

Annual Annotated Bibliography of Research in the Teaching of English

Kathryn Allen

University of Wisconsin-Oshkosh

Susan Tily

University of Wisconsin-Eau Claire

Erica Holyoke

University of Colorado Denver

Welcome to the 2026 “Annotated Bibliography of Research in the Teaching of English,” an annual project published by RTE. The bibliography itself can be found online on the RTE webpage at <https://ncte.org/resources/journals/research-in-the-teaching-of-english/>.

Contributors

Kathryn Allen

University of Wisconsin-Oshkosh

Faye Autry

East Central University

Richard Beach

University of Minnesota

Katherine Brodeur

Bowling Green State University

Mikel Cole

University of Houston

Candance Doerr-Stevens

University of Wisconsin-Milwaukee

Heather Dunham

Clemson University

Chelsea Faase

University of Wisconsin Stevens Point

Andrea Gambino

North Carolina State University

Jill Grifenhagen

North Carolina State University

Logan Harris

Salisbury University

Erica Holyoke

University of Colorado Denver

James Ingram

Northern Arizona University

Madeleine Israelson

*College of Saint Benedict
and Saint John's University*

Robin Jocius

The University of Texas at Arlington

Laura Lemanski

Minneapolis College of Art and Design

Stephanie M. Madison

Clemson University

Megan McDonald Van Deventer

Weber State University

W. Ian O'Byrne

College of Charleston

Lisa Ortmann

Gustavus Adolphus College

Debra Peterson

University of Minnesota

McKenzie Rabenn*University of Wisconsin-River Falls***Mary Rice***University of New Mexico***Stephanie Rollag Yoon***Minnesota State University, Mankato***Anna Schick***University of Wisconsin-River Falls***Jeff Share***University of California, Los Angeles***Andrea Suk***Salisbury University***Mark Sulzer***University of Cincinnati***Susan Tily***University of Wisconsin Eau Claire***Thea Williamson***Old Dominion University*

For this project, we aim to curate and annotate a selection of relevant and high-quality disciplinary research, published each year for RTE readers' consideration. The featured abstracts and "Other Related Research" citations in this bibliography were published in print or online between June 2024 and June 2025 in a variety of journals and publications with different visions, scope, readership, and access levels.

The abstracted research linked at the end of this introduction represents a synthesis of the breadth and depth of each topic, with special attention given 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 has 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 added to diversify and broaden team perspectives, experiences, and expertise. They bring rich research and teaching experiences from preK–16 educational settings to this work.

While the section categories have changed and grown in number over time 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

We hope you enjoy this service to the RTE professional community and find inspiration, as we do, in the quality and diversity of the current literacy scholarship.

—Kathryn Allen, Susan Tily, and Erica Holyoke

Digital / Technology Tools

This section focuses on digital literacy research that emphasizes technology and online platforms for instructional purposes. Studies examine the enhancement of literacy teaching and learning through the use of technological tools, including GenAI, 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 artificial intelligence (AI), virtual reality (VR), and augmented reality (AR), priority was given to studies that address pedagogy, ethical evaluation, and considerations for reflective and critical practice. (Robin Jocius, lead contributor)

Afolalu, L. (2024). I'm still Nigerian: Navigating race through digital literacies. *Journal of Literacy Research*, 56(3), 268–297. <https://doi.org/10.1177/1086296X241273989>

Analyzes the digital literacies of Nigerian immigrant youth in US schools. Uses discourse analysis of online texts and interviews to show how youth negotiate racialized and cultural identities across digital platforms. Finds students resist imposed racial categories while maintaining connections to heritage. Suggests that literacy educators recognize digital identity work as critical to belonging and self-expression.

Burriss, S., Smith, B., Shimizu, A., Hundley, M., Pendergrass, E., & Molvig, O. (2025). Exploring the ethics of multimodal composition with AI: Student and educator perspectives on evaluating and using generative models in the classroom. *Contemporary Issues in Technology and Teacher Education*, 25(2). <https://citejournal.org/volume-25/issue-2-25/english-language-arts/exploring-the-ethics-of-multimodal-composition-with-ai-student-and-educator-perspectives-on-evaluating-and-using-generative-models-in-the-classroom>

Explores ethical challenges of multimodal composition in a time when AI models are increasingly used to produce and combine text, image, and audio into texts. Provides a review of writing with computers and its inclusion in teacher education as well as a review of frameworks for AI in education. Collects and analyzes data sources such as screen recordings, surveys, and interviews from 31 education students. Suggests educators include reflective learning activities alongside AI use so that users can develop their own sense of ethics and refusal of use. Offers a template of a “Model Card for Education” as an evaluation guide for use and selection or refusal of AI tools as part of the broader system of educational technology platforms.

Ciampa, K., Wolfe, Z., & Hensley, M. (2025). From entry to transformation: Exploring AI integration in teachers' K–12 assessment practices. *Technology, Pedagogy and Education*, 34(2), 141–160. <https://doi.org/10.1080/1475939X.2024.2413378>

Documents educators' integration of AI into classroom assessment practice. Utilizes a technology integration model framework to theorize five levels (entry, adoption, adaptation, infusion, and transformation) of educators' use of AI for assessment purposes. Uses mixed methods content analysis to study K–12 educators' public Facebook posts related to AI in education. Finds educators' levels of AI use for assessment purposes to vary greatly. Suggests that comprehensive professional development on AI literacy and ethics is needed for K–12 educators to utilize AI for transformation of assessment practices.

de Roock, R. S. (2024). To become an object among objects: Generative artificial “intelligence,” writing, and linguistic white supremacy. *Reading Research Quarterly*, 59(4), 590–608. <https://doi.org/10.1002/rrq.569>

Examines pedagogical implications of using generative AI through an abolitionist political ecology approach to literacy. Utilizes autoethnographic methods to document generative AI usage over a six-month period. Finds concerns related to linguistic, racial, and environmental justice. Suggests that generative AI tools do not replace guidance or mentoring of capable human peers

and mentors for writing. Recommends critical reflection to utilize generative AI in ways that are ethical, equitable, and rooted in community values.

Ellison, T. L., Qiu, T., & Robinson, B. (2025). Black and Latina girls' compositions of multimodal community journaling as multimodal artifactual literacies about STEAM. *Journal of Adolescent & Adult Literacy*, 69, Article 70012. <https://doi.org/10.1002/jaal.70012>

Investigates how Black and Latina middle school girls used multimodal journaling to connect STEAM content with lived experiences. Draws from ethnographic observations and analysis of student artifacts. Participants expressed identity, cultural knowledge, and scientific curiosity through creative multimodal practices. Concludes that centering marginalized voices in STEAM education supports equity and engagement.

Kim, J. (2025). Perceptions and preparedness of K–12 educators in adopting generative AI. *Research in Learning Technology*, 33. <https://doi.org/10.25304/rlt.v33.3448>

Examines teachers' attitudes toward integrating generative AI into K–12 classrooms. Surveys and interviews identify enthusiasm for efficiency gains but note concerns about bias, equity, and readiness. Finds teachers feel underprepared due to limited training and institutional guidance. Recommends professional development and clearer policies to support responsible AI use.

