of food insecurity as an individual and not systemic or societal problem.

- Clark, C. T., Chrisman, A., & Lewis, S. G. (2021). Using picturebooks to teach with and against social and emotional learning. *Language Arts*, 98(5), 246–259.

Productively disrupts the adoption of social and emotional learning (SEL) state standards that reinforce dominant, problematic social actions by providing a framework for critiquing SEL mandated standards by selecting picture books that can be taught with and against them. Utilizing critical literacy, pairs four SEL standards with four unique, high-quality picture books, accompanied by explanations of reading *with* and *against* that teachers can adopt in their classrooms for effective, intellectual, and critical SEL work. Allows the complexity and reality of social and emotional well-being to be authentically discussed and developed for K–12 students by using

picture books to juxtapose critical *with* and *against* readings. Includes pedagogical lenses and actions to adopt in classroom settings, and offers anchor questions to guide teacher selection and teaching of SEL picture books that successfully help students mobilize their emotions.

Davis, J. M., Pearce, N., & Mullins, M. (2021). Missing boys: The limited representation of Black males in Caldecott books. *Journal of Children's Literature*, 47(1), 10–20.

Reviews the value of authentic and culturally relevant literature as a core component of developing literacy skills, self-concept, and understanding of others. Uses critical multiculturalism to frame content analysis of representations of Black males as protagonists in and creators of Caldecott Medal and honor books from 1995 to 2020. Finds that Black male protagonists and creators are underrepresented in Caldecott books and when represented, characters are depicted in limited roles or narrowed historical contexts. Provides extended analysis of six Caldecott books that include positive, culturally relevant, and agentic representation of Black males demonstrating everyday diversity beneficial to all readers, especially Black males. Encourages teacher responsibility for critical analysis and thoughtful selection of books to ensure that students' identities are mirrored in the culturally relevant books included in their learning environments.

Durand, E. S., Glenn, W. J., Moore, D., Groenke, S. L., & Scaramuzzo, P. (2021). Shaping immigration narratives in young adult literature: Authors and paratextual features of USBBY Outstanding International Books, 2006–2019. *Journal of Adolescent & Adult Literacy*, 64(6), 665–674. <https://doi.org/10.1002/jaal.1149>

Examines 14 books from the United States Board on Books for Young People Outstanding International Books List. To ground the analysis, reviews scholarship on immigration-themed young adult books, award committees and processes, and ongoing discussions of diversity and equity in youth literature. Describes how data collection and analysis focused on author positionality and paratextual features. Through analysis of paratextual features, finds that authors wrote from four sociocultural proximities to immigration: (1) primary and secondary sources, (2) lived experiences of immigrants, (3) places and people encountered, and (4) personal lived experiences. Indicates that the first three positions were dominant while only one author fit the fourth. Discusses the importance of critical evaluation of award-winning and honor books and offers questions for readers to consider regarding representation, author positionality, and implied audience.

Dyches, J., & Thomas, D. (2020). Unsettling the “White savior” narrative: Reading *Huck Finn* through a critical race theory/critical whiteness studies lens. *English Education*, 53(1), 35–53.

Analyzes the delivery of antiracist instruction of a canonical literary text in an 11th-grade American literature class during a unit on *Adventures of Huckleberry Finn*. Defining antiracism instruction in actionable terms, examines the successes and challenges that arise when students employ a critical race theory / critical whiteness studies lens. Finds that students' written responses and class discussions demonstrated the use of a critical race lens when reading, which deepened their comprehension of the text. Notes that some White students resisted this nontraditional reading and teaching of the text, exhibiting discourse strategies to insulate their whiteness or expressing White rage. Provides a rationale for why English teachers should disrupt canonical texts with antiracist pedagogies that can be shared with school communities and stakeholders.

Flint, T. K. (2020). Responsive play: Creating transformative classroom spaces through play as a reader response. *Journal of Early Childhood Literacy*, 20(2), 385–410. <https://doi.org/10.1177/1468798418763991>

Combines theories of play and reader response to inductively construct and extend a theory of responsive play. Details the use of thematic and comparative analysis as part of a descriptive qualitative study to examine meaning-making processes and text response in the form of play and interaction in a first-grade classroom literacy center. Reveals that responsive play provided

students with extensive opportunities to develop and demonstrate experiential knowledge, funds of knowledge, intertextuality, and extended literacy learning. Argues that responsive play is a socioculturally informed activity that expands the currently conceptualized forms of reader response and is a powerful source of complex academic learning. Suggests that responsive play should be implemented as a valued intellectual experience in classrooms.

Ginsberg, R., & Glenn, W. J. (2020). Moments of pause: Understanding students' shifting perceptions during a Muslim young adult literature learning experience. *Reading Research Quarterly*, 55(4), 601–623. <https://doi.org/10.1002/rrq.285>

Examines reader responses of 16 ninth-grade students in an urban high school across 10 weeks as they read and discussed young adult novels centering Muslim characters and Islam in literature circles. Uses thematic analysis to explore pre- and post-anticipation guides, classroom discussions, participant artifacts, and student reflections. Expresses findings as “pauses” that describe themes at four chronologically distinct moments in the study: (a) Pause 1 details othering of Muslims, (b) Pause 2 details expressions of awareness, (c) Pause 3 details nuanced understandings, and (d) Pause 4 details the development of empathetic and critical stances. Notes that Pauses 1–3 still privileged participants' own culture while Pause 4 suggested movement toward challenging initial assumptions. Points to the importance of understanding changing reader perceptions through participation in literary experiences. Discusses implications for educators in designing instructional sequences that engage students in culture, empathy, and critical awareness.

Gomez-Najarro, J. (2020). Children's intersecting identities matter: Beyond rabbits and princesses in the Common Core book exemplars. *Children's Literature in Education*, 51(3), 392–410. <https://doi.org/10.1007/s10583-019-09390-9>

Outlines the Common Core State Standards' role in schools, the use and influence of the Common Core text exemplars as instructional materials, and the long-standing underrepresentation and/or misrepresentation of minoritized identities in instructional materials. Examines 20 fictional text exemplars for grades 2–3 using intersectional analysis of representation of both individual character and social group identity markers. Finds a marked mismatch between text representation and student populations in schools. Explores how these limited and stereotyped depictions of protagonists create normalizing discourses about who is valued and reinforce white supremacy and patriarchal power dynamics. Exhorts educators to interrogate instructional materials before using them with students, to engage in critical discussions of the exemplars, and to expose students to texts outside of the exemplar list that are diverse, inclusive, and intersectional.

Kachorsky, D., & Reid, S. F. (2020). The covers of young adult novels and their graphic novel adaptations: A qualitative multimodal content analysis. *Literacy Research: Theory, Method, and Practice*, 69(1), 303–319. <https://doi.org/10.1177/2381336920937303>

Examines the covers of 21 young adult books adapted to graphic novel (GN) format. Describes the use of qualitative multimodal content analysis guided by theories of visual culture and a social semiotic perspective of multimodality. Finds that YA novel covers present more realistic (higher modality) images than GN versions, GN covers center characters as opposed to the YA covers' emphasis on theme or symbolic images, and GN covers tend to shift to a portrayal of an older character. Finds commonalities in design elements that link YA and GN versions. Discusses the nonneutrality of adapted texts and calls for more research on how publishers perceive youth, represent youth, and market to youth.

Lindblom, K., Rivera, A., & Radice, M. (2020). Future perfect? Exploring artificial intelligence through young adult literature. *English Journal*, 109(6), 73–80.

Explores critical questions concerning artificial intelligence (AI) through young adult literature focusing on how the humanities are critical in successful AI implementation and development. Analyzes blog posts from a semester-long course on AI in YA literature identifying themes related

to current and future outcomes for technology and society. Notes that contemporary YA literature and film lends itself to this exploration, especially the novels *Scythe*, *The Six*, *Illuminae: The Illuminae Files_01*, and *Dare Mighty Things*. Provides a series of robust questions teachers can adopt in their own pedagogical practice to explore themes of AI autonomy, fail-safes, life-extending AI, and robotic rights that are valuable and informative. Supports teaching texts about AI with a humanist lens that can inform a teacher's pedagogical approach to popular and timely novels.

Machado, E., & Flores, T. T. (2021). Picturebook creators as translingual writing mentors. *Language Arts*, 98(5), 235–245.

Examines how intentionally selecting and teaching linguistically diverse picture books empowers multilingual students as writing experts. Translates theory to practice by accessibly articulating theories of translingual writing and translingual approaches in picture books that can be employed in the classroom as mentor texts. Shares powerful pedagogical practices that honor, cultivate, and expand students' languages and ways of communicating via writing through translingual literacies using picture-book creators as writing mentors. Includes a table of 20 high-quality picture books with translingual authors and/or illustrators, accompanied by the themes the study authors discovered in their content analysis of text, illustrations, and peritextual elements. Offers pragmatic considerations teachers should take into account when selecting and teaching classroom texts and when evaluating novice writers to affirm students and their language capacities through an assets-based view.

May, L., Crisp, T., Bingham, G. E., Schwartz, R. S., Pickens, M. T., & Woodbridge, K. (2020). The durable, dynamic nature of genre and science: A purpose-driven typology of science trade books. *Reading Research Quarterly*, 55(3), 399–418. <https://doi.org/10.1002/rrq.274>

Reviews 400 science trade books using qualitative content analysis focused on design elements and scientific discourses. Offers a trade book typology with two main categories: *lived lives of scientists* (stories of people who have contributed to scientific understanding) and *accepted knowledge* (an author communicates knowledge recognized as reliable by a scientific community). Textures aspects of the two main categories using 13 subcategories, providing an overall typology that contests assumptions about science trade books, such as the idea that science writing is either narrative or expository. Provides a fuller account of the discourses, text formats, and graphical representations in science trade books. Discusses implications of the typology, including considerations for teachers selecting texts for the delivery of disciplinary knowledge across age ranges, and considerations about how students gain access to varying scientific discourses.

Toliver, S. R. (2020). "I desperately need visions of Black people thriving": Emancipating the fantastic with Black women's words. *Journal of Adolescent & Adult Literacy*, 64(3), 323–332. <https://doi.org/10.1002/jaal.1112>

Examines Black women's science fiction (SF) reading histories through thematic analysis of two open-ended survey questions. Focuses on the features of SF that Black women value. Discusses the importance of understanding these features by calling forth how prevalent features of SF emerge from the White imagination, resulting in hostile environments for Black and Brown readers. Describes themes of searching for minoritized characters and authors, searching for escapist narratives, and searching for mirrors and telescopes. Offers ways to disrupt traditional mythologies in SF, including recommendations for Black SF texts, substitutions for classic SF, and interpretive practices focused on representation.

Wargo, J. M., & Coleman, J. J. (2021). Speculating the queer (in)human: A critical, reparative reading of contemporary LGBTQ+ picturebooks. *Journal of Children's Literature*, 47(1), 84–96. Reviews 18 picture books depicting (in)human (animal, hybrid, mythological creatures) LGBTQ+ protagonists using critical content analysis and reparative reading with a focus on healing. Draws

on Wynter's theories of the (in)human, depictions of minoritized groups as other or outside of human, to extend considerations of LGBTQ+ representation in critical multicultural children's literature, where LGBTQ+ protagonists are often portrayed as (in)human. Uses both reparative and skeptical readings of texts to explicate, challenge, and speculatively repair the narratives of acceptance, representation of queer marriage, and the queer fantastic. Forwards reparative reading as a speculative practice that is needed to both disrupt and remedy the harm of hegemonic discourses influenced by heteronormativity, whiteness, homonormativity, and dehumanization that are still present in LGBTQ+ picture books.

White, J. W., & Ali-Khan, C. (2020). Sex and sexuality in the English language arts classroom. *English Education*, 52(4), 282–309.

Asserts that ELA classrooms are an optimal space to discuss sex and sexuality with adolescents because of the topic's relevance to students' lives as well as contemporary and canonical literature. Informed by critical pedagogy and new literacy studies, shares vignettes of one teacher's attempts to discuss sex and sexuality in his classroom using creative analytical process ethnographies to identify patterns and codes. Finds that intentional conversations about sex and sexuality, while potentially uncomfortable, create democratic classrooms that honor and value topics adolescents feel are important and that are afforded by the literature in ELA classes. Encourages teachers to explicitly teach sex and sexuality rather than avoiding those scenes/books in the classroom, with specific reflective questions and suggestions that ensure a successful lesson.

Other Related Research

Boehm, S., Colantonio-Yurko, K., Olmstead, K., & Miller, H. (2020). Athlete as agitator, assaulter, and armor. *Study and Scrutiny: Research on Young Adult Literature*, 4(2), 31–56.

Botelho, J. (2021). Reframing mirrors, windows, and doors: A critical analysis of the metaphors for multicultural children's literature. *Journal of Children's Literature*, 47(1), 119–126.

Crawley, S. A., & Donovan, S. J. (2020). Creating a lifeline: Strategies for LGBTQ+ inclusive-affirming practices across grades. *English Journal*, 110(1), 54–62.

Dallacqua, A. K., & Sheahan, A. (2020). Making space: Complicating a canonical text through critical, multimodal work in a secondary language arts classroom. *Journal of Adolescent & Adult Literacy*, 64(1), 67–77.

Davis, J. (2020). (De)Constructing imagination: Racial bias and counter-storytelling in young adult speculative fiction. *Study and Scrutiny: Research on Young Adult Literature*, 4(1), 1–28.

Dunn, M. B., & Garcia, A. (2020). Grief, loss, and literature: Reading texts as social artifacts. *English Journal*, 109(6), 52–58.

Gardner, R. P. (2020). The present past: Black authors and the anti-Black selective tradition in children's literature. *Journal of Children's Literature*, 46(2), 8–18.

Glazer, J., Seglem, R., & Garcia, A. (2021). Continuity and change? Reading young adult literature through a technology-focused critical lens. *Journal of Adolescent & Adult Literacy*, 64(6), 675–682.

Hartsfield, D. E., & Kimmel, S. C. (2020). "Please let this be the crassest thing my child reads!": Exploring community perceptions of challenged children's literature. *Reading Psychology*, 41(5), 369–402.

Helton, L. (2020). Trans*/school: Across and beyond queer-inclusive pedagogy. *English Journal*, 110(1), 25–31.

Hoffman, J. V., Lammert, C., DeJulio, S., Tily, S. E., & Svrcek, N. S. (2020). Preservice teachers engaging elementary students in an activist literacy curriculum. *Research in the Teaching of English*, 55(1), 9–31.

Koss, M. D., & Paciga, K. A. (2020). Diversity in Newbery Medal-winning titles: A content analysis. *Journal of Language and Literacy Education*, 16(2). http://jolle.coe.uga.edu/wp-content/uploads/2020/12/Koss_Jolle2020.pdf

Osvath, C. (2021). Uncovering death: A dialogic, aesthetic engagement with the covers of death-themed picture books. *Children's Literature in Education*, 52(1), 68–87. <https://doi.org/10.1007/s10583-020-09399-5>

Pratt, K. L., Puzio, K., & Lee, Y.-H. (2021). “¡Olé!” Locating capital and community cultural wealth within multicultural children’s literature. *Journal of Latinos and Education*, 20(1), 48–61. <https://doi.org/10.1080/15348431.2018.1540350>

Priske, K., & Amato, N. A. (2020). Rebellious, raging, and radical: Analyzing peritext in feminist young adult literature. *Voices from the Middle*, 28(2), 22–28.

Riesco, H. S. (2021). Positioning YA lit as mentor texts for social and emotional literacy. *Voices from the Middle*, 28(4), 60–64.

Sivashankar, N., Jackson, S. E., & Degener, R. M. (2020). Centering the margins: Investigating relationships, power, and culture through critical peritextual analysis. *Children's Literature in Education*, 51(4), 480–501. <https://doi.org/10.1007/s10583-019-09395-4>

Sun, L. (2021). Children of “a dream come true”: A critical content analysis of the representations of transracial Chinese adoption in picturebooks. *Children's Literature in Education*, 52(2), 231–252. <https://doi.org/10.1007/s10583-020-09412-x>

Zaino, K. (2020). Surfacing queer stories in the high school canon. *English Journal*, 110(1), 39–45.

Media Literacy

The research in this section examines uses of certain types of media (television, videos, news, advertisements, social media, etc.); attitudes toward media use and media literacy instruction; media representations of various groups and issues; effects of critical media literacy instruction on users' actions and attitudes; preparing preservice teachers to teach media literacy; and methods for researching the use of media production tools to engage students in multimodal media productions. (Richard Beach, lead contributor)

Andersson, L., & Danielsson, M. (2021). Child participation in the design of media and information literacy interventions: A scoping review and thematic analysis. *Journal of Media Literacy Education*, 13(1), 14–27.

Applies a scoping review of scientific literature about media information literacy (MIL) interventions targeted at children or adolescents. Reviews 23 articles to assess the level of child participation in MIL interventions. Finds most interventions are focused on addressing students’ health and social literacy (risk behavior, smoking, body image, etc.), while fewer address students’ media literacy skills (critical awareness and information seeking). Finds almost no child or adolescent involvement in the design of MIL interventions. Concludes that student involvement in the design of interventions “should be an end in itself.” Suggests the need to enhance students’ participation in critical media literacy classroom activities by making content more relevant to students’ lives through prioritizing their needs and interests.

Anyiwo, N., Richards-Schuster, K., & Jerald, M. C. (2021). Using critical media literacy and youth-led research to promote the sociopolitical development of Black youth: Strategies from “Our Voices.” *Applied Developmental Science*, 25(3), 201–216. <https://doi.org/10.1080/10888691.2021.1906246>

Analyzes the benefits of engaging Black students in an after-school Our Voices program involving critical analysis of media representations of Black characters in television programs. Describes how students participated in workshops on sociopolitical aspects of representations based on race, acquired use of context analysis for coding representations of Black characters, and engaged in dissemination of their findings to the community. Finds that students valued acquiring methods for analyzing stereotyping of Black characters relative to how that stereotyping shaped their own perceptions related to engaging in social justice work.

Breakstone, J., Smith, M., Wineburg, S., Rapaport, A., Carle, J., Garland, M., & Saavedra, A. (2021). Students' civic online reasoning: A national portrait. *Educational Researcher*, 50(8), 505–515. <https://doi.org/10.3102/0013189X211017495>

Reports on an assessment given to 3,446 high school students in various regions across the US. Assesses students' civic online-reasoning skills about the credibility of websites and media texts based on six constructed-response tasks. Finds that students struggled on all tasks, with less than 3% receiving a mastery score and the majority scoring at the lowest level. Emphasizes how easily disinformation can mislead or trick students and the need for investment in education to counteract this phenomenon.

Bruinenberg, H., Sprenger, S., Omerivic, E., & Leurs, K. (2021). Practicing critical media literacy education with/for young migrants: Lessons learned from a participatory action research project. *The International Communications Gazette*, 83(1), 26–47.

Analyzes a critical media literacy intervention with young migrants run by a Dutch participatory action research project. Details how researchers examined participant observations, conducted interviews with teachers and students, and engaged participants in video reflection. Suggests the need to move away from standardizing media literacy in order to be more flexible and student-centered. Recommends that teachers and students co-create curriculum based on students' interests, assets, and needs.

Kelly, D. M., & Currie, D. H. (2020). Beyond stereotype analysis in critical media literacy: Case study of reading and writing gender in pop music videos. *Gender and Education*, 33(6), 676–691.

Examines the outcomes of a high school marketing teacher's use of critical media literacy with students to interrogate gender representations in commercial pop music and media texts about celebrities. Problematises students' and teachers' biases, successes, and challenges in evaluating gender representations. Illustrates the importance of examining media in the classroom and creating counternarratives with an intersectional perspective for students to understand differences between gender and sexuality.

Literat, I., Abdelbagi, A., Law, N. Y. L., Cheung, M. Y.-Y., & Tang, R. (2021). Research note: Likes, sarcasm and politics: Youth responses to a platform-initiated media literacy campaign on social media. *Harvard Kennedy School Misinformation Review*, 2(3). <https://misinforeview.hks.harvard.edu/article/research-note-likes-sarcasm-and-politics-youth-responses-to-a-platform-initiated-media-literacy-campaign-on-social-media/>

Investigates user responses to a media literacy campaign on TikTok that reached 53.8 million views. Results from five TikTok videos and 11,449 public comments reveal mixed reactions to the video, with twice as many negative, critical, and sarcastic responses as positive ones. Nearly one-third of comments were political and partisan, often uncivil. The videos were created and distributed by TikTok US, partnering with “external experts.” The authors recommend including youth in the design of media literacy campaigns, utilizing participatory activities, and engaging influencers to increase relevance and reduce negative responses.

Literat, I., Chang, Y. K., Eisman, J., & Gardner, J. (2021). *Lamboozled!*: The design and development of a game-based approach to news literacy education. *Journal of Media Literacy Education*, 13(1), 56–66.

Analyzes the processes involved in designing and testing out the development of the *Lamboozled!* game published by Teachers College Press (www.lamboozled.com) to help students learn to engage in critical analysis of misinformation in the news. The game employs *news cards*, with fictional headlines; *context cards*, which provide background information related to the source's previous posts, reputation, and social media profiles; *evidence cards*, regarding the degree to which the news cards are fake or real; and *action cards*, related to alternative actions players can take in the game. Use of fictional news stories eliminates the issue of stories being

“fake” or “real,” focusing attention on players’ ability to analyze the evidence provided within the context of the game rather than real-world evidence. The study authors identified tensions in the testing—for example, teachers preferred to focus more on achieving learning objectives than students did. Results suggest the value of using alternative, fictional approaches to critical media literacy analysis.

McNelly, T. A., & Harvey, J. (2021). Media literacy instruction in today’s classrooms: A study of teachers’ knowledge, confidence, and integration. *Journal of Media Literacy Education*, 13(1), 108–130.

Details results of a survey of 71 secondary teachers’ and media specialists’ perceptions of their media literacy education knowledge, understanding, confidence, and instructional practices. Concludes that their understanding of media literacy education correlated with their confidence and implementation of media literacy practices. Recommends (1) media literacy professional development for K–12 teachers and administrators, (2) short- and long-term studies of K–12 media literacy professional development initiatives, (3) professional development for higher education faculty to expand media literacy education with preservice teachers, and (4) state-level legislation in support of media literacy education.

Notley, T., Chambers, S., Park, S., & Dezuanni, M. (2021). *Adult media literacy in Australia: Attitudes, experiences and needs*. Western Sydney University; Queensland University of Technology; University of Canberra. <https://doi.org/10.26183/1pzd-0r77>

Reports on a survey of 3,510 Australian adults regarding their use of different media types, ability to employ media, and access to support in using media. Finds that participants employed and valued the use of a range of different types of media, but had low confidence in their media abilities. While 74% indicated that the spread of misinformation is an issue, 45% knew how to change privacy settings on social media, and only 39% knew how to identify misinformation. While 43% experienced offensive television, few participants voiced formal critical responses to that content. Most (81%) indicated that children should receive media literacy education in school, given that only 22% themselves received media literacy education in secondary school. Older adults used more print and broadcast media while younger adults used more digital media, and those with higher media use were more likely to be engaged in civic activities. Results suggest the need for more critical media literacy targeted to adults.

Redmond, T., Schilder, E., & Luetkemeyer, J. (2020). It’s not what you think, but how you think: Cultivating inquiry in the digital age. *Media Education Research Journal*, 9(2), 33–52.

Addresses pedagogical challenges and limitations of assessing students’ media and information literacy (MIL) capabilities. Researchers investigated whether 72 undergraduate students’ critical questioning skills evolved when they were exposed to two MIL courses at a university in the southeastern United States. Pre- and post-tests invited students to generate a series of questions analyzing a commercial media sample. Analyses of students’ questions before and after exposure to the MIL courses show an increase in question construction complexity, particularly regarding relational questions noting interrelated ideas, visuals, and aural aspects of media productions. Implications suggest the importance of fostering students’ higher-order thinking skills and critical inquiry instead of solely assessing base-level or functional MIL competencies or content knowledge.

Robinson, P. A., Allen-Handy, A., & Burrell-Craft, K. (2021). Critical media literacy and Black female identity construction: A conceptual framework for empowerment, equity, and social justice in education. *Journal of Media Literacy Education*, 13(1), 79–91.

Examines dominant narratives of Black females in media environments that reproduce identity-based discrimination, particularly relating to normative constructions of beauty and body image. Contributes a conceptual framework for positive Black female identity, combining Black femi-

nist, critical consciousness, and critical media literacy theories as analytical tools to deconstruct media messages that assert identity-based stereotypes of Black women. Recommends critical media and critical consciousness competencies as essential components of twenty-first-century literacy education (beginning in preschool) to disrupt and reconstruct positive media messages about Black females.

Stamps, D. (2021). It's all relative: The dual role of media consumption and media literacy among Black audiences. *South Communication Journal*, 86(3), 231–243.

Addresses the lack of research on Black audiences' perceptions of media and protective strategies such as media literacy. Reports on a survey of 157 Black US adult residents (70% males) about their TV and news media use, levels of self-esteem and racial group esteem, and beliefs about their level of media literacy. Finds participants with higher levels of news and TV media consumption and higher media literacy skills had higher levels of self-esteem and group esteem. Suggests that media literacy could be one of many components contributing to increased esteem. Indicates a need for more research with Black viewers about their perceptions of racial representation in media and increased critical media literacy education to support people in groups often marginalized by negative media representations.

Stanton, C. R., Hall, B., & DeCrane, V. W. (2020). "Keep it sacred!": Indigenous youth-led filmmaking to advance critical race media literacy. *International Journal of Multicultural Education*, 22(2), 46–65.

Describes a qualitative youth participatory action research case study with secondary and postsecondary Piikani and Apsáalooke students in rural Indigenous communities engaging in *digital storywork* projects during an after-school club. Contextualizes students' inquiry topics (Indigenous knowledge or community-level issues), partnerships with Indigenous community experts, digital counter-text productions, and learning processes using critical race media literacy. Calls for curricular and pedagogical adjustments that provide: (1) place-based consciousness and culturally revitalizing/sustaining media education; (2) critical student-centered learning coupled with Indigenous research methodologies, Indigenous storywork, and youth participatory action research to amplify students' civic engagement; and (3) opportunities for intercultural and intergenerational dialogue for students.

Tynes, B. M., Stewart, A., Hamilton, M., & Willis, H. A. (2021). From Google searches to Russian disinformation: Adolescent critical race digital literacy needs and skills. *International Journal of Multicultural Education*, 23(1), 110–130.

Reports on a survey of 302 African American and Latinx/Hispanic youth between 11 and 19 years of age. Uses a critical race digital literacy framework to assess their ability to critically judge race-related content online. Youth completed four tasks: evaluating Google search results, determining credibility of a Tweet, assessing an Instagram video, and judging Russian disinformation about a Facebook group. Most participants had an emerging or mastery-level understanding of search results, but were less successful in evaluating the credibility of Twitter and Facebook messages, especially with online propaganda and disinformation. Results suggest the need for an instructional focus on applying critical race digital literacy frameworks related to critiquing propaganda or disinformation in race-related content online.

Other Related Research

Austin, E. W., Austin, B. W., Willoughby, J. F., Amram, O., & Domgaard, S. (2021). How media literacy and science media literacy predicted the adoption of protective behaviors amidst the COVID-19 pandemic. *Journal of Health Communication*, 26(4), 239–252.

Bissonnette, M., Chastenay, P., & Francoeur, C. (2021). Exploring adolescents' critical thinking aptitudes when reading about science in the news. *Journal of Media Literacy Education*, 13(1), 1–13.

Butler, A. (2021). Ease of access and uncomplicated truth of social media: Why critical media

- literacy is needed (now, more than ever). *Media Education Research Journal*, 9(1), 34–51.
- Higdon, N. (2021). The critical effect: Exploring the influence of critical media literacy pedagogy on college students' social media behaviors and attitudes. *Journal of Media Literacy Education*. Advance online publication. <https://digitalcommons.uri.edu/jmle-preprints/3>
- Higdon, N., Huff, M., & Lyons, J. (2021). Today's fake news is tomorrow's fake history: How US history textbooks mirror corporate news media narratives. *Secrecy and Society*, 2(2). <https://doi.org/10.31979/2377-6188.2021.020204>
- Knaus, T. (2020). Technology criticism and data literacy: The case for an augmented understanding of media literacy. *Journal of Media Literacy Education*, 12(3), 6–16.
- Mapes, M., Kraus, L., Parviz, E., & Morgan, J. (2021). The neutrality myth: Integrating critical media literacy into the introductory communication course. *Basic Communication Course Annual*, 33, Article 4. <https://ecommons.udayton.edu/bcca/vol33/iss1/4/>
- Marlatt, R. (2020). Encounter and counter: Critical media literacy in teacher education. *Journal of Media Literacy Education*, 12(2), 93–99.
- Mateus, J.-C. (2021). Media literacy for children: Empowering citizens for a mediatized world. *Global Studies of Childhood*, 11(4), 373–378. <https://doi.org/10.1177/20436106211014903>
- Moorehouse, E., & Brookes, H. (2020). Critical media literacy approaches to violence prevention: A research note. *Journal of Media Literacy Education*, 12(1), 84–89.
- Nettlefold, J., & Williams, K. (2021). News media literacy challenges and opportunities for Australian school students and teachers in the age of platforms. *Journal of Media Literacy Education*, 13(1), 28–40.
- Nygren, T., & Guath, M. (2021). Students evaluating and corroborating digital news. *Scandinavian Journal of Educational Research*. Advance online publication. <https://doi.org/10.1080/00313831.2021.1897876>
- Thevenin, B. (2020). Dark ride: Disneyland. Using educational games for critical media literacy education. *Journal of Media Literacy Education*, 12(1), 100–122.

Professional Development / Teacher Education

The studies included in this section highlight a shift in teacher education programs and professional development models to respond to the new realities of classroom teaching in today's world. The articles reviewed and included this year focus on the redesign of teacher education courses, fieldwork experiences, literacy coaching, and professional development models that include greater attention to critical and culturally sustaining practices, account for multilingual preservice teachers and preK–12 students, seek relevance for disciplinary literacy instruction, and explore the impact of virtual and situational contexts in the success of these initiatives. (Lisa Ortmann, lead contributor)

Aiken, H., Varghese, C., Pedonti, S., Bratsch-Hines, M., & Vernon-Feagans, L. (2020). Targeted reading intervention teacher certification: An approach to building and sustaining teacher expertise in rural schools. *Literacy Research and Instruction*, 59(4), 346–369. <https://doi.org/10.1080/19388071.2020.1777230>

Examines a train-the-trainer model for the Targeted Reading Intervention using a gradual release of responsibility approach for developing school-based Targeted Reading Intervention facilitators. Details how researchers and district administration collaborated to create opportunities for teacher leadership, leveraging video and remote coaching technologies to develop coaching expertise. Draws from qualitative interview data to illustrate the motivators and challenges of growing a sustainable professional learning model in one rural county. Indicates the importance of supporting the development of coaching skills and mentoring coaches over time to maintain an intervention practice.

Benedict, A. E., Brownell, M., Bettini, E., & Sohn, H. (2021). Learning together: Teachers' evolving understanding of coordinated word study instruction within an RTI framework. *Teacher Education and Special Education, 44*(2), 134–159. <https://doi.org/10.1177/0888406420930686>

Follows a small cohort of elementary teachers as they participate in a yearlong professional development sequence integrating lesson study cycles and content-focused professional learning sessions. Uses constructivist grounded theory to make sense of the general and special education teachers' developing understandings of word study content, pedagogy, and educators' roles in supporting students through tiered instruction systems. Finds that an extended opportunity to collaborate on the application of the content allowed teachers to develop stronger analysis of their instruction as well as strategies for being more proactive and responsive to student needs. Highlights implications for integrated professional development frameworks and collaborative teacher learning.

Cartun, A., & Dutro, E. (2020). The humanizing potential of risky writing: Tracing children's and teacher candidates' critical-affective literacy practices. *Reading Psychology, 41*(6), 583–604. <https://doi.org/10.1080/02702711.2020.1783138>

Reports analysis from an ongoing study of a school partnership between a writing methods course for elementary teacher candidates (TCs) and a predominantly Latinx, bilingual third-grade classroom in the western United States. Utilizes critical affective theory, which recognizes intangible and visceral experiences in classrooms, to explore the uses of testimony and critical witness as writing pedagogy, and their support of relational and justice aims in teacher education. Draws on qualitative data sources for two TCs and their third-grade writing buddies, including: audio- and video-recorded writing sessions, lesson rehearsals, lesson debriefings, written reflections, lesson plans, written instructor feedback, and interview transcriptions. Finds critical-affective practices allowed TCs to recognize relational and instructional openings with their writing buddies, and the application of testimony and critical witness pedagogy in those moments fostered humanizing literacy experiences. Concludes that critical-affective practices support TCs in becoming more attuned to critical moments for instruction and fostering meaningful connections with students.

Colwell, J., Gregory, K., & Taylor, V. (2021). Examining preservice teachers' perceptions of planning for culturally relevant disciplinary literacy. *Journal of Teacher Education, 72*(2), 195–208.

Examines secondary preservice teachers' (PSTs') perceptions of and planning for culturally responsive disciplinary literacy (CRDL) instruction. Participants included four PSTs from different disciplines (English, history, art, and PE/health) enrolled in a required content area literacy course at one urban, public research university in the Mid-Atlantic region of the United States. Qualitative data sources included audio-recorded class discussions, field notes, written reflections and assignments, and semistructured interviews using inductive methods within and across cases. Results indicated that PSTs positively perceived CRDL as creating a more equitable learning environment for students; however, their planning of CRDL omitted integration of cultural competence. Additionally, competing perceptions arose during field experiences for the two PSTs in academic core content areas (English and history) regarding the challenges of implementing CRDL, whereas the non-core content area PSTs were more willing to adopt CRDL. The authors noted the limitations of a single, stand-alone literacy course in teacher preparation that aims for sustained instructional change.

DeIaco, R., Samuelson, C., Grifenhagen, J., Davis, D. S., & Kosanovich, M. (2021). Using insights from teachers to inform online professional development in early literacy instruction. *Literacy Research and Instruction*. Advance online publication. <https://doi.org/10.1080/19388071.2021.1921889>

Examines teachers' reflections in an online professional learning course designed to increase their knowledge base in the teaching of foundational skills to K–3 students. Identifies effective design principles and concepts related to foundational reading that were most beneficial for the 418 teachers enrolled in the online course. Finds, in terms of course design features, that videos, interactive activities, and dialogue with peers were most beneficial to teachers' learning. With regard to concepts, the teaching of code-based skills—such as phonics, phonemic awareness, word analysis, and spelling—was most needed by teachers. Findings suggest that these features of course design and foundational reading concepts can help future designers of online professional learning in the teaching of early literacy skills.

Hoffman, J. V., Hikida, M., & Sailors, M. (2020). Contesting science that silences: Amplifying equity, agency, and design research in literacy teacher preparation. *Reading Research Quarterly*, 55(S1), S255–S266. <https://doi.org/10.1002/rrq.353>

Argues that the *science of reading* (SOR) construct is inaccurately being used in public media, policy, and discourse to shape the future of literacy teacher preparation. Analyzes the historical and epistemological progression of the SOR movement, which has origins in the perceived threat of communism during the 1950s. Details results of a review of over 6,000 paper presentations and 526 published research reports from the Society for the Scientific Study of Reading (SSSR) from 1993 to the present for evidence of scientific inquiry into teacher preparation. Finds the reports focused almost exclusively on the study of basic reading processes from within the discipline of experimental psychology, and included almost no research that revealed how the SOR relates to teacher preparation. Highlights the extensive scientific research base for literacy teacher preparation available elsewhere. Concludes the SOR is being used to silence literacy teacher educators, teachers, and students, particularly those in schools and programs serving linguistically rich and culturally diverse communities.

Howell, E., Barlow, W., & Dyches, J. Disciplinary literacy: Successes and challenges of professional development. *Journal of Language and Literacy Education*, 17(1). http://jolle.coe.uga.edu/wp-content/uploads/2021/05/Howell_JoLLE2021.pdf

Provides a systematic review of research conducted in the past two decades on disciplinary literacy and professional development (PD). Analyzes 58 articles found by using the search terms *disciplinary literacy*, *content area literacy*, and *professional development*. Finds four major codes that highlight the successes and challenges of PD in disciplinary literacy. Successes included collaboration among literacy coaches and teachers that led to integration of disciplinary literacy practices. Challenges included limited PD opportunities to support digital integration into disciplinary literacy, as well as the need for PD that ensures that teachers retain and use instructional practices. The authors suggest that findings from the literature review can be used to design disciplinary literacy PD for successful outcomes for students and teachers.

Kerckhoff, S. N., & Makubuya, T. (2021). Professional development on digital literacy and transformative teaching in a low-income country: A case study of rural Kenya. *Reading Research Quarterly*. Advance online publication. <https://doi.org/10.1002/rrq.392>

Describes the use of collective case study methods to gather Kenyan teachers' perspectives on a government initiative employed to ensure a learner-centered teaching framework that includes citizenship, digital literacy, creativity, critical thinking, self-efficacy, collaboration, and communication. Focuses on analyzing perspectives from a professional development series that shared culturally sustaining digital literacy practices with 91 preschool, primary, and secondary teachers. Asks to what extent teachers found the practices to draw on local knowledge, to be learner-centered, and to be technologically accessible. Includes four findings that may support future professional development work in the area: the need for new literacies for learning, creativity for learning, collaboration and group work, and creativity to overcome technical challenges.

Lesley, M., Beach, W., & Smit, J. (2021). "You can't put everything I've been through into professional development": Transformative literacy coaching in an "underperforming" high school. *Literacy Research and Instruction*, 60(1), 13–35. <https://doi.org/10.1080/19388071.2020.1777231>

Defines components of transformative literacy coaching through an in-depth study of one coach's experience working at an "underperforming" high school. Details the collection and analysis of interview and observation data across ten years of research in the literacy coach's professional context. Offers insight into how literacy coaches might support teachers, especially those who find themselves teaching in schools identified as needing to be "turned around." Notes that the researchers and the literacy coach agreed that critical literacy theories provided the framework for making positive instructional changes. Concludes with implications for fostering a professional learning structure for transformative literacy coaching.

Lillge, D. (2021). Facilitation literacy: Circulating power in professional learning conversations with teacher colleagues. *Journal of Adolescent & Adult Literacy*, 64(4), 399–407. <https://doi.org/10.1002/jaal.1106>

Explores how facilitators of literacy professional learning communities (PLCs) purposefully move from traditional to critical approaches to professional learning. Defines a critical approach as circulating power among group members so that discussion is discursive and open. Investigates how, over the course of one year, five facilitators worked with literacy PLCs in several middle and high schools as they supported teachers in implementing a new writing curriculum. Analyzes PLC meeting transcripts and provides five recommendations for circulating power: listening, posing clarifying questions to deepen understanding, reframing the challenge, soliciting feedback, and admitting uncertainty.

Machado, E., & Gonzales, G. C. (2020). "I can write in my language and switch back and forth?": Elementary teacher candidates experiencing and enacting translanguaging pedagogies in a literacy methods course. *Literacy Research: Theory, Method, and Practice*, 69(1), 211–229.

Describes how eight dual-language and general elementary education teacher candidates (TCs) in a redesigned writing methods course experienced and enacted translanguaging pedagogies during coursework and field placements. Defines translanguaging pedagogies as: accepting work written in any language, modeling bilingual writing processes, mirroring student language practices in feedback on writing, and offering space for class discussion in any language. Draws on analysis of qualitative data sources including observations, writing samples, and interviews. Finds that multi- and bilingual TCs blended multiple languages and semiotic modes in their coursework, and the opportunity to do so was beneficial and rewarding. Also finds that both monolingual and multilingual/bilingual TCs skillfully enacted translanguaging pedagogies in their teaching practices, in both bilingual and monolingual classroom placements. Suggests that translanguaging pedagogies in literacy teacher education can be a powerful tool for disrupting the dominance of English monolingualism in schools.

Outlaw, J. K., & Grifenhagen, J. F. (2021). Supporting novice K–2 teachers' self-efficacy for literacy: Early literacy teacher induction for rural schools. *Literacy Research and Instruction*, 60(3), 242–263. <https://doi.org/10.1080/19388071.2020.1822474>

Reports on teacher self-efficacy outcomes of a literacy-focused induction program for 159 novice teachers in high-need rural districts. Describes how K–2 teachers were supported by coaching, hybrid face-to-face and online workshops, instructional resources, and work with local reading interventionists. Utilizes linear regression analysis of Tschannen-Moran and Johnson's Teachers' Sense of Efficacy for Literacy Instruction (TSELI) scale and a researcher-created survey administered at three points in the school year to understand teachers' satisfaction with each induction support. Indicates significant growth in self-efficacy for literacy instruction at each time-point and distinct satisfaction with literacy coaching and face-to-face workshops throughout the year.

Suggests that multifaceted support is valuable for induction initiatives but that more attention to the relationship between coaching and self-efficacy for novice teachers is needed.

Rainey, E. C., Maher, B. L., & Moje, E. B. (2020). Learning disciplinary literacy teaching: An examination of preservice teachers' literacy teaching in secondary subject area classrooms. *Teaching and Teacher Education*, 94, Article 103123. <https://doi.org/10.1016/j.tate.2020.103123>
Examines the emerging disciplinary literacy teaching practices of 60 preservice teachers (PTs) during their first semester of a three-semester literacy series at one university in the midwestern United States. Includes PTs completing a field experience in an academic core content/certification area (English, science, math, social studies) at the secondary level. Details analysis of videos of co-taught lessons during the field experience using provisional coding with Moje's (2015) four-part heuristic, the four E's (engaging, engineering, examining, and evaluating). Finds that PTs consistently exhibited literacy teaching moves, and their attempts revealed a range of low to high integration of the four E's. Reports patterns of specific practices within the four E's across disciplines. Concludes that ambitious conceptualizations of disciplinary literacy teaching are not out of reach for beginning teachers, and there is likely a learning trajectory of literacy teacher development that could better inform teacher education approaches.

Woulfin, S. L. (2020). Coach professional development in the urban emergent context. *Urban Education*, 55(10), 1355–1384. <https://doi.org/10.1177/0042085917714513>

Investigates literacy coaches' professional learning in a coach community of practice (CCOP) through a situated cognition framework. Uses qualitative data to describe and analyze the structure, content, and pedagogy of an urban district's professional development for coaches. Illuminates how the district leveraged social interaction in the CCOP for collaborative problem-solving, as well as how autonomous projects were not always feasible. Indicates that the size of the district and CCOP may have prohibited meaningful, contextualized learning opportunities, despite efforts of district leaders to present the coaches with authentic professional development. Recommends inclusion of additional structures for coach-coach interaction and practice-based activities for future professional learning.

Other Related Research

Appleget, C., Shimek, C., Myers, J., & Hogue, B. C. (2020). A collaborative self-study with critical friends: Culturally proactive pedagogies in literacy methods courses. *Studying Teacher Education: Journal of Self-Study of Teacher Education Practices*, 16(3), 286–305.

Braden, E. G., & Gibson, V. (2021). A framework for supporting preservice teachers (PSTs) in culturally sustaining nonfiction writing. *Theory Into Practice*, 60(3), 242–253.

Cunningham, K. E., & Falk, J. (2020). Professional learning of literacy teachers of specialized populations. *Reading Horizons*, 59(2). https://scholarworks.wmich.edu/reading_horizons/vol59/iss2/2

Cutrer-Párraga, E. A., Heath, M. A., & Caldarella, P. (2021). Navigating early childhood teachers' initial resistance to literacy coaching in diverse rural schools. *Early Childhood Education Journal*, 49(1), 37–47.

De Korne, H., & Weinberg, M. (2021). "I learned that my name is spelled wrong": Lessons from Mexico and Nepal on teaching literacy for Indigenous language reclamation. *Comparative Education Review*, 65(2), 288–309.

Filipiak, D. (2020). Holding space: Centering youth identities, literacies, and epistemologies in teacher education. *Review of Education, Pedagogy, and Cultural Studies*, 42(5), 451–481. <https://doi.org/10.1080/10714413.2021.1880856>

Fountas, I. C., & Pinnell, G. S. (Eds.). (2021). Facilitative talk: Shaping a culture of professional learning over time. *The Reading Teacher*, 74(5), 641–648.

- Gupta, A., & Lee, G.-L. (2020). The effects of a site-based teacher professional development program on student learning. *International Electronic Journal of Elementary Education*, 12(5), 417–428. <https://doi.org/10.26822/iejee.2020562132>
- Hilliker, S. M., & Washburn, E. K. (2021). Family literacy night: A student-centered clinically rich experience for teacher candidates in literacy and TESOL. *Journal of Education*, 201(1), 34–41.
- Huddleston, A. P., Ohle, K. A., Mullins, A. K., Lowry, H., Shake, D., & Arendse, J. (2020). Models of resistance: Novice teachers negotiating barriers to best practice. *Reading Horizons*, 59(3), 41–60.
- Lohman, L. (2020). Leveraging sociomaterial practices to build elearning literacy in “suddenly online” professional development. *Journal of Literacy and Technology*, 21(3), 59–81.
- Miller, H. C., & Svrcek, N. S. (2020). Challenging dominant perspectives and textual hierarchies in English and literacy teacher professional development. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(6), 290–297.
- Nickel, J., & Hughes, S. F. (2020). Learning to teach reading responsively through tutoring. *Reading Horizons*, 59(3), 22–40.
- Ortmann, L., Brodeur, K., & Massey, S. (2020). The learner profiles of novice literacy coaches. *Reading Horizons*, 59(2), 59–83.
- Smith, N. L., & Williams, B. K. (2020). Supporting middle school language arts teachers through professional development. *Reading Psychology*, 41(5), 403–419. <https://doi.org/10.1080/02702711.2020.1768984>
- Tortorelli, L. S., Lupo, S. M., & Wheatley, B. C. (2021). Examining teacher preparation for code-related reading instruction: An integrated literature review. *Reading Research Quarterly*, 56(S1), S317–S337. <https://doi.org/10.1002/rrq.396>
- Traga Philippakos, Z. A., & Voggt, A. (2021). The effects of distant professional development model on second grade teachers' instruction and students' quality of procedural papers. *Reading and Writing: An Interdisciplinary Journal*, 34(7), 1791–1822. <https://doi.org/10.1007/s11145-021-10120-1>
- Vansteelandt, I., Mol, S. E., Vanderlinde, R., Lerkkanen, M.-K., & Van Keer, H. (2020). In pursuit of beginning teachers' competence in promoting reading motivation: A mixed-methods study into the impact of a continuing professional development program. *Teaching and Teacher Education*, 96, Article 103154. <https://doi.org/10.1016/j.tate.2020.103154>
- Woodward, L., & Thoma, J. (2020). Perspectives on literacy coaching: Defining roles and expectations. *Teacher Development*, 25(1), 68–84.

Reading

Research in the area of reading mirrored a societal response to the COVID-19 pandemic and the social unrest of 2020–2021 in that much of the research paused to reflect on the field as a whole. An increased number of meta-analyses and theoretical articles were published, as were systematic reviews of prior research and policy-related pieces. Notably, Reading Research Quarterly published two special issues presenting a variety of perspectives on the sciences of reading and inviting discussion around reading and reading instruction. Topics related to recent events, such as distance learning, social-emotional learning, critical race theory, and equity were prominent. Other themes included an emphasis on reading engagement and motivation, comprehension in primary grades, and disciplinary literacy. (Kathryn Allen, lead contributor)

Allred, J. B., & Cena, M. E. (2020). Reading motivation in high school: Instructional shifts in student choice and class time. *Journal of Adolescent & Adult Literacy*, 64(1), 27–35.

Explores how choice and enhanced structured silent reading time influence high school students' motivation and perceptions of themselves as readers. Details researchers' use of a mixed-methods design: qualitative analysis of field notes, participant quick-writes, and anecdotal summaries,

and quantitative data derived from pre/post surveys. Finds that students value choice of reading material as well as time to read during school. Reports that paired t tests indicate that both reading self-concept ($t = 3.537$) and reading value ($t = 2.969$) increased following the changes to instructional methods. Suggests that incorporating student choice and in-class reading time may stimulate intrinsic reading motivation and increase volume of reading.

Blything, L. P., Hardie, A., & Cain, K. (2020). Question asking during reading comprehension instruction: A corpus study of how question type influences the linguistic complexity of primary school students' responses. *Reading Research Quarterly*, 55(3), 443–472.

Reports results of an analysis, performed through computer search queries, of transcriptions of 40 hours of guided reading instruction across 19 elementary teachers and 115 students ages 6–11 in schools in low- and high-socioeconomic-status areas. Describes researchers' development of search methods to identify language features—including syntactic form and language complexity as indicated by lexical variety, mean length of utterance, and causal language—which permitted the examination of a larger data corpus than manual coding typically allows. Finds that teachers in low-socioeconomic-status schools more frequently asked high-challenge questions, and further, students' responses were more linguistically complex when teachers asked more high-challenge questions. As the findings are consistent across age groups and reading levels, demonstrates to elementary teachers the benefit of asking high-challenge questions for comprehension instruction.

Cantrell, S. C., & Rintamaa, M. (2020). The nature of rural high school students' reading engagement. *Reading & Writing Quarterly*, 36(4), 297–319.

Investigates reading engagement of rural ninth graders in supplemental reading intervention classes via comparative case study. Centers student perceptions through interviews and observations of eight students to better understand behavioral, cognitive, motivational, and social dimensions of reading engagement both inside and outside of school. Discusses factors such as students' sense of their own capability, the utility of reading instruction, their interpersonal interactions, and digital reading and writing, as well as students' perceptions of agency in both in- and out-of-school reading activities. Finds that reading engagement is supported through relevant, interesting, and useful texts and activities; collaboration; digital communication; a focus on student strengths; and established relationships.

Chen, Y.-J., Cunningham, A., Rabe-Hesketh, S., Hinshaw, S., & Irey, R. (2021). The effect of orthographic neighbors on second-grade students' spelling acquisition. *Reading Research Quarterly*, 56(1), 119–141.

Draws on a within-subject, computer-based experimental study to examine 71 second-grade students' spelling acquisition of words with similar spelling patterns (e.g., *rain*, *vain*). Suggests that students with well-developed orthographic processing ability learn new words even when the spelling patterns of novel words are not similar, while students with less developed orthographic processing ability have more difficulty learning new words than their peers but do experience more success when words have similar spellings, specifically rhyme patterns. Implies that spelling instruction should be responsive to students' orthographic processing ability.

Duke, N. K., & Cartwright, K. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly*, 56(S1), S25–S44.

Reviews reading research from the past 30 years and presents the *active view of reading* theory, which considers factors of reading not addressed by the simple view of reading. Explains that the active view of reading proposes that word recognition and language comprehension overlap each other and that other components of reading serve as bridges between the two. Describes these bridges as: print concepts, reading fluency, vocabulary knowledge, morphological awareness, and letter-sound-meaning flexibility. Explores the importance of active self-regulation to

reading, which includes motivation, engagement, executive functioning skills, and strategy use. Finds that the active view of reading illuminates multiple causes of reading difficulties beyond those offered by the simple view of reading.

Graham, S., Aitken, A. A., Hebert, M., Camping, A., Santangelo, T., Harris, K. R., Eustice, K., Sweet, J. D., & Ng, C. (2021). Do children with reading difficulties experience writing difficulties? A meta-analysis. *Journal of Educational Psychology*, 113(8), 1481–1506. <https://doi.org/10.1037/edu0000643>

Analyzes studies comparing students experiencing reading difficulties (RD) with their chronological age (CA) and reading age (RA) peers to explore how students' reading and writing capabilities are related. Describes the selection of 93 studies through search procedures and inclusion/exclusion criteria. Explores, in each study: writing measures, publication characteristics, depth of orthography, quality indicators, and effect size of writing outcomes. Notes that effect sizes were calculated for writing variables and problematic features of writing, while metaregression analyzed RD-versus-CA and RD-versus-RA comparisons. Finds that students identified with RD also experience difficulty with writing, particularly in the areas of spelling, vocabulary, and syntax. Adds evidence to support theories linking reading and writing, and suggests that students experiencing reading difficulties receive instructional support in writing.

Guzmán, J. C., Schuenke-Lucien, K., D'Agostino, A. J., Berends, M., & Elliot, A. J. (2021). Improving reading instruction and students' reading skills in the early grades: Evidence from a randomized evaluation in Haiti. *Reading Research Quarterly*, 56(1), 173–193.

Evaluates the effectiveness of a reading intervention program through the random assignment of students in 94 schools in two regions of Haiti to experimental or control conditions. Details how students were assessed at the beginning of first grade and again at the end of both first and second grades on a variety of reading measures, including letter sounds per minute and words read per minute. Reports on the implementation of an intervention that included reading materials in the students' home language, professional development and coaching for teachers, and adequate time for reading instruction. Finds, based on hierarchical linear modeling, that the intervention had positive effects on students' emergent reading skills and suggests that such reading programs can work in "fragile" contexts like Haiti.

Neugebauer, S. R., & Blair, E. E. (2020). "I know how to read and all, but . . .": Disciplinary reading constructions of middle school students of color. *Journal of Literacy Research*, 52(3), 316–340.

Describes researchers' use of inductive coding to analyze interview data from 19 Black and Latinx middle school students to explore how they constructed reading in content areas, and how situated experiences in disciplinary classrooms informed their positioning of self as a disciplinary reader. Finds that regardless of content area, most students conceptualized reading as surface-level skills and a means to complete teacher-determined tasks, and did not take up disciplinary reader subject positions. Identifies two exceptions to this pattern: students whose home context offered adult models of using disciplinary literacies, and students who received disciplinary instruction that was active, experiential, or project-based. Concludes that static literacy teaching practices across disciplines marginalize students of color, and calls for more meaningful and active disciplinary literacy learning experiences in schools.

Schmidt, C., Brandenburg, J., Busch, J., Buttner, G., Grube, D., Mahler, C., & Hasselhorn, M. (2021). Developmental trajectories of phonological information processing in upper elementary students with reading or spelling disabilities. *Reading Research Quarterly*, 56(1), 141–173.

Examines developmental trajectories in students with learning disabilities (LD) of three aspects of phonological information processing: alphanumeric rapid automatic naming, phonological awareness, and phonological loop (verbal short-term memory). Analyzes longitudinal data from 209 students in Germany across grades 3–5 (109 identified as having LD in reading and/or

spelling and a control group of 100). Finds evidence of variations in developmental trajectories between LD and control groups, depending on aspect of phonological processing. Concludes that interventions that target phonological processing subskills, link phonemes to words, and focus on reading, spelling, and phonological awareness are appropriate for upper-elementary students with LD who present with phonological deficits.

Serafini, F., Moses, L., Kachorsky, D., & Rylak, D. (2020). Incorporating multimodal literacies into classroom-based reading assessment. *The Reading Teacher*, 74(3), 285–296.

Examines how students use semiotic resources when engaged with multimodal texts. Analyzes video recording, running record, and multimodal transcript data from 8 first-grade students who read *We Are in a Book!* by Mo Willems. Finds little variation in running record data, but multimodal transcripts of video recordings reveal more variation among readers and the processes used to engage with text. Shares tools for assessing multimodal reading with four areas of focus: written language (miscues and self-correction), performance (prosody and physical gestures), visual images (illustrations, graphs, and diagrams), and design features (speech bubbles and typography). Concludes that educators need tools for assessment that allow them to observe, analyze, and understand young readers' engagement with not only written language, but visual images and design features as well.

Swanson, E., Austin, C. R., Stewart, A. A., & Scammacca, N. (2020). A meta-analysis examining the effect of e-book use on literacy outcomes for students in grades K–12. *Reading & Writing Quarterly*, 36(5), 480–496.

Presents a meta-analysis of experimental or quasi-experimental studies published between 2007 and 2018 that investigate the effects of e-book reading on reading outcomes of K–12 students. Includes 14 studies that met researchers' criteria, resulting in 88 effect sizes, 50 of which included measures of reading comprehension. Finds that weighted mean effect size of the effects of e-book reading on reading comprehension favored e-books but did not differ significantly from zero. Notes that fewer studies measured reading outcomes of oral reading fluency, phonics, vocabulary, and word reading. Concludes that effect size on all reading outcomes was not statistically different from zero. Provides evidence that reading outcomes of elementary school students may not differ when reading e-books versus print books. Calls for further research to understand this phenomenon.

Tanner, S., Leander, K., & Carter-Stone, L. (2021). Ways with worlds: Bringing improvisational theater into play with reading. *Reading Research Quarterly*, 56(2), 237–252.

Draws from reader response theory to reimagine discussions of reading using improvisational theater that supports affective responses relating reader, text, and event in a process of worlding. Presents field notes, autoethnographic journaling, and interviews through three data movements in which discussions of text are inspired by elements of improv. Describes five instructional practices: teaching as invoking text, teaching as exchanging offers, teaching as attuning, teaching as following lines of flight, and teaching as activating embodied energy. Details innovative qualitative research methods and reinterprets long-standing theoretical frames in light of emergent reading pedagogy.

Umarji, O., Day, S., Xu, Y., Zargar, E., Yu, R., & Connor, C. (2021). Opening the black box: User-log analyses of children's e-book reading and associations with word knowledge. *Reading and Writing: An Interdisciplinary Journal*, 34(3), 627–657.

Examines user-log data of student engagement with an interactive, fictional “choose-your-own-story” e-book intervention, the Word Knowledge e-Book (WKe-Book) to understand how reading behaviors (i.e., time spent per page, response to embedded questions, reader decisions within the story) are associated with word knowledge gains. Details the authors' use

of a structural equation model to analyze data from a randomized controlled trial drawing on WKe-Book user-logs of 581 third- through fifth-grade students randomly assigned to one of two conditions: (1) read the WKe-Book and participate in a teacher-facilitated book club; (2) read the WKe-Book independently during class time. Finds that students with stronger reading comprehension, those with higher word knowledge pretest scores, and those who participated in book clubs had more significant word knowledge gains. Argues that e-book user-logs offer valuable insight for researchers and educators to understand variations in reading behaviors and to identify students who may not be reading strategically. Suggests that e-books may support or prompt strategic reading in students through features such as pop-up hints, feedback on student responses, or prompts to monitor comprehension.

Woodward, L., & Cho, B. Y. (2020). How students' beliefs about knowledge matter in multiple-source reading online: Implications for classroom instruction. *Journal of Adolescent & Adult Literacy*, 64(2), 135–144.

Explores the relationship between epistemic processing and knowledge construction in adolescent readers. Qualitative data included verbal protocols of think-alouds and on-screen movements as participants conducted research in online spaces. Results indicate that students with surface-level epistemic processes struggled to comprehend topics when searching for information online, while students with sophisticated epistemic thinking demonstrated knowledge construction during the search process, leading to integrated comprehension of complex topics. Implications for instruction include modeling knowledge construction, reflection on decision-making, and regulation of epistemic processes. Instructional support for both teachers and students concludes the article.

Yeari, M., & Lantin, S. (2021). The origin of centrality deficit in text memory and comprehension by poor comprehenders: A think-aloud study. *Reading and Writing: An Interdisciplinary Journal*, 34(3), 595–625.

Explores the origins of centrality deficit (inferior recall of central ideas of text) in adolescents identified as “poor comprehenders” (PCs), and the quality of text processing in post-reading comprehension and memory. Details how researchers classified responses from think-aloud protocols with Hebrew-speaking adolescents with comparable reading decoding skills and intelligence but differing comprehension ability (28 PCs and 28 “good comprehenders,” or GCs) into eight categories and conducted analyses of variance. Finds that PCs restated ideas from earlier in the text less frequently than GCs, recalled fewer text ideas overall, had less accurate responses to comprehension questions, and expressed more surface, low-level responses. Concludes that beneficial interventions for PCs focus on high-level strategies such as the generation of connective inferences during reading to target post-reading comprehension and memory.

Other Related Research

Beach, K. D., & Traga Philippakos, Z. A. (2021). Effects of a summer reading intervention on the reading performance of elementary grade students from low-income families. *Reading & Writing Quarterly*, 37(2), 169–189.

Coiro, J. (2021). Toward a multifaceted heuristic of digital reading to inform assessment, research, practice, and policy. *Reading Research Quarterly*, 56(1), 9–31.

Critten, S., Holliman, A. J., Hughes, D. J., Wood, C., Cunnane, H., Pillinger, C., & Deacon, S. H. (2021). A longitudinal investigation of prosodic sensitivity and emergent literacy. *Reading and Writing: An Interdisciplinary Journal*, 34(2), 371–389.

Fejzo, A. (2021). The contribution of morphological awareness to vocabulary among L1 and L2 French-speaking 4th-graders. *Reading and Writing: An Interdisciplinary Journal*, 34(3), 659–679.

Foorman, B. R., Wu, Y. C., Quinn, J. M., & Petscher, Y. (2020). How do latent decoding and language predict latent reading comprehension: across two years in grades 5, 7, and 9? *Reading and Writing: An Interdisciplinary Journal*, 33(9), 2281–2309.

- Jian, Y. C. (2021). The immediate and delayed effects of text-diagram reading instruction on reading comprehension and learning processes: Evidence from eye movements. *Reading and Writing: An Interdisciplinary Journal*, 34(3), 727–752.
- Katsuta, H., & Sawada, E. (2021). Encouraging independent readers: Combining reading workshop and textbook-based lessons in a Japanese high school classroom. *Journal of Adolescent & Adult Literacy*, 64(5), 563–573.
- Kelly, L. B., Wakefield, W., Caires-Hurley, J., Kganetso, L. W., Moses, L., & Baca, E. (2021). What is culturally informed literacy instruction? A review of research in P–5 contexts. *Journal of Literacy Research*, 53(1), 75–99.
- Kose, N., & Gunes, F. (2021). Undergraduates' use of metacognitive strategies while reading and the relationship between strategy use and reading comprehension skills. *Journal of Education and Learning*, 10(2), 99–108.
- Lowell, R., Pender, K., & Binder, K. (2020). Impact of informative context's meaning consistency during incidental vocabulary acquisition. *Reading Research Quarterly*, 55(4), 679–697.
- Manu, M., Torppa, M., Eklund, K., Poikkeus, A.-M., Lerkkanen, M.-K., & Niemi, P. (2021). Kindergarten pre-reading skills predict grade 9 reading comprehension (PISA Reading) but fail to explain gender difference. *Reading and Writing: An Interdisciplinary Journal*, 34(3), 753–771.
- Miyamoto, A., Murayama, K., & Lechner, C. M. (2020). The developmental trajectory of intrinsic reading motivation: Measurement invariance, group variations, and implications for reading proficiency. *Contemporary Educational Psychology*, 63, Article 101921.
- Ok, M. W., Haggerty, N., & Whaley, A. (2021). Effects of video modeling using an augmented reality iPad application on phonics performance of students who struggle with reading. *Reading & Writing Quarterly*, 37(2), 101–116.
- Ólafsdóttir, S., Laster, B., & Ketill Stefánsson, K. (2020). Adolescent learning of academic vocabulary in Iceland. *Journal of Adolescent & Adult Literacy*, 64(1), 79–87.
- Peura, P., Aro, T., Räikkönen, E., Viholainen, H., Koponen, T., Usher, E. L., & Aro, M. (2021). Trajectories of change in reading self-efficacy: A longitudinal analysis of self-efficacy and its sources. *Contemporary Educational Psychology*, 64, Article 101947.
- Pickard, A. (2021). Accountability in adult basic education: The marginalization of adults with difficulty reading. *Journal of Literacy Research*, 53(1), 53–74.
- Pilonieta, P., Hathaway, J. I., & Casto, A. (2020). Kindergartners' strategic talk during partner reading. *Reading & Writing Quarterly*, 36(5), 397–417.
- Smith, R., Snow, P., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology*, 42(3), 214–240.
- Zaidi, R. (2020). Dual-language books: Enhancing engagement and language awareness. *Journal of Literacy Research*, 52(3), 269–292.

Second Language Literacy

The research included in this section focuses on multilingual literacy and learners. In selecting the research to be abstracted, we attempted to represent a variety of methodologies, participants, contexts, and modalities, while highlighting prominent projects and theory building. Studies in this section are representative of a continued interest in the examination of bilingual and biliterate pedagogies including multimodal composition, translanguaging practices, and culturally sustaining literacy practices. Specific trends noted this year include an emphasis on so-called “science of reading” perspectives for emergent bilinguals, systemic-functional linguistics, technology integration, and materiality. (Amy Frederick, lead contributor)

- Aguilar, G., Uccelli, P., & Galloway, E. P. (2020). Toward biliteracy: Unpacking the contribution of mid-adolescent dual language learners' Spanish and English academic language skills to English reading comprehension. *TESOL Quarterly*, 54(4), 1010–1036.

Examines the separate impact of English and Spanish academic language skills on English reading comprehension for 101 dual-language students in grades 4–6. Describes the authors' use of a robust operationalization of core academic language skills (CALS) that examines six domains rather than simply an academic vocabulary instrument. Details their measurement of variability in academic language proficiency in both Spanish and English, as well as the contributions of English and Spanish academic language skills to English reading comprehension using ANOVA and hierarchical regression analyses. Reports that older students tend to score higher on CALS assessments in both languages and that both English and Spanish CALS have unique impacts on English reading comprehension performance. Suggests that bilingual teachers should be explicit and consistent in implementing cross-linguistic transfer activities and pedagogies that promote metalinguistic awareness. Challenges school contexts and policies that enforce a strict separation of languages during instruction.

Archila, P. A., Molina, J., & de Mejía, A.-M. T. (2021). Using bilingual written argumentation to promote undergraduates' bilingual scientific literacy: Socrative as an immersive participation tool. *International Journal of Bilingual Education and Bilingualism*, 24(6), 868–891.

Explores undergraduates' bilingual scientific literacy through written argumentation in a Spanish/English bilingual biology class in Bogotá, Colombia. Contends that bilingual science courses should focus on both content and target language learning. Illustrates the use of the student response system Socrative to encourage participation and positive interaction as students' anonymous responses to questions and polls were projected in real time for the class to see. Describes how examples of argumentation were presented to 52 students for rating via Socrative and as a prompt for in-class discussion. Shows that the use of Socrative engages students in critiquing their own writing and the writing of others and supports the development of bilingual scientific literacy through scientific argumentation.

Arteagoitia, I., & Yen, S. J. (2020). Equity in representing literacy growth in dual language bilingual education for emerging bilingual students. *TESOL Quarterly*, 54(3), 719–742.

Focuses on bilingual reading comprehension outcomes of 637 third-grade students from 17 different dual-language bilingual education programs across the state of Oregon. Draws on longitudinal data for three consecutive years, including student- and program-level covariates to control for differences between groups. Compares English and Spanish performance for “ever ELs,” students who were currently, or had been at some point, classified as ELs, and “never ELs,” those students who had not been classified as ELs. Reports that “never ELs” began with lower Spanish reading proficiency but demonstrated higher growth rates than “ever ELs,” but finds no significant differences in English reading. Argues that equitable assessments of dual-language bilingual programs must consider more than just English outcomes. Suggests that educators in dual-language programs carefully monitor student progress for Spanish reading and that secondary school curricula be adjusted to ensure that they are equally challenging for “ever ELs” and “never ELs.”

Bauer, E., Cárdenas-Curiel, L., & Ponzio, C. (2020). “You can talk in español!”: An ethnographic case study of an African-American emergent bilingual and biliterate identity. *Reading Psychology*, 41(7), 680–711.

Follows an African American student in a dual-language education program from kindergarten through fifth grade. Uses video observations and interviews to illuminate the student's bilingual/biliteracy development and identity negotiation over time and with different teachers. Concludes that by the end of elementary school, the student ultimately adopted a monolingual English, African American identity after racialized experiences in school and minimal Spanish interaction outside of school. Calls for teachers to critically examine their own biases about who can be considered bilingual/biliterate and to what extent racialized identities diminish opportunities for students to consider themselves true members of a bilingual/biliterate community. Also points to the importance of language varieties, both English and Spanish, as valued and legitimate ways of communicating in classroom settings.

Borman, G. D., Borman, T. H., Park, S. J., & Houghton, S. (2020). A multisite randomized controlled trial of the effectiveness of Descubriendo la Lectura. *American Educational Research Journal*, 57(5), 1995–2020.

Examines literacy outcomes for Spanish-speaking struggling readers in first grade who participated in the Descubriendo la Lectura (DLL) intervention, the Spanish-language version of Reading Recovery. Follows the typical DLL timeline of 12–20 weeks of one-on-one instruction. Describes how researchers measured five essential components of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension—using a randomized controlled trial design comparing 187 students receiving DLL services immediately or receiving services at a later date and hierarchical linear model analyses. Concludes that instruction in a student's first language by well-trained DLL teachers significantly improves literacy outcomes across all areas, with the maximum growth equivalent to more than one full school year.

Cavallaro, C. J., & Sembiante, S. F. (2021). Facilitating culturally sustaining, functional literacy practices in a middle school ESOL reading program: A design-based research study. *Language and Education*, 35(2), 160–179.

Explores the use of culturally sustaining systemic functional linguistics (CSSFL) in a middle school intensive reading class. Explains that CSSFL-informed lessons provide opportunities for students to connect to their life experiences and linguistic repertoires to identify language structures for different text purposes. Reports on design-based research that explored emergent bilingual students' literacy practices and their genre-based language knowledge during two weeks of small-group CSSFL lessons. Finds that when students were no longer positioned as needing to overcome perceived language deficiencies, they embraced and enacted their linguistic identities in ways that promoted their engagement and metalinguistic awareness. Suggests that this approach may push the boundaries of otherwise restrictive lessons found in typical reading classrooms.

Elabdali, R. (2021). Are two heads really better than one? A meta-analysis of the L2 learning benefits of collaborative writing. *Journal of Second Language Writing*, 52(2), Article 100788.

Synthesizes findings from 33 collaborative writing (CW) empirical studies and measures language learning by examining complexity, accuracy, and fluency. Shows that collaboratively written texts are more accurate than those written alone with a medium positive effect ($g = 0.73$). Furthermore, shows that after participating in CW, students are able to write more accurately on their own ($g = 0.94$). Finds that complexity, fluency, and grammar/vocabulary are difficult to compare due to variability among studies and lack of statistical trustworthiness. Suggests more standardization in measuring complexity, fluency, and grammar/vocabulary in order to determine the extent to which CW affects outcomes in these areas. Encourages CW assignments before L2 students are asked to write on their own.

Estrada, P., Wang, H., & Farkas, T. (2020). Elementary English learner classroom composition and academic achievement: The role of classroom-level segregation, number of English proficiency levels, and opportunity to learn. *American Educational Research Journal*, 57(4), 1791–1836.

Combines district-level quantitative data with three years of interview data and policy documents to investigate the impact of classroom-level segregation, the variety of English language proficiency levels, and opportunity to learn on academic and language outcomes for over 124,000 elementary-aged English learners. Describes how researchers utilized maximum likelihood estimation in separate analyses for ELA, math, and reclassification outcomes, and controlled for differences using a number of covariates (e.g., gender, ethnicity, socioeconomic status, home language, age of arrival). Reports that classrooms in which English learners were more segregated had lower performance on academic and English proficiency outcomes; however, classrooms with more variety of English level proficiencies had similar academic performance and reclassification rates to those with fewer levels of English proficiency. Reveals that staff and faculty consistently prefer integrated classrooms due to increased opportunity to learn for

language learners. Encourages schools and districts to increase diversity of classroom settings for ELs to include language learners across the proficiency spectrum and English-only students.

Peng, P., Lee, K., Luo, J., Li, S., Joshi, R. M., & Tao, S. (2021). Simple view of reading in Chinese: A one-stage meta-analytic structural equation modeling. *Review of Educational Research*, 91(1), 3–33.

Explores whether or not the simple view of reading (SVR) model is applicable to non-alphabetic languages like Chinese and investigates whether additional variables like meta-linguistic skills improve the goodness of fit of the SVR model. Employs meta-analytic structural equation modelling to examine both direct and indirect effects of key variables, and includes analyses of important moderating variables (location and grade). Includes 267 independent samples from 210 studies that include a total of 49,416 individual participants. Finds overall acceptable fit of the SVR model for the data, and that meta-linguistic skills have direct effects on decoding and language comprehension but only indirect effects of comprehension. Reports that decoding effects are larger for younger students but language comprehension effects remain equally salient for both younger and older students. Finds no significant moderation of effects by location (Mainland vs Hong Kong) and detects no evidence of publication bias on the reported results. Raises questions about the impact of early Chinese character instruction on the instruction of compound characters taught in later grades, as well as the way comprehension instruction for Chinese students typically changes in later grades.

Schwarz, V. S., & Hamman-Ortiz, L. (2020). Systemic functional linguistics, teacher education, and writing outcomes for US elementary English learners: A review of the literature. *Journal of Second Language Writing*, 49, Article 100727.

Reviews empirical research in the areas of systemic functional linguistics (SFL), elementary writing pedagogy, teacher education, and students labeled as English Language Learners (ELLs). Foregrounds explicit teaching of academic language through mentor texts and collaborative writing of new texts before individual writing tasks. Identifies four ways in which SFL supports writing and learning outcomes for ELLs, including genre-specific writing, academic language and literacy, content learning across disciplines, and critical language awareness. Emphasizes that students' home language and literacy practices should be fostered alongside English-language, academic, and/or content-specific language and literacy development.

Taboada Barber, A., Cartwright, K. B., Hancock, G. R., & Klauda, S. L. (2021). Beyond the simple view of reading: The role of executive functions in emergent bilinguals' and English monolinguals' reading comprehension. *Reading Research Quarterly*, 56(S1), S45–S64.

Proposes that the ubiquitous simple view of reading (SVR) does not adequately describe reading in the elementary years, especially for emergent bilingual students, and that executive function skills play a role. Uses multigroup structural equation modeling to determine the contribution of decoding (D), language comprehension (LC), and executive function (EF) to reading comprehension. 425 Spanish-speaking emergent bilinguals and 302 English monolinguals in grades 2–4 were assessed on multiple measures of D, LC, and EF. In contrast to the original assumption of SVR that decoding processes occur first and then readers apply their LC skills to understand what they have decoded, the study finds that LC facilitates word-reading processes. Supports previous research showing that cognitive-linguistic skills, such as EF skills, contribute to decoding processes. Suggests that greater emphasis should be placed on LC instruction and engaging working memory training in the early grades.

Torres, F. L., & Medina, C. L. (2021). *Cuentos combativos*: Decolonialities in Puerto Rican books about María. *Journal of Literacy Research*, 53(2), 242–264.

Discusses four children's books written by Puerto Rican authors in the aftermath of Hurricane María. These *cuentos combativos* contribute to the combative efforts of local resistance and de-

colonization on the island. Uses an interrelated decolonial and racialization analysis to explore whose knowledge is foregrounded in the stories told and what literary ruptures to colonialism that those stories created. Finds that through these texts, resistance in everyday survival provides an opening to speak of the oppressive systems that position Puerto Ricans as second-class citizens in the United States, especially under the former leadership of Donald Trump. Recommends that when educators present such texts to children, they complicate the text by engaging with these ruptures and examining the local, historical context the imagined space is meant to represent.

Webb, S., Yanagisawa, A., & Uchihara, T. (2020). How effective are intentional vocabulary-learning activities? A meta-analysis. *The Modern Language Journal*, 104(4), 715–738.

Investigates the effectiveness of conscious, intentional vocabulary learning activities for second language learners, as opposed to incidental vocabulary acquisition approaches like watching television or listening to stories and songs. Includes 22 quasi-experimental studies with 139 post-test scores (n=2,202). Reports no significant differences by type of specific instructional activity. Indicates, however, that word lists and flashcards are associated with higher rates of words learned per minute than writing or fill-in-the-blank tasks. Suggests that secondary students demonstrate larger gains than university students and that activities that demand language production are more effective than those that require only receptive skills. Demonstrates that intentional vocabulary learning must be done repeatedly and utilizing a variety of task types and contexts because of tremendous variability in the effectiveness of specific activities for specific students.

Yapp, D. J., de Graaff, R., & van den Bergh, H. (2021). Improving second language reading comprehension through reading strategies: A meta-analysis of L2 reading strategy interventions. *Journal of Second Language Studies*, 4(1), 154–192.

Investigates the effectiveness of reading strategy instruction in a second language through a meta-analysis of 46 studies of adolescents and adults. Finds benefits of L2 reading strategy interventions for reading comprehension. Concludes that a combination of reading strategies are effective—connecting new knowledge to what is already known, asking questions while reading, and activating background knowledge—but visualization and looking at pictures are not. Also notes that an unfamiliar instructor was found to be more effective in delivering interventions and that longer durations of interventions do not necessarily improve performance. Recommends teaching a range of L2 reading strategies using diverse pedagogical approaches.

Zhang, H., & Lin, J. (2021). Morphological knowledge in second language reading comprehension: Examining mediation through vocabulary knowledge and lexical inference. *Educational Psychology*, 41(5), 563–581.

Describes researchers' use of hierarchical regression and path analysis to examine the relationship between morphological knowledge and reading comprehension ability among college-level English as a foreign language students. Details the assessment of 121 students on two morphological knowledge measures, reading vocabulary knowledge, lexical inference, and reading comprehension. Finds that morphological knowledge contributed to English as a foreign language students' reading comprehension above and beyond word-meaning knowledge and had both direct and indirect effects on reading comprehension. Highlights the significant pathways from morpheme-meaning abstraction to reading vocabulary and lexical inference, which predicts reading comprehension ability.

Other Related Research

Bach, A. J. (2020). Education in citizenship on the US/Mexico border: The language and literacy instruction of emergent bilingual *transfronterizx* students. *Anthropology & Education Quarterly*, 51(2), 233–252.

Dirix, N., Vander Beken, H., De Bruyne, E., Brysbaert, M., & Duyck, W. (2020). Reading text when studying in a second language: An eye tracking study. *Reading Research Quarterly*, 55(3), 371–397.

- Garcia-Arena, P., & D'Souza, S. (October 2020). *National survey of public education's response to COVID-19: Spotlight on English learners*. American Institutes for Research. <https://www.air.org/sites/default/files/COVID-Survey-Spotlight-on-English-Learners-FINAL-Oct-2020.pdf>
- Gonzales, W., & Tejero Hughes, M. (2021). Leveraging a Spanish literacy intervention to support outcomes of English learners. *Reading Psychology*, 42(4), 411–434.
- González Ybarra, M., & Saavedra, C. M. (2021). Excavating embodied literacies through a Chicana/Latina feminist framework. *Journal of Literacy Research*, 53(1), 100–121.
- Karam, F. J., Oikonomidoy, E., & Kibler, A. K. (2021). Artifactual literacies and TESOL: Narratives of a Syrian refugee-background family. *TESOL Quarterly*, 55(2), 510–535.
- Meskill, C., Sadykova, G., & Kayumova, A. (2020). Mediating digital screens with very young emerging bilinguals. *Bilingual Research Journal*, 43(2), 137–156.
- Noble, T., Sireci, S. G., Wells, C. S., Kachchaf, R. R., Rosebery, A. S., & Wang, Y. C. (2020). Targeted linguistic simplification of science test items for English learners. *American Educational Research Journal*, 57(5), 2175–2209.
- Pfenninger, S. E. (2020). The dynamic multicausality of age of first bilingual language exposure: Evidence from a longitudinal content and language integrated learning study with dense time serial measurements. *The Modern Language Journal*, 104(3), 662–686.
- Qin, K. (2020). Curriculum as a discursive and performative space for subjectivity and learning: Understanding immigrant adolescents' language use in classroom discourse. *The Modern Language Journal*, 104(4), 842–859.
- Ramezanali, N., Uchiyara, T., & Faez, F. (2021). Efficacy of multimodal glossing on second language vocabulary learning: A meta-analysis. *TESOL Quarterly*, 55(1), 105–133.
- Silverman, R. D., Johnson, E., Keane, K., & Khanna, S. (2020). Beyond decoding: A meta-analysis of the effects of language comprehension interventions on K–5 students' language and literacy outcomes. *Reading Research Quarterly*, 55(S1), S207–S233.
- Yoon, H. S. (2020). Critically literate citizenship: Moments and movements in second grade. *Journal of Literacy Research*, 52(3), 293–315.

Social Justice / Critical Approaches

Articles selected for this section offer a range of diverse perspectives about literacy experiences and curricula that specifically focus on social justice and critical approaches. The studies include readings of texts to evaluate representation and cultural identities; considerations of reading, participation, and interaction in classroom and community settings; and analysis of critically oriented teacher and student literacy practices in English classrooms and beyond (e.g., career technical spaces, library labs). This work is about and for educators who are willing to engage students in critical approaches and literacy learning that involve reading, talking, and multimodal learning about power, resistance, post-truth practices, and critical race theory as related to cultural identities and histories, responses to anti-Blackness, immigration status, family literacy practices, sexual identities, the role of imagination, and civic engagement. (Tracey Pyscher, lead contributor)

- Abril-Gonzalez, P. (2020). Latinx youths' *testimonios* of racist nativism: Poetry and *acompañamiento* to bridge past and present experiences. *Equity & Excellence in Education*, 53(3), 412–430.
- Focuses on 24 Latinx youth *testimonios* (stories of marginalization) tied to immigration and deportation. Draws from Anzaldúa's conceptualizations of *nepantla* (unfamiliar in-between spaces) and Sepúlveda's pedagogy of *acompañamiento* (accompaniment) to understand the youths' experiences. Methods include reuniting with former elementary students through *pláticas* (informal gatherings) to discuss youths' poetry written in fourth grade. Youths' writing in an after-school, informal setting illuminates their tensions while revisiting fourth-grade reflections and examines the "racist nativist shadows" that continue to negatively affect their lives. Implications include the agentic power of teachers centering Latinx youth in the classroom

and witnessing their testimonios. Findings suggest that educators are responsible for empathizing with Latinx students as they endure marginalization in society, and the author calls for a humanizing education through exposure to testimonio writing practices.

Bryan, N. (2021). Remembering Tamir Rice and other Black boy victims: Imagining Black PlayCrit literacies inside and outside urban literacy education. *Urban Education*, 56(5), 744–771.

Combines critical race theory, Black critical theory in education (BlackCrit), and Black male studies to theorize what the author calls *Black PlayCrit literacies* and its impact on the lives of Black boys. Discusses the specificity of Blackness and anti-Black misandric violence in the play experiences of Black boys, including Tamir Rice, who was murdered by police officers. Calls for the recognition of Black fantasy play as physical, linguistic expression and a language and literacy practice. Suggests that urban literacy education research and practice must acknowledge and protect Black boys from anti-Black misandric violence through the integration of Black PlayCrit literacies. Argues in favor of play for Black boys, given that Black boys have been and continue to be denied play rights and will not be seen as children until conceptualizations change. Calls for educators to engage in a public pedagogy of Black boyhood play as a form of Black literacies practice that includes historical and contemporary Black texts that highlight the positive contributions of Black boys during play.

Flint, T. K., Butler, E. D., & da Silva Iddings, A. C. (2020). Literacies beyond bars: (Re)Claiming and (re)imagining identities through multimodal family literacy practices. *Language Arts*, 98(1), 20–30.

Utilizes multicase studies of ten young, incarcerated fathers to explore family literacy interactions. Documents literacy practices of participants who videotaped themselves reading a book aloud that was sent to their children, and describes illustrations of youth stories shared with families. Describes researchers' use of a continuous comparison method to analyze data from video-recorded discussions, interviews, and focus-group reflections. Concludes that though they were incarcerated, the fathers and their families felt free to support their children's literacy development and engagement. Implies that multimedia family literacies can be a valuable practice beyond the prison setting.

Flores, T., Schwab, E., Johnson, W., & Rusoja, A. (2020). Intergenerational literacies: The racial, linguistic, and cultural resources of families in raising young children of color. *Literary Research: Theory, Method, and Practice*, 69, 285–302.

Highlights case studies of multigenerational literacy learning using Latino critical race theory and sociocultural theories of literacy to center the lived experiences of families of color and interracial adoptive families. Challenges literacy programs that take a deficiency-based “fix it” approach targeting either parents or children by outlining the rich symbiotic learning within families of color and interracial adoptive families. Describes how families practice reciprocity as they make meaning from the complexity of their social positions and draw from a wealth of racial, linguistic, and cultural resources. Contends that, if equity is to be achieved in the US educational system, educators must acknowledge the rich contributions of intergenerational learning in marginalized families, from early learners to adult literacy classrooms.

Jocson, K. M., & Martínez, I. D. (2020). Extending learning opportunities: Youth research in CTE and the limits of a theory of change. *Equity & Excellence in Education*, 53(1–2), 165–176.

Uses youth participatory action research and theory of change methodology to discuss how the vocational-academic divide continues to influence rigid practices and policies that shape marginalized students' experiences in career and technical education (CTE). In response to youths' desires, this qualitative study draws on retrospective analysis that includes participant observations of ten youth using interviews, photo documentation, video recordings, and collection of student artifacts. The authors argue that hands-on learning with critical praxis engages

students differently in CTE, and suggest that CTE should reach beyond vocational training for marginalized youth. Implications include a focus on the human potential of students in the process of becoming, as well as possibilities for extending learning opportunities using multimedia production and youth participatory action research at one CTE high school.

Keenan, H., & Lil Miss Hot Mess. (2020). Drag pedagogy: The playful practice of queer imagination in early childhood. *Curriculum Inquiry*, 50(5), 440–461.

Examines how the program Drag Queen Story Hour (DQSH), led by an education scholar and a drag queen, provides an extension of queer pedagogy in early childhood education via libraries, schools, bookstores, and other community spaces. Theoretically discusses five interrelated elements of DQSH that offer early childhood educators a pedagogical entryway into a sense of queer imagination: play as praxis, aesthetic transformation, strategic defiance, destigmatization of shame, and embodied kinship alongside book selections including queer and/or trans characters, gender-transgressive themes, or narratives about not fitting in and finding one's voice. Proposes that "drag pedagogy" provides a performative approach to queer pedagogy that is not simply about LGBTQ+ lives, but living queerly as agency and as a way toward broad cultural acceptance. Troubles beliefs about managing how children understand and embody gender.

Kelly, L. (2020). Exploring Black girls' subversive literacies as acts of freedom. *Journal of Literacy Research*, 52(4), 456–481.

Describes how young Black women utilize critical, digital, and subversive literacy skills to resist intersectional oppressions of patriarchy and racism in schools, and the role that schools play to foster or limit these students. Frames a three-year longitudinal study using Black feminist theory and Black youth critical consciousness development, and contributes to the scholarly body of Black critical liberatory literacies. Describes data collection over three years from interviews, focus groups, and digital written narratives of five Black young women from a White-majority, middle-class high school. Analyzes findings through Black feminist methodology to articulate how embodied knowledges emerge through exploration of life stories, for participants and researchers as Black women. Emphasizes how Black girls' critical literacies grow out of their unique lived experiences and resistances. Cautions that researchers cannot just celebrate the creative expressive agency of young Black women to resist oppression, and suggests strategies to disrupt the white supremacist social structures of schools.

Lewis, C., Crampton, A., & Scharber, C. (2021). The sociocultural role of imagination in critical digital literacy. *Pedagogies: An International Journal*, 16(2), 154–172.

Discusses the role of play and imagination as activity in three urban settings: an ELA classroom, a community organization anchored in civic participation, and a digital learning library lab. Positions youth as knowledge producers, meaning-makers, and creators of their own learning through the use of technologies. Draws on sociocultural theories of imagination in storytelling to illustrate opportunities and tensions shaping three learning environments and how imagination shapes learning. Uses cultural historical activity theory and the Activity System Observation Protocol via observations and as case analysis to examine how activity is shaped by objects, norms of action and interaction, tool use, distribution of labor, and communal organization. Theorizes how engagement grounded in play and imagination positions students to act and transform learning and relationships to learning. Suggests that educators reframe imagination as an everyday liberatory gesture and engage youth learning through imagination as a collective, agentic, and critical social practice.

Lynch, J., & Zwerling, H. (2020). Bringing neighborhood dads into classrooms: Supporting literacy engagement. *The Reading Teacher*, 74(2), 169–178.

Draws on sociocultural theory to examine fathers' roles in supporting children's literacy learning within a Fatherhood Reading Squad program. Categorizes data from focus-group interviews

and observations of/with fathers and teachers based on recurring themes. Finds that participation in the program increased students' reading motivation and respect for fathers as volunteer readers in the classroom. Concludes that family engagement in literacy practices can influence childhood literacy outcomes and that schools should involve fathers.

Panther, L. (2020). "This is manist": Counterscripts as catalysts for change in the English curriculum. *Multicultural Perspectives*, 22(4), 194–200. <https://doi.org/10.1080/15210960.2020.1845176>

Draws on data from a larger study in a religiously affiliated urban high school. Utilizes a critical ethnographic methodology with culturally sustaining pedagogy as the theoretical framework to examine a student's use of a multimodal counterscript and how white supremacy polices students' bodies. Analyzes teacher and student interactions and speech about how a student perceives her body, using photos, field notes, and recordings of classroom interactions. Illustrates how teacher and student decisions in classroom interaction either reify or disrupt larger structures of oppression. Concludes that counterscripts provide an opportunity to create meaningful but sometimes uncomfortable dialogue. Implies that teachers' decisions to notice, question, and center counterscripts are promising because they give students alternative knowledge and history with the agency to make informed decisions.

Stewart, M. A., Flint, P., & Núñez, M. (2021). Teachers and diverse students: A knowledge-to-action reader response model to promote critical consciousness. *Multicultural Perspectives*, 23(2), 63–72. <https://doi.org/10.1080/15210960.2021.1914050>

Investigates 27 teachers' beliefs about unaccompanied minors and immigrant students via a semester-long knowledge-to-action reader response model. Reports on a formative design case study to increase educator knowledge and influence educator actions when teaching unaccompanied minors. Based on data from pre- and post-surveys, discussion board posts, and interviews, finds that teachers gained knowledge and specific actions to take in response to youths' learning, and that teachers reading and responding to texts led to empathic experiences for teachers and youth. Suggests that reading purposefully selected texts and responding in community has the potential to influence teachers' attitudes and actions toward diverse student populations.

Switzer, S. (2020). "People give and take a lot in order to participate in things:" Youth talk back—making a case for non-participation. *Curriculum Inquiry*, 50(2), 168–193.

Critiques hierarchical views of Canadian youth participation and explores nuances and power dynamics inherent in participatory processes, including nonparticipation. Draws from narratives within youth-led HIV prevention and harm reduction peer-education programs and theorizes what nonparticipation might engender for enacting participatory processes. Provides a thematic analysis of how young people understand and navigate their participation in complex and self-determined ways related to settler-colonialism and neoliberalism, while considering Indigenous theorists' advocacy for a politics of refusal. Suggests the value of reframing students' comments on their nonparticipation as demonstrating a sophisticated counter-hegemonic understanding, and their refusals to participate (or their willingness to participate only on their own terms) as acts of resistance.

Wargo, J. M. (2021). "Seeing" difference differently: Inquiry-based learning as a site/sight of intersectional justice in English language arts. *Language Arts*, 98(3), 135–148.

Follows 2 first-grade teachers and 53 students on a community walking field trip to investigate how critical literacy can be used to scaffold inquiry-based learning. Analyzes data including whole-group video-recorded instruction, participants' observation, interviews, reflective memos, and artifacts of students' work. Concludes that students can take on the role of storytellers to recreate what a community looks and feels like. Suggests that students can be used as primary course texts and community as a space to read upon, within, and against traditional notions of community engagement.

Wescott, S. (2021). What an English teacher knows: Teaching in the post-truth era. *Changing English*, 28(1), 118–130.

Investigates how post-truth discourses negatively shaped four Australian English teachers' practices and policy-making, through Zoom interviews that took place during Melbourne's COVID-19 lockdown. Discusses how pedagogies of post-truthism promote distrust of English teachers' professional judgment by over-promoting the use of evidence-informed policy and data when teaching youth. Uses a sociopolitical lens to question the rising distrust of English instructional practices of subjectivity and nuance in favor of mechanical reliability. Suggests that post-truth discourses, alongside standardization, minimize ELA teachers' human-centered teaching and narrow the focus exclusively to methods while eroding agentic English teacher knowledge, practices, and student learning.

Yoon, H. (2020). Critically literate citizenship: Moments and movements in second grade. *Journal of Literacy Research*, 52(3), 293–315.

Expands the boundaries of educational civic engagement using a case study of New York City second graders facing complex urban social issues of segregation, gentrification, and inequity. Analyzes how children practice civic engagement in their responses to social justice-themed literature, through their conversations in informal spaces, and particularly during play time. Frames the study with a wealth of previous literature on children's engagement with race and equity. Outlines the limits of standardized curriculum and formal classroom time to support the ways children become critically literate and active citizens. Suggests that classrooms are potential sites of activism and agency when educators affirm the lived social experiences of children and recognize their agency so as to deepen critical literacies in informal classroom time and play.

Other Related Research

Abraham, S. (2020). What counting words has really taught us: The word gap, a dangerous, but useful discourse. *Equity & Excellence in Education*, 53(1–2), 137–150.

Aguilera, E., & Pandya, J. Z. (2021). Critical literacies in a digital age: Current and future issues. *Pedagogies: An International Journal*, 16(2), 103–110.

Buchholz, B., DeHart, J., & Moorman, G. (2020). Digital citizenship during a global pandemic: Moving beyond digital literacy. *Journal of Adolescent & Adult Literacy*, 64(1), 11–17.

Buchholz, B. A., & Riley, S. (2020). Mobile documentation: Making the learning process visible to families. *The Reading Teacher*, 74(1), 59–69.

Garcia, A., & de Roock, R. S. (2021). Civic dimensions of critical digital literacies: Towards an abolitionist lens. *Pedagogies: An International Journal*, 16(2), 187–201.

Jungmin, K. (2020). Negotiating family language policy and ideologies of multilingualism: Perspectives of a Korean mother and a Korean American child in a multiracial family. *Language Arts*, 97(6), 351–362.

Kelly, K., Laminack, L., & Gould, E. (2020). Confronting bias with children's literature: A pre-service teacher's journey to developing a critical lens for reading the word and the world. *The Reading Teacher*, 74(3), 297–304.

Marciano, J. E., & Watson, V. W. (2021). "This is America": Examining artifactual literacies as austere love across contexts of schools and everyday use. *The Urban Review*, 53(2), 334–353.

Miller, E., & Lensmire, T. (2020). Mammies, brute Negroes, and White femininity in teacher education. *Curriculum Inquiry*, 50(5), 400–418.

Mohamud, L. (2020). Talking about "race" in the English classroom. *Changing English*, 27(4), 383–392.

Moyer, J. S., Warren, M. R., & King, A. R. (2020). "Our stories are powerful": The use of youth storytelling in policy advocacy to combat the school-to-prison pipeline. *Harvard Educational Review*, 90(2), 172–194.

Ochoa, P. F., & Quiroa, R. E. (2020). Transformative learning in a Mexican American mothers' book club. *The Reading Teacher*, 74(1), 19–28. <https://doi.org/10.1002/trtr.1898>

Shelton, S., Guy, K., & Jones, A. (2020). "These kids are rebelling": A student-led transformation of community and critical literacy. *English Teaching: Practice & Critique*, 19(1), 65–78.

Stockdale, F. (2020). Finding voice: Debating in secondary school English. *Changing English*, 27(3), 285–294.

Thiel, J. J., & Dernikos, B. P. (2020). Refusals, re-turns, and retheorizations of affective literacies: A thrice-told data tale. *Journal of Literacy Research*, 52(4), 482–506.

Wissman, K. K. (2020). "We are stories": Centering picture books in the reading support class. *The Reading Teacher*, 74(2), 201–207.

Writing

The research included in this section focuses on writing research in preK–12, higher education, and out-of-school contexts. In selecting the research to be abstracted, we attempted to represent a variety of methodologies, theoretical frameworks, ages / grade levels, and sociocultural contexts. These studies are representative of continued themes in writing research: teacher and peer writing feedback/assessment; multimodal writing practices; disciplinary writing; writing motivation; and culturally responsive writing instruction. Specific trends noted this year include collaborative teaching and writing practices, resistance to formulaic/compliance-based writing, and the value of dialogic practices within the writing process. (Erin Stutelberg, lead contributor)

Beck, S. W., Jones, K., Storm, S., Torres, J. R., Smith, H., & Bennett, M. (2021). Moves that matter: Dialogic writing assessment and literary reading. *English Teaching: Practice & Critique*, 20(1), 1–15. <https://doi.org/10.1108/ETPC-12-2019-0167>

Draws on sociocultural theory and qualitative methods to investigate how teachers support students' literary reading and writing processes for literary analysis essays during dialogic writing assessments. Defines dialogic writing assessments as an approach to writing conferences that uses dialogic conversations to understand students' thinking within the writing process. Focuses on three high school English teachers from different contexts as they implement dialogic writing assessments during students' composing processes of literary analysis essays. Finds that teachers simultaneously support students' literary interpretations and writing processes through mediational moves, including making claims, articulating a puzzle, and seeking patterns. Shows that teachers' sense of prolepsis, the imagined future for students in a particular context, influences the specific moves teachers make during conferences. Calls for acknowledgement that reading and writing are concurrently supported through dialogic writing assessments, recognition of how institutional context influences teachers' instructional choices, and continued awareness of the futures teachers imagine for their students related to writing.

howe, e., & Correnti, R. (2020). Negotiating the political and pedagogical tensions of writing rubrics: Using conceptualization to work toward sociocultural writing instruction. *English Education*, 52(4), 335–360.

Reframes the discussion around writing rubrics to show how rubrics can illuminate and support the negotiation of tensions in writing instruction and assessment. Identifies three processes in rubric use: design, conceptualization, and implementation. Reviews the key functions of state rubrics to demonstrate ways educators can engage with rubrics as a policy or pedagogical tool. Contrasts two school-based scenarios to examine the process of rubric conceptualization and implementation. Highlights how sociocultural conceptualizations of rubrics allow for teacher resistance to the consequences of test-based accountability systems. Recommends that educators view rubric conceptualization as an approach to determine what rubrics mean to their writing instruction and students' learning.

Landau Wright, K., Hodges, T. S., Enright, E., & Abbott, J. (2021). The relationship between middle and high school students' motivation to write, value of writing, writer self-beliefs, and writing outcomes. *Journal of Writing Research*, 12(3), 601–623.

Studies the relationship between writing motivation (writer self-beliefs and value-of-writing beliefs) and writing achievement. Uses mixed methods to analyze self-beliefs, writing beliefs, and attitudes surveys, teacher evaluations of student writing, norm-referenced writing samples, and classroom writing samples of 48 seventh- to twelfth-grade students. Finds that writing motivation predicts about a quarter of the variance in student writing achievement. Writer self-beliefs are a statistically significant predictor of writing outcomes and teacher evaluation; however, the value of writing is not. Describes limitations of a small, homogenous population, but demonstrates that student writers benefit from tasks that develop confidence and enhance self-efficacy. Encourages teachers to assign writing that is challenging but achievable to improve students' self-beliefs and, therefore, their writing outcomes.

Lee, C. C., Dufresne, K. V., & Relyea, J. E. (2021). "They are doers": Writing to advocate with immigrant youth in community-based organizations. *Journal of Adolescent & Adult Literacy*, 64(5), 497–509. <https://doi.org/10.1002/jaal.1131>

Examines how Latinx high school students use the acts of writing, publishing, and sharing narratives to lead and advocate for immigrant youth. Reports on a 12-month qualitative study drawing on critical literacy and pedagogy with six 10th- to 12th-grade Latinx immigrant and first-generation students. Studies written narratives, semistructured group and individual interviews, and ethnographic observation of students' writing processes and advocacy work. Identifies themes of community space as intentional space for advocacy, writing as a vehicle for collective agency, and publishing and sharing as opportunities for youth activism. Reveals how an intentional writing group within community-based organizations develops a sense of community and leads to social action. Suggests that educators can learn from community organizations and immigrant youth about how to create community spaces, publish and celebrate student writing, and work toward advocacy and activism.

Matos, F. (2021). Collaborative writing as a bridge from peer discourse to individual argumentative writing. *Reading and Writing: An Interdisciplinary Journal*, 34, 1321–1342. <https://doi.org/10.1007/s11145-020-10117-2>

Considers how collaborative writing within a dialogic intervention affects sixth-grade students' skills in argumentative writing and how these skills are applied to new topics. Highlights the role of collaborative writing in bridging student dialogue to individual writing. Describes a quantitative analysis of data from three classrooms: one participating in a monthlong dialogue-based argument curriculum, one participating in the same curriculum with collaborative writing, and one control group. Finds that collaborative writing increased the amount of idea generation, positively affected the connection between evidence and claims, and led to a transfer of argument writing skills to other projects beyond the intervention focal topic. Suggests that integrating dialogic and collaborative practices in argument writing pedagogy can increase students' understanding of co-construction and evaluation of ideas.

McKnight, L. (2021). Since feeling is first: The art of teaching to write paragraphs. *English in Education*, 55(1), 37–52.

Traces the historical and theoretical development of teaching paragraph writing, highlighting the binary between formulaic practices and progressive practices focused on context and reflection. Utilizes a feminist, poststructuralist approach to explore five teachers' "sites of struggle" around the formulaic teaching of paragraph writing and the discourses that surround their pedagogy. Connects constraints such as time and assessments to the ways formulaic paragraph writing in schools is normalized. Shows that teachers feel pressure to meet these expectations while they innovate ways to extend and adjust formulaic writing. Calls for an alternative/hybrid pedagogy

that brings theories together to offer scaffolding and opportunities for students to move beyond formulas. Encourages studying paragraphs in larger contexts of writing, rewarding students for taking risks that move beyond formulaic writing, and opening dialogue around the tensions of writing paragraphs.

Myhill, D. (2021). Grammar re-imagined: Foregrounding understanding of language choice in writing. *English in Education*, 55(3), 265–278.

Details research on existing grammar standards and instruction and aims to complicate binary/polemical arguments about whether teaching grammar “works.” Describes the use of Halliday’s theoretical functional frame of grammar as “a system of meaning potential” to develop, test, and refine an approach that centers grammar as choice. Presents a set of principles writing teachers can use to support students’ awareness of grammatical choice and its communicative effects, and improve their general metalinguistic awareness. Based on years of empirical research of the approach, suggests that a move to more descriptive and functionally oriented grammar pedagogy will benefit student writers, if teachers have the knowledge, agency, and capacity to enact it.

Pella, S. M. (2020). Exploring the impact of teacher collaboration on student learning: A focus on writing. *Teaching/Writing: The Journal of Writing Teacher Education*, 8(1), Article 2. <https://scholarworks.wmich.edu/wte/vol8/iss1/2>

Examines connections between teacher collaboration, effective writing instruction, and student writing skill development in ninth-grade English classrooms. Details how researchers utilized communities of practice theory and participatory action research to engage six teachers in a yearlong collaboration to develop and implement writing instruction. Using mixed-methods analysis, finds that teachers’ pedagogical foci for the writing process included integrating source material, attending to vocabulary, and generating effective discussions. Shows that students’ on-demand and instructionally supported argumentative writing scores increased throughout the year. Notes that survey results confirmed positive impacts of the collaboratively planned writing lessons for teachers and students. Demonstrates how intentional and participatory teacher collaboration can lead to improved writing instruction and student writing skill development.

Perrow, M., Feldstein, M., & Sieler, A. (2020). Ocean swimmer, woodchopper, road tripper: Using metaphor to develop students’ identities as writers. *Journal of Adolescent & Adult Literacy*, 64(1), 37–46. <https://doi.org/10.1002/jaal.1060>

Asks how metaphor-as-pedagogy can function to develop writers’ identities, skills, and strategies. Uses self-study to collectively analyze the metaphor essays of one instructor and two college students in a first-year writing course. Finds that critical self-reflection in the metaphor essays aided a transfer of writing skills and strategies to other writing tasks in the course, due to students’ growing metacognition of the writing process. Acknowledges that time and attention to the assignment and writers’ engagement with their metaphors may limit the impact of skill and strategy transfer. Provides educators with the pedagogical tools (assignment prompts, assessment rubrics, and actionable steps toward implementation) to utilize the metaphor essay in their teaching.

Player, G. D. (2021). “My color of my name”: Composing critical self-celebration with girls of color through a feminist of color writing pedagogy. *Research in the Teaching of English*, 55(3), 216–240.

Explores how a feminist of color writing pedagogy with girls of color (GOC) makes space for critical celebration. Documents practitioner research using ethnographic and feminist of color methodologies in an after-school writing club for and with GOC. Analyzes a curriculum based on feminist writing traditions by looking specifically at GOC’s name writing and related conversations. Discusses the expansive and communal effects of GOC’s theorizing of their lived experiences. Highlights the necessity for curriculum and spaces for GOC to write for self-care

and care of one another. Suggests inviting a variety of genres in order to write from personal experience; interacting with texts by women of color and GOC; and sharing writing beyond peer editing to provide opportunities to build intimacy and solidarity.

Powell, S. R., Hebert, M. A., & Hughes, E. M. (2021). How educators use mathematics writing in the classroom: A national survey of mathematics educators. *Reading and Writing: An Interdisciplinary Journal*, 34, 417–447. <https://doi.org/10.1007/s11145-020-10076-8>

Reports on a national survey of a representational random sample of 324 teachers from seven geographical regions in the US to illuminate how mathematics educators from kindergarten through grade 12 define, use, instruct, and assess mathematics writing. Analyzes data from survey questions around the purpose of, the frequency and use of, and educator self-efficacy for mathematics writing. Finds that the majority of educators (1) believe mathematics writing improves students' understanding of mathematics and (2) implement some mathematical writing in their teaching, but that it is not consistently taught or assessed. Shows that educators with greater self-efficacy around mathematical writing include it more frequently in their teaching. Suggests a need for research on how educators teach explanatory writing as it is the most commonly used form of mathematics writing. Calls for increased frequency in the use, teaching, and assessment of mathematical writing in classrooms, and increased support for educators to teach and assess mathematical writing.

Sjostrom, K. (2021). "Can I write about what happened to me?": A narrative inquiry into the audience and purpose of students' and their teachers' writing in an age of accountability and unrest. *Teaching/Writing: The Journal of Writing Teacher Education*, 10(1), Article 5. <https://scholarworks.wmich.edu/wtfe/vol10/iss1/5>

Studies the role of collaborative writing talk in writing teacher identity development and action. Uses narrative inquiry to examine transcripts of writing and discussion sessions with an English education student in Sjostrom's writing methods course. Investigates personal writing in education and the disruption of the field of composition by interweaving narratives of Sjostrom's professional learning as a teacher educator with analysis of meetings with an English education student. Recommends that teacher educators explore the effects of deepened relationships and commitments with students on writing teacher identity.

Turner, J. D., & Griffin, A. A. (2020). Brown girls dreaming: Adolescent Black girls' futuremaking through multimodal representations of race, gender, and career aspirations. *Research in the Teaching of English*, 55(2), 109–133.

Explores how two African American adolescent girls and fraternal twins act as Brown girl dreamers to articulate their career aspirations through multimodal compositions. Describes a four-year case study drawing on Black Girlhood and Black Girls' Literacies to examine the representation of career dreams of two young Black women. Reveals through coding and cross-case analysis the need for multiliteracies to protect and advance the future career interests and goals of young Black women. Calls on English teachers to reimagine literacy pedagogies by eliciting responses from Black girls about what they dream for their future, leveraging Black girls' aspirational auditory literacies, and acting as co-conspirators by shifting to curriculum co-creation.

Wissinger, D. R., De La Paz, S., & Jackson, C. (2021). The effects of historical reading and writing strategy instruction with fourth- through sixth-grade students. *Journal of Educational Psychology*, 113(1), 49–67.

Examines how the explicit teaching of historical reading and writing strategies affects fourth to sixth graders' disciplinary writing skills. Reports on a quasi-experimental study with 309 students in experimental classrooms, where 11 teachers taught historical reading and writing strategies using a cognitive apprenticeship framework. Analyzes how students considered historical context, developed awareness of multiple perspectives, evaluated primary sources, and

constructed a written interpretation of complex historical questions. Finds that experimental students outperformed their peers (control group: $n = 209$) on essay length, holistic writing quality, and argumentative historical writing. Notes that the disciplinary literacy gains remained after six weeks. Demonstrates that, with teacher training of historical disciplinary literacy pedagogies, fourth- through sixth-grade students can write more complex evidence-based historical arguments.

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