Annotated Bibliography of Research in the Teaching of English

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Introduction

The "Annotated Bibliography of Research in the Teaching of English" is an annual project published by *RTE*. The project's aim is to curate and annotate a selection of relevant and high-quality disciplinary research, published each year for RTE readers' consideration. The abstracted research (and lists of "Other Related Research") represents a synthesis of the breadth and depth of each research topic, with special attention to studies with findings and implications that provide valuable and actionable insight for educators at all levels. The listings are selective; we make no attempt to include all research that appeared in the period under review.

Since the start of the "Annotated Bibliography" in 2003, a rotating team of coeditors have organized and managed the project. The work of reviewing, selecting, and abstracting the chosen peer-reviewed studies is taken up by small groups of dedicated educator-scholars in the field. Each year, new section team members are brought on board to diversify and broaden team perspectives, experiences, and expertise. They bring rich research and teaching experiences from preK–16 educational settings to this work.

For this year, the featured abstracts and "Other Related Research" citations were published in print or online between June 2022 and June 2023 in a variety of journals and publications with different visions, scope, readership, and access levels. Over the years, the section categories have changed and grown in number to reflect shifts in language and evolving research concerns. This year, the nine section topics 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

The National Council of Teachers of English provides free access to the annual bibliographies as downloadable PDF files at https://publicationsncte.org/content/journals/rte/58/3

We hope you enjoy this service to the *RTE* professional community and find the current scholarship as engaging and meaningful as we do.

—Lisa Ortmann, Erin Stutelberg, and Kathryn Allen

Digital/Technology Tools

This section focuses on digital literacy research that emphasizes technology and online platforms for instructional purposes. The included studies examined the enhancement of literacy teaching and learning through use of technological tools, including artificial intelligence (AI), social media, video games, digital video production apps, social networking, digital maker tools, online feedback, virtual reality, multimodal composition tools, and learning management systems. In light of increasing attention to remote and hybrid learning tools, as well as AI and large language models (LLM), priority was given to studies that address the pedagogy, knowledge, and skills needed for teaching in online and hybrid contexts. (Robin Jocius, lead contributor)

Alemdag, E., & Yildirim, Z. (2022). Effectiveness of online regulation scaffolds on peer feedback provision and uptake: A mixed methods study. *Computers & Education, 188*, Article 104574. https://doi.org/10.1016/j.compedu.2022.104574

Examines the use of online regulation scaffolds (ORS) as technological tools for supporting formative peer assessment among 70 ninth-grade writers in Turkey. Presents mixed-methods research on peer feedback for two writing tasks in an online environment. Finds that using ORS related to goal-setting and planning increased the quality of content in peer feedback and the likelihood that students would read their peers' feedback (uptake). Concludes that ORS can be beneficial for improving peer feedback quality and uptake when writing in online environments. Suggests that writing teachers consider how feedback characteristics relate to learners and tasks online.

Andersson, C. (2022). Smartphones and online search: Shifting frames in the everyday life of young people. *Information and Learning Sciences, 123*(7–8), 351–370. https://doi.org/10.1108/ILS-03-2022-0025

Investigates young people's everyday use of smartphones for online search activities and how these activities are understood using frame analysis. Draws on ethnographic fieldwork to analyze data from focus groups, interviews, classroom observations, and go-alongs with 39 teens in Sweden, ages 13–16. Identifies three framings of online searching in smartphone use: entertainment framing, easy-access framing, and challenging co-presence framing. Calls attention to the omnipresence of smartphones and the "culture of search" occurring across spaces among teens and adults alike. Asks that teachers consider the immersiveness of the "culture of search" as it occurs both in and out of school.

Azar, T. (2023). Wikipedia: One of the last, best Internet spaces for teaching digital literacy, public writing, and research skills in first year composition. *Computers and Composition, 68*, Article 102774. https://doi.org/10.1016/j.compcom.2023.102774

Demonstrates the value of Wikipedia and the Wiki Education program as instructional tools in the first-year composition (FYC) classroom to enhance digital literacy, multimodal, and public writing skills. Employs case-study research of FYC students in the community college setting. Illustrates that through use of Wikipedia writing, FYC students practiced advanced research, writing, and digital literacy skills, and engaged in process steps of drafting and soliciting feedback. Urges caution when teaching Wikipedia writing to first-year students, as writing scaffolding and feedback are needed. Advises FYC instructors using Wikipedia to assign pages to students, have pages preselected for use, provide purpose, do research ahead of time, and schedule in-class workdays.

Betser, S., Ambrose, R., & Martin, L. (2023). "Excited to crash the party": Girls self-author their identities as makers in a girls-only design/build space. *Equity & Excellence in Education*, *56*(1–2), 159–171. https://doi.org/10.1080/10665684.2022.2131195

Documents how youth enrolled in a girls-only summer maker program authored identities that countered patriarchal ideas of making and femininity. Utilizes theoretical frameworks of figured

worlds and identity construction to analyze how 24 girls ages 14–18 conceptualized spaces for making, the program, and themselves. Identifies how participants crafted gender-bending artifacts and how they came to navigate traditionally male spaces. Describes modifications and pedagogical supports for designing more equitable and inclusive makerspaces and programs.

Jang, E., Seo, Y. S., & Brutt-Griffler, J. (2023). Building academic resilience in literacy: Digital reading practices and motivational and cognitive engagement. *Reading Research Quarterly*, *58*(1), 160–176. https://doi.org/10.1002/rrq.486

Examines the role of digital reading practices and reading engagement in the high reading achievement of adolescents from low–socioeconomic status (SES) backgrounds. Utilizes an academic resilience framework to analyze survey data from 1,192 fifteen-year-old US students who participated in PISA (Program for International Student Assessment) 2018, including 481 students from low-SES backgrounds. Finds that reading engagement supported students from low-SES backgrounds in developing resilience. Suggests that digital reading practices can improve reading engagement and help adolescents build metacognitive strategies for reading.

Jiang, L., & Gu, M. M. (2022). Understanding youths' civic participation online: A digital multimodal composing perspective. *Learning, Media and Technology*, *47*(4), 537–556. https://doi.org/10.1080/17439884.2022.2044849

Presents a virtual ethnography examining how two adolescent video-makers from China utilized semiotic resources and digital, multimodal composing (DMC) to construct videos during the COVID-19 pandemic. Analyzes modes of civic participation evident in video-makers' compositions. Finds that the video-makers engaged in two modes of civic participation unique to the context of the study: engagement with scientific evidence and reasoning, and inspiration through hope. Analyzes how civic participation structures were mediated by remixing and the act of composing for both local and global audiences. Concludes that DMC can be utilized to achieve civic purposes and engage in global digital citizenship practices.

Liu, C.-C., Liao, M.-G., Chang, C.-H., & Lin, H.-M. (2022). An analysis of children' interaction with an AI chatbot and its impact on their interest in reading. *Computers & Education, 189*, Article 104576. https://doi.org/10.1016/j.compedu.2022.104576

Explores the affordances of using AI chatbots as companions to interact with students about books of their choice. Presents an experimental study that collected and analyzed data sources from 68 students in Taiwan, ages 11–12, who participated in a 6-week AI reading activity with a chatbot that had basic understanding of 157 books. Finds that students perceived a high level of social connection with the chatbot in terms of likeability and intelligence, and that the chatbot maintained stable situational interest among readers across the six weeks. Suggests that AI techniques can be utilized to facilitate social reading practices and recommends that teachers consider implementing AI techniques to maintain students' motivation and interest in reading.

Low, D. E., & Pandya, J. Z. (2022). Centering children's voices and purposes in multimodality research. *Journal of Literacy Research*, *54*(3), 322–345. https://doi.org/10.1177/1086296X221116862

Analyzes interviews with 75 eight- to ten-year-olds to examine how children describe digital video-making, the choices they made in their multimodal composing, and their authorial purposes. Leverages multimodal frameworks to document how children used multiple modes to align with their aesthetic preferences, appeal to their audiences, approximate their intentions, and anticipate evaluation by instructors and audience members. Finds that children's reflections countered some discussions of formal semiotic grammars and metalanguages of design. Concludes that social semiotic theories and pedagogies should be age-appropriate and aim to center children's voices, purposes, and capacities.

Medina Riveros, R. A., José Botelho, M., Austin, T., & Parra Pérez, D. A. (2022). Teachers inquiring into translanguaging and multimodal pedagogies: Emerging creative and critical entanglements during transnational professional development. *Pedagogies: An International Journal*, *17*(4), 323–347. https://doi.org/10.1080/1554480X.2022.2139259

Examines how seven inservice English language teachers in Colombia and the United States collaboratively constructed, made sense of, and utilized translanguaging and multimodal pedagogies in an online community. Draws on ethnographic methods to document teachers' entanglements (collections of people, practices, resources, events, and tools that reveal tensions). Examines bilingual interviews, field notes, and teacher-created multimodal artifacts to document translanguaging and multimodal pedagogies. Finds that entangled pedagogies support teachers' abilities to create, construct, and critique social and political events within the unequal linguistic constraints of their context.

Mills, K. A., Scholes, L., & Brown, A. (2022). Virtual reality and embodiment in multimodal meaning making. *Written Communication*, *39*(3), 335–369. https://doi.org/10.1177/07410883221083517

Analyzes multimodal composing practices of 47 students ages 10–11 as they used the virtual-reality (VR) program Google Tilt Brush. Leverages theories of embodiment and multimodal analysis techniques to attend to the role that the body and senses play when composing multi-modally in a VR environment. Finds that students used bodily, haptic, and locomotive resources for multimodal designing. Notes that some students struggled with perceived disembodiment and mismatches between the VR environment and the real world. Recommends that designers and educators consider sensory and embodied VR representation to shift how text creation is taught and supported.

Ng, D. T. K., Luo, W., Chan, H. M. Y., & Chu, S. K. W. (2022). Using digital story writing as a pedagogy to develop AI literacy among primary students. *Computers and Education: Artificial Intelligence*, *3*, Article 100054. https://doi.org/10.1016/j.caeai.2022.100054

Describes the impact of a 3-month digital story writing (DSW) workshop on the AI literacies of 82 primary students in Hong Kong. Analyzes results from knowledge assessments and artifact-based interviews with a subset of high-achieving students to understand how youth formulate AI understandings. Finds that DSW helped students identify authentic scenarios, use knowledge of AI, and construct solutions that leveraged knowledge of AI in their digital stories. Suggests that DSW can develop students' AI literacy skills and understandings. Concludes that collaborative pedagogies for writing are supportive of students' DSW practices and that DSW can also support students' nondigital writing processes.

Schneier, J. (2023). Modeling mobile writing: Applying sociocognitive models of writing to mobile contexts. *Written Communication, 40*(1), 3–29. https://doi.org/10.1177/07410883221131543

Compares sociocognitive conceptualizations of writing on mobile devices to stationary kinds of writing that occur at desks on paper and/or computer. Frames mobile writing as an embodied process. Describes how keystroke logging, alongside textual analysis and interviews, was em-ployed to collect and analyze the mobile writings of 10 university students in a 7-day span of time. Discerns that composing on mobile devices occurs less quickly, in bursts, and with greater amounts of time between lexical or grammatical units, and includes less content. Demonstrates that mobile writing processes appear highly connected to social context and motivations re-lated to building and maintaining social relations. Calls for conceptions of mobile writing as community-based and also as an embodied performance due to its multidimensional aspects as mobile, social, and ephemeral.

Shimizu, A. Y., & Santos, J. S. (2022). Third graders collaboratively writing online: Interacting in multiple modalities across multiple spaces to build a tale and community. *Language Arts*, *100*(1), 35–45. https://doi.org/10.58680/la202232010

Explores third-grade students' collaborative, multimodal, and digital writing practices in an online writing workshop conducted during the COVID-19 pandemic. Analyzes Zoom video data and students' compositions to examine the role that their verbal, gestural, and textual interactions played in relation to the development of their stories. Develops multimodal composing snapshots to unpack how students' collaborative interactions in online spaces supported their digital composing practices. Concludes that digital tools, such as Google Docs, can be used in face-to-face or online instruction to provide opportunities for participation and engagement.

Shrodes, A. (2022). "SAME GURL": Political feeling in LGBTQ+ digital composing. *Journal of Literacy Research, 54*(4), 434–457. https://doi.org/10.1177/1086296X221140862

Examines LGBTQ+ YouTube reaction video channels to explore how political feelings circulate in an online community. Draws on critical affective, queer, and Black feminist theories to document feelings about injustice and resistance expressed in a virtual community. Uses virtual ethnographic methods to construct and analyze composing events. Finds that vloggers circulate *radical joy*, or willful and resistant happiness, to support collective meaning-making and action against oppression. Concludes that affective pedagogies can help youth make sense of how to feel about injustice.

von Gillern, S., & Stufft, C. (2023). Multimodality, learning and decision-making: Children's metacognitive reflections on their engagement with video games as interactive texts. *Literacy*, *57*(1), 3–16. https://doi.org/10.1111/lit.12304

Documents the multimodal analysis of 31 middle-school students who played video games and wrote reflections about the role of multiple modes and symbols in their gameplay and the influence of these modes on their decision-making processes. Draws on template analysis to examine 124 reflections for metacognition of multimodal symbols. Finds that students analyzed written language, dynamic visuals, and abstract symbols in video games and were able to describe the impact of these modes on their engagement, understanding, and decision-making processes. Recommends that video games be used in classroom settings as interactive multimodal texts to support literacy goals.

Other Related Research

Alghoraibi, A. S., & Alghoribi, M. S. (2022). Ethnographic sibling research and language learning during the pandemic: Multimodal engagement in literacy and learning over Zoom. *Journal of Adolescent & Adult Literacy*, *66*(3), 168–177. https://doi.org/10.1002/jaal.1268

Alqahtani, S. S. (2023). iPad text-to-speech and repeated reading to improve reading comprehension for students with SLD. *Reading & Writing Quarterly*, *39*(1), 1–15. https://doi.org/10.1080/10573569.2021.1987363

Anderson, S. S. (2023). "Places to stand": Multiple metaphors for framing ChatGPT's corpus. *Computers and Composition, 68*, Article 102778. https://doi.org/10.1016/j.compcom.2023.102778

Brynildsen, S., & Haugsbakken, H. (2023). An agentic perspective on teachers' enactment of professional digital competence. *Digital Culture & Education, 14*(4), 53–69. https://www.digitalcultureandeducation.com/volume-14-4-papers/an-agentic-perspective-on-teachers-enactment-of-professional-digital-competence

Kaskazi, A., & Kitzie, V. (2023). Engagement at the margins: Investigating how marginalized teens use digital media for political participation. *New Media & Society*, *25*(1), 72–94. https://doi.org/10.1177/14614448211009460

Kim, G. M., & Higgs, J. (2023). Exploring equity issues with technology in secondary literacy education. *Technology, Pedagogy and Education*, *32*(1), 1–16. https://doi.org/10.1080/1475939X.2022.2150288

Kraxenberger, M., & Lauer, G. (2022). Wreading on online literature platforms. *Written Communication*, *39*(3), 462–496. https://doi.org/10.1177/07410883221092730

Liu, Z., Ren, Y., Kong, X., & Liu, S. (2022). Learning analytics based on wearable devices: A systematic literature review from 2011 to 2021. *Journal of Educational Computing Research*, *60*(6), 1514–1557. https://doi.org/10.1177/07356331211064780

Loh, C. E., & Sun, B. (2022). The impact of technology use on adolescents' leisure reading preferences. *Literacy*, *56*(4), 327–339. https://doi.org/10.1111/lit.12282

Martens, M., Balling, G., & Higgason, K. A. (2022). #BookTokMadeMeReadIt: Young adult reading communities across an international, sociotechnical landscape. *Information and Learning Sciences, 123*(11–12), 705–722. https://doi.org/10.1108/ILS-07-2022-0086

Nash, B. L., & Brady, R. B. (2022). Video games in the secondary English language arts classroom: A state-of-the-art review of the literature. *Reading Research Quarterly*, *57*(3), 957–981. https://doi.org/10.1002/rrq.454

Pacheco, M. B., Smith, B. E., Combs, E., & Amgott, N. A. (2022). Translanguaging within multimodal composition products and processes: A systematic review. *Pedagogies: An International Journal*, *17*(4), 389–407. https://doi.org/10.1080/1554480X.2022.2139256

Pangrazio, L., Stornaiuolo, A., Nichols, T. P., Garcia, A., & Philip, T. M. (2022). Datafication meets platformization: Materializing data processes in teaching and learning. *Harvard Educational Review*, *92*(2), 257–283. https://doi.org/10.17763/1943-5045-92.2.257

Turco, R. G., Lesaux, N. K., & Jones, S. M. (2023). Home literacy in the digital era: The role of mobile screen media frequency in a US state. *British Journal of Educational Technology*, *54*(2), 513–533. https://doi.org/10.1111/bjet.13259

Turner, K. H., Stevens, E. Y., Paciga, K., & O'Byrne, W. I. (2022). Co-constructing meaning: Parents and children navigating digital literacies together. *Journal of Adolescent & Adult Literacy, 66*(3), 158–167. https://doi.org/10.1002/jaal.1264

Wambsganss, T., Janson, A., & Leimeister, J. M. (2022). Enhancing argumentative writing with automated feedback and social comparison nudging. *Computers & Education*, *191*, Article 104644. https://doi.org/10.1016/j.compedu.2022.104644

Inclusive Literacy Instruction / Special Education Literacy

The research articles within this section are dedicated to the examination of literacy and language development among students with disabilities. Collectively, these studies underscore the importance of literacy and language proficiency among students with diverse learning needs, encompassing those with reading disabilities, intellectual and other learning disabilities, emotional and behavioral disorders, visual impairments, and hearing impairments. Furthermore, these articles highlight the significance of addressing the educational needs of learners who are at risk and who are from marginalized backgrounds. A prevalent theme in many of these articles is the exploration of technological interventions tailored to meet the needs of this diverse group of learners. (Andrea Suk, lead contributor)

Barnard-Brak, L., Mutua, K., Mugoya, G. C., Williamson, A., & Kudesey, C. (2023). Task analysis guidance for number of and readability of steps for individuals with intellectual disabilities. *Research in Developmental Disabilities, 133,* Article 104411. https://doi.org/10.1016/j.ridd.2022.104411

Reports results of a study of 56 individuals that participated in a transition services program for independent living skills. Focusing on three living skills (washing dishes, doing laundry, and going grocery shopping), examines the relationship between the number of steps and the readability of content of steps of the task analyses with subsequent task performance. Finds that the number and readability of steps were significantly associated with task performance via a nonlinear, quadratic relationship. Determines that the task analyses may consider up to seven steps with a grade level of content (i.e., readability) of up to approximately seventh grade without diminishing the task performance.

Benner, G. J., Filderman, M. J., Barnard-Brak, L., Pennefather, J., Smith, J. L. M., & Strycker, L. A. (2023). Evidence of efficacy of the Integrated Literacy Study Group professional learning program to enhance reading instruction for students with emotional and behavioral disorders. *Psychology in the Schools*, *60*(1), 182–198. https://doi.org/10.1002/pits.22773

Investigates elementary school teachers' self-efficacy to provide evidence-based reading instruction and behavioral strategies to students with or at risk for emotional and behavioral disorders. Examines pre- and post-intervention data to understand the impact of the Integrated Literacy Study Group (ILSG) intervention in a randomized controlled trial of 72 teachers across five states in the western US. Finds initial evidence of the effectiveness of the ILSG intervention with regard to teacher knowledge, teacher self-efficacy, and students' literacy skills and engagement. Suggests that the ILSG is an effective professional learning program to address the issue of teachers being ill-equipped to meet the literacy needs of students with or at risk for emotional and behavioral disorders.

Benner, G. J., Strycker, L. A., Pennefather, J., & Smith, J. L. M. (2022). Improving literacy for students with emotional and behavioral disorders: An innovative approach. *Teacher Education and Special Education*, *45*(4), 331–348. https://doi.org/10.1177/08884064221079813

Evaluates the success of the Integrated Literacy Study Group (ILSG), a 10-week digital program for inservice professional development geared to reading instruction for students with emotional and behavioral disorders, with 13 elementary teachers. In a within-subject, pre-post design, the factors of teachers' feedback, measured changes in teacher knowledge, self-efficacy, and practice were examined. Finds that the ILSG program promotes teacher knowledge of evidence-based reading and behavioral support for students with emotional and behavioral disorders, enhances teacher self-efficacy, and reduces burnout. Concludes that the digitally delivered aspect of the ILSG program addresses the concern of accessibility of effective practices content and provides the flexibility for teachers to personalize supports to meet their students' needs.

Butler, W. S., Hord, C., & Watts-Taffe, S. (2022). Increasing secondary students' comprehension through explicit attention to narrative text structure. *TEACHING Exceptional Children*, *54*(6), 394–403. https://doi.org/10.1177/00400599211025548

Explores the use of instructional techniques concerning text structure with unconventional literacy texts to facilitate reading comprehension among students with reading difficulties. Describes the prevailing pedagogical emphasis among educators: *story grammar*, which encompasses the fundamental aspects of narratives, and *story structure*, which incorporates characters, temporal and spatial settings, sequential plot developments, central conflicts, climactic moments, resolutions, and thematic underpinnings. Advocates for the implementation of a comprehensive, three-step instructional framework designed to support students' ability to navigate and extract meaning from texts that do not follow a typical linear sequence. Recommends an approach that involves: (a) analysis of the text, (b) the identification of unique textual features, and (c) the provision of explicit instructional support.

Cheyney-Collante, K., Gonsalves, V., & Giuliani, S. (2022). Online dyslexia professional development for diverse practitioners: A multiple-case study. *Teacher Education and Special Education*, *45*(3), 246–264. https://doi.org/10.1177/08884064211050344

Examines the experiences of diverse practitioners who are enrolled in online dyslexia professional development programs. Reports results of a mixed-method design that included data analysis of 53 course artifacts, 35 hours of online videos and face-to-face observation, and 51 pages of interview transcript. Identifies three common themes from the across-case synthesis: contextual challenges and barriers to practice, supports to practice and development of internal capability through participants' learning, and observed strengths of online training programs. Concludes that the most meaningful professional learning occurs in the classroom and/or clinic setting, professional learning is a product of social interactions with relevant people over time,

and professional learning is distributed across the individual and the professional development program (e.g., people, physical space, artifacts, and tools).

Cho, E., Mancilla-Martinez, J., Hwang, J. K., Fuchs, L. S., Seethaler, P. M., & Fuchs, D. (2022). Comorbidity in reading comprehension and word-problem solving difficulties: Exploring shared risk factors and their impact on language minority learners. *Journal of Learning Disabilities*, *55*(6), 513–527. https://doi.org/10.1177/00222194211068355

Investigates the heightened vulnerability of language-minority (LM) learners to the simultaneous manifestation of reading comprehension challenges and word-problem-solving difficulties. Evaluates various groups of learners (including LM learners and non-LM learners who were identified to be "at risk" for poor reading abilities) on several metrics: word reading, calculation, behavioral attention, working memory, processing speed, nonverbal reasoning, vocabulary, and listening comprehension in English. Finds that listening comprehension emerged as the sole shared risk factor associated with the comorbidity of reading comprehension challenges and word-problem difficulties among LM learners. Concludes that "at-risk" learners were similar to other learners in cognitive metrics but had lower reading and listening comprehension levels, and that LM students were more likely to be identified as "at-risk". Determines that methods for identifying and intervening to address higher-order comorbidity for reading comprehension are needed for LM learners.

Didion, L., & Toste, J. R. (2022). Data Mountain: Self-monitoring, goal setting, and positive attributions to enhance the oral reading fluency of elementary students with or at risk for reading disabilities. *Journal of Learning Disabilities*, *55*(5), 375–392. https://doi.org/10.1177/00222194211043482

Examines the adaptability of a self-determination program (Data Mountain) in the enhancement of oral reading fluency among students with reading disabilities. Includes 81 fifth-graders with an identified reading disability or deemed to be "at risk" for one. Participants were assigned to one of three groups for a controlled-study of the effect of instruction on self-monitoring, goal-setting, and acknowledging positive attributions. Finds that students who received self-determination instruction read, on average, 31 more words per minute, with a growth rate twice as large as that of students not receiving self-determination instruction. Suggests that Data Mountain provides special education students with the opportunity to learn self-determination skills.

Griendling, L. M., VanUitert, V. J., McDonald, S. M., Kunemund, R., & Kennedy, M. J. (2022). Using multimedia to create explicit and culturally responsive content area vocabulary lessons. *TEACHING Exceptional Children*, *55*(1), 48–58. https://doi.org/10.1177/00400599211038322

Reviews the Content Acquisition Podcast for Students (CAP-S), a multimedia tool which has shown promise in increasing content-area vocabulary for secondary education students with disabilities. Details a four-step process, including (a) identifying and preparing content, (b) creating the presentation slides, (c) formatting the presentation slides, and (d) recording the presentation. Provides detailed recommendations to ensure the customizable CAP-S includes culturally responsive practices.

Kambouri, M., Simon, H., & Brooks, G. (2023). Using speech-to-text technology to empower young writers with special educational needs. *Research in Developmental Disabilities, 135,* Article 104466. https://doi.org/10.1016/j.ridd.2023.104466

Analyzes the use of a speech-to-text (STT) technology called Dragon STT and its impact on the writing of children with special education needs and disabilities (SEND). Reports results from assessment of a total of 30 participants ages 8 to 16 with varying levels of speech and writing difficulties and other SEND challenges, utilizing a pretest and posttest handwritten text as well as a posttest text created by STT for comparison purposes. Finds that all three comparisons showed positive results indicating the implementation of the Dragon STT assistive technology

improved students' handwritten text and their communication skills. Suggests that Dragon STT also improved students' social skills and self-esteem. Recommends enhancing support for teachers to incorporate assistive technologies such as STT into their classrooms.

Knoop-van Campen, C. A. N., ter Doest, D., Verhoeven, L., & Segers, E. (2022). The effect of audio-support on strategy, time, and performance on reading comprehension in secondary school students with dyslexia. *Annals of Dyslexia*, 72, 341–360. https://doi.org/10.1007/s11881-021-00246-w

Investigates the impact of an audio-support accommodation (the narration of written text) on reading for secondary students diagnosed with dyslexia, in comparison with their nondisabled peers. Researchers evaluated the reading comprehension strategies, reading times, and reading comprehension performance of students utilizing the audio-support. Eye-tracking technology was employed to capture data related to the adoption of either an intensive reading strategy (comprehensive reading of the entire text) or a selective reading strategy (a focus on specific segments of the text). Findings suggest that the audio-supported accommodation did not influence reading comprehension performance; however, the audio-supported accommodation did increase reading times of all students, and students divided their attention more over the whole text (open-ended assignments) instead of focusing on a specific part of the reading material. Concludes that while an audio-support accommodation has benefits (increased engagement, confidence, and reading motivation), educators should also consider its drawbacks when utilizing it with students who have disabilities.

Liu, J., Ren, X., Wang, Y., & Zhao, J. (2023). Visual attention span capacity in developmental dyslexia: A meta-analysis. *Research in Developmental Disabilities, 135*, Article 104465. https://doi.org/10.1016/j.ridd.2023.104465

Compares the visual attention span (VAS)–related performances of readers with dyslexia with those of age-matched readers without dyslexia to confirm the conclusions of previous studies on the relationship between VAS ability and reading. Examines the possible assessments in measuring VAS capacity of readers with dyslexia, including the properties of the VAS task (i.e., the paradigms, materials, and responses in the VAS task), the characteristics of background languages (i.e., writing systems and orthographic depth), and the characteristics of participants (i.e., recruitment methods, ages, and subtypes of dyslexia). Evaluates 31 studies drawn from a pool of 1,861 using a three-step screening process. Concludes that VAS ability is significantly correlated with reading skills at different levels (e.g., word-list reading, text reading) and with various measurements (e.g., accuracy, speed) to a comparable degree.

Odegard, T. N., Farris, E. A., & Washington, J. A. (2022). Exploring boundary conditions of the listening comprehension-reading comprehension discrepancy index. *Annals of Dyslexia, 72,* 301–323. https://doi.org/10.1007/s11881-021-00250-0

Examines how specific characteristics of students (e.g., those living in poverty and those with diverse language and cultural backgrounds) may have predictive values on a listening comprehension / reading comprehension discrepancy index used by many education systems to evaluate the prevalence of dyslexia. Finds that the index underidentifies students from marginalized backgrounds with dyslexia or specific learning disabilities. Raises questions related to the comprehension of language as related to General American English and how this discrepancy metric may be biased against those who are bilingual and bidialectal.

Vaughn, S., Grills, A. E., Capin, P., Roberts, G., Fall, A.-M., & Daniel, J. (2022). Examining the effects of integrating anxiety management instruction within a reading intervention for upper elementary students with reading difficulties. *Journal of Learning Disabilities*, *55*(5), 408–426. https://doi.org/10.1177/00222194211053225

Explores the effects of a comprehensive reading intervention program, coupled with strategies aimed at managing anxiety, targeting third- and fourth-grade students ($N = 128$) with reading difficulties over the course of 2 years. Compares three groups of students: (1) reading intervention and anxiety management, (2) reading intervention and math fact practice, and (3) business as usual. Finds that students who utilized anxiety management strategies exhibited a noteworthy advantage over their counterparts within the business-as-usual group, specifically in the realm of reading comprehension metrics; however, no statistically significant distinctions were observed between groups concerning other pertinent reading performance metrics.

Wexler, J., Swanson, E., Shelton, A., Kurz, L. A., Bray, L., & Hogan, E. (2023). Sustaining the use of evidence-based Tier 1 literacy practices that benefit students with disabilities. *Journal of Learning Disabilities*, *56*(2), 145–160. https://doi.org/10.1177/00222194211065499

Investigates the utilization and integration of Promoting Adolescents' Comprehension of Text (PACT), a Tier 1 literacy intervention featuring explicit instruction aimed at enhancing vocabulary acquisition and text comprehension. Aims to ascertain the extent to which teachers, specifically those working with students with learning disabilities in content-rich educational domains, adopted and employed the PACT program. Draws on interviews with educators and administrators one year after the introduction of Tier 1 literacy practices as study data. Reveals that PACT was adopted or sustained because of its simple/adaptable format and clear student benefit. Implies that for students with disabilities in general education environments, PACT may be a useful instructional practice to improve student outcomes.

Wolbers, K., Dostal, H., & Holcomb, L. (2023). Teacher reports of secondary writing instruction with deaf students. *Journal of Literacy Research, 55*(1), 28–50. https://doi.org/10.1177/1086296X231163124

Explores secondary writing instruction among Deaf and hard-of-hearing (DHH) students through a mixed-method approach utilizing data from surveys and focus groups. Presents both quantitative and qualitative research analysis of surveys of teacher participants ($N = 222$), as well as three 2-hour Zoom focus-group sessions. Finds there is little literature on secondary instruction with DHH students and contemporary teaching practices. Reveals several key areas of need: teacher preparation for bilingual education and writing instruction for DHH students, specialized research and training for implementation of appropriate and effective instruction, collaboration models with language specialists, and reformed writing instruction to increase differentiation for DHH students.

Other Related Research

Briceño, A., & Rodriguez-Mojica, C. (2022). "It made me see what kind of teacher I want to be:" Critical literacy in a pre-service literacy methods course. *Action in Teacher Education*, *44*(4), 290–307. https://doi.org/10.1080/01626620.2022.2108162

Capin, P., Gillam, S. L., Fall, A. M., Roberts, G., Dille, J. T., & Gillam, R. B. (2022). Understanding the nature and severity of reading difficulties among students with language and reading comprehension difficulties. *Annals of Dyslexia*, *72*(2), 249–275. https://doi.org/10.1007/s11881-022-00255-3

Didion, L., & Toste, J. R. (2022). Climb data mountain: How components of self-determination can support oral reading fluency practice. *TEACHING Exceptional Children*, *54*(6), 424–432. https://doi.org/10.1177/00400599211027282

Filderman, M. J., & Toste, J. R. (2022). Effects of varying levels of data use to intensify a multisyllabic word reading intervention for upper elementary students with or at risk for reading disabilities. *Journal of Learning Disabilities*, *55*(5), 393–407. https://doi.org/10.1177/00222194211048405

Flanagan, S. M. (2023). Map it out! Using technology-based concept mapping for written expression. *TEACHING Exceptional Children*, *55*(3), 220–223. https://doi.org/10.1177/00400599221099723

Giazitzidou, S., & Padeliadu, S. (2022). Contribution of morphological awareness to reading fluency of children with and without dyslexia: Evidence from a transparent orthography. *Annals of Dyslexia*, *72*(3), 509–531. https://doi.org/10.1007/s11881-022-00267-z

Harris, L. N., Creed, B., Perfetti, C. A., & Rickles, B. B. (2022). The role of word knowledge in error detection: A challenge to the broken error monitor account of dyslexia. *Annals of Dyslexia*, *72*(2), 384–402. https://doi.org/10.1007/s11881-021-00248-8

Hsu, C.-F. (2023). Contextual effects on the figurative processing of nouns and verbs in people with Williams syndrome. *Research in Developmental Disabilities*, *134,* Article 104429. https://doi.org/10.1016/j.ridd.2023.104429

Kim, Y.-S. G. (2022). Co-occurrence of reading and writing difficulties: The application of the interactive dynamic literacy model. *Journal of Learning Disabilities*, *55*(6), 447–464. https://doi.org/10.1177/00222194211060868

King, S., Wang, L., Datchuk, S. M., & Rodgers, D. B. (2023). Meta-analyses of reading intervention studies including students with learning disabilities: A methodological review. *Journal of Learning Disabilities*, *56*(3), 210–224. https://doi.org/10.1177/00222194221077688

Middleton, A. E., Farris, E. A., Ring, J. J., & Odegard, T. N. (2022). Predicting and evaluating treatment response: Evidence toward protracted response patterns for severely impacted students with dyslexia. *Journal of Learning Disabilities*, *55*(4), 272–291. https://doi.org/10.1177/00222194211047633

Prahl, A., & Gilson, C. (2023). Functional literacy intervention for postsecondary students with intellectual and developmental disabilities: A pilot study. *Intellectual and Developmental Disabilities*, *61*(2), 124–144. https://doi.org/10.1352/1934-9556-61.2.124

Prince, A. M. T., & Hayden, H. E. (2022). Repositioning disability in children's picture books through classroom read-alouds. *TEACHING Exceptional Children*, *55*(1), 30–38. https://doi.org/10.1177/00400599211038299

Solis, M., Kulesz, P., & Williams, K. (2022). Response to intervention for high school students: Examining baseline word reading skills and reading comprehension outcomes. *Annals of Dyslexia*, *72*(2), 324–340. https://doi.org/10.1007/s11881-022-00253-5

Vazeux, M., Le Nail, P., & Doignon-Camus, N. (2023). Short report on a syllable-based intervention to improve phonemic awareness and reading in children with DLD. *Research in Developmental Disabilities*, *135,* Article 104455. https://doi.org/10.1016/j.ridd.2023.104455

Literary Response / Literature / Narrative

Scholarship in this section features critical analyses of children's and young adult literature with a focus on representations of body image, activism, agency, immigrant experiences, sexual assault, and diverse main characters; readers' responses to literature as mediated by affect, identity, personal histories, sociocultural contexts, and experiences with loss; and interpretive approaches to literature across K–12 and postsecondary contexts. These studies draw on various approaches, including a funds of feeling framework for literary interpretation, text selection stances in response to censorship, critical encounters that disrupt racial stereotypes and dysconscious ableism/niceness, meaning-making potentials of wordless picture books, and factors shaping the adoption of antiracist literature instruction. (Mark A. Sulzer, lead contributor)

Coyne, P., Munroe-Chandler, K. J., & Woodruff, S. J. (2022). A content and thematic analysis of body-positive children's picturebooks. *Journal of Children's Literature, 48*(2), pp. 44–58.

Examines the creators, contents, and messaging of 26 body-positive picture books. Describes body image, body positivity, and the development of body dissatisfaction. Reports results of a study that was grounded in a critical realist methodological framework and used a content analysis process. Identifies five body-positive themes (different is beautiful; function over appearance; a

body is a home that needs to be cared for; choose body compassion, not criticism; wear and be what and who you want) and two body-negative themes (Barbies and Bratz; body acceptance depends on the approval of others). Recognizes a need for more diverse representation within the texts while also noting the overall positive messaging of the texts studied.

Dávila, D. (2022). The tacit censorship of youth literature: A taxonomy of text selection stances. *Children's Literature in Education, 53*(3), 376–391. https://doi.org/10.1007/s10583-022-09498-5

Considers the influence of preservice/inservice teacher selection of inclusive reading materials in school environments that normalize dominant sociocultural groups and unconscious discourses. Recognizes that teachers often take up tacit censorship in an attempt to be neutral or to protect themselves. Considers the use of affect theory and the manifestation of territorialization (book challenges, censorship, and/or rejection) to update and expand teachers' text selection/avoidance stances. Invites teachers to take up a stance of deterritorialization that expands school reading selections, challenges past tacit censorship, and disrupts dominant narratives.

Dunn, M. B. (2022). When teachers lose loved ones: Affective practices in teachers' accounts of addressing loss in literature instruction. *Reading Research Quarterly, 57*(3), 1049–1064. https://doi.org/10.1002/rrq.460

Discusses the experiences of four teachers who taught literature following a personal loss. Presents questionnaire and interview data documenting participants' descriptions of teaching literature while grieving. Draws on analytic techniques informed by: feminist framings of affect and emotion; the interplay of identities, emotions, and literacies; a whole-parts-whole process for understanding experience; and emotion coding. Describes findings for each of the four teachers in the study, detailing how their experiences called forth issues of public and private spaces, personal needs, bodily responses, discourses about death, Whiteness, and care in framing literary interpretation and choice of readings. Discusses how teachers' loss experiences shaped their teaching of literature and their responses to students who also had firsthand experiences with loss. Calls for conceptualizing meaning-making in terms of affective practices to promote a more expansive understanding of literary response.

Enriquez, G. (2022). "I don't want to finish this book!", or A posthumanist view of affect, reader response, and children's literature. *Children's Literature in Education, 53*(3), 313–326. https://doi.org/10.1007/s10583-022-09501-z

Explores how a posthumanist view of affect, reader response, and children's literature might illuminate a child's engagement with books in school. Documents the socio-cultural-historical practices and identities that provoke one first-grade avid reader to exclaim, "I don't want to finish this book!" Examines human and nonhuman entities (e.g., texts, identities, personal histories, sociocultural context) and complex factors of affect to interpret the reader's response. Illuminates what might go on beyond the bodily and linguistic surface of student readers to recognize the possibilities of readers' multitudinous responses to literature.

Fletcher, L., & Holyoke, E. (2023). Reading the word and world: Portrayals of activism in children's literature. *The Reading Teacher, 76*(6), 713–723. https://doi.org/10.1002/trtr.2191

Examines portrayals of activism in 156 picture books oriented to a fifth-grade audience using content analysis informed by: a critical literacy framework; definitions of activism foreground-ing the structure, intent, and context of purposeful actions; and a transformative stance toward activism. Expresses findings through a head, heart, and world framework for understanding activism. Explicates the framework through themes of kindness, everyday activism, expansive activism, transformative activism, and overlaps thereof. Discusses the need to provide access to different manifestations of activism so that teachers can clarify what, how, and why they teach about activism.

Gu, X., & Catalano, T. (2022). Representing transition experiences: A multimodal critical discourse analysis of young immigrants in children's literature. *Linguistics and Education, 71*, Article 101083. https://doi.org/10.1016/j.linged.2022.101083

Examines 18 immigrant-themed picture books using critical discourse analysis within a critical discourse studies and raciolinguistics framework. Analyzes portrayals of young immigrants and their initial transition experiences in the interplay of text and illustrations. Finds six major themes that demonstrate both positive and negative representation in the texts. Provides teachers with questions for analyzing books depicting immigrants and encourages teachers to expand their choices of literature to include international contexts and global migration.

Levine, S., & Mah, C. (2023). Funds of feeling: A feeling-based approach to literary interpretation. *English Journal 112*(6), 63–71. https://doi.org/10.58680/ej202332489

Describes a framework for literary response that uses students' funds of feeling to analyze and interpret texts: the *up/down/both/why* framework, which prompts students to analyze multiple literary dimensions of a text and bridges students' feelings-based responses to academic literary interpretation. Researchers asked students to articulate whether a text seemed especially positive, negative, or both and then rationalize why the text felt that way through close reading. The authors borrowed from funds of knowledge and funds of identity concepts to analyze student coursework when applying the framework in classroom contexts. Provides *up/down/both/why* models for teachers to adapt for whole-class discussions, think-alouds, textual annotation, student writing, and small-group work.

Miller, H. C., Boehm, S., Colantonio-Yurko, K., & Adams, B. (2022). Himpathy, herasure, and down girl moves: A critical content analysis of sexual assault in young adult literature. *Journal of Literacy Research, 54*(3), 298–321. https://doi.org/10.1177/1086296X221116856

Examines eight pieces of young adult literature featuring sexual assault narratives. Uses critical content analysis informed by Manne's notions of himpathy and herasure to consider how misogyny appears before, during, and after incidents of sexual assault. Describes themes and subthemes in terms of how the storylines engage the circumstances of assault, the reactions of friends, the role of social status of the assaulter, and the adjudication of justice. Discusses the need to read from a feminist interpretive lens in the classroom and integrate the idea of misogyny to analyze power structures that perpetuate sexual violence against women.

Pantaleo, S. (2023). Reviewing the multifaceted complexity and potential of wordless picturebooks. *Bookbird: A Journal of International Children's Literature, 61*(2), 15–25. https://doi.org/10.1353/bkb.2023.0020

Delineates the complex skills required and refined when readers engage with wordless picture books. Names the affordances of wordless picture books in classroom instruction: sophisticated narrative analyses, students' spontaneous (not adult-mediated) and scaffolded (adult-mediated) literary discussion, and inclusion of international texts and authors in curriculum. Articulates how wordless picture books are a flexible and responsive tool to teach literary response and literature. Describes pragmatic classroom instruction using wordless picture books to develop students' visual literacy competencies, comprehension of visual narratives, and higher-order cognitive processes.

Reid, S. D., Zapata, A., Adu-Gyamfi, M., & Hoffmann, W. (2022). "It might be different from what we think": Critical encounters with linguistically diverse picturebooks in an elementary classroom. *Language Arts, 100*(2), 122–134. https://doi.org/10.58680/la202232139

Demonstrates how linguistically diverse picture books can prompt critical encounters where students articulate their understandings about race and identity and are prompted to revise their misconceptions. Describes researchers' transcription and coding of video recordings of a fifth-grade classroom to identify patterns of critical encounters in classroom contexts. Details

teacher moves that leverage students' critical literacy to disrupt stereotypical understandings of others and interrogate multiple viewpoints. Discusses the pedagogical design process of curating diverse, high-quality literature by explicitly asking students to select a book that does not share their own linguistic identity, prompting dialogue with other readers, and flexibly responding to learners' thinking.

Sarigianides, S. T., & Borsheim-Black, C. (2022). High fidelity: Factors affecting preservice ELA teachers' commitment to antiracist literature instruction. *English Education, 55*(1), 7–26. https://doi.org/10.58680/ee202232129

Identifies four factors affecting preservice teachers' commitment to adopting antiracist literature instruction, citing (1) knowledge about race and racism, (2) their own racial identity, (3) experience with antiracist pedagogies, and (4) field-based experiences tied to race. Examines case study data of 32 participants enrolled in two English teaching methods courses, including questionnaires, coursework, and semistructured interviews. Offers recommendations for English teachers adopting antiracist pedagogies: connect racialized identity understandings to discipline-based teaching, model discipline-centered antiracist pedagogies, and apply a critical race lens to analyze authentic classroom interactions.

Tondreau, A., & Rabinowitz, L. (2022). The intersection of dysconscious ableism and niceness in teachers' critical readings of characters with disabilities in picture books. *The Dragon Lode, 41*(1), 8–18.

Explores three elementary educators' analysis of real-aloud picture books that feature protagonists with disabilities. Utilizes disability critical race theory and the concept of *dysconsciousness* (an impaired or distorted way of thinking that is implicit), with a focus on ableism and niceness. Draws on qualitative design-based research to consider teacher beliefs, concerns, and planning for reading these texts aloud. Finds a mismatch between teacher commitments and enactments due to dysconscious ableism and dysconscious niceness—unconscious discourses participants draw upon. Recommends that educators disrupt dysconscious ableism by seeking out representation of characters with disabilities, practicing discussing disability from critical and socially just perspectives, and pushing back against a norm of niceness.

Vaughn, M., Massey, D., Vitullo, A., Masterson, J., & Li, X. (2022). Critical depictions of agency in Pura Belpré awarded texts. *Children's Literature in Education*, *53*(3), 343–359. https://doi.org/10.1007/s10583-022-09504-w

Investigates the demographics and agency of Latinx protagonists in 15 Pura Belpré Award–winning chapter books. Reports results of a study grounded in affective theory and combining critical multicultural qualitative content analysis with literary analysis to analyze and categorize the texts. Discusses characters' demographic classifications by race, ethnicity, sex, age, socioeconomic status, and location. Finds two agentic themes: shifting identities (positionality changes throughout the text and is represented as complex and multidimensional) and relationality (agency is connected to people, places, and community). Describes pathways for critical conversations with young readers to create opportunities for their development of agency and sense-making.

Wang, Y., Guo, W., & Sui, X. (2022). A content analysis of Chinese American contemporary realistic fiction books. *The Reading Teacher, 76*(2), 159–168. https://doi.org/10.1002/trtr.2119

Examines 40 realistic-fiction picture books depicting Chinese American main characters published in the US from 2000 to 2021. Uses content analysis informed by Norton's multicultural literature study approach. Finds four themes: (a) adjusting to American culture, (b) celebrating heritage culture and family tradition, (c) bridging two cultures, and (d) connecting with one's home country. Discusses the authenticity of representation in picture books, how language is integrated through glossaries and illustrations, how character values take shape through intergenerational relationships, the prevalence of immigrant life and language barriers as major

conflicts, and the absence of social justice issues around race, gender, and same-sex families. Calls for building intercultural curriculum via multicultural and global picture books as well as further representation of contemporary Chinese Americans living in the US.

Other Related Research

Abi Villanueva, S. (2022). Kapow! Bam! Wham! Shattering adolescent stereotypes and promoting social change making in comic books. *Study & Scrutiny: Research on Young Adult Literature, 5*(2), 220–240. https://doi.org/10.15763/issn.2376-5275.2022.5.2.220-240

Abruzzo, E., & Bartow Jacobs, K. (2022). "I felt goosebumps": Emotional experiences of pre-service English teachers and the critical use of narratives. *English Teaching: Practice & Critique, 21*(4), 333–349. https://doi.org/10.1108/ETPC-11-2020-0150

Campos, D. (2023). Gender nonconforming boys in picture books: Using protagonists to examine social roles and stereotypes. *Children & Libraries: The Journal of the Association for Library Service to Children*, *21*(2), 14–19. https://doi.org/10.5860/cal.21.2.14

Chung, R. H., & Heny, N. A. (2022). Preparation and practice: Preservice English teachers' experiences in learning to facilitate text-based discussions. *English Education, 54*(4), 294–314. https://doi.org/10.58680/ee202231980

Gannon, M., Ervin, J., & Overton, L. (2022). What happens when you read about racism? *English Education, 54*(4), 333–340. https://doi.org/10.58680/ee202231982

Heineke, A. J., Papola-Ellis, A., & Elliott, J. (2022). Using texts as mirrors: The power of readers seeing themselves. *The Reading Teacher, 76*(3), 277–284. https://doi.org/10.1002/trtr.2139

Hill, J. (2023). Binary gender representations in picturebooks about transgender children. *Journal of Children's Literature, 49*(1), 46–55. https://www.childrensliteratureassembly.org/uploads/1/1/8/6/118631535/49-1_6-article-hill.pdf

Kershen, J. E. L. (2022). Graphic narratives as opportunities for professional learning: A socio-cognitive complexity reading of the graphic novel *Queen of the sea*. *Study & Scrutiny: Research on Young Adult Literature, 5*(2), 197–219. https://doi.org/10.15763/issn.2376-5275.2022.5.2.197-219

Koss, M. D., & Paciga, K. A. (2022). Conducting a diversity audit: Who is represented in your classroom library? *The Reading Teacher, 76*(3), 261–268. https://doi.org/10.1002/trtr.2136

Lacina, J., Helling, M., Nakamura, T., & Montgomery, S. (2022). Award-winning picturebooks with refugees and immigrants as protagonists: Building understanding and inspiration. *The Dragon Lode, 41*(1), 8–18.

Lewis, K., & Nixon, S. B. (2023). Honoring Indigenous languages through literature. *Language Arts, 100*(3), 192–205. https://doi.org/10.58680/la202332262

Maton, R. M., Dexter, B., McKeon, N., Urias-Velasquez, E., & Washington, B. (2022). Far apart, close in heart: Exploring representations of familial incarceration in children's picturebooks. *Journal of Children's Literature, 48*(2), 19–32. https://www.childrensliteratureassembly.org/uploads/1/1/8/6/118631535/4-jcl_48-2_article-matonetal.pdf

Nash, B. L. (2023). Attending to the sounds of stories: The affordances of audiobooks in the English classroom. *Changing English, 30*(2), 99–106. https://doi.org/10.1080/1358684X.2023.2169899

Price, R. S. (2022). Contesting obscenity: Book challengers and criminalizing literature. *Journal of Intellectual Freedom & Privacy*, *7*(4), 34–45. https://doi.org/10.5860/jifp.v7i4.7747

Riesco, H. S., & Grizzle, M. Y. (2022). Through the space and time of educational experiences: Examining the chronotopic landscape in *New kid*. *Study & Scrutiny: Research on Young Adult Literature, 5*(2), 175–196. https://doi.org/10.15763/issn.2376-5275.2022.5.2.175-196

Scane, C. D. (2022). From *Language arts* to learning communities: Elevating discussion through critical encounters that extend beyond picturebooks and across text types and grade bands. *Language Arts, 100*(2), 135–139. https://doi.org/10.58680/la202232140

Scott, A., Wang, C., & Cheong, Y. (2023). The Bullying Literature Project: Promoting bystander behavior using children's literature. *School Mental Health, 15*(1), 123–137. https://doi.org/10.1007/s12310-022-09537-y

Vitullo, A. (2022). Displacement in young adult literature: A thematic analysis. *Children's Literature in Education, 53*(3), 296–312. https://doi.org/10.1007/s10583-022-09505-9

Wells, M. S., Morrison, J. D., & López-Robertson, J. (2022). Building critical reading and critical literacy with picturebook analysis. *The Reading Teacher, 76*(2), 191–200. https://doi.org/10.1002/trtr.2130

Media Literacy

This section highlights research on media literacy in the US and internationally, examining teachers' pedagogies and students' engagement, critical thinking, and responses to media (advertisements, games, climate, health, and other news, and social media). It also includes studies that demonstrate critical instructional methods (critical media literacy, critical race media literacy, ecomedia literacy, critical social literacy), providing strategies for identifying and challenging misinformation/disinformation, identity-based (class, race, gender) misrepresentations, environmental misrepresentations (climate information), media biases, and systems of power. Given the increase in attention to media literacy practices that advance the goals of social and environmental justice, we gave priority to studies that address how teachers, students, and other individuals critically analyze and create media that are responsive to challenges impacting technology-mediated environments, society, and the natural world. (Andrea Gambino, lead contributor)

Allen, J. K., Griffin, R. A., & Mindrila, D. (2022). Discerning (dis)information: Teacher perceptions of critical media literacy. *Journal of Media Literacy Education, 14*(3), 1–16. https://digitalcommons.uri.edu/jmle/vol14/iss3/1/

Presents a survey of 362 K–12 US teachers on their beliefs about integrating critical media literacy into their classroom. Researchers used quantitative methods to evaluate whether teachers' values correlated with their understanding of Kellner and Share's critical media literacy framework as well as participants' demographic and professional characteristics. Reports that teachers' perceptions emphasized the need for building students' critical media literacy skills by evaluating source credibility but expressed limited attention to investigating the role of institutions as media creators or how language and semiotics in media messages affect audiences. Highlights the need for theoretical and pedagogical training in critical media literacy within teacher education programs and school-based professional development.

Currie, D. H., & Kelly, D. M. (2022). Critical media literacy for uncertain times: Promoting student reflexivity. *Journal of Media Literacy Education, 14*(2), 15–26. https://doi.org/10.23860/JMLE-2022-14-2-2

Examines how three elementary and high school teachers in Canada implemented lessons after participating in a 3-month professional development series about critical media literacy. Draws on ethnographic field data (classroom observations) to analyze teachers' pedagogical strategies for critical media literacy using popular culture texts (i.e., board games, music videos, advertisements) and challenging social justice issues (i.e., class and gender inequities). Finds that teachers used critical inquiry-based questions, writing, and dialogic exercises to scaffold students' critical media analyses and productions while also prompting reflexivity about their lived experiences and examinations of power. Identifies and contributes a *critical social literacy typology* that includes guiding questions to embolden six modes of student reflexivity (i.e., personal, affective, evidentiary, analytical, ethical, and political). Asserts the need for teachers to enact critical media literacy with critical social literacy to help students interrogate systems of power, make informed judgments about information, and produce their own more ethical media to promote social justice.

Er-raid, O., & Chouari, A. (2023). Teaching critical media literacy to fight fake news in Moroccan higher education: Focus on Facebook and YouTube. *Arab World English Journal, 14*(1), 300–315. https://doi.org/10.24093/awej/vol14no1.19

Evaluates how university arts and humanities professors in Morocco implement critical media literacy to support students' critical evaluations of information. Details researchers' use of mixed methodologies to analyze 34 students' exposure points and strategies for identifying fake news and two professors' practices integrating critical media literacy. Finds that students were most frequently exposed to misinformation and disinformation shared on Facebook, Instagram, and YouTube; notes that students' common strategies for source verifiability involved questioning author credibility. Concludes that educators' critical media literacy practices were traditional, and they experienced challenges due to training needs, limited instructional time, large class sizes, and a lack of educational technologies. Suggests that higher education faculty in Morocco need training in critical media literacy and critical pedagogies as well as access to technologies to facilitate student-centered critical media studies.

Giaccardi, S., Rogers, A., & Rosenthal, E. L. (2022, October). *A glaring absence: The climate crisis is virtually nonexistent in scripted entertainment.* Norman Lear Center Media Impact Project, University of Southern California; Good Energy. https://learcenter.s3.us-west-1.amazon aws.com/GlaringAbsence_NormanLearCenter.pdf

Presents a content analysis of references to climate change keywords in 37,453 film and TV scripts from 2016 to 2020, half of which were dramas and one-third of which were comedies. Finds only 1,046 keywords, or only 2.8% of all scripts, with the highest number of references appearing on CBS, Showtime, HBO Max, and Netflix. Notes that climate change references were rarely associated with references to fossil fuel corporations. However, TV episodes with references to climate were viewed 1.2 billion times; films with references earned $8.6 billion in sales. Suggests the need for the TV and film industry to increase portrayals of climate change, and for students to engage in critical media analysis of climate change references in TV shows and films.

Glas, R., van Vught, J., Fluitsma, T., De La Hera, T., & Gómez-García, S. (2023). Literacy at play: An analysis of media literacy games used to foster media literacy competencies. *Frontiers in Communication*, *8*, Article 1155840. https://www.frontiersin.org/articles/10.3389/fcomm.2023.1155840/full

Analyzes online media literacy games published between 2008 and 2023 in English and Dutch, using the 2021 Dutch Media Literacy Competency Model. Investigates 56 games for common themes and eight media literacy competencies. Analyzes 12 games in more depth to explore procedural rhetoric and persuasive strategies. Finds that misinformation was by far the most common topic, followed by digital well-being and privacy. Finds that the two most common media literacy competencies were understanding media and reflecting on media usage; missing were participatory, creative, or socially oriented games and games that addressed more than a single topic or competency. Warns about the lack of media literacy games that address the interconnections of media literacy competencies and topics.

Harvey, J., McNelly, T. A., & Buxton, J. A. (2022). Toward a media literate world: Exploring secondary educators' challenges incorporating media literacy education. *Media Education Research Journal, 11*(2), 1–21. https://doi.org/10.5281/zenodo.7459944

Presents a survey of 69 secondary English / social studies teachers and media specialists in Western Pennsylvania about applying media literacy in their curriculum. Drawing on quantitative methods, discerns correlation factors between teachers' confidence, pedagogies, and barriers to implementing media literacy instruction. Concludes that teachers' integration of media literacy education was significantly impacted by limited access to media literacy and digital media training, instructional and technological hardware constraints, difficulty in finding or developing standards-aligned lessons, and minimal administrator support. Calls for substantial media literacy training, time for teachers to develop standards-aligned lessons, equitable access to technological hardware, and subsequent qualitative research that accounts for how teachers' confidence levels correspond with their practices and challenges in implementing media literacy education.

Matthews, J. C. (2022). College students' perspectives of bias in their news consumption habits. *Journal of Media Literacy Education, 14*(3), 39–52. https://doi.org/10.23860/JMLE-2022-14-3-4

Compares college students' definitions of bias with their perceptions about how their biases influence their news media consumption practices (i.e., medium/source verifiability and content selection habits). Describes how grounded theory and qualitative methods were applied to evaluate semistructured interviews with 23 undergraduate students enrolled at a private university in the midwestern United States. Finds that 16 of 23 students defined bias as an external issue circulated by news media producers; 5 learners recognized their internal biases, and 2 participants perceived biases as internal and external. Additionally, 9 of 23 participants consulted multiple or opposing perspectives to self-check their internal biases, whereas 14 participants did not address their biases, felt their acknowledgment of bias was sufficient, trusted their decision-making about information credibility, or accepted bias as a positive characteristic. Recommends expanding media literacy education to scaffold students' critical reflections about how their internal biases impact their news media consumption habits, rather than exclusively focusing on questioning source credibility.

McNeill, E. (2023, February). *US media literacy policy report 2022: A state-by-state status of media literacy education laws for K–12 schools.* Media Literacy Now. https://medialiteracy now.org/document/u-s-media-literacy-policy-report-2022/

Reviews the progress of media literacy education in the US based on state legislation that either mandates instruction, requires curriculum development, implements advisory councils, or supports other approaches. Lists 19 states with brief descriptions of the actions that have been mandated or implemented. Discusses trends that include the increased use of terminology of *digital literacy* and *digital citizenship*, concepts that often include media literacy. Notes that increasing interest in media literacy comes from the US national security sector, such as the Department of Homeland Security, the Department of Defense, and the State Department.

Park, S., Lee, J. Y., Notley, T., & Dezuanni, M. (2023). Exploring the relationship between media literacy, online interaction, and civic engagement. *The Information Society, 39*(4), 250–261. https://doi.org/10.1080/01972243.2023.2211055

Presents results of an online survey of 3,510 Australians 18 and older about their media use and media literacy skills to explore connections with civic engagement. Finds that more TV and print media use decreases civic engagement, while the more adults are active online, especially in using and sharing informational and news media, the higher their likelihood of civic participation. Links between confidence in media literacy and civic engagement were weak. Highlights the need for a multidimensional approach that supports citizens' media literacy skills (especially with regard to multimodal literacies) to foster greater critical civic engagement in online and offline contexts.

Pereira, S., & Moura, P. (2022). Assessing media literacy competencies: Reflections and recommendations from a quantitative study. *Journal of Media Literacy Education, 14*(3), 79–93. https://doi.org/10.23860/JMLE-2022-14-3-7

Critiques a survey, designed to assess media literacy competencies of 17- and 18-year-olds, through three questions: (1) what to evaluate, (2) what students need to know, and (3) how quantitative measures align with assessment goals. Finds that quantitative measures alone do not reliably assess cognitive and affective components of media literacy. Emphasizes the value of both quantitative and qualitative assessments to determine media literacy competence of children and teens. Recommends that media literacy competencies be assessed using a range of methods tailored to individual goals, contexts, and situations.

Scharrer, E., Ali Durrani, A., Suren, N., Kang, Y., Zhou, Y., & Butterworth, E. (2023). Early adolescents' views of gender on YouTube in the context of a critical media literacy program. *The Communication Review, 26*(1), 67–86. https://doi.org/10.1080/10714421.2023.2167911

Analyzes 54 sixth-grade students' responses to portrayals of stereotypical and counter-stereotypical gender depictions on YouTube, and students' experiences of gender representations in media. Evaluates students' written analyses addressing the diversity, degree of stereotyping, and messages about gender in one media text. Finds that students were most likely to identify counter-stereotypes as well as diversity of gender representations, followed by alternative ways of expressing gender identities. Reveals that students noted instances of hateful comments as well as the unique affordances of YouTube compared with more traditional media. Recommends teaching students about critical media literacy analysis of gender representations, and highlights the need for more research on representations of race and gender identities in media.

Squires, L., Peters, A., & Rohr, L. (2023). Exploring critical media health literacy (CMHL) in the online classroom. *Journal of Media Literacy Education, 15*(1), 58–71. https://doi.org/10.23860/JMLE-2023-15-1-5

Examines college students' (N = 120) participation in an online health/wellness course related to adopting critical media literacy perspectives on health-related topics on Twitter (now known as X). Analyzes students' Twitter conversations regarding the validity of health information presented. Finds that students were more likely to employ summary tweets and less likely to engage in critical thinking and/or to draw on critical thinking methods provided in the course. They were also more likely to share their critical perspectives when interacting with peers and were more likely to summarize rather than critique online news media reports. Suggests the need for instruction on critiquing online health misinformation or disinformation related to students' own health issues.

Stamps, D. L. (2023). The nexus between Black media consumers' racial identity, critical and digital media literacy skills, and psychological well-being. *Information, Communication & Society*. Advance online publication. https://doi.org/10.1080/1369118X.2023.2174789

Investigates the relationship between Black audiences' media use, racial centrality, critical and digital media literacy skills, and psychological well-being. Assesses multifactor quantitative survey data from 1,027 Black US adults. Finds that Black audiences who applied media literacies during their media engagement demonstrated positive psychological well-being outcomes that celebrated Blackness. Demonstrates that participants with a background of using critical and digital media literacies challenged anti-Blackness by creating counter-media. Suggests that media literacy, critical media literacy, digital media literacy, and critical race media literacy are essential lenses for cultivating racial centrality and psychological well-being among Black media users.

Ulu-Aslan, E., & Baş, B. (2023). Popular culture texts in education: The effect of tales transformed into children's media on critical thinking and media literacy skills. *Thinking Skills and Creativity*, *47*, Article 101202. https://doi.org/10.1016/j.tsc.2022.101202

Examines how adolescents in Mus (Turkey) applied critical thinking skills using either films for youth audiences or dominant Turkish textbooks in a media literacy intervention program. Draws on mixed methodologies to evaluate semistructured interviews, participant observations, and pretests/posttests from 43 seventh-grade students over an 8-week period; evaluates how students' engagement preferences and media literacy skills differed when using multimodal texts (n = 21) or print-based informational texts (n = 22). Finds that the multimodal experimental group showed significant positive changes in their critical thinking, media literacy skills, and classroom engagement habits, whereas the print-based control group (n = 22) indicated marginal rates of improvement and lower classroom engagement. Suggests the need for teachers to regularly incorporate media literacy instruction that scaffolds students' critical thinking through media analysis/production exercises using multimodal texts relevant to learners' lives and sociocultural contexts.

Vogels, E. A., Gelles-Watnick, R., & Massarat, N. (2022, August 10). *Teens, social media, and technology 2022.* Pew Research Center. https://www.pewresearch.org/internet/2022/08/10/teens-social-media-and-technology-2022/

Reports on a survey of 1,316 US teens in 2022 that found they were most likely to employ YouTube (95%), TikTok (67%), Instagram (62%), and Snapchat (59%), while only 32% used Facebook, a decline from 71% in 2014–2015. Finds that males were likelier to employ YouTube, Twitch, and Reddit, while females were likelier to employ TikTok, Instagram, and Snapchat. Reveals that 97% of teens said they used the Internet daily, with 46% indicating that they used it almost constantly; further, 55% indicated that they devoted the right amount of time to social media, whereas 36% said they spent too much time. Finds that teens in households making $75,000 or more were more likely to have access to computers and gaming consoles than teens in households with incomes under $30,000. Suggests the value of teachers employing instruction that draws on teens' use of social media and prompts students to critique it.

Other Related Research

Bulger, M., Baleria, G., Hobbs, R., & Moffitt, K. R. (2023). The promise of media literacy education when "everything is at stake" and "everything is expected." *Journal of Media Literacy Education, 15*(1), 99–108. https://doi.org/10.23860/JMLE-2023-15-1-8

DiGiacomo, D. K., Hodgin, E., Kahne, J., Alkam, S., & Taylor, C. (2023). Assessing the state of media literacy policy in US K–12 schools. *Journal of Children and Media, 17*(3), 336–352. https://doi.org/10.1080/17482798.2023.2201890

Glotov, S. (2023). Intercultural film literacy education against cultural mis-representation: Finnish visual art teachers' perspectives. *Journal of Media Literacy Education, 15*(1), 31–43. https://doi.org/10.23860/JMLE-2023-15-1-3

Hendrix-Soto, A., & Nash, B. (2023). Critical approaches to media literacy in teacher education: Accounting for the challenges of post-truth politics. *Journal of Language & Literacy Education*, *19*(1), 1–17. http://jolle.coe.uga.edu/wp-content/uploads/2023/05/Hendrix-Soto_JOLLE2023_final.pdf

Hodboď, V. (2023). In my secret life: Reflections on media life, learning, and research. *Journal of Media Literacy Education, 15*(1), 72–84. https://doi.org/10.23860/JMLE-2023-15-1-6

Huber, B., Borah, P., & Gil de Zúñiga, H. (2022). Taking corrective action when exposed to fake news: The role of fake news literacy. *Journal of Media Literacy Education, 14*(2), 1–14. https://doi.org/10.23860/JMLE-2022-14-2-1

Kutlu-Abu, N., & Arslan, R. (2023). Evolving trend of media literacy research: A bibliometric analysis. *Journal of Media Literacy Education, 15*(1), 85–98. https://doi.org/10.23860/JMLE-2023-15-1-7

Potter, W. J. (2022). Analyzing the distinction between protectionism and empowerment as perspectives on media literacy education. *Journal of Media Literacy Education, 14*(3), 119–131. https://doi.org/10.23860/JMLE-2022-14-3-10

Qian, S., Shen, C., & Zhang, J. (2023). Fighting cheapfakes: Using a digital media literacy intervention to motivate reverse search of out-of-context visual misinformation. *Journal of Computer-Mediated Communication*, *28*(1), Article zmac024. https://doi.org/10.1093/jcmc/zmac024

Seraji, F., Ansari, S., & Chosarih, M. R. Y. (2023). Effect of community of inquiry method on media literacy competencies in elementary students. *Education and Information Technologies*, *28*(5), 5313–5340. https://doi.org/10.1007/s10639-022-11389-7

Seuferling, P., Forsler, I., King, G., Löfgren, I., & Saati, F. (2023). Diraya.media—Learning media literacy with and from media activists. *International Journal of Communication*, *17*, 901–919. https://ijoc.org/index.php/ijoc/article/view/20058

Shear, S. B., & Hawkman, A. M. (2023). One class is not enough: Learnings from a critical race media literacy course for elementary teacher education. *Multicultural Perspectives, 25*(1), 21–29. https://doi.org/10.1080/15210960.2022.2162527

Yilmazer, A., & Bekdemir, Ü. (2023). Developing the Media Literacy Reflective Thinking Scale (MLRTS): A validity and reliability study. *e-International Journal of Educational Research, 14*(2), 220–235. https://doi.org/10.19160/e-ijer.1222946

Wright, C. L., Branch, R., Ey, L.-A., Hopper, K. M., & Warburton, W. (2022). Popular music media literacy: A pilot study. *Journal of Media Literacy Education, 14*(3), 29–38. https://doi.org/10.23860/JMLE-2022-14-3-3

Professional Development / Teacher Education

The research included in this section spans the professional learning of teachers across their careers. For preservice and early career teachers, the reviewed studies focus on exploring beliefs, epistemologies, and conceptualizations of cornerstone practices of literacy, assessment, and discussion. Understanding how beliefs, especially about culturally responsive practice, are enacted provides insight into what may support novice teachers' longevity in the field. For professional development of inservice teachers, the included research suggests a greater emphasis on implementing specific instructional practices and school-wide routines to support the achievement of diverse learners. This distinction may relate to teachers' developmental needs, but it may also reflect ongoing tensions in the field between theoretical understandings of literacy as discrete skills or broader social practices. (Katherine Brodeur, lead contributor)

Begeny, J. C., Wang, J., Levy, R. A., Sanetti, L. M., Loehman, J., & Rodriguez, K. (2023). Considering the implementation research-to-practice gap: An experimental evaluation of intervention-general methods for assessing and supporting intervention fidelity through coaching. *Journal of School Psychology, 97*, 152–170. https://doi.org/10.1016/j.jsp.2023.01.003

Evaluates the COACH (calibrate, observe, assess, coach, and help) model of coaching to support consistent reading program and intervention implementation. Describes how a multiple-baseline-across-participants design was used to determine causal relationships between COACH activities and intervention fidelity. Reports that during the COACH intervention phase, adherence to the prescribed reading program became more stable and quality of implementation increased for nearly all participants; one month later, adherence and quality remained high. Indicates that the structure of the COACH model may make coaching more feasible for novice coaches.

Broemmel, A. D., Rigell, A., & Swafford, K. J. (2022). "It took someone telling me that I could do it": Teacher perceptions of a yearlong literacy professional development program. *The Elementary School Journal, 123*(2), 228–252. https://doi.org/10.1086/721920

Describes experiences of 11 elementary educators who participated in a teacher-initiated, year-long professional learning (PL) collaboration with a university literacy educator. Situates PL in individual classrooms around teachers' self-selected goals. Establishes 11 codes to describe what the teachers did and what teachers and researchers did collaboratively: affirming, reflecting, owning, observing, applying, questioning, collaborating, disclaiming, modeling, sharing, and communicating. Compares two divergent cases: one teacher who embraced the PL and one who struggled to make progress. Concludes that affirming teachers' practice was one of the most valued components of the PL and that reflective questioning was something teachers shied away from.

De León, L., Corbeil, R., & Corbeil, M. E. (2023). The development and validation of a teacher education digital literacy and digital pedagogy evaluation. *Journal of Research on Technology in Education, 55*(3), 477–489. https://doi.org/10.1080/15391523.2021.1974988

Reports on the validation of the Digital Literacy Evaluation diagnostic assessment for preservice teachers through a quantitative pilot study with 88 undergraduate teacher candidates and a qualitative panel review by experts. The assessment applies the 2017 ISTE (International Society for Technology in Education) Standards for Educators as a framework for candidates' knowledge and preparedness for twenty-first-century teaching. Finds the instrument had strong internal consistency and content validity. Concludes the survey could be used as an entry-level diagnostic test or summative test to determine strengths and gaps in teacher candidates' technological knowledge and skills, as well as to inform teacher preparation digital literacy curriculum aligned with ISTE standards.

Harvey-Torres, R., Palmer, D., Degollado, E. D., & Estrada, K. (2022). Three worlds pitfall? A transfronteriza Latina bilingual teacher leveraging literacy to navigate, home, school, and university divides. *Teaching and Teacher Education, 116*, Article 103767. https://doi.org/10.1016/j.tate.2022.103767

Engages a Xicana feminist theoretical framework and *testimonio* (a type of narrative) as a research method to interrogate a bilingual, Mexican American educator's account of how personal language and literacy histories intersected with teaching practices across her first five years of teaching. Reflects on the focal teacher's early career integration of what she learned in her bilingual teacher education program with knowledge of her preK students' refugee status and the current events affecting them. Highlights how constraints of the system at odds with this teacher's social justice orientation nearly caused her to leave the classroom. Calls for teacher education programs to hold greater responsibility for supporting new bilingual teachers and teachers of color through induction.

Janfada, M., Gannaway, J., & Davies, L. M. (2022). Dialogic theories, literacy practices and initial teacher education. *The Australian Journal of Language and Literacy, 45*(3), 375–388. https://doi.org/10.1007/s44020-022-00025-z

Proposes a dialogic framework of literacy to address tensions between teacher "readiness" mandates and cultural responsiveness in teacher preparation in Australia. Explores the ways teacher preparation programs currently conceptualize literacy as limited to dominant cultural ways of knowing, being, and doing. Presents narratives that illuminate tensions between dominant and Indigenous literacies in teacher preparation settings, and the affordances of a dialogic approach to literacy practices for teacher candidates. Concludes that when dialogue is nurtured as an understanding of nondominant literacies, beginning teachers can authentically engage with goals of cultural responsiveness. Offers reflective questions for beginning teachers and teacher preparation providers to examine the impact of dialogue as literacy on teacher becoming.

Kucan, L., & Palincsar, A. S. (2023). A descriptive case study of a literacy methods course with a focus on practices related to text-based discussions about informational text. *Reading Psychology, 44*(2), 194–224. https://doi.org/10.1080/02702711.2022.2141400

Describes a case study of advanced comprehension coursework for literacy specialist candidates grounded in practice-based teacher education. Extends Grossman's (2009) approximations of teaching framework by adding *co-construction* to the established practices of *representation, decomposition,* and *approximation*. The focus of pedagogy was text-based discussion with detailed collaborative planning tools and attention to precise language. Analyzes descriptions of course readings addressing comprehension processes and text features, transcripts from two class sessions addressing collaborative planning, candidates' discussion plans and revised plans, and candidates' analyses and reflections on the enactment of their plans. Concludes that understanding the complexity of comprehension instruction warrants a firm theoretical foundation along with supported opportunities for reading specialists to analyze their developing language and practice.

Lammert, C., & Tily, S. E. (2022). Using peer coaching to promote adaptive literacy teaching in preservice teacher education. *The New Educator, 18*(3), 201–224. https://doi.org/10.1080/1547688X.2022.2097753

Draws on design-based research to explore how literacy preservice teachers (PTs), in a community of practice, support each other as peer coaches while learning to be adaptive activist educators. Examines how 20 PTs used a provided framework for nonevaluative reflection on themselves and their peers. Presents a peer coaching model that offers strengths (in terms of collaboration and curriculum depth) and challenges (in terms of PTs' different feedback styles and background knowledge). Emphasizes the importance of peer coach relationships over individual characteristics, and highlights the need for PTs to draw on structured models of evidence-based coaching and nonevaluative feedback.

Lutovac, S., & Flores, M. A. (2022). Conceptions of assessment in pre-service teachers' narratives of students' failure. *Cambridge Journal of Education, 52*(1), 55–71. https://doi.org/10.108 0/0305764X.2021.1935736

Analyzes preservice content-area teachers' narratives of student failure in order to draw conclusions about their conceptions of assessment. Examines written narratives from 79 preservice teachers in Finland based on prompts about their own experiences of failure, and their experiences with their students' failure. Uses qualitative content analysis to name four conceptions of assessment: (1) it is about feedback and reflection, (2) it needs to be personalized and demonstrate students' learning, (3) it needs to take into account students' invested effort, and (4) it fails to measure students' success or failure. Confirms previous research indicating that preservice teachers hold multiple conceptions of assessment simultaneously. Concludes that written narratives are fruitful for teacher educators to contextualize preservice teachers' understandings of assessment so as to build their assessment literacy.

Muñoz, C., Arriaza, V., Luongo, N. A., & Valenzuela, J. (2022). Chilean preservice teachers and reading: A first look of a complex relationship. *The Australian Journal of Language and Literacy, 45*(2), 265–280. https://doi.org/10.1007/s44020-022-00020-4

Explores the reading life of preservice teachers (PTs) in Chile to better understand the relationships teachers have with reading. Reports on a survey of 365 preservice Chilean early education and primary education teachers from nine universities. Finds that PTs had high motivation to read various types of texts, high recognition of the usefulness of texts, low perception of value of reading for enjoyment, and low reading habit, and that the texts they chose to read for pleasure were literary titles found on high school reading lists. Concludes that while PTs declared themselves as motivated to read literature and less motivated to read for information, their actual reading habits reflected low engagement with reading. Corroborates previous research that found teachers to be "false readers," and suggests "the reader" needs to be reconceptualized to reflect the ways of being a reader in today's world.

Rodgers, E., D'Agostino, J., Berenbon, R., Mikita, C., Winkler, C., & Wright, M. E. (2022). Teachers' beliefs and their students' progress in professional development. *Journal of Teacher Education, 73*(4), 381–396. https://doi.org/10.1177/00224871221075275

Analyzes the relationship between professional development (PD) for special education teachers and teacher belief in the impact of specific instructional strategies. Compares two groups of six teachers, in which one group's students were labeled *high progress* and the other group's *low progress*, to follow how the teachers' beliefs on comprehension, reading texts, fluency, and strategy instruction changed after they participated in two graduate-level courses and conducted thrice-weekly, 40-minute, one-to-one sessions with two children diagnosed with reading disabilities. Finds that teachers in the high-progress group aligned their beliefs with the PD at the beginning of the program or throughout, while teachers in the low-progress group trended away from the beliefs. Shows that student success is a motivating factor for teachers to adopt positive beliefs about instructional strategies through PD.

Sotirovska, V., & Vaughn, M. (2022). Developing preservice teachers' critical literacy praxis in a rural teacher education program. *Reading Horizons, 61*(2), 1–30. https://scholarworks.w mich.edu/reading_horizons/vol61/iss2/2

Addresses a gap in the literature on the application of critical literacy practice in rural teaching contexts by predominantly White and monolingual teachers. Examines seven White, cisgender female teacher candidates (TCs) from one rural Pacific Northwest teacher preparation program. Analyzes TC interviews, critical analyses of picture books, and written reflections using qualitative case study methodology. Finds that TCs discussed the picture books as (1) a new lens for rethinking the past and the present, (2) in alignment with their mindset of believing and enacting critical literacy ideologies, and (3) leveraging their agency as teachers to enact social

justice in their teaching. Concludes that intentional praxis in rural teacher preparation programs can facilitate ideological and pedagogical critical literacy learning, and must be supported in practicums and student teaching.

Stevens, E. A., Murray, C. S., Scammacca, N., Haager, D., & Vaughn, S. (2022). Middle school matters: Examining the effects of a schoolwide professional development model to improve reading comprehension. *Reading and Writing, 35*(8), 1839–1864. https://doi.org/10.1007/s11145-022-10271-9

Explores the impact of two teacher professional development (PD) programs on overall reading comprehension outcomes in ELA, science, and social studies content areas. Compares three schools that conducted business as usual with three schools that instructed teachers using the Middle School Matters (MSM) PD over two years to promote literacy implementation strategies for getting the gist and asking and answering questions for reading comprehension. Finds that MSM PD schools showed significant progress in main-idea generation compared with business-as-usual schools but did not show statistical significance in other areas. Suggests schoolwide, targeted, and ongoing PD within content-area instruction may improve middle-grades students' text comprehension.

Trust, T., Maloy, R., Butler, A., & Goodman, L. (2022). Critical media literacy in teacher education: Discerning truth amidst a crisis of misinformation and disinformation. *Journal of Technology and Teacher Education, 30*(2), 167–176. https://www.learntechlib.org/primary/p/221058/

Discusses the role teacher education plays in supporting teacher candidates' critical media literacy knowledge and skills. Critiques the fact that critical media literacy is not a required component of teacher education. Articulates a vision for 2025 that integrates critical media literacy into the standards for licensure as well as the habits of mind and pedagogies of teachers, teacher candidates, and teacher educators. Calls for greater transparency in media production and distribution algorithms, among other systemic changes to teacher education. Concludes that the implementation of this vision will lead to teachers, students, and a society better equipped to respond to and prevent crises of disinformation.

Vaughn, S., Swanson, E., Fall, A.-M., Roberts, G., Capin, P., Stevens, E. A., & Stewart, A. A. (2022). The efficacy of comprehension and vocabulary focused professional development on English learners' literacy. *Journal of Educational Psychology, 114*(2), 257–272. https://doi.org/10.1037/edu0000684

Examines the effects of professional development (PD) on 235 fourth-grade teachers' instruction of integrated vocabulary and reading comprehension in social studies for English learners and non-ELs. Compares business as usual with a researcher-delivered model and a model where researchers and school personnel collaborated to deliver PD in 79 schools across 6 districts using STRIVE, an evidence-based, distributed PD model that combines initial workshops with follow-up in small teacher study groups. Demonstrates that PD focused on evidence-based practices produces significant improvement for ELs and non-ELs in content knowledge and vocabulary.

Washburn, E. K., Bailey, K., Pierce, A., Stewart, C., Hawley, J., Blackman, J., & Fenty, N. (2022). Collaborative professional development on data-based decision making for primary teachers of struggling readers: Responding and refining. *Journal of Research in Reading, 45*(3), 425–446. https://doi.org/10.1111/1467-9817.12396

Explores collaboration between university teacher educators and literacy and special education specialists from a regional service center to support teachers' data-based decision-making (DBDM) for reading. Details researchers' use of a design-based approach to analyze the development and refinement of a professional development (PD) series for K–5 educators. Identifies challenges, including oversimplification of DBDM, building and bridging teachers' capacity for DBDM, and external barriers to implementation of DBDM. Responds to challenges by refining

PD materials, providing additional scaffolds for teachers' thinking, and working with administrators. Considers the importance of teacher feedback in creating meaningful PD and the time-consuming nature of well-developed, collaborative PD. Implies that content-area reading instruction benefits middle school reading comprehension performance.

Other Related Research

Ansyari, M. F., Groot, W., & De Witte, K. (2022). Teachers' preferences for online professional development: Evidence from a discrete choice experiment. *Teaching and Teacher Education, 119*, Article 103870. https://doi.org/10.1016/j.tate.2022.103870

Castro Schepers, O., & Young, K. S. (2022). Mitigating secondary traumatic stress in preservice educators: A pilot study on the role of trauma-informed practice seminars. *Psychology in the Schools, 59*(2), 316–333. https://doi.org/10.1002/pits.22610

Coler, C., Goree, K., Stoicovy, D., Polly, D., Badiali, B., Burns, R. W., Cosenza, M., & Zenkov, K. (2022). The value of school-university partnerships and professional development schools. *The Delta Kappa Gamma Bulletin, 88*(3), 6–13. https://www.dkg.org/DKGMember/Publications/Bulletin/Journal/Past_Issues/Bulletin-Journal-88-3.aspx

Creely, E., Bao, D., & Waterhouse, P. (2022). Enhancing initial teacher education through poetry: Explorations of the pedagogical practices of three poet-educators. *Teaching and Teacher Education, 119,* Article 103847. https://doi.org/10.1016/j.tate.2022.103847

Davis, D. S., Samuelson, C., Grifenhagen, J., DeIaco, R., & Relyea, J. (2022). Getting KnERDI with language: Examining teachers' knowledge for enhancing reading development in code-based and meaning-based domains. *Reading Research Quarterly, 57*(3), 781–804. https://doi.org/10.1002/rrq.445

Dunham, H., & Alexander, K. (2022). Applying an intersectional framework to the literacy worlds of preservice teachers. *Journal of Language and Literacy Education, 18*(2). http://jolle.coe.uga.edu/wp-content/uploads/2022/12/Dunham_JoLLE2022_final-PROOF.pdf

Fenwick, L., & Herrington, M. (2022). Teacher use of genre pedagogy: Engaging students in dialogue about content area language during text deconstruction. *Language and Education, 36*(1), 43–58. https://doi.org/10.1080/09500782.2021.1912082

Filderman, M. J., Barnard-Brak, L., & Benner, G. J. (2022). Do teacher beliefs mediate the relationship between professional development and reading outcomes of students with emotional and behavioral disorders? An exploration of effects from a randomized controlled trial. *Social Psychology of Education, 25*(6), 1437–1458. https://doi.org/10.1007/s11218-022-09731-5

Goldfeld, S., Snow, P., Eadie, P., Munro, J., Gold, L., Le, H. N. D., Orsini, F., Shingles, B., Connell, J., Watts, A., & Barnett, T. (2022). Classroom promotion of oral language: Outcomes from a randomized controlled trial of a whole-of-classroom intervention to improve children's reading achievement. *AERA Open, 8*. https://doi.org/10.1177/23328584221131530

Rosheim, K. M., & Tamte, K. G. (2022). Impact of policy on literacy specialists' work. *Reading Psychology, 43*(8), 576–597. https://doi.org/10.1080/02702711.2022.2126046

Reading

Research selected for the Reading section of this year's bibliography explores a variety of contexts, theoretical perspectives, and methodologies, including a number of longitudinal studies, meta-analyses, and studies using large data sets. Noteworthy themes include the use of assessments in reading research, particularly those related to the identification of early reading difficulties; effects of the COVID-19 pandemic; the use of technology to teach reading; and the complex nature of relationships between reading and familial, cultural, and literate identities. (Kathryn Allen, lead contributor)

Braasch, J. L. G., Haverkamp, Y. E., Latini, N., Shaw, S., Arshad, M. S., & Bråten, I. (2022). Belief bias when adolescents read to comprehend multiple conflicting texts. *Reading and Writing*, *35*(8), 1759–1785. https://doi.org/10.1007/s11145-022-10262-w

Explores online reading comprehension of sixth graders ($N = 54$) by comparing their preexisting beliefs about a specified topic with their written summaries of texts with conflicting perspectives on the subject. Draws on hierarchical multiple regression analyses to compare the number of belief-consistent and belief-inconsistent ideas, as well as the number of sources mentioned in written summaries and participants' self-reported metacognitive awareness. Finds that stronger preexisting topic beliefs led to written summaries containing fewer belief-inconsistent ideas and fewer references to sources, but preexisting beliefs were a positive predictor of self-reported metacognitive awareness. Suggests that teaching strategies for comprehending multiple conflicting texts could support comprehension of belief-inconsistent information.

Diprossimo, L., Ushakova, A., Zoski, J., Gamble, H., Irey, R., & Cain, K. (2023). The associations between child and item characteristics, use of vocabulary scaffolds, and reading comprehension in a digital environment: Insights from a big data approach. *Contemporary Educational Psychology*, *73*(4), Article 102165. https://doi.org/10.1016/j.cedpsych.2023.102165

Evaluates the use of multimodal vocabulary scaffolds to support comprehension in 5- to 8-year-olds in the United States ($N = 120,000$) as they read in a gamified digital environment. Based on statistical modeling, reveals that children below benchmark, beginning readers, girls, and bilingual learners were more likely to use scaffolds, and their use of scaffolds was associated with increased reading comprehension. Finds that scaffolds that included pictorial support as well as written definitions led to a higher proportion of correct responses. Suggests that vocabulary scaffolding in digital environments may support reading comprehension as well as reduce differences in outcomes among diverse groups of students.

Hall, C., Dahl-Leonard, K., Cho, E., Solari, E. J., Capin, P., Conner, C. L., Henry, A. R., Cook, L., Hayes, L., Vargas, I., Richmond, C. L., & Kehoe, K. F. (2023). Forty years of reading intervention research for elementary students with or at risk for dyslexia: A systematic review and meta-analysis. *Reading Research Quarterly*, *58*(2), 285–312. https://doi.org/10.1002/rrq.477

Presents a meta-analysis of 53 experimental and quasi-experimental studies conducted between 1980 and 2020 on the effects of interventions on reading outcomes for kindergarten to grade 5 students with or at risk for dyslexia, as determined by norm-referenced word reading measures. Researchers used meta-regression to determine effect sizes for three factors: student characteristics (i.e., grade level); intervention characteristics (i.e., dosage, instructional components); and research methods. For dosage and instructional components that include spelling in addition to word reading instruction, finds statistically significant effects on foundational reading outcomes but not on comprehension. Higher dosages of instruction led to greater intervention effects for kindergarten to grade 2 students, but were smaller for students in grades 3 to 5. Supports reading interventions that include instruction in foundational skills for students with or at risk for dyslexia in grades K–5.

Hwang, H., McMaster, K. L., & Kendeou, P. (2023). A longitudinal investigation of directional relations between domain knowledge and reading in the elementary years. *Reading Research Quarterly*, *58*(1), 59–77. https://doi.org/10.1002/rrq.481

Details researchers' use of statistical modeling with a nationally representative longitudinal data set from the United States to determine the relationship between science content knowledge and reading development from kindergarten to fifth grade. Includes assessment measuring basic reading skills, receptive and expressive vocabulary knowledge, text comprehension, science inquiry, physical science, earth and sun science, and life science. Concludes that findings were similar for both monolingual and bilingual students and did not differ based on demographics.

Finds that domain knowledge and reading mutually enhance each other, highlighting the need for integration of content and reading instruction in the elementary years.

Kanniainen, L., Kiili, C., Tolvanen, A., Utriainen, J., Aro, M., Leu, D. J., & Leppänen, P. H. T. (2022). Online research and comprehension performance profiles among sixth-grade students, including those with reading difficulties and/or attention and executive function difficulties. *Reading Research Quarterly*, *57*(4), 1213–1235. http://dx.doi.org/10.1002/rrq.463

Draws on latent profile analysis to determine online reading habits and comprehension performance profiles for 436 sixth-grade students in Finnish schools. Using data on multiple measures (including assessments of reading fluency, online reading skills, a student questionnaire on reading habits, and teacher ratings of attention and executive functioning) collected during three 45-minute mainstream classes, identifies seven performance profiles. Finds that students with a combination of reading, attention, and executive function difficulties demonstrated lower online reading comprehension of texts and that reading longer texts like e-books and blogs was associated with higher online reading comprehension than reading shorter texts like emails. Implies that learning aids and structured learning environments may be beneficial for students with difficulties in reading, attention, and executive functioning.

Khanolainen, D., Salminen, J., Eklund, K., Lerkkanen, M.-K., & Torppa, M. (2022). Intergenerational transmission of dyslexia: How do different identification methods of parental difficulties influence the conclusions regarding children's risk for dyslexia? *Reading Research Quarterly*, *58*(2), 220–239. https://doi.org/10.1002/rrq.482

Examines the contribution of two common identification measures for family risk studies—parental self-report and direct skills assessments—to the prediction of students' reading difficulties. Analyzes two longitudinal data sets from Finland using statistical modeling to determine the correlation of the identification measures with student reading difficulties. Studies results of a parental self-report (15-item questionnaire) and parental reading skills assessment (accuracy and fluency measures for both passage and pseudoword reading). Finds that both self-report and skills assessments correlated equally with the prediction of students' future reading difficulties. Suggests the use of both assessment tools in family risk studies and the identification of students at risk for dyslexia.

Kim, J., Burey, J., Hwang, H., McMaster, K., & Kendeou, P. (2023). Supporting inference-making during COVID-19 through individualized scaffolding and feedback: A natural experiment. *Reading and Writing*, *36*(2), 467–490. https://doi.org/10.1007/s11145-022-10391-2

Evaluates the efficacy of Early Language Comprehension Individualized Instruction, a virtual learning program designed to support inference-making, in mitigating the effects of learning challenges during COVID-19. Compares results of pre-pandemic ($n = 221$) and in-pandemic ($n = 152$) cohorts of kindergarteners using the Minnesota Inference Assessment. Finds that in-pandemic kindergarteners did not show growth in inference-making until digital scaffolding and feedback components of the program were included. Suggests that digital individualized scaffolding and feedback are essential components in supporting inference-making in kindergarteners' learning in online environments.

Kim, Y.-S. G., & Petscher, Y. (2023). Do spelling and vocabulary improve classification accuracy of children's reading difficulties over and above word reading? *Reading Research Quarterly*, *58*(2), 240–253. https://doi.org/10.1002/rrq.496

Examines assessments of 247 kindergarten students on spelling, word reading, vocabulary, and comprehension tasks to determine each measure's accuracy in identifying students at risk for reading difficulties in grades 1–2. Using data collected via assessments administered in the spring of kindergarten, first, and second grades, finds that spelling was highly predictive of students' word reading difficulties in grade 1 but not in grade 2. Further, finds that vocabulary

was not predictive of word reading difficulties. Suggests that a spelling measure be included in assessment batteries as early as the spring of kindergarten to identify students in need of early reading intervention in grade 1.

Klingbeil, D. A., Osman, D. J., Van Norman, E. R., Berry-Corie, K., Kim, J. S., Schmitt, M. C., & Latham, A. D. (2022). Universal screening with aimswebPlus reading in middle school. *Reading & Writing Quarterly*, *39*(3), 192–211. https://doi.org/10.1080/10573569.2022.2084657

Evaluates the classification accuracy of aimswebPlus reading scores as predictive of middle school students' (grades 6–8) performance on state standardized tests. Describes researchers' use of a retrospective design to analyze data from 11,545 middle school students during the 2017–2018 school year, comparing aimswebPlus reading scores and state test scores. Finds evidence that default cut-scores underestimated the number of at-risk students, while the use of a local cut-score was more accurate but still below adequate sensitivity for universal screening. Determines that students' prior year's performance on statewide standardized tests resulted in stronger classification accuracy than aimswebPlus. Suggests that statewide test scores offer sensitive universal screening for middle grades student reading performance.

Kuhfeld, M., Lewis, K., & Peltier, T. (2023). Reading achievement declines during the COVID-19 pandemic: Evidence from 5 million US students in grades 3–8. *Reading and Writing, 36*(2), 245–261. https://doi.org/10.1007/s11145-022-10345-8

Analyzes NWEA/MAP data from 5.2 million US students in grades 3–8 to determine the impact of the COVID-19 pandemic and remote learning on reading achievement. Examines variations in reading scores across grade levels and demographic groups. Finds evidence that reading scores declined approximately 1.5 times more in grades 3–5 than in grades 6–8, and declines in elementary grades were, on average, 2.5 times larger in high-poverty schools compared with low-poverty schools. Finds test scores of Hispanic, American Indian and Alaska Native, and Black students showed greater declines in reading than test scores of Asian American and White students. Argues that school leaders need to invest in reading interventions and provide upper elementary teachers with training and resources to support students' development of foundational reading skills that were not fully developed during the pandemic.

Learned, J. E., Frankel, K. K., & Brooks, M. D. (2022). Disrupting secondary reading intervention: A review of qualitative research and a call to action. *Journal of Adolescent & Adult Literacy*, *65*(6), 507–517. https://doi.org/10.1002/jaal.1234

Presents an integrative critical literature review of 36 qualitative studies published between 2000 and 2020 on secondary (grade 6–12) reading intervention (RI) classes. Examines placement practices and curriculum as system-level mechanisms that shape how students and teachers experience RI. Finds that RI placement practices are often confusing, are determined primarily by standardized assessment performance, lack exit criteria, and stigmatize students. Describes decontextualized skills and strategies instruction as the central focus of curricula. Argues that placement practices and curricula position students and teachers as deficient, creating de-facto tracking systems. Concludes with a call for collective action for radical change to create and study RI models that center youths' voices, identities, and literacy practices.

Masterson, J. E. (2022). Literacy as a race, students as machines: Conflicting metaphors in a remedial reading class. *Research in the Teaching of English*, *57*(2), 177–199. https://doi.org/10.58680/rte202232154

Applies critical metaphor analysis (CMA) to reveal literacy ideologies in a secondary remedial reading program. Finds dominant metaphors of *learning to read is a journey, students are machines,* and *reading is a race.* Describes CMA theory and methodology thoroughly, claiming CMA as a valuable tool for critique of current literacy instruction. Proposes that language

used in remedial reading perpetuates deficit ideologies, locking students into low-level classes, yet language could also be used to shift culture toward generative reading and writing and the development of literate identities.

Murphy, P. K., Greene, J. A., Firetto, C. M., Croninger, R. M. V., Duke, R. F., Li, M., & Lobczowski, N. G. (2022). Examining the effects of Quality Talk discussions on 4th- and 5th-grade students' high-level comprehension of text. *Contemporary Educational Psychology, 71*, Article 102099. https://doi.org/10.1016/j.cedpsych.2022.102099

Explores Quality Talk, a small-group discussion-based intervention intended to support critical-analytic thinking, as a pedagogical model to support basic and high-level comprehension with fourth- and fifth-grade students (*N* = 133). Indicates that the Quality Talk intervention did not outperform the comparison group on basic comprehension but did outperform the control group for higher-level comprehension. Suggests explicit instruction of high-level comprehension as a contemporary literacy necessity.

Rice, M., Erbeli, F., Thompson, C. G., Sallese, M. R., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. *Reading Research Quarterly, 57*(4), 1259–1289. https://doi.org/10.1002/rrq.473

Presents a meta-analysis of the effects of phonemic awareness (PA) instruction and intervention on outcomes, considering moderating factors: type of instructor (teacher, computer, parent/volunteer), instructional characteristics, and learner profiles. Analyzes 46 experimental and quasi-experimental studies conducted in early childhood, preschool, kindergarten, and first-grade classrooms between 1974 and 2021. Finds that variations in group size, duration of instruction, specific PA skills taught, grade level, use of letters, and learner ELL status had no statistically significant effect on outcomes. Identifies evidence that teachers, computers, and parents are effective instructors of PA, and that computer-based PA instruction is more effective for at-risk learners than low-risk learners. Reaffirms importance of PA instruction and suggests that both computer programs and parents can be used to augment PA instruction.

Sutter, C. C., & Campbell, L. O. (2022). The role of academic self-determined reading motivation, reading self-concept, home reading environment, and student reading behavior in reading achievement among American Indian and Hispanic students. *Contemporary Educational Psychology*, *70*, Article 102093. https://doi.org/10.1016/j.cedpsych.2022.102093

Applies self-determination theory to explore motivational predictors of reading success in American Indian and Hispanic students. Examines academic self-determined reading motivation, self-concept, home environment, and student behavior by analyzing 343 students' (grades 5–8) online survey data and computer-adaptive reading assessment scores. Finds that American Indian and Hispanic students' self-determined reading motivation is positively associated with self-concept, books in the home, and time reading at home. Indicates that intrinsic reading motivation negatively predicted reading achievement for American Indian students. Calls for further research on differential relationships between intrinsic motivation and reading achievement across racial groups.

Other Related Research

Angleton, C., & Zhao, X. (2022). Storying identity through arts-based readerly responses: Fourth-grade girls represent gender and race. *Langc uage Arts, 100*(2), 110–121.

Avramovich, A., & Yeari, M. (2023). The role of executive functions in reading comprehension by adolescents with ADHD. *Reading & Writing Quarterly*, *39*(4), 277–299. https://doi.org/10.1080/10573569.2022.2103054

Baş, O., Sirem, Ö., Akyol, H., & Gök, B. (2023). Investigation of reading skill development of primary school students in the COVID 19 process. *Reading & Writing Quarterly*, *39*(4), 300–317. https://doi.org/10.1080/10573569.2022.2103055

Cervetti, G., & Pearson, P. D. (2023). Disciplinary reading, action, and social change. *The Reading Teacher, 76*(6), 740–746.

Collett, J. (2023). Relationships between reading identities and dialogue: Perspectives from fifth-grade multilingual learners. *Reading & Writing Quarterly*, *39*(4), 259–276. https://doi.org/10.1080/10573569.2022.2103053

De Rom, M., Szmalec, A., & Van Reybroeck, M. (2023). The involvement of inhibition in word and sentence reading. *Reading and Writing*, *36*(5), 1283–1318. https://doi.org/10.1007/s11145-022-10337-8

Glasswell, K., Madda, C., & Glasswell, N. (2022). Redesigning reading in and for the disciplines. *Journal of Adolescent & Adult Literacy*, *66*(2), 122–133.

Kelly, K., & Likens, A. (2022). A pandemic partnership: Preservice teachers and fourth graders engage in virtual book clubs. *The Reading Teacher, 76*(6), 682–694.

Knecht, R., Larson, L., & Townsend, D. (2023). Exploring teacher and student knowledge of sentence-level language features. *Journal of Adolescent & Adult Literacy*, *66*(6), 344–354.

Liu, D., Wang, L., Xu, Z., Li, M., Joshi, R. M., Li, N., & Zhang, X. (2023). Understanding Chinese children's word reading by considering the factors from cognitive, psychological and ecological factors. *Contemporary Educational Psychology*, *73*, Article 102163. https://doi.org/10.1016/j.cedpsych.2023.102163

Olsen, A. A., & Huang, F. L. (2022). Interaction of socioeconomic status and class relations on reading. *Journal of Literacy Research, 54*(3), 346–369. https://doi.org/10.1177/1086296X221116866

Ricks, P. H., & Young, T. A. (2023). The negotiations of teaching and learning that occur during a picturebook read-aloud with teacher candidates. *Teaching and Teacher Education, 124,* Article 104013. https://doi.org/10.1016/j.tate.2023.104013

Schachter, R. E. (2022). What knowledge do early childhood teachers use during literacy instruction? Using stimulated recall to investigate an unexplored phenomenon. *Reading and Writing*, *35*(9), 2177–2200. https://doi.org/10.1007/s11145-022-10254-w

Schoor, C., Rouet, J.-F., & Britt, M. A. (2023). Effects of context and discrepancy when reading multiple documents. *Reading and Writing*, *36*(5), 1111–1143. https://doi.org/10.1007/s11145-022-10321-2

Smith, J. A., Bell, S. M., Philippakos, Z. A., & Park, Y. (2023). Investigating the relationship between perceptions of a "good reader" and reading performance among elementary and middle school students: An exploratory study. *Reading & Writing Quarterly*, *39*(3), 212–227. https://doi.org/10.1080/10573569.2022.2092802

Theriault, J. C. (2022). College students' conceptualizations of academic reading: What metaphors suggest about the important role of purpose in college reading and learning. *Journal of Adolescent & Adult Literacy*, *66*(1), 15–22. https://doi.org/10.1002/jaal.1238

Völlinger, V. A., Lubbe, D., & Stein, L.-K. (2023). A quasi-experimental study of a peer-assisted strategy-based reading intervention in elementary school. *Contemporary Educational Psychology*, *73*, Article 102180. https://doi.org/10.1016/j.cedpsych.2023.102180

Wang, Z., Xie, R., Xia, Y., Nguyen, T. P., & Wu, X. (2022). A golden triangle? Reciprocal effects among morphological awareness, vocabulary knowledge, and reading comprehension in Chinese children. *Contemporary Educational Psychology, 70*, Article 102089. https://doi.org/10.1016/j.cedpsych.2022.102089

Wawire, B. A., Liang, X., & Piper, B. (2023). The mediating role of text reading fluency in reading comprehension in English and Kiswahili: Evidence from multilingual contexts in Kenya. *Reading & Writing Quarterly*, *39*(3), 173–191. https://doi.org/10.1080/10573569.2022.2078754

Second Language Literacy

The research included in this section focuses on multilingual learners' language and literacy use and development. In selecting the research to be abstracted, we attempted to represent a variety of methodologies, participant ages, contexts, modalities, and orientations, while highlighting prominent projects from established scholars and promising new scholars. This year's selections represent noteworthy themes such as: technology-mediated and multimodal literacies, intervention effectiveness and assessment, learning disabilities and reading difficulties, and critical and borderland literacies. (Mikel W. Cole, lead contributor)

Bengochea, A., & Sembiante, S. F. (2023). A review of the methodological characteristics of vocabulary interventions for emergent bilinguals in preschool to sixth grade. *Review of Education, 11*(1), Article e3386. https://doi.org/10.1002/rev3.3386

Synthesizes the state of vocabulary instruction with emergent bilinguals. Includes 29 studies totaling 6,778 students, of whom 5,661 (83.5%) were emergent bilinguals (EBs). Reports that current measures of EBs' vocabulary learning are skewed toward breadth of vocabulary knowledge (number of words known) and decontextualized vocabulary knowledge (definitions and labels) rather than depth of vocabulary knowledge (e.g., knowledge of word relationships) and contextualized vocabulary knowledge (e.g., word usage/variation across contexts). Finds that most interventions are vocabulary-focused (i.e., exclusively targeting word learning). Identifies use of the home language as an important scaffold and resource for EBs as they learn English. Concludes that balanced approaches are the most prominent in yielding statistically significant vocabulary improvements when compared with other approaches.

de Jong, E. J., Coulter, Z., & Tsai, M.-C. (2023). Two-way bilingual education programs and sense of belonging: Perspectives from middle school students. *International Journal of Bilingual Education and Bilingualism*, *26*(1), 84–96. https://doi.org/10.1080/13670050.2020.1783635

Uses the concept of belonging as a lens to explore student perspectives. Analyzes data from a survey and small-group interviews with middle school two-way bilingual education (TWBE) students (grade 6–8) in an urban setting in the southeastern United States. Finds that students' sustained sense of program community and belonging was due to their long-term enrollment and participation in the program, as being together from kindergarten or first grade built a strong sense of belonging and friendships that continued into middle school years. Demonstrates that translanguaging practices support students' sense of belonging through inclusion and provide access to content for newcomers to the program. Illustrates the potential of TWBE programs to sustain students' sense of belonging beyond the primary school level through cultural practices, structural practices, and linguistic practices. Suggests that future efforts must recognize that feeling respected and valued transcends the TWBE program and requires a whole-school approach to linguistically and culturally sustaining practices.

Durán, L., & Aguilera, M. (2022). Walls, bridges, borders, papers: Civic literacy in the borderlands. *Research in the Teaching of English*, *57*(2), 156–176. https://doi.org/10.58680/rte202232153

Investigates early literacy writing and multilingualism in an Arizona community heavily patrolled by US Customs and Border Protection in 2016–2017. Examines elementary students' letters to politicians and the reading, writing, and discussions that incorporated both lived experiences and academic standards in the letter-writing process. Considers asset-based approaches to pedagogy as important but incomplete if politicized funds of knowledge of immigrant or transnational students are avoided by teachers. Recognizes that student experiences of border militarization, deportation, and documentation are both political and personal. Recommends that teachers who incorporate these funds of knowledge should emphasize that the views expressed are the students', not the teachers', when the topics may be considered controversial, while also clearly stating the connection between the classroom activity and academic standards.

Fox, W., & Chang-Bacon, C. (2023). Critical language awareness through advocacy: Disrupting deficit discourse through simulation in L2 writing teacher education. *Journal of Second Language Writing, 60*, Article 100992. https://doi.org/10.1016/j.jslw.2023.100992

Examines how preservice and inservice teachers (*N* = 42) in an online graduate linguistics course navigate a fictional colleague's deficit-oriented perspective about multilingual learner (ML) students' writing. Draws on a critical language awareness framework that focuses on student strengths, honors lived experiences, and challenges power dynamics. Uses a virtual simulation of a meeting with a general education teacher complaining about an ML student's writing. Finds three common approaches to engaging with the fictional colleague: conceptual (position the student positively), strategic (offer suggestions to correct the ML's writing), and developmental (position the student positively while also addressing the power dynamics of language ideology). Suggests that teachers establish a safe space to practice and rehearse advocacy-related interactions with colleagues to support MLs in general education and challenge deficit perspectives of ML literacy.

Frieson, B. L. (2022). Remixin' and flowin' in centros: Exploring the biliteracy practices of Black language speakers in an elementary two-way immersion bilingual program. *Race Ethnicity and Education*, *25*(4), 585–605. https://doi.org/10.1080/13613324.2021.1890568

Considers the language and literacy practices of Black children in a Spanish/English two-way immersion bilingual program in a midwestern multiethnic and multilingual community. Uses critical discourse analysis to focus on Black Language through a raciolinguistics lens in observations of teachers and students in kindergarten and first grade (N = 36) during a school year. Finds that Black children strategically use translanguaging practices to engage in literacy tasks, such as pronouncing English words with a Black Language accent and incorporating Spanish vocabulary, all in the same utterance. Encourages teachers to consider all the linguistic resources available to students, particularly those that are humanizing to Black children and their communities.

Gallo, S., & Adams Corral, M. (2023). Transborder literacies of (in)visibility. *Journal of Literacy Research*, *55*(1), 101–123. https://doi.org/10.1177/1086296X231163127

Reports on transborder literacies of invisibility, through which family members without US citizenship evade authorities while crossing the border and navigating their daily lives, in combination with literacies of hypervisibility, such as strategically protecting and presenting documents to prove their children's legitimacy of belonging. Recognizes the heightened tension in balancing these literacy practices when US politics become more hostile to immigrants and mixed-status families. Recommends that teachers become more familiar with the reasons undocumented parents avoid engaging with school personnel, and recognize that avoidance is not due to a lack of interest in their children's education but rather to the danger that these activities might threaten their invisibility. Invites a literacy curriculum that positions movement across borders as normal rather than problematic.

Huenergarde, M. C., Floyd, R. G., & Harris, B. (2023). Current nationwide practices in US test accommodations for active bilingual learners/users of English (ABLE) students. *Bilingual Research Journal*, *45*(3–4), 380–400. https://doi.org/10.1080/15235882.2022.2155885

Explores accommodations being used with ABLE (active bilingual learners/users of English) students, and updates methodological shortcomings of previous studies. Presents a review of state ABLE accommodations that used double-coding procedures for 100% of the documents reviewed. Finds that every state allowed accommodations for ABLE students, and more than half (65%) of those accommodations could be considered language-responsive. Reveals that less than half of the accommodations were specific to students with disabilities (40%) and most accommodations were classified as a direct linguistic support rather than an indirect linguistic support, demonstrating that states most often allow adjustments to the language of the test, and almost half (45%) were accommodations in the student's native language. Argues that it would be prudent for states to provide detailed guidance for who should appoint and coordinate the

efforts of school personnel with the appropriate qualifications to determine which ABLE students should receive particular accommodations.

Kendrick, M., Early, M., Michalovich, A., & Mangat, M. (2022). Digital storytelling with youth from refugee backgrounds: Possibilities for language and digital literacy learning. *TESOL Quarterly*, *56*(3), 961–984. https://doi.org/10.1002/tesq.3146

Investigates the role of digital storytelling in identity, language, and literacy among refugee high school students in Canada. Includes 16- to 19-year-old refugee students (n= 15) from a variety of nationalities and backgrounds, many with limited or interrupted schooling. Examines qualitative data through thematic analysis with a focus on two students in the class. Finds that the digital storytelling format allows students to: express complex and profound thinking; demonstrate critical awareness of how knowledge is represented and communicated; deepen their language and literacy competencies in English; and engage in discussions of difficult topics. Recommends that teachers create a safe space for refugee students and integrate digital literacy practices to support students' academic, emotional, and social development.

Lee, J. W., Wolters, A., & Kim, Y.-S. G. (2023). The relations of morphological awareness with language and literacy skills vary depending on orthographic depth and nature of morphological awareness. *Review of Educational Research*, *93*(4), 528–558. https://doi.org/10.3102/00346543221123816

Examines the relations of morphological awareness with a wide range of language and literacy skills, and investigates how these relations differ depending on several potential moderators. Includes 232 studies published in English between 1980 and March 2021. Finds that participants' L1/L2 status is not a significant moderator for the relations of morphological awareness with any of the language and literacy skills studied. Indicates that the magnitude of relations differed by orthographic depth, with stronger relations with word reading in deep orthographies (r =.52) than in shallow orthographies (r = .38). Rejects the likelihood of publication bias using Egger's regression tests, but notes a significantly weaker relation for findings from peer-reviewed studies between morphological awareness and orthographic awareness. Suggests that L1/L2 students' deeper morphological awareness would benefit language and literacy skills.

Lee, S., Kuo, L.-J., Xu, Z., & Hu, X. (2022). The effects of technology-integrated classroom instruction on K–12 English language learners' literacy development: A meta-analysis. *Computer Assisted Language Learning*, *35*(5–6), 1106–1137. https://doi.org/10.1080/09588221.2020.1774612

Investigates the overall characteristics of technology tools, and evaluates their effects on ELLs' literacy outcomes such as reading, writing, and vocabulary with different moderator variables. Reports on a systematic search of experimental and quasi-experimental studies of the effectiveness of technology-integrated instruction published between 1990 and 2018, including 36 peer-reviewed studies with 42 independent samples composed of 4,354 K–12 students. Finds a standardized mean effect size of g = .47. Differs from previous studies in that grade level was not a significant moderator; however, English as a Foreign Language settings were significantly more effective than English as a Second Language settings, and researcher-developed measures yielded larger effects than standardized measures. Notes that effect sizes of writing outcomes were larger (g = .95) than those of vocabulary (g = .46) or reading (g = .29) outcomes. Finds some evidence of publication bias, suggesting that negative and nonsignificant findings were underreported in the included studies. Reveals the complex relations among learners, teachers, language, technology, and pedagogical intention in particular social and cultural contexts.

Macdonald, K. T., Francis, D. J., Hernandez, A. E., Castilla-Earls, A. P., & Cirino, P. T. (2022). Characterization of English and Spanish language proficiency among middle school English learners with reading difficulties. *Bilingualism: Language and Cognition*, *25*(5), 899–912. https://doi.org/10.1017/s1366728922000104

Evaluates measurement approaches involved in the characterization of language proficiency and balance in a sample of middle school ELs with reading difficulties. Researchers employed confirmatory factor analysis with a wide range of assessments in both English and Spanish (i.e., expressive, receptive, syntax, and semantics) and utilized latent profile analysis with the same language assessments. They sampled 161 sixth and seventh graders designated as struggling readers from a larger study, including participants currently identified as ELs. Researchers administered nine standardized language measures and a self-report questionnaire, finding that confirmatory factor analysis results clearly supported the hypothesized two-factor structure of English and Spanish language skills. Suggests that investigations of language processes should consider both English and Spanish processes rather than generalizing performance in one language to the student's overall language skills.

Roberts, G. J., Hall, C., Cho, E., Coté, B., Lee, J., Qi, B., & Van Ooyik, J. (2022). The state of current reading intervention research for English learners in grades K–2: A best-evidence synthesis. *Educational Psychology Review*, 34(1), 335–361. https://doi.org/10.1007/s10648-021-09629-2

Synthesizes current reading intervention research to guide EL educators. Identifies 10 studies that evaluated the effects of seven reading intervention programs/approaches on reading and language outcomes for K–2 English learners, reporting 76 effect sizes. Finds that several commercially available interventions targeting reading skills, fluency, and comprehension were effective, but oral language effects were weak. Recommends specific commercially available programs to educators and administrators looking to identify effective interventions for ELs.

Rowe, L. W. (2022). Disrupting monolingual ideologies: Constructing biliterate composing practices in a second-grade classroom. *Reading Research Quarterly*, 57(4), 1149–1166. https://doi.org/10.1002/rrq.465

Examines how a second-grade teacher and her multilingual students reframed their English-medium classroom to incorporate biliterate composing practices. Draws on a social literacy perspective and inductive and microethnographic methods to analyze the construction of biliterate writing practices during the first month of school. Documents the teacher's discursive moves related to biliterate composition, including talking about rationales and providing invitations, support, and recognition for bilingual composing. Asserts that teachers and students can effectively push against monoglossic norms in classrooms.

Sembiante, S. F., Restrepo-Widney, C., Bengochea, A., & Gort, M. (2023). Sustainable translanguaging pedagogy in support of the vulnerable language: Honoring children's ways of "showing" and "telling" in an early childhood dual language bilingual education program. *International Journal of Bilingual Education and Bilingualism, 26*(8), 928–942. https://doi.org/10.1080/1367 0050.2022.2161814

Explores children's languaging practices during show-and-tell in a Spanish/English dual-language (DL) early childhood education program in the southeastern United States. Notes that one teacher spoke English with the children while the other spoke Spanish, as per school policy. Based on observations of each teacher and their student interactions in two multi-age preschool classrooms ($N = 19$), finds that both teachers encouraged Spanish expression, even during the English-designated show-and-tell time, and scaffolded students' language so they were able to produce more expansive descriptions. Situates teachers' language choices as flexible, responsive, and focused on meaning-making as opposed to strictly separating the English/Spanish language spaces. Suggests that teachers support and protect Spanish development among multilingual students to advance children's literacy and oral language skills.

Zoeller, E., & Garcia-Torres, Y. V. (2023). "It makes me more aware of what I should be looking for": Using holistic assessment to foster strength-based understanding of students' biliteracy development. *Literacy Research: Theory, Method, and Practice, 72*(1), 179–199. https://doi.org/10.1177/23813377231185123

Reports how holistic observation and pedagogy support teachers' understanding of biliteracy development in K–5 Spanish/English dual-language settings. Grounded in a theoretical framework of holistic biliteracy, recognizes that knowledge across languages is reciprocal—what a child learns in either language influences learning in the other. Draws from a larger self-study to specifically examine how holistic biliteracy assessment shapes teachers' understanding of biliteracy development, and presents five cases of practicing K–5 bilingual teachers from one teacher preparation program. Illustrates how a transliteracy approach to writing assessment developed teachers' knowledge of biliteracy development, leading to strength-based pedagogy. Calls for teacher preparation that challenges traditional deficit views of multilingual learners by engaging new ways of looking at students.

Other Related Research

Bland, J. (2022). *Compelling stories for English language learners: Creativity, interculturality and critical literacy*. Bloomsbury Publishing.

Brochin, C., Filipiak, D., Hsieh, B., Kirkland, D. E., & Nyachae, T. M. (2023). The future of critical studies in literacy research. *Research in the Teaching of English*, *57*(4), 402–411.

Chávez-Moreno, L. C. (2022). The continuum of racial literacies: Teacher practices countering whitestream bilingual education. *Research in the Teaching of English*, *57*(2), 108–132.

Crosson, A. C., & Silverman, R. D. (2022). Impact of COVID-19 on early literacy instruction for emergent bilinguals. *Reading Research Quarterly*, *57*(1), 5–14.

Goldenberg, C., & Cárdenas-Hagan, E. (2023). Literacy research on English learners: Past, present, and future. *The Reading League*, *4*(1), 12–20.

Hornberger, N. H. (2022). Imagining multilingualism with Ofelia: Translanguaging and the continua of biliteracy. In B. Otçu-Grillman & M. Gorjian (Eds.), *Re-making multilingualism: A translanguaging approach* (pp. 19–31). Multilingual Matters.

Kubota, R. (2022). Decolonizing second language writing: Possibilities and challenges. *Journal of Second Language Writing*, *58*, Article 100946. https://doi.org/10.1016/j.jslw.2022.100946

Lara, G. P., Fránquiz, M. E., & Ortiz, A. A. (2022). Learning from Uvalde: The safe and brave schools all children deserve. *Bilingual Research Journal*, *45*(2), 133–139

Ryu, J., Kim, Y. A., Eum, S., Park, S., Chun, S., & Yang, S. (2022). The assessment of memes as digital multimodal composition in L2 classrooms. *Journal of Second Language Writing*, *57*, Article 100914. https://doi.org/10.1016/j.jslw.2022.100914

Yaghi, E., & Ryan, J. (2022). "Because you're all covered up": Islamophobia in the ELT classroom. *TESOL Quarterly*, *56*(4), 1345–1368.

Social Justice / Critical Approaches

This year's annotated studies related to social justice were selected for their groundedness in theories of social justice and their potential impact on the field of English/literacy teaching. Themes in this year's review include literacy acquisition, centering students' ways of knowing, and exploring teachers' experiences of teaching using justice-oriented frameworks. Several articles critique systemic inequities, including analyses of standardized assessments and scripted curricula. Qualitative methods predominate, highlighting the ongoing need for a diverse body of research that employs social justice practices and frameworks. (Kathryn Allen, lead contributor)

Adams, B., & Bazzo Kaczmarczyk, A. (2023). Supporting preservice teacher development of culturally responsive reading instruction through a cross-course assignment. *Reading Horizons*, *62*(1), 24–51. https://scholarworks.wmich.edu/reading_horizons/vol62/iss1/3/

Considers how a cross-course assignment impacts connections students make between culturally responsive pedagogy (CRP) and reading instruction. Describes design-based research that

critically examined learning outcomes based on a theoretically driven learning design. Aims to fill the gap between preservice teachers' understanding of CRP and engagement with it in reading instruction. Drawing on content analysis of submitted lesson plans from participants enrolled in both of the courses, concludes that multiple exposures to CRP reinforced deeper connections between CRP theory and instructional design, but preservice teachers remained limited in their ability to treat them as equally important. Recommends that teacher preparation programs build bridges between courses and assignments to support the integration of theory and practice.

Baldwin, E., Heilmann, J., Finneran, D., Cho, C. C., & Moyle, M. (2022). Dialect density, language abilities and emergent literacy skills of prekindergarten children who speak African American English. *Journal of Research in Reading, 45*(4), 567–586. https://doi.org/10.1111/1467-9817.12410

Explores dimensionality of print-related and language-based reading skills of African American English–speaking preschoolers ($N = 78$). Analyzes pre-post PALS-PreK (Phonological Awareness Literacy Screening-PreK) assessment data and narrative retellings through structural equation modeling. Finds correlations between dialect density and emergent literacy skill development. Concludes that use of AAE had a minimal impact on preschoolers' emergent literacy print-related skill acquisition in mainstream English. Suggests that metalinguistic ability—including dialect density, awareness of dialect shifting, and exposure to multiple dialects—may be a mediating factor of emergent literacy development. Implies that since that AAE dialect is a key part of cultural identity, early childhood educators must be inclusive of students' dialect use.

Barnes, Z. T., Boedeker, P., Cartwright, K. B., & Zhang, B. (2022). Socioeconomic status and early reading achievement: How working memory and cognitive flexibility mediate the relation in low-achieving and typically developing K to first grade students. *Journal of Research in Reading*, *45*(2), 204–222. https://doi.org/10.1111/1467-9817.12398

Examines the mediating effect of executive function (EF), including working memory and cognitive flexibility, on low-achieving and typically developing readers. Researchers utilized data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–2011, employing the Numbers Reversed subtest of Woodcock Johnson III to measure working memory and the Dimensional Change Card Sort to measure cognitive flexibility. Concludes that both working memory and cognitive flexibility mediate the relationship between socioeconomic status at kindergarten and reading achievement at first grade; however, working memory mediates more of the relationship for low-achieving students. Asserts that EF ability may partially account for achievement gaps in reading ability; therefore, improving EF early may affect the negative impact of socioeconomic status.

Daly, A. (2022). Race talk moves for racial literacy in the elementary classroom. *Journal of Literacy Research*, *54*(4), 480–508. https://doi.org/10.1177/1086296X221141391

Draws upon critical race theory to investigate the race talk moves in a case study of one White elementary school teacher. Examines data—including video recordings of reading instruction twice per week for 10 months, ethnographic field notes, and transcriptions of classroom race conversations—using racial literacy theory, inductive analysis, and critical discourse analysis to categorize the types of teacher talk and to examine functions of the moves that mediate student learning. Finds well-documented talk moves in literature discussions—listening, participating, synthesizing, and challenging—but identifies a fifth move, anchoring, that supported a deeper understanding of systemic racism among students. Challenges previous research by highlighting the drawbacks of White teachers talking about race.

Delgado, P., & Larrotta, C. (2022). Madres Latinas en convivencia: A family reading project. *Journal of Adolescent & Adult Literacy*, *66*(2), 60–69. https://doi.org/10.1002/jaal.1249

Investigates platicas (conversations) with 15 Latina mothers who participated in a reading project to engage their families in literacy practices through bilingual children's books. Analyzes data

including demographic questionnaires and family memory books, field notes, and interviews. Finds that mothers engaged in convivencia (coexistence) to create knowledge together. Convivencia created a safe space where participants explored their lived experiences as immigrants and the English language development of their families. Finds that convivencia and platicas facilitated families' goals toward improving reading and transmitting knowledge to their children.

Fletcher, L., & Holyoke, E. (2023). Reading the word and world: Portrayals of activism in children's literature. *The Reading Teacher, 76*(6), 713–723. https://doi.org/10.1002/trtr.2191

Examines 156 picture books for stories of activism and positioning of activism in the real or imagined world within a critical literacy lens. Uses a content analysis approach, with the characters' actions and thinking as the unit of analysis. Employs a head, heart, world framework and identifies four types of activism portrayals on a continuum: kindness, everyday, expansive, transformative. Suggests a need for increased exposure to head, heart, and world books for children to support them in learning to recognize possibilities for making the world a more just place.

Flores, T. T. (2023). "We are more than that!": Latina girls writing themselves from margins to center. *Research in the Teaching of English, 57*(4), 332–354. https://doi.org/10.58680/rte202332471

Studies the voices and experiences of four escritoras participating in a 2-week workshop for Latina girls exploring art, theater, and writing to share and perform their own stories. Uses an ethnographic case study approach through a *theory in the flesh* framework that invites women of color to name and claim their experiences on their own terms. Analyzes oral and written testimonios, daily ethnographic field notes, semistructured interviews, and memos generated after each workshop and interview, using Bernal's (1998) Chicana feminist concept of cultural intuition. Finds that the workshop model made space for Latina girls to tell their stories in comunidad. Suggests using Latina girls' intellectual, cultural, and gendered ways of knowing as resources for teaching and learning, and selecting relevant literature that acknowledges the legacy of writers, artists, and activists that have cultivated their literacy practices.

Griffith, J. J., & Sweet, J. D. (2023). What does "going on the record" mean for critical media literacy? Examining informed consent in *Serial* to trouble podcasts as pedagogy. *Teachers College Record, 124*(12), 35–61. https://doi.org/10.1177/01614681221150545

Investigates critical listening practices through discourse analysis of podcasts resembling ethnographies. Notes that podcasts hold curricular value and that critical listening practices are essential components for student engagement and comprehension. Compares podcast journalism to ethnographic research to explore differences in the positioning of journalists and participants. Recommends that students enact and engage in critical media literacy by considering relational aspects of podcast creation, such as protecting participants and attending to context. Encourages teacher educators to outline the ethical responsibilities inherent in journalistic assignments such as the creation of podcasts.

Jackson, D. (2022). Making sense of Black students' figured worlds of race, racism, anti-Blackness, and Blackness. *Research in the Teaching of English, 57*(1), 43–66. https://doi.org/10.58680/rte202232001

Discusses the use of justice-oriented solidarity between a teacher and teacher-researcher to cultivate Black Space in an eleventh-grade English classroom. Explores students' figured worlds through multimodal composing about the concepts of race, racism, anti-Blackness, and Blackness. Analyzes interviews, dialogic group meetings, blogs, and student drawings and finds that students (1) made historical connections, (2) disrupted notions of the White standard of beauty, and (3) interrogated power dynamics between Black power and White supremacy in their multimodal compositions. Recommends that teachers use justice-oriented solidarity to design and implement justice-oriented pedagogy.

Lammers, J. C., Magnifico, A. M., & Wang, A. (2022). Playful multiliteracies: Fan-based literacies' role in English language arts pedagogy. *Journal of Adolescent & Adult Literacy*, *66*(2), 80–90. https://doi.org/10.1002/jaal.1253

Explores connections between fan-fiction/fandom and English language arts pedagogy and curriculum., Presents an exploratory, collective case study grounded in multiliteracies and play frameworks that suggests fan-fiction offers a platform for play and joy, engaging a wider range of students. Analyzes teaching artifacts, field notes, interviews, and observations. Finds that participants of the study demonstrated creativity and in-depth analysis of the content, as well as a deeper creation of composition when engaging in fan-fiction. Indicates that fan-based multiliteracies allowed for increased student engagement, as well as meaningful experiences that led to critical analysis of texts.

Lee, A. Y. (2022). "Free license to communicate": Licensing Black Language against White supremacist language assessments in a preK classroom. *Research in the Teaching of English*, *57*(2), 133–155. https://doi.org/10.58680/rte202232152

Interrogates language assessments using raciolinguistic perspectives. Describes how iterative coding across data sources revealed institutionalized White supremist norms in language assessments and in teachers' interpretation and use of language assessments. Presents one teacher's use of student language samples as an assessment that validates Black Language and supports students' cultural and linguistic identities. Identifies language assessments as one example of systemic racism and calls all teachers to critically analyze and reimagine language instruction.

Ortlieb, E., Grote-Garcia, S., Pletcher, B., Hudson, A., Perfetto, A., Durham, P., Anderson, K., Schatz, S., & Kerbs, M. (2023). How teachers do and don't address issues of diversity in literacy instruction. *Reading Psychology*, *44*(5), 563–587. https://doi.org/10.1080/02702711.2023.2179141

Examines perceptions and beliefs of 288 literacy teachers and 12 literacy coaches about their ability to address issues of bias, equity, and diversity in the classroom. Describes researchers' use of an explanatory sequential mixed-methods design. Shows teachers are most confident in identifying internal bias and facilitating discussions on diversity topics, and least confident in using diversity as an asset in their instruction and discussing issues related to diversity among colleagues. Evidences correlations between teachers' belief that they can identify bias and their belief that they can integrate their awareness of diversity in the classroom, and between viewing diversity as an asset of educational systems and number of years teaching, as well as highest level of education. Suggests that educator preparation programs should immerse preservice teachers in conversations surrounding diversity and that regardless of experience, teachers need ongoing professional development.

Rigell, A., Banack, A., Maples, A., Laughter, J., Broemmel, A., Vines, N., & Jordan, J. (2022). Overwhelming Whiteness: A critical analysis of race in a scripted reading curriculum. *Journal of Curriculum Studies*, *54*(6), 852–870. https://doi.org/10.1080/00220272.2022.2030803

Investigates scripted curricula and instructional materials through critical antiracist discourse analysis. Researchers used qualitative methods to analyze thematic groupings of texts and curriculum materials across grade-level bands. Finds that curriculum, texts, teaching materials, and scripts are White-male-centric and omit, restrict, or Other BIPOC perspectives at every level by centering Whiteness; supplanting BIPOC authors; Othering, heroizing, and mythologizing Black Americans; excluding and historicizing; centering White male experiences; presenting Whiteness as standard; whitewashing history; couching racism as nationalism; and lacking joy. Suggests strategies for resisting inequitable curricula at the system, school, and classroom levels.

Sciurba, K. (2022). Textual relevance, ten years later: Young Black men reflect on a decade of reading experiences. *Research in the Teaching of English, 57*(1), 23–42. https://doi.org/10.58680/rte202232000

Expands understanding of the literate lives of Black adolescent males by exploring the construction of personal meaning and textual relevance. Employs Bishop's (1990) mirror-window-sliding-glass-door metaphor as well as Muhammad's (2020) historically responsive literacy model. Reveals a rich and complex relationship with reading that disrupts common narratives regarding the reading lives of Black men. Suggests that we allow their perspectives to guide textual relevance and the construction of literate identities.

Young, T. T. (2023). Redesigning for equity and achievement: Non-leveled guided reading instruction. *Reading & Writing Quarterly*, *39*(1), 54–71. https://doi.org/10.1080/10573569.2022.2039887

Studies the value of moving away from leveled guided reading instruction for low-achieving students. Seeks to demonstrate that non-leveled guided reading instruction provides greater access to successful learning opportunities for all students. Connects non-leveled guided reading to Oakes's (1992) dimensions of change to understand the normative and political dimensions of this instructional practice. Recognizes that leveled guided reading instruction carries the tradition of educational practice, and that low-level reading groups are disproportionately populated with students of diverse backgrounds, limiting access to enhanced reading opportunities. Shows significant reading achievements for all students, with the greatest gains among students that initially required the most scaffolds and supports.

Other Related Research

Aasebø, T. S., & Willbergh, I. (2022). Empowering minority students: A study of cultural references in the teaching content. *Journal of Curriculum Studies*, *54*(5), 618–631. https://doi.org/10.1080/00220272.2022.2095877

Brownell, C. J. (2023). Constructing (ad)ventures in collaborative composing: Examining a case of (un)sanctioned play in the elementary literacies classroom. *The Reading Teacher*, *76*(5), 631–639. https://doi.org/10.1002/trtr.2163

Dwyer, M., & Martin-Chang, S. (2023). Fact from fiction: The learning benefits of listening to historical fiction. *The Reading Teacher*, *76*(6), 695–703. https://doi.org/10.1002/trtr.2177

Grote-Garcia, S., & Ortlieb, E. (2023). What's hot in literacy: The duality of explicit instruction and cultural and linguistic considerations. *Literacy Research and Instruction*, *62*(1), 1–15. https://doi.org/10.1080/19388071.2023.2162207

Johnson, E., & Keane, K. (2023). Challenges and successes of learning to teach critical literacy in elementary classes: The experiences of pre-service teachers. *Teaching and Teacher Education*, *125*, Article 104037. https://doi.org/10.1016/j.tate.2023.104037

Kerbs, M., & Pule, H. (2022). Transformation of preservice teacher identities: The effects of authentic reading experiences. *Reading Horizons*, *62*(1), 1–23.

Lewis, B. P. (2023). Diverse experiences in children's literature: Langston Hughes. *The Reading Teacher*, *77*(1), 16–23. https://doi.org/10.1002/trtr.2194

Loh, C. E., Sun, B., & Leong, C.-H. (2022). Reading identities, mobilities, and reading futures: Critical spatial perspectives on adolescent access to literacy resources. *Harvard Educational Review, 92*(1), 55–85. https://doi.org/10.17763/1943-5045-92.1.55

Marciano, J. E., Reine Johnson, L. E., & Beymer, A. (2023). "Our voice and dreams matter": Supporting youths' racial literacy. *Journal of Literacy Research*, *55*(2), 145–169. https://doi.org/10.1177/1086296x231178511

Misco, T., McIntyre, G., Molina, E., Bennett-Kinne, A., & Hughes, M. (2023). An analysis of teacher education mission statements in the United States. *The Teacher Educator*, *58*(2), 199–216. https://doi.org/10.1080/08878730.2022.2122096

Park, J. Y. (2023). Agency, identity, and writing: Perspectives from first-generation students of color in their first year of college. *Research in the Teaching of English*, *57*(3), 227–247. https://doi.org/10.58680/rte202332353

Reinking, D., Hruby, G. G., & Risko, V. J. (2023). Legislating phonics: Settled science or political polemics? *Teachers College Record*, *125*(1), 104–131. https://doi.org/10.1177/01614681231155688

Skerrett, A., & Vlach, S. (2022). Advancing a sociocultural approach to decolonizing literacy education: Lessons from a youth in a "postcolonial" Caribbean geography. *Research in the Teaching of English*, *57*(1), 67–88. https://doi.org/10.58680/rte202232002

Souto-Manning, M., Martinez, D. C., & Musser, A. D. (2022). ELA as English language abolition: Toward a pedagogy of communicative belonging. *Reading Research Quarterly, 57*(4), 1089–1106. https://doi.org/10.1002/rrq.464

Tondreau, A., & Johnston, K. (2023). Inquiry-based teacher writing groups as sites for professional learning and restorying identities. *The Teacher Educator*, *58*(1), 72–90. https://doi.org/10.1080/08878730.2022.2107130

Zapata, A., & Laman, T. T. (2023). Reconditioning a new linguistic normal for children's classrooms through critical translingual literacies. *Language Arts, 100*(3), 245–253. https://doi.org/10.58680/la202332269

Writing

The research studies in this section focus on the teaching of writing and composition. This year's studies highlight the expansive nature of writing, as they follow research from a wide range of contexts, theoretical frameworks, and methodologies. In addition, they include studies about writing from preschool through college, sharing a full range of experiences. Themes from the articles foreground the multimodal nature of writing, the importance of writing identities for preservice and practicing teachers, perspectives on pedagogy around argument writing, and current professional development in the teaching of writing. (Stephanie Rollag Yoon, lead contributor)

Anderson, R. C., Chaparro, E. A., Smolkowski, K., & Cameron, R. (2023). Visual thinking and argumentative writing: A social-cognitive pairing for student writing development. *Assessing Writing*, *55*, Article 100694. https://doi.org/10.1016/j.asw.2023.100694

Reports on the development and testing of a writing assessment of students' critical thinking and writing skills while building evidence-based arguments about visual art. Studies 270 grade 4–7 students' rubric scores on a writing sample, as well as their perceived self-efficacy and motivation levels about critical thinking and writing. Finds support for using visual texts as stimuli for argumentative writing, and finds a correlation between students' self-efficacy for argumentation and their writing scores. Suggests that educators use visual media in argument-writing prompts and build students' argumentation self-efficacy by scaffolding various skills (e.g., making a claim), rewarding effort and revision, and providing concrete feedback to student writers.

Bingham, G. E., Gerde, H. K., Pikus, A. E., Rohloff, R., Quinn, M. F., Bowles, R. P., & Zhang, X. Y. (2022). Examining teachers' early writing knowledge and practices. *Reading and Writing*, *35*(9), 2201–2227. https://doi.org/10.1007/s11145-022-10299-x

Examines connections between preschool teachers' understanding of early writing and their writing practices in the classroom. Traces data from 47 lead preschool teachers in five Head Start programs. Identifies teachers' writing knowledge through descriptive analysis of responses to student writing samples with contextual vignettes and traces teacher practices through classroom observations. Finds a wide variety of teacher support for writing, with some teachers placing more emphasis on scaffolding than modeling and teachers with higher levels of complex knowledge providing more time for students to write. Recommends using measures that include contextual descriptions for more accurate analysis and identifies a need for more writing professional development around the connections between reading, language, and writing in preschool.

Collet, V. S. (2022). Re-mediating and transmediating middle-school students' writing through teacher professional development. *Contemporary Issues in Technology and Teacher Education*, *22*(2), 293–325. https://citejournal.org/volume-22/issue-2-22/english-language-arts/re-me diating-and-transmediating-middle-school-students-writing-through-teacher-professional-development/

Asks what effect teacher professional development (PD) on new literacies has on students' writing achievement and what PD characteristics best support the inclusion of new literacies in the classroom. Describes researchers' use of mixed methods to study the impact of 46 hours of new literacies PD on 10 middle school language arts teachers and their 892 students. Finds that students whose teachers were fully trained in new literacies showed significant growth on state writing tests; students who were previously underachieving demonstrated the most growth. Effective characteristics of new literacies PD included teachers being provided with digital tools, observation of teachers using new literacies, and having a collaborative space for learning. Confirms theories of transmediation which posit that new literacies writing will improve students' writing in more constrained environments (i.e., standardized tests).

Gonzales, G. C., Machado, E., & Plitkins, L. (2023). "I bring them here to tell their stories": Transnational Latina mothers' critical literacy practices in an intergenerational storytelling workshop. *Journal of Adolescent & Adult Literacy, 66*(5), 308–318. https://doi.org/10.1002/jaal.1280

Analyzes a qualitative case study of transnational Latina mothers and their role as language and literacy pedagogues in a library-based family storytelling workshop. Draws on theories of critical literacies and mothering as critical work to emphasize critical literacy practices already at play in multilingual communities. Applies participant observation and cycles of analytic coding to center the words and experiences of the mothers. Illustrates how mothers redesigned the workshop to reflect cultural definitions and values of storytelling by choosing which stories and traditions to share. Depicts motherhood as critical work in the approach to reading children's work not through lenses of deficit but rather through lenses of possibility. Calls for educators to seek ways to invite transnational parents into the conversation on culturally relevant pedagogy.

Jones, S. (2023). The value of knowing: Conscious and unconscious writing choices. *Language and Education*, *37*(1), 71–87. https://doi.org/10.1080/09500782.2022.2109421

Asks whether explicit instruction of grammar impacts writers' conscious decision-making within their writing. Draws on 24 case studies of primary and secondary students from a 3-year longitudinal project, including data from observations, written samples, and students' conversations about writing. Finds that young writers who experienced explicit grammar instruction articulated information about grammar use but did not connect it to meaningful writing. Shows that writers were also making complex writing choices that they were not able to articulate themselves. Highlights how students benefited from talking about the decisions they made as writers. Calls for a complex view of writing choices, moving away from a binary between explicit and implicit understandings of grammar and focusing on talking about writing choices in a social context.

Lee, E. (2023). Writing toward a decolonial option: A bilingual student's multimodal composing as a site of translingual activism and justice. *Written Communication*, *40*(1), 59–89. https://doi.org/10.1177/07410883221134640

Analyzes a single case study of a Latina bilingual college student and her multimodal composing in a first-year writing course. Asks how multimodality and translanguaging can create potential for activism, resistance, and decolonial practices in bilingual student writers. Uses a socio-semiotic framework to examine ethnographic data of the student and her multimodal compositions. Finds that the pairing of multimodal composition with translanguaging in a classroom environment creates a *decolonial potential*, which supports students in resisting White academic standards, allows for cultural expression, generates multiple meaning-making opportunities, and emphasizes the embodied nature of writing. Encourages educators to create opportunities for students to enact these decolonial practices as they write.

Lindenman, H. (2022). Theorizing writing differently: How community-engaged projects in first-year composition shape students' writing theories and strategies. *College Composition & Communication, 74*(1). https://library.ncte.org/journals/CCC/issues/v74-1/32121

Draws on a qualitative case study of first-year students' "theory of writing" essays to understand the impact of community writing projects on students' learning about writing and students' writing beliefs and practices. Uses qualitative analysis of student reflections, project outcomes, and instructor observations to highlight theories of writing as *writing as adaptation* and *writing as process.* Illustrates how community writing experiences interact with students' prior knowledge in three ways: in contrast, as an example, and as reinforcement. Suggests incorporating community-engaged projects into the curriculum to promote a view of writing as a socially situated activity. Asks instructors of composition courses to consider what theories of writing they hope students will develop in first-year writing spaces and how community writing projects might support that learning.

Neville, M., & Johnson, S. I. (2022). "My literacies expand over two languages": Language and literacy autobiographies as justice-oriented teacher education. *Journal of Adolescent & Adult Literacy, 66*(2), 111–121. https://doi.org/10.1002/jaal.1258

Explores how preservice and practicing teachers in two education courses reflected on their experiences with a language and literacy autobiography assignment and examines how the assignment supported culturally sustaining, translingual, and multiliteracy pedagogies. Draws on data from two large qualitative studies across a content-area literacies class and a bilingual education class, including language and literacy autobiography assignments, journal responses, discussions, and other course assignments. Illustrates how some participants viewed their own language as an asset while others had deficit views of their own language uses. Shows connections between their current understanding and implications for their future students' experiences. Calls for ongoing reflection on language use in preservice education courses in order to dismantle and shift practices in schools.

Osorio, S. L., Woodard, R., & Lee, A. Y. (2023). Hearing Black Language as linguistically legitimate in early childhood writing. *Language Arts*, *100*(3), 181–191. https://doi.org/10.58680/la202332261

Uses a raciolinguistics framework to examine the language assessment (oral and written) practices of one Black bilingual early childhood educator who treated Black Language (BL) as legitimate in her classroom. Draws on classroom observations and interview data to explore the teacher's decolonial language pedagogies, such as hearing and mirroring students' BL, encouraging BL in writing, and featuring BL visually in the classroom. Additionally, examines how the teacher collected formative and summative language assessment data from students' oral and written language use (BL and other varieties) to measure linguistic growth. Finds that when the teacher treated BL as a communicative norm, students had the freedom to express themselves and demonstrated linguistic growth. Promotes a pro-BL teaching approach, while acknowledging the complexity of this suggestion given an overwhelmingly White teaching force in the US today.

Prinsloo-Marcus, L., & Campbell, B. (2022). Gaining insight into students' language experiences through their linguistic autobiographies. *English in Education, 56*(4), 325–339. https://doi.org/10.1080/04250494.2022.2064740

Explores preservice English teachers' language experience through an analysis of linguistic autobiographies. Examines a qualitative, single-case study to gain a greater understanding of preservice teachers' relationship with and thoughts on language within their social contexts. Presents five themes: English as a language of power and status, language and identity, language and conflict, language transitioning, and attitudes toward language varieties. Identifies a need for further investigation into preservice teachers' experiences with language conflict and its impact on linguistic identity. Asks teacher educators to consider linguistic autobiographies as an approach to make visible preservice teachers' relation to language and society and to inform adjustments of pedagogic practices.

Raskauskas, J., Kline, S. M., Wall, A., Kang, G. Y., Ikpeze, C. H., Myers, J., Scales, R. Q., Smetana, L. D., & Tracy, K. (2022). "I think writing is . . ." A multi-state study of teacher candidates' changing beliefs about writing. *Teaching/Writing*, *11*(3), Article 3. https://scholarworks.wmich.edu/wte/vol11/iss3/3

Presents data from 113 teacher candidates (TCs) from six different states to explore how a one-semester literacy course altered beliefs about writing. Specifies that researchers used common writing instruction and assessment measures across programs, with a focus on a sociocultural perspective of literacy. Analyzes pre- and post-course narrative responses from TCs about the purpose of writing and what makes "good" writing. Draws on thematic qualitative coding and discourse analysis to examine TCs' responses. Finds that changes were evident in the ways TCs considered audience, writer identity, use of grammar, and social aspects of writing; however, those changes were minor. Demonstrates that beliefs about writing are deeply embedded and suggests that coursework alone will not substantially alter TCs' traditional, individualistic, or prescriptive views of writing.

Reid, L. (2022). Re-assessing "readiness" in OWI: Toward a trauma-informed approach to supporting students in online writing courses. *Computers and Composition, 66,* Article 102738. https://doi.org/10.1016/j.compcom.2022.102738

Proposes a trauma-informed readiness assessment for online learning as an approach to improve college student success in online writing instruction (OWI). Details a thematic analysis of college online readiness assessments from 50 different institutions across a range of Carnegie classifications. Highlights the disconnect between what is communicated to students in online readiness assessments and what they are likely to experience in an online writing course. Centers a robust trauma-informed approach which focuses on the ways trauma impacts cognition, executive function, reading, and writing. Demonstrates that students can best prepare for online writing courses by better understanding how to learn in online environments. Urges administrators and instructors to shift away from "readiness" and attend to the study skills, reading skills, and information literacy that are required to succeed in asynchronous online writing courses.

Salo, A.-E., Routarinne, S., Juvonen, R., & Kaasinen, A. (2023). Participatory roles adopted by elementary students when writing collaboratively in environmental and social studies classrooms. *Journal of Writing Research, 15*(1), 73–103. https://doi.org/10.17239/jowr-2023.15.01.04

Shares the process of creating and applying a new analytic coding framework to understand the shifting nature of roles that students take up during collaborative writing, in contrast to existing frameworks that focus on static student roles. Traces the dynamic roles that five Finnish upper elementary students took up during collaborative writing in environmental studies and social studies learning contexts. Finds that students shifted between categories of content-focused, literacy-focused, performance-focused, process-focused, and expressive roles. Identifies patterns, including the new categories of literacy-focused and expressive roles, that emerge when student roles are defined as dynamic. Suggests a need to observe students' dynamic role-taking and calls for educators to build learning activities that support flexible participation when writing collaboratively across content areas.

Thiel, J. J. (2023). (De/re) territorializing writing/composition: Becoming with playful objects through maker literacies. *English Teaching: Practice & Critique, 22*(2), 150–162. https://doi.org/10.1108/ETPC-08-2022-0115

Explores the impact of human/nonhuman objects in co-relational partnerships on literacy practice. Analyzes three spontaneous events where young people engaged in self-directed maker literacies. Draws on postqualitative inquiry and theories of (de/re)territorialization to conceptualize how materials are collaborative partners with humans that shift, change, and act upon each other. Argues that young people learn more deeply by engaging, manipulating, and experimenting with an object than by simply studying it. Demonstrates how young people

participating in maker literacies inform composition practices and ways of engaging literacy pedagogies. Asks teachers to offer opportunities for children to engage in playful maker experiences as a valuable part of writing instruction.

VanDerHeide, J., Newell, G. E., & Olsen, A. W. (2023). Conceptualizing dialogic literary argumentation: Inviting students to take a turn in important conversations. *Written Communication, 40*(2), 417–447. https://doi.org/10.1177/07410883221148680

Presents a model for *dialogic literary argumentation* that draws on Ivanič's (2004) view of language and classroom observations. Reframes argument reading and writing, focusing on inquiry and dialogue as a means for real-world application through the use of multimodal texts, students' writing, and ongoing feedback. Reports data used to create the model, which were collected from three classrooms that were part of two different study groups. Shares practical instructional steps to create a dialogic literary argument, including developing big questions, curating a text set, designing writing tasks, and building instruction around dialogic methods. Suggests that situating argument with a variety of multimodal and real-world texts provides space for student engagement with dialogue and inquiry, as well as opportunities for shifting perspectives and real-world dialogue.

Other Related Research

Flores, T. T. (2023). Composing college identities: Latina girls writing their way to the universidad. *English Teaching: Practice & Critique*, *22*(3), 285–298. https://doi.org/10.1108/ETPC-02-2023-0013

Fuglsby, B. J., & Veeramoothoo, S. (2023). Regulating emotions for social action: Emotional intelligence's role in TPC. *Technical Communication Quarterly*, *32*(1), 98–113. https://doi.org/10.1080/10572252.2022.2079725

Harwood, N. (2023). Lecturer, language tutor, and student perspectives on the ethics of the proofreading of student writing. *Written Communication*, *40*(2), 651–719. https://doi.org/10.1177/07410883221146776

Lim, F. V., Chia, A., & Nguyen, T. T. H. (2022). "From the beginning, I think it was a stretch"—Teachers' perceptions and practices in teaching multiliteracies. *English Teaching: Practice & Critique*, *21*(4), 379–396. https://doi.org/10.1108/ETPC-04-2021-0025

Mordecai, C. (2023). #Anxiety: A multimodal discourse analysis of narrations of anxiety on TikTok. *Computers and Composition, 67,* Article 102763. https://doi.org/10.1016/j.compcom.2023.102763

Neville, M. L. (2023). "I want them to see writing as a joyful thing to do": Noticing texts as equity-oriented English education. *English Education, 55*(2), 92–115. https://doi.org/10.58680/ee202332215

Perry, T. B., & McMurtry, T. C. L. (2023). "Writin'ain't my thang": Creating high school student writers with ongoing support through an urban school–teacher education partnership. *English Teaching: Practice & Critique, 22*(3), 299–312. https://doi.org/10.1108/ETPC-05-2023-0044

Rasteiro, I., & Limpo, T. (2023). Examining longitudinal and concurrent links between writing motivation and writing quality in middle school. *Written Communication*, *40*(1), 30–58. https://doi.org/10.1177/07410883221127701

Reid, S. F., & Moses, L. (2022). One fourth-grader's orchestration of modes through comic composition. *Written Communication, 39*(4), 722–756. https://doi.org/10.1177/07410883221107934

Schrodt, K., FitzPatrick, E., Brown, M., & Hover, A. (2023). Examining the validity of the Writing Challenge Task: An assessment tool for measuring writing motivation in kindergarteners. *Reading & Writing Quarterly*, *39*(4), 334–349. https://doi.org/10.1080/10573569.2022.2109227

Stewart, O. G. (2023). Using digital media in the classroom as writing platforms for multimodal authoring, publishing, and reflecting. *Computers and Composition*, *67,* Article 102764. https://doi.org/10.1016/j.compcom.2023.102764

Williamson, T., & Clemons, A. (2022). Illustrating linguistic dexterity in "English mostly" spaces: How translanguaging can support academic writing in secondary ELA classrooms. *English Teaching: Practice & Critique*, *22*(1), 79–95. https://doi.org/10.1108/ETPC-02-2022-0029