Low, B., Ehret, C., & Hagh, A. (2025). Algorithmic imaginings and critical digital literacy on #BookTok. *New Media & Society*, 27(4), 2336–2353. <https://doi.org/10.1177/14614448231206466>

Explores how algorithmic awareness influences cultural and social production on #BookTok, a repository for book-related content on TikTok. Draws on theories of algorithmic culture, datafication, and critical digital literacy. Leverages multimodal content analysis to examine 57 videos containing #algorithm and #BookTok. Finds that youths' productions are shaped by critical digital literacy in order to confront types of books and reader communities that are marginalized by algorithms. Suggests that all #BookTok content is proprietary and linked to the production of profit and that content creators should consider issues of authorship, ownership, and resistance.

McIntyre, M. (2025). Equitable writing classrooms and programs in the shadow of AI. *Computers and Composition*, 75, Article 102908. <https://doi.org/10.1016/j.compcom.2024.102908>

Considers key questions of writing instruction in the first-year college classroom alongside the public presence of OpenAI's ChatGPT and other generative AI products. Draws on pedagogies of first-year writing and critical literacy to foreground patience, trust, and transparencies with novice writers through individualized feedback to student writing, reflective writing, and writer efficacy building. Advocates for an inquiry approach to teaching writing with generative AI called informed refusal, which involves informed acknowledgment of generative AI products without requiring students to use the products in their writing. Urges that writing teachers avoid use of AI detectors and other writing surveillance technologies because of the ways that such tools exploit student data and reinforce simplistic notions of plagiarism, ultimately hindering both relationships with students and the ability to foster equitable writing classrooms.

Mills, K. A., & Brown, A. (2025). Smart glasses for 3D multimodal composition. *Learning, Media and Technology*, 50(2), 156–177. <https://doi.org/10.1080/17439884.2023.2207142>

Studies implications of extended reality in the context of multimodal composition. Examines existing research on virtual and simulated realities and the use of smart glasses for learning in order to theorize pedagogical uses of extended reality. Explores upper elementary students' use of digital retellings using 3D smart glasses. Finds value in leveraging smart glasses for the production of transmedia narratives that have multiple modal affordances. Argues wearable technologies are a key technological advancement for digital media practices.

Na, H., & Yun, S. (2024). The effect of augmented reality on K–12 students' motivation: A meta-analysis. *Education Tech Research Development*, 72, 2989–3020. <https://doi.org/10.1007/s11423-024-10385-7>

Analyzes 45 studies ($n=3,740$) on augmented reality (AR) in K–12 learning. Reports a strong overall effect on motivation, with larger effects for elementary students than for older learners. Identifies variation depending on subject area and type of AR application. Concludes AR is a promising tool for sustaining engagement, particularly with younger learners.

Nash, B. L. (2025). Cutting through “the fog of scrolling”: Understanding students' entangled digital reading through metacognitive reflections on self-made video-recordings. *Reading Research Quarterly*, 60(2), Article 70001. <https://doi.org/10.1002/rrq.70001>

Investigates how young adult readers experience online platforms and make sense of their experiences. Leverages theories of online reading, digital literacies, algorithmic environments, and posthumanism and affect. Examines youths' reflections on video recordings of themselves reading in online spaces. Finds that the content readers encounter influences immediate attention as well as subsequent reading and informal research. Suggests that multimodal distraction diverts participants from sustained cognitive engagement. Recommends educators explicitly prepare learners for encountering incidental information.

Salmerón, L., Altamura, L., Blanco-Gandía, M. C., Mañá, A., Montagud, S., Romero, M., Vargas, C., & Gil, L. (2025). Did screen reading steal children's focus? Longitudinal associations between reading habits, selective attention and text comprehension. *Journal of Research in Reading*, 48(2), 175–198. <https://doi.org/10.1111/1467-9817.70003>

Examines associations between reading habits and various dimensions of attention when reading digital texts on screens. Analyzes the reading of 654 fourth-grade and 635 fifth-grade students at the end of their school years, focusing on selective attention and comprehension. Finds that digital reading habits for academic purposes in term 1 were negatively associated with reading comprehension in term 2 for students assessed from fourth to fifth grade but not those from fifth to sixth grade. Associates students' selective attention positively with reading comprehension. Discusses the need to search for mediators other than selective attention on the associations between reading habits and comprehension. Highlights the need to identify key primary school developmental milestones to support digital reading practices.

Shivener, R., & Caravella, E. (2025). Writing in virtual reality: Understanding invention, collaboration, and friction in hybrid spaces. *Written Communication*, 42(3), 672–702. <https://doi.org/10.1177/07410883251328315>

Explores how writing using virtual reality (VR) technologies impacts various parts of the writing process and tasks within it. Employs theories of presence and coextensive space from cognitive science and new materialism along with a process-focused research approach to examine time and activity in the writing process. Finds reimagined physical environments of VR promoted a shared sense of presence, flow, and invention through multisensory customization while also promoting collaboration through shared reality of hybrid spaces. Discovers that technical difficulties with hardware and software promote friction that decreases presence in ways similar to how rhetorical, nontechnical frictions can inhibit collaboration. Suggests future research explore the instructional capacity of VR for writing feedback sessions between instructors and students. Cautions future VR writing instruction should consider issues of accessibility.

Talian, M. E., Stornaiuolo, A., Chen, Y. A. A., Jawale, O., Ajitabh, S., Yao, A., Rajesh, K., Lucarelli, G., & Creighton, R. (2025). Youth-adult partnerships in digital spaces: Redesigning an online writing community together. *Journal of Adolescent & Adult Literacy*, 69(2), Article 70016. <https://doi.org/10.1002/jaal.70016>

Explores participatory design collaborations between youth and adults in digital literacy projects. Analyzes multiple case studies to identify tensions around authority, decision making, and cultural recognition. Employed in vivo coding to transcripts of weekly meetings (33) to arrive at three patterns of engagement: relationality, expertise, and affinity. Finds partnerships are most successful when adults share power and validate youth expertise. Recommends adopting flexible structures to support equitable digital learning spaces.

Urban, M., Děchtěrenko, F., Lukavský, J., Hrabalová, V., Svacha, F., Brom, C., & Urban, K. (2024). ChatGPT improves creative problem-solving performance in university students: An experimental study. *Computers & Education*, 215, Article 105031. <https://doi.org/10.1016/j.compedu.2024.105031>

Compares the problem-solving skills of 77 university students solving a task with ChatGPT in comparison to 68 students solving a task without it. Employs experimental study design drawing on hybrid human-AI regulation (HHAIR) theory. Finds ChatGPT significantly improved self-efficacy for task resolution and enhanced the quality, elaboration, and originality of problem solutions. Finds the use of ChatGPT assistance with problem-solving tasks increases perception of task as easier and requiring less mental effort. Cautions ChatGPT did not make task resolution more interesting nor was the impact of ChatGPT on metacognitive monitoring improved. Notes the perceived usefulness of ChatGPT appeared to inform students' self-evaluation judgments, hindering self-efficacy, and resulting in higher inaccuracy. Suggests generative AI use should be regulated to focus on improved metacognitive cues instead of the perceived ease.

Other Related Research

Allehyani, B., Almashy, A., Jamshed, M., & Banu, S. (2025). Measuring the impact of meta-AI on English reading comprehension score enhancement: A study within social media application. *Theory and Practice in Language Studies*, 15(2), 615–623. <https://doi.org/10.17507/tpls.1502.31>

Al-Zou'bi, R. M. (2025). Assessing the impact of media and information literacy on creative video content production. *Journal of Media Literacy Education*, 17(1), 106–120. <https://doi.org/10.23860/JMLE-2025-17-1-7>

Chen, X., & Xiao, Y. (2024). Pathways to digital reading literacy among secondary school students: A multilevel analysis using data from 31 economies. *Computers & Education*, 218, Article 105090. <https://doi.org/10.1016/j.compedu.2024.105090>

Gupta, A., & Shivers-McNair, A. (2024). “Wayfinding” through the AI wilderness: Mapping rhetorics of ChatGPT prompt writing on X (formerly Twitter) to promote critical AI literacies. *Computers and Composition*, 74, Article 102882. <https://doi.org/10.1016/j.compcom.2024.102882>

Jensen, R. E., Roe, A., & Blikstad-Balas, M. (2024). The smell of paper or the shine of a screen? Students' reading comprehension, text processing, and attitudes when reading on paper and screen. *Computers & Education*, 219, Article 105107. <https://doi.org/10.1016/j.compedu.2024.105107>

Kaptan, E., & Cakir, R. (2025). The effect of digital storytelling on digital literacy, 21st century skills and achievement. *Education and Information Technologies*, 30(8), 11047–11071. <http://dx.doi.org/10.1007/s10639-024-13287-6>

Kershen, J. L., & Johnson, B. (2025) Becoming a teacher of writing in an AI-assisted world: Considering personal epistemologies, writing theories, and the use of AI platform technologies. *Contemporary Issues in Technology and Teacher Education*, 25(1). <https://citejournal.org/volume-25/issue-1-25/english-language-arts/becoming-a-teacher-of-writing-in-an-ai-assisted-world-considering-personal-epistemologies-writing-theories-and-the-use-of-ai-platform-technologies>

Kim, Y., & Lee, M. (2025). Social media use and loneliness among adolescents: The moderating role of media literacy. *Online Information Review*, 49(3), 585–599. <https://doi.org/10.1108/OIR-12-2023-0664>

Ma, J., Liu, Q., Yu, S., Li, X., & Liu, J. (2025). Prompting scientific concept learning in augmented reality: Impact of the concept map strategy on mental models and cognitive load. *Education Tech Research Development* 73, 1767–1790. <https://doi.org/10.1007/s11423-025-10470-5>

Rao, D., Lee, C., Fdilal, Y., Bouziane, A., & Dressman, M. (2024). Across four nations: Comparing the discourses of adolescents' digital literacy. *Journal of Adolescent & Adult Literacy*, 68(2), 94–104. <https://doi.org/10.1002/jaal.1338>

Rice, M. (2025). The micropolitical landscape of publicly discoverable policies for generative AI in large US school districts. *Technology, Pedagogy and Education*, 34(2), 201–217. <https://doi.org/10.1080/1475939X.2024.2421494>

Stamm, B. (2025). Investigating method & madness: The composing processes of 5th grade students. *Computers and Composition*, 76, Article 102936. <https://doi.org/10.1016/j.compcom.2025.102936>

Yim, A., Vetter, M., & Akiyoshi, J. (2024). “I don't feel like it is ‘mine’ at all”: Assessing Wikipedia editors' sense of individual and community ownership. *Written Communication*, 41(3), 419–448. <https://doi.org/10.1177/07410883241242103>

Inclusive Literacy Instruction / Special Education Literacy

This section highlights recent research on inclusive instruction in English language arts (ELA), particularly related to the field of special education. Across the studies below, both annotated and additional resources, several influential articles illuminate common themes that have shaped current practice and inquiry. These themes include cross-age structured supports, the usage of artificial intelligence (AI) as supports, self-regulation skills, and assistive technology. This year's published research demonstrates the ongoing need for innovative approaches and applications of literacy development skills of students with disabilities as well as the continuation of inclusive instructional classroom practices. (James Ingram, lead contributor)

Anderle, F., Cattoni, A., Venuti, P., & Pasqualotto, A. (2025). Exploring the impact and acceptability of gamified tools to address educational needs in decoding and writing skills: A pilot study. *Research in Developmental Disabilities*, 160, Article 104967. <https://doi.org/10.1016/j.ridd.2025.104967>

Explores the impact of gamification on decoding and writing skills for students with developmental disabilities (DD) in Italy. Examines gamification-utilizing assistive technology in a structured, interactive, and engaging way to specifically target a specific academic skill. Collects pre- and post-test scores to evaluate the effect of gamification on decoding and writing skills. Finds gamification positively impacts learning outcomes, motivation, and engagement in learning throughout various settings. Details gamification as an intervention for diverse learners in inclusive settings. Cautions the use of gamification until more research is conducted to determine differences between gamification and traditional teaching methods. Acknowledges that the lack of access to technology may limit effectiveness and may require more training.

Aslan, D., & Özmen, E. R. (2025). Implementation of the shared reading programme for children with mild intellectual disability and their peers with low print awareness. *International Journal of Disability, Development and Education*, 72(3), 464–479. <https://doi.org/10.1080/1034912X.2024.2408672>

Investigates the effects of the print-referencing Shared Reading Programme (SRP) on print awareness (PA), the vocabulary, and the listening comprehension of children with mild intellectual disabilities (ID) and their peers with low print awareness (LPA). Employs multiple probe design across subjects. Includes three children with mild ID and their fifteen classmates with LPA. Suggests print awareness, vocabulary, and listening comprehension of all children increased at the

end of the implementation. Social validity is asserted through semi-structured interviews with children, parents, and teachers. Implies children had positive perceptions of the intervention while parents and teachers describe the improvement of early literacy skills.

Benson-Goldberg, S. (2025). Symbolated texts as an assistive technology: Exploring the impact on reading comprehension. *Research in Developmental Disabilities, 161*, Article 104998. <https://doi.org/10.1016/j.ridd.2025.104998>

Investigates the common practice of including graphic symbols within text for students with intellectual and developmental disabilities (IDD). Notes that symbolated text is promoted as an effective intervention. Suggests counterintuitive results as symbolated texts fail to increase, maintain, or improve reading comprehension and shows that symbols may be a visual distraction. Reveals texts without graphic symbols were read with significantly higher levels of comprehension and at a higher rate. Discourages symbolated text when teaching literacy to students with IDD. Encourages the use of simplified text to reduce cognitive load, improve reading comprehension, support fluency, and increase access to text.

Boucher, A. N., Clemens, N. H., Vaughn, S., et al. (2025). Testing variations in sublexical units to improve word reading for students with word reading disabilities. *Annals of Dyslexia, 75*, 199–224. <https://doi.org/10.1007/s11881-025-00332-3>

Examines two potential interventions for primary grade students who experience word reading disabilities (WRD). Explores the impact of variation in (1) size of letter units and (2) targeted sounds for a letter unit for their effectiveness as reading interventions for students with WRD in grades 1–4. Determines the strategy of varying targeted sounds for a letter unit is a more effective intervention. Identifies that emphasizing the variable sounds of letter units like “ost” in “most” and “cost” may improve reading scores for primary students.

Daniel, J., Clucas, L., Wenqing, C., Collier, K., & Moss, J. (2024) Translational science in the science of reading: A case study. *British Journal of Special Education, 51*(4), 416–425. <https://doi.org/10.1111/1467-8578.12548>

Explores how effective an open education reading program is perceived to be for primary school students with specific learning difficulties (SpLD) such as dyslexia. Provides educators with a comprehensive 10-week reading program and interviews teaching assistants to understand their experiences helping primary school students identified with reading challenges or SpLD. Finds the importance of implementing programs that cover a wider variety of reading skills instead of depending exclusively on phonics-based teaching for students with special educational needs and the practice of progress monitoring. Suggests including different versions of the resource for customization options and element of ability to meet the specific needs of individual students.

Drew, S. V., Thomas, J., & Nagle, C. (2024). Improving argument-based explanation writing in inclusive high school science class for students with and without exceptionalities. *Exceptionality, 32*(4), 251–279. <https://doi.org/10.1080/09362835.2024.2376527>

Investigates how the application of Self-Regulated Strategy Development (SRSD) within a writing-to-learn framework influences students’ understanding, specifically by modifying the DEFEND strategy to enhance their written argumentative explanations. Demonstrates that students’ explanations based on arguments improved in both discipline-specific elements (such as claim, evidence, reasoning, and knowledge) and general aspects (including organization and writing quality). Asserts students generally held a favorable view of SRSD-DEFEND, believing that the intervention enhanced their writing skills and aided them in articulating their understanding of science. Recommends utilizing the SRSD-DEFEND method through a professional development model focused on practice so educators can implement explicit, scaffolded genre-based strategy instructions in science, following effective practices for teacher professional learning.

Evmenova, A. S., Regan, K., Mergen, R., & Hrisseh, R. (2024). Improving writing feedback for struggling writers: Generative AI to the rescue? *TechTrends*, 68(4), 790–802. <https://doi.org/10.1007/s11528-024-00965-y>

Explores the use of generative AI to support teachers in giving feedback on writing to students with and without disabilities. Uses ChatGPT (both 3.5 free version and 4 subscription version) to analyze 34 essays of students between 8–13 years old. Utilizes inductive theme analysis to determine how generative AI can provide writing feedback and guide instruction. Finds generative AI can (a) follow detailed prompts and score writing on a criterion-based rubric; (b) create its own evaluation criteria for student writing samples; and (c) provide broad and detailed feedback based on the stages of the writing process. Suggests generative AI does not tailor the feedback in relation to the age, grade, or specific needs of a student and lacks in feedback agreement between generative AI and human reviewers. Concludes that generative AI is a useful tool for educators, but education professionals still must lead instruction and make decisions related to instruction, assignments, and feedback.

Guo, Y., Breit, A., & Xie, Y. (2024). Early childhood practitioners' use of language facilitation strategies during informational book reading: Relation to language skills of children with developmental language disorder. *Language, Speech, and Hearing Services in Schools*, 56(2), 281–303. https://doi.org/10.1044/2024_LSHSS-23-00141

Explores early introduction of informational texts into reading practice for preschool students with developmental language disorders. Outlines strategies to increase comprehension of informational texts. Provides findings that support increases in receptive and expressive vocabulary as well as the contribution of interactive reading on the ability of students to make inferences from informational texts. Identifies the importance of acquiring the skills to process informative texts as it relates to future language outcomes and academic success.

Kim, S. Y., Mason, R. A., Rispoli, M., Davis, J. L., Lory, C., Gregori, E., Roberts, C. A., Whitford, D., & Wang, D. (2024). A meta-analysis of single-case research on technology-aided reading interventions for students with autism spectrum disorder. *Focus on Autism and Other Developmental Disabilities*, 40(1), 3–14. <https://doi.org/10.1177/10883576241267963>

Analyzes the impact of technology-aided instruction and intervention (TAII) on students with ASD and assesses whether certain characteristics of the participants and interventions influence the effectiveness of these interventions. Identifies a total of 26 individual case studies that utilized technology in reading interventions for students with ASD that were evaluated based on the WWC Standards. Finds the results align with earlier reviews highlighting the beneficial impacts of TAII for students with ASD. Indicates rigorously designed TAII can result in substantial improvements in the reading abilities of individuals with ASD. Recommends that educators thoughtfully evaluate intervention elements (e.g., time delay) when they create or choose suitable computer- or iPad-assisted instruction programs for their students.

McKenna, J. W., & Solis, M. (2025). Students with emotional and behavioural disabilities have inequitable opportunities to develop reading skills. *British Journal of Special Education*, 52(2), 278–282. <https://doi.org/10.1111/1467-8578.70024>

Recognizes a greater need for students who have emotional and behavioral disabilities (EBD) to have equitable literacy opportunities. Emphasizes citizenship and post-secondary outcomes as measures of success. Describes a call to action for educators working with students with disabilities by exposing low-quality reading and writing instruction. Explores several teacher perceptions and how these perceptions impact learning for students with EBD. Identifies ableism, access to teacher training, teacher coaching, working conditions, and the lack of effective research as limiting factors in the teaching of literacy skill to students with EBD.

Neitzel, I. (2024). Vocabulary and expressive morpho-syntax in individuals with Down syndrome: Links to narration. *Research in Developmental Disabilities, 151*, Article 104781. <https://doi.org/10.1016/j.ridd.2024.104781>

Investigates the narrative abilities of youth with Down syndrome to identify key factors related to literacy development. Uses a common, nonverbal picturebook to prompt students' narrations of the book. Uses multiple assessments including the Narrative Scoring Scheme to identify strengths and needs in seven literacy categories (introduction, character developmental, mental states, referencing, conflict/resolution, cohesion, and conclusion), the Snijders-Omen Nonverbal Intelligence Test to calculate cognition, the AWST-R (Aktiver Wortschatztest für 3- bis 5-jährige Kinder) standardized measure for expressive language abilities (lexical and morpho-syntactic), and ESGRAF 4-8 standardized assessment to determine expressive abilities (morpho-syntactic). Indicates all students need a strong verbal lexicon for narration, and students with Down syndrome may rely on a differentiated verbal lexicon to compensate for morpho-syntactic deficits. Suggests increase vocabulary of verbs, instead of just nouns, may support students in their development of narration skills.

Pitzel, A., Sanders, S., Rollins, L. H., Hester, O. R., Hackney, A. J., & Jolivet, K. (2025). Addressing literacy skills of adolescent girls in a juvenile justice facility: Using the self-regulated strategy development instructional approach to improve written summaries. *Behavioral Disorders, 50*(3), 136–148. <https://doi.org/10.1177/01987429241311297>

Examines the impact of incorporating self-regulated strategy development (SRSD) in conjunction with written summaries for students identified as at risk for emotional/behavioral disabilities (EBD). Correlates self-regulation scores with analysis of elements of written summaries. Indicates that teaching summarization mnemonics through the framework of SRSD proves to be effective for females in a secure juvenile justice facility.

Selvam, B., & Gnana Piragasam, G. A. (2025) Augmented reality's potential for addressing writing challenges in students with learning disabilities. *British Journal of Special Education, 52*(2), 147–156. <https://doi.org/10.1111/1467-8578.70005>

Examines the unique difficulties encountered by students with learning disabilities in developing their writing abilities. Explores the possibilities of augmented reality (AR) to enrich their educational experiences. Outlines the significance of integrating advanced educational technologies, like augmented reality, to enhance learning in special education environments. Indicates that AR applications specifically designed for students with learning disabilities can significantly enhance their writing abilities by making the learning experience more engaging with customizable fonts, interactive components, and tools for error correction. Concludes AR is a technology that can offer personalized approaches to enhance the writing abilities of students with learning disabilities.

Zagona, A. L., Lansey, K. R., Kurth, J. A., Loyless, R., & Stevens, E. A. (2024). Analysis of literacy content in IEPs of students with complex support needs. *The Journal of Special Education, 58*(3), 138–149. <https://doi.org/10.1177/00224669241228871>

Explores the literacy needs of individuals with complex support needs. Presents literacy skills as a human right for individuals with extensive support needs. Uncovers five major concerns about literacy targets in the IEPs of students with complex support needs across multiple placement sites. Discusses the individualized education program (IEP) as a means to provide appropriate instruction for students with complex support needs in literacy instruction. Suggests collaboration and professional support for teachers in the development of IEP literacy goals.

Other Related Research

Didion, L., Bruno, L., Marshall, G., Immerfall, J., Kunkel, A., & McGinn, J. (2024). Reaching the top of data mountain: Postsecondary students with disabilities use data to improve fluency.

Career Development and Transition for Exceptional Individuals, 48(3), 161–174. <https://doi.org/10.1177/21651434241250326>

Mayes, S. D., Calhoun, S. L., & Waschbusch, D. A. (2025). Agreement between mother, father, and teacher ratings of academic, cognitive, and writing problems and comparison with objective test scores in children with autism and children with ADHD. *Psychology in the Schools*, 62(4), 1039–1047. <https://doi.org/10.1002/pits.23375>

McElroy, A. R., Van Stratton, J. E., & Sherlund-Pelfrey, P. (2024). A systematic review of explicit instruction and frequency building interventions to teach students to write. *Education and Treatment of Children*, 47(2), 165–181. <https://doi.org/10.1007/s43494-024-00125-0>

McKeown, D., & Williams, M. R. (2024). Essentials of writing pedagogy for preservice teachers with considerations for those teaching students with emotional and behavioral disorders. *Beyond Behavior*, 33(2), 60–75. <https://doi.org/10.1177/10742956231225460>

Pickren, S. E., Torelli, J. N., Miller, A. H., et al. (2024). The relation between reading and externalizing behavior: A correlational meta-analysis. *Annals of Dyslexia*, 74(2), 158–186. <https://doi.org/10.1007/s11881-024-00307-w>

Roberts, C. A., Wilhelm, A., Allred, B., & Hudson, R. F. (2025). Expanding literacy: Caregiver experiences with literacy engagement for their children with intellectual and developmental disabilities. *Exceptional Children*, 91(3), 281–302. <https://doi.org/10.1177/00144029251317014>

Shanahan, E., Reno, E., Chandler, B. W., et al. (2025). Effects of writing instruction on the reading outcomes of students with literacy difficulties in pre-kindergarten to fifth grade: A meta-analysis. *Reading and Writing*, 38(3), 627–650. <https://doi.org/10.1007/s11145-024-10527-6>

Tiisler, L. K., & Wolff, K. E. (2024). The portrayal of characters with learning disabilities in children's picturebooks. *Early Childhood Education Journal*, 52(7), 1625–1641.

Virlet, L., Sparrow, L., Barela, J., Berquin, P., & Bonnet, C. (2024). Proprioceptive intervention improves reading performance in developmental dyslexia: An eye-tracking study. *Research in Developmental Disabilities*, 153, Article 104813. <https://doi.org/10.1016/j.ridd.2024.104813>

Wells, M. B. (2025). Supporting students with disabilities: Discrepancies in educational outcomes and the need for comprehensive postsecondary support. *Discover Education*, 4, Article 303. <https://doi.org/10.1007/s44217-025-00758-2>

Williams, A. N. (2024). A review of reading interventions for students with moderate and severe intellectual disabilities. *The Journal of Special Education*, 59(1), 26–37. <https://doi.org/10.1177/00224669241268622>

Literary Response / Literature / Narrative

Research for this section focuses on enhancing student engagement with texts, which leads to critical thinking skills such as social justice orientation, empathy, affirmation, and disciplinary literacy. High-quality student engagement is prompted by both the texts themselves and teachers, and often there is a dynamic between text, teacher, and reader that creates ideal conditions for deep meaning making when reading. These selections offer ways to increase the relevancy and comprehension for readers through intentional text selection and curricular design. (Megan McDonald Van Deventer, lead contributor)

Arda Tuncdemir, T. B., & Napoli, M. (2025). Exploring the impact of preservice teachers' knowledge and attitudes toward social and emotional learning (SEL) through children's literature. *Early Childhood Education Journal*, 53, 2921–2932. <https://doi.org/10.1007/s10643-024-01758-x>

Investigates the effectiveness of embedding social-emotional learning (SEL) through children's literature in preservice teacher education. Describes a qualitative study in which 43 early-

childhood preservice teachers constructed SEL tote bags, planned lessons, and participated in literature-based activities. Reveals preservice teachers' knowledge, confidence, and commitment to implement SEL in their future classrooms increased, with an emphasis on developing empathy, motivational regulation, and social skills. Demonstrates SEL-focused coursework using children's literature can encourage preservice teachers to prioritize students' holistic well-being and academic needs. Recommends teacher education programs use children's literature as a tool both for SEL and to encourage educators in their work meeting the SEL needs of their students.

Goriot, C., Jongstra, W., & Mensink, L. (2024). A literature review on the benefits of wordless picture books for children's development. *L1-Educational Studies in Language and Literature*, 24(1), 1–26. <https://doi.org/10.21248/l1esll.2024.24.1.712>

Presents a systematic literature review of 35 peer-reviewed studies that include the use of wordless picturebooks with children between the ages of 0 and 12. Describes the benefits to children's language development, narrative comprehension, and psychosocial development, as well as the benefits for children when adults co-construct stories with them. Finds minimal disadvantages of using wordless picturebooks with children, mostly relating to the manner in which adults may use less sophisticated language compared to using text-based books. Concludes wordless picturebooks offer unique opportunities to develop children as competent meaning makers. Encourages educators and caregivers to integrate wordless picturebooks to encourage active meaning making in children's interactions with books.

Hadley, H. L., Olshefski, C. A., & Soules, K. E. (2024). Critical religious literacies and opportunities for alterity across YA literature. *Journal of Literacy Research*, 56(4), 419–443. <https://doi.org/10.1177/1086296X241300105>

Examines representation of religious beliefs, identities, and practices in 107 award-winning or honor young adult books. Investigates how these representations offer models of religiously informed meaning making within young adult literature. Uses critical content analysis informed by a framework involving alterity and critical religious literacies. Details ways in which characters question, deconstruct, and reconstruct religious teachings; how characters experience conflicted meaning making and sometimes reclamations of previous beliefs; and how the books themselves model critical religious praxis. Discusses the ways young adult literature representing characters' conflicted meaning making about religious teachings can model critical religious literacies.

Holyoke, E., & Fletcher, L. (2024). Cultivating diverse environmental children's picturebooks using Rudine Sim Bishop's framework for multicultural texts. *The Reading Teacher*, 78(1), 46–55. <https://doi.org/10.1002/trtr.2346>

Employs Bishop's multicultural text framework to examine 147 informational and narrative picturebooks about the environment published from 2016 to 2022. Analyzes how themes about the environment manifest through Bishop's four categories of multicultural books: consciously interracial, people are people, distinctive experiences, and coping with discrimination. Finds consciously interracial books emphasize collective action in responding to climate change; people are people books tend to speak back to privileging white environmentalists; distinctive experiences books provide opportunities to see how cultures bring unique relationships to the environment; and coping with discrimination books engage with the relationship of the climate to racial injustice. Discusses the importance of curating text collections across all categories.

Lathrop, B. N., & Stockdell, K. (2024). Try *this* in a small town: Climate change and critical media literacy in a rural high school. *English Journal*, 114(2), 86–94. <https://doi.org/10.58680/ej2024114286>

Investigates instructional methods to critically engage high school students with digital media texts taught in an inquiry unit on climate change. Examines how critical media literacy pedagogy increased students' ability to decipher dis/misinformation in advertisements. Results indicate that students cited stronger sources and were more open to changing their initial beliefs based

on new evidence after the two-week unit. Pedagogical design recommendations include approaching students' beliefs and capacity with optimism, start where your students are, teaching concrete skills for evaluating media texts, and examining student positionalities.

McMahon-Morin, P., Gingras, M. P., Hallé, M. C., Rezzonico, S., & Nasri, B. (2025). Kindergarten teachers' changes in practice in interactive book reading following professional development primarily using in-class modeling: A mixed methods study. *Teaching and Teacher Education*, 153, Article 104806, <https://doi.org/10.1016/j.tate.2024.104806>

Explores scaffolding of student engagement during interactive book reading through mixed methods, quasi-experimental study. Names low-support and high-support scaffolding strategies that invite students to interact during read-alouds. Finds diversifying the type of literary scaffolding was a powerful pedagogy that built teachers' confidence to scaffold interaction consistently throughout a read-aloud. Offers a robust list of strategies to implement during a read-aloud to boost student interaction through intentional and structured curricular design.

Naseef, R., Parlindungan, F., Short, K. G., & Zandi, N. (2024). Religion as life: Critical content analysis of picturebooks about the lives of Muslim children. *Journal of Literacy Research*, 56(4), 444–464. <https://doi.org/10.1177/1086296X241300348>

Examines picturebooks depicting the daily life of Muslim children in the United States published from 2015 to 2023. Uses critical content analysis through a postcolonial lens. Details themes regarding the inclusive nature of faith in Muslim children's daily lives, cultural and religious diversity within Muslim communities, differences emergent from religious diversity as a community resource, and Muslim children's cultural and hybrid identities. Discusses how these representations of Muslim children and the complexities of Islam can be valuable counternarratives to stereotypical and monolithic understandings. Suggests these picturebooks can promote religious literacy and combat Islamophobia through accurate representation of Muslim children.

Rodriguez, S., & Osorio, S. (2024). Censorship in early childhood: A critical content analysis of banned and challenged Latine picture books. *Research on Diversity in Youth Literature*, 6(1). <https://doi.org/10.21900/j.ryd1.v6i1.1400>

Analyzes ten award-winning Latine picturebooks that were banned or challenged in order to demonstrate how Latine identities and experiences are represented. Uses Critical Race Content Analysis to outline themes of experiential knowledge, the primacy of race and racism, challenges to dominant ideologies, multiple perspectives, and social justice commitments. Reduces stereotypes of Latines by contextualizing cultural pride, family structures, and community resilience. Limits children's opportunities to encounter diverse ways of knowing in literature due to the banning of these books, thus affording them limited racial literacy. Argues teachers must be intentional about including high-quality Latine picturebooks to validate student identities and to foster inclusive justice-oriented learning experiences.

Sever Serezli, E. (2024). Children's literature: Exploring intertextual relationships. *Children's Literature in Education*, 55(3), 517–532. <https://doi.org/10.1007/s10583-022-09522-8>

Analyzes how intertextual connections impact children's reading and writing practices. Provides classroom activities supporting both beginning and advanced readers in identifying, questioning, and interpreting connections between texts. Examines evidence that intertextual meaning making encourages conscious reading, greater understanding, and transfer of insight into students' writing through citation, imitation, and rewriting. Discusses how intertextual activities develop critical thinking and engagement with texts. Recommends that teachers include intertextual strategies in their literacy instruction to support students as creative, active, meaning makers.

Smith, D. (2024). Loving the skin you're in: A deconstruction of children's literature that focus on body (size) issues. *English Teaching: Practice & Critique*, 23(2), 245–260. <https://doi.org/10.1108/ETPC-09-2023-0120>

Examines children's literature to determine how books support either positive or negative body image development and ideals around fatness. Emphasizes the importance of noting how books inform young people's awareness and feelings toward their body. Suggests considerations of (1) implicit and explicit conversations about body image in the text and what the images perpetuate around bodies and other identities, (2) support readers might require to ensure the text is appropriate, and (3) how the book supports a healthy self-image and establishes empathy and celebration of all bodies. Using these three considerations, six children's books are analyzed for their body positivity and commended for their ability to prompt conversations between young readers and their caregivers. Articulates advice for parents, teachers, and schools, highlighting how literature can help readers articulate their relationship with their bodies and mentor them toward healthy perspectives of themselves and others.

Smith, K. P., & Wargo, J. M. (2025). Contingent contradictions and the (il)logics of adolescence: Examining how undergraduates in an LGBTQ+ young adult literature course read queer youth. *Reading Research Quarterly*, 60(1), Article 580. <https://doi.org/10.1002/rrq.580>

Examines 109 episodes of undergraduate students' discussions of LGBTQ+ youth. Uses postdevelopmental and postructural approaches to childhood and youth with concepts from queer theory including homonormativity, chrononormativity, and queer time to analyze data. Details how students interpreted representations of queer adolescents within LGBTQ+ themed young adult literature in ways that both regulated and liberated queer youth. Discusses how homonormativity and chrononormativity constrained the construction of queer youth in the participants' interpretations.

Strekalova-Hughes, E., Peterman, N., & Minaya, R. (2025). (Re)membering home(lands): Generative analysis of human displacement in children's literature. *Reading Research Quarterly*, 60(1), Article 588. <https://doi.org/10.1002/rrq.588>

Examines 30 acclaimed picturebooks depicting childhood experiences of displacement through generative metanarrative theory and critical refugee studies. Uses generative analysis and critical content analysis with a focus on chronotopes, i.e., time-space representations, of home(lands). Finds a prevalence of literary patterns fitting with generic chronotopic structures that dehumanize characters. Describes the generic chronotope of the international adventure of seeking refuge aligning with the Bakhtinian notion of adventure time. Finds literary patterns that go beyond this generic chronotope by featuring themes of everyday life and life driven by desire and aspiration, creative resistance of genre elements of seeking refuge, and alternative narrative trajectories. Provides recommendations for educators in terms of exploring chronotopic openings, e.g., flashbacks and flashforwards, to deepen interpretations of the representations on the page.

Thakurta, A. G. (2024). Reading and (re)writing democracy: Asian American girls claim civic space through literary inquiry. *English Teaching: Practice & Critique*, 23(3), 352–367. <https://doi.org/10.1108/ETPC-09-2023-0124>

Explores how analysis of text alongside productions of democratic injustices prompted Asian American girls to engage in critical civic meaning making, in which they explored their own emergent civic identities. Employing the methodology of practitioner inquiry, literary analysis encouraged connections between the text and the readers' lives, affording an examination of how the book could inform their worldview. Uses texts to analyze content and form to help youth establish their own civic identities, literacies, and dream building through opportunities of rigorous discussions of text and personal connections. Suggests teachers offer opportunities for local justice-oriented connections when designing text-based instruction.

Wulf, I. Q., & Williamson, T. (2024). Stories and counterstories in literature teaching: A critical race curriculum analysis. *College English*, 87(1), 29–46. <https://doi.org/10.58680/ce202487129>

Applies principles of Critical Race Theory and Latinx Critical Race Theory to examine traditional curricular structures in one English department. Identifies how diverse courses offer counternar-

ratives to traditional texts and American perspectives. Finds the core curriculum is steadfastly and unquestionably white, and electives offer an illusion of ethnic and global literature without displacing whiteness as central. Emphasizes that when decentering whiteness in curricula, it is imperative to use ethnic studies as frameworks to create English literature courses, providing students opportunities to engage in counternarratives combating deficit views of marginalized characters and readers.

Other Related Research

Carbone, P. M. (2025). Hope beyond palliatives: Building youths' capacity for climate justice action. *English Journal*, 114(3), 18–26. <https://doi.org/10.58680/ej2025114318>

Connelly, J. M., Tuttle Prince, A., & Hayden, H. E. (2023). Humanising portrayals of children with psycho-social differences in children's and young adult literature. *International Journal of Inclusive Education*, 29(8), 1252–1270. <https://doi.org/10.1080/13603116.2023.2264882>

Davis, T. D., Schrodt, K., & Lee, S. (2024). An exploration of the impact of quality illustrations in children's picture books on preschool student narrative ability. *Reading Psychology*, 45(7), 639–661. <https://doi.org/10.1080/02702711.2024.2351480>

DeFeo, D. J., García, R. M., & Kılıç, Z. (2024). Identifying and interpreting gendered violence: Visual literacy in an audience reception study of Issa López' *Casi Divas*. *Journal of Adolescent & Adult Literacy*, 68(1), 23–36. <https://doi.org/10.1002/jaal.1347>

Fletcher, L., & Holyoke, E. (2024). Expansive ways to be an environmental activist: A content analysis of children's picturebooks from 2016 to 2022 surrounding the climate crisis. *Bookbird: A Journal of International Children's Literature*, 62(4), 19–29. <https://dx.doi.org/10.1353/bkb.2024.a942770>

Foster, A. M., & Hayes, C. (2024). Dreamcatchers, water protectors, and the question of authenticity: Supporting teachers in choosing and using Indigenous children's literature. *Early Childhood Education Journal*, 52(7), 1405–1412. <https://doi.org/10.1007/s10643-023-01509-4>

Jackson, S. E., Sivashankar, N., & Degener, R. (2025). Critical peritextual analysis: Critical possibilities of peritext in books for young readers. *Research on Diversity in Youth Literature*, 6(2). <https://doi.org/10.21900/j.ryd.v6i2.1607>

Lammert, C. (2024). Elementary teacher candidates' views of children's literature on climate change. *Education Sciences*, 14(8), 843. <https://doi.org/10.3390/educsci14080843>

Lampi, J. P., Rush, L. S., Holschuh, J. P., & Reynolds, T. (2025). Making covert processes explicit: A disciplinary heuristic for reading literary text. *Journal of Adolescent & Adult Literacy*, 68(6), 657–664. <https://doi.org/10.1002/jaal.1408>

Liang, L. A., Cromwell, R., & Hacker, D. J. (2024). The impact of children's and young adult literature courses on teachers' selection of global and culturally diverse texts for the classroom. *Journal of Adolescent & Adult Literacy*, 68(2), 118–128. <https://doi.org/10.1002/jaal.1341>

Nash, B. L. (2025). Perspectives and possibilities: Teaching video games as texts: Getting started and navigating the challenges. *English Journal*, 114(5), 39–47. <https://doi.org/10.58680/ej2025114539>

Nkealah, N., & Prozesky, M. (2025). Literary reading as a socially responsive practice: Implications for literature pedagogy at higher education. *Reading Research Quarterly*, 60(1), Article 562. <https://doi.org/10.1002/rrq.562>

Palmatier, T. L. (2024). Civic literacies: Civic engagement in the early years: Creating opportunities for children to engage in meaningful social action. *Language Arts*, 102(1), 43–45. <https://doi.org/10.58680/la2024102143>

Parker, L., Wittman, K., & Bintz, W. P. (2024). Yes, Charlotte died: Using picturebooks to talk about, not avoid, the topic of death. *The Reading Teacher*, 78(3), 156–164. <https://doi.org/10.1002/trtr.2356>

Slungaard Mumma, K. (2024). Politics and children's books: Evidence from school library collections. *American Educational Research Journal*, 61(5), 883–914. <https://doi.org/10.3102/00028312241248512>

Sweeney, M. M. (2024). “How are YOU going to save the planet?”: The trope of the eco-warrior girl in mini biographies for children. *Children's Literature Association Quarterly*, 49(3), 239–256. <https://dx.doi.org/10.1353/chq.2024.a959002>

Rajan, A. (2024). Close reading for the twenty-first century: Rehumanizing literary reading. *English Journal*, 114(2), 59–67. <https://doi.org/10.58680/ej2024114259>

Vanderheide, J. (2025). Critical approaches to literature: Using focal questions to engage critically with any literary text. *English Journal*, 114(5), 86–88. <https://doi.org/10.58680/ej2025114586>

Walker, A., Torres, F., & Pytash, K. (2025). Responding to literature through arts-based pedagogies: Exploring hope, empathy, imagination, and liberation. *Language Arts*, 102(3), 160–171. <https://doi.org/10.58680/la20251023160>

Media Literacy

This section reviews current research on media literacy across K–12, higher education, and informal learning settings. Across contexts, studies emphasize cultivating students' critical thinking, ethical participation, and informed civic engagement with diverse perspectives and various media genres in response to urgent social, political, and environmental challenges. Trends highlight the need to address shifting media habits through explicit, sustained instruction, particularly given the prevalence of social media, the spread of AI-generated misinformation, and growing public distrust in news. While research confirms the value of media literacy, it also reveals fragmented implementation in K–12 and higher education, with many educators calling for more critical, equity-focused approaches that account for power dynamics and gaps in teacher preparation. Patterns indicate a strong emphasis on media analysis, while most studies lack student media production, which itself can lead to increased critical analysis in media literacy. (Andrea Gambino, lead contributor)

Albardía, M. S., Peña-Fernández, S., & Agirreazkuenaga, I. (2025). Technology, education, and critical media literacy: Potential, challenges, and opportunities. *Frontiers in Human Dynamics*, 7, 1–12. <https://doi.org/10.3389/fhumd.2025.1608911>

Investigates how evolving technologies affect media education, media literacy, and edcommunication, emphasizing their role in developing critical thinking. Uses mixed methods design to explore media habits, competencies, and perceptions of university students in Spain. Data includes interviews from seven international experts and surveys of 141 university students. Finds consensus among experts on the urgency of critical media literacy for strengthening democracy yet notes students' limited familiarity with core concepts and minimal course instruction. Reports most students rely on social media and television for news, but fewer than half feel prepared to manage information overload or counter disinformation, deepfakes, and fake news. Concludes that integrating critical media literacy across curricula, supported by teacher training and attention to structural inequalities, is essential for fostering ethical, reflective, and democratic engagement in digitally mediated environments.

Allred, J., & McClanahan, L. (2024). “I had not really considered this at all”: Preservice teachers critique media creators using Five Key Questions. *Journal of Media Literacy Education*, 16(3), 154–159. <https://doi.org/10.23860/JMLE-2024-16-3-11>

Documents preservice teachers' (PSTs) perceptions of the value of using the Center for Media Literacy's Five Key Questions for critiquing and reflecting on media related to who creates messages, techniques used to attract attention, differences in the interpretation of messages, underlying values and perspectives, and purposes for messages. Indicates PSTs' questions related to who creates the media were the most valuable, given the need to infer motives for producing media to achieve specific outcomes. Notes that PSTs in another course suggested differences in interpretations of messages was the most valued skill, given the need to understand how and why audiences may deduce different meanings from media messages. Emphasizes the value of learning to use and model these questions, enabling their students to critique the biases, motives, and attitudes that contribute to the production of media messages.

Davidson, A., Silkane, V., & Bucholtz, I. (2025). Measuring adults' media literacy skills and news media literacy knowledge in the context of age, gender, and education level. *Journal of Media Literacy Education, 17*(1), 75–88. <https://doi.org/10.23860/JMLE-2025-17-1-5>

Assesses the relationship between self-reported media literacy skills, news media literacy knowledge, and adult learners' personal characteristics (i.e., age, gender, and education level). Uses a quantitative New Media Literacy Scale survey administered to 871 adults (ages 18–78) in Latvia. Discovers that skills were above average, with participants feeling more confident in using tools and accessing information and less confident in knowledge related to media industries, content production, and media effects. Indicates participants with secondary and higher education reported stronger media and news media literacy skills, whereas gender showed no significant correlation with outcomes. Recommends targeted media literacy education emphasizing critical analysis, media production, and lifelong learning opportunities to improve critical engagement with the digital landscape.

Elbeyi, E., Bruhn Jensen, K., Aronczyk, M., Asuka, J., Ceylan, G., Cook, J., Erdelyi, G., Ford, H., Milani, C., Mustafaraj, E., Ogenga, F., Yadin, S., Howard, P. N., & Valenzuela, S. (Eds.). (2025). *Facts, fakes, and climate science: Recommendations for improving information integrity about climate issues*. International Panel on the Information Environment. <http://doi.org/10.61452/QHRL3301>

Analyzes findings of a systemic review about information integrity related to climate science by the International Panel on Information Environment. Researches 300 peer-reviewed studies and global syntheses from the last ten years. Asserts that governments, political parties, and corporations purposefully used many types of media to disseminate false information about the climate crisis. Suggests a crisis of information integrity causes a loss of public trust, a decline in policy coordination, and a reinforcement of political inaction connected to climate denialism. Recommends legislation for improved standardized reporting, litigation to promote enforcement of standards, coalition building amongst civil society, and education for citizens and policy makers.

Guo, S., Swire-Thompson, B., & Hu, X. (2025). Specific media literacy tips improve AI-generated visual misinformation discernment. *Cognitive Research: Principles and Implications, 10*(1), 1–11. <https://doi.org/10.1186/s41235-025-00648-z>

Assesses the effectiveness of explicit versus general media literacy instruction for identifying AI-generated visual misinformation (AIVM). Surveys US adults ($n=1,012$) to compare how explicit and general media literacy interventions affect their ability to identify inaccurate headlines and AIVM. Finds both instruction types improved AIVM detection compared to the control, but explicit instruction was more effective. Reports both interventions reduced trust in accurate headlines, increased skepticism, and increased accuracy in identifying false information. Recommends explicit instruction on AIVM over general media literacy approaches and implementing strategic prompts on social media platforms to improve AIVM detection.

Gould, H., von Gillern, S., Korona, M., & Haywood, A. (2024). ELA and social studies teachers' perspectives on the importance of media literacy for student learning. *Journal of Media Literacy Education*, 16(3), 45–61. <https://doi.org/10.23860/JMLE-2024-16-3-4>

Examines middle and high school English language arts (ELA) and social studies (SS) teachers' perceptions of media literacy competencies for student learning. Surveys 860 Midwest teachers on 15 competencies in three categories: authors and audiences, messages and meaning, and representation. Finds broad agreement, with 98.5 percent prioritizing identifying and evaluating bias and 99.5 percent emphasizing distinguishing fact from opinion. Reports no clear consensus on the most important competency in representation, though ELA teachers rated determining the trustworthiness of evidence higher than SS teachers, with 98.4 percent rating it as significant. Suggests integrating media literacy in ELA and SS instruction with explicit connections to student learning outcomes.

Huang, G., Jia, W., & Yu, W. (2024). Media literacy interventions improve resilience to misinformation: A meta-analytic investigation of overall effect and moderating factors. *Communication Research*, 0(0), 1–28. <https://doi.org/10.1177/00936502241288103>

Conducts a meta-analysis of 49 experimental studies on the effects of media literacy instruction on fostering critiques of online misinformation. Contends instruction serves to enhance analysis of misinformation by reducing beliefs about the value and use of misinformation. Finds instruction has a minor effect on reducing misperceptions of misinformation, a medium impact on the ability to discern what constitutes misinformation, and a significant effect on decreasing the sharing of misinformation. Distinguishes between effects that are stronger through the use of multiple versus single instructional sessions, in cultural contexts that value adopting uncertainty about online contexts, and for college students versus adults recruited from online platforms.

Ku, K. Y., Fung, T. M., Au, A. C., Choy, A. Y., Kajimoto, M., & Song, Y. (2025). Helping young students cope with the threat of fake news: Efficacy of news literacy training for junior-secondary school students in Hong Kong. *Educational Studies*, 51(4), 588–606. <https://doi.org/10.1080/03055698.2023.2296345>

Examines the effects of news literacy instruction for students ages 11–14 on their ability to identify and critique fake news, as well as their willingness and ability to note their vulnerability toward and adoption of protective responses to fake news. Employs a series of questions and scales to determine their responses to fake news, such as assessing the validity of a news article. Finds participants demonstrated enhanced knowledge of and reduced susceptibility to fake news and willingness to report fake news and filter out sources of fake news, yet there was no change in their fact-checking of the validity of news reports. Suggests the need for news literacy instruction on the production and reporting of news, as well as how it can be designed to mislead, by having students employ fact-checking tools.

Lathrop, B. N. (2025). Confronting the post-truth phenomenon in literacy education: The need for a critical media epistemology. *Journal of Adolescent & Adult Literacy*, 68(6), 665–678. <https://doi.org/10.1002/jaal.1407>

Uses the combined frameworks of critical media literacy and epistemic cognition (Apt-AIR framework) to teach and assess students to navigate false information critically. Presents a case study of a two-week unit in a small rural school in Indiana in which 13 eleventh-grade English language arts students analyze media texts. Compiles reports from surveys, writing tasks, video recordings, and teacher interviews. Supports combining the two theoretical frameworks to produce five principles of what the author defines as *critical media epistemology*: conflict, positionality, criticality, purpose, and community.

Leal-Rico, I. (2024). Subvertising in the classroom: A comparative study on fostering critical media literacy. *Journal of Media Literacy Education*, 16(3), 30–44. <https://doi.org/10.23860/JMLE-2024-16-3-3>

Examines published reports of six case studies identifying and determining the effectiveness of students' use of subvertising in workshops that involve creating alternative versions of advertising for learning to reflect on and critique the underlying ideologies in advertising, leading to their adoption of critical consumption. Identifies how workshops included a theoretical introduction on understanding the purposes of subvertising based on analyzing examples, selecting a topic for creating subvertisements, and selecting certain advertisements for creating subvertisements for the present audience. Compares differences across the six case studies based on students' ages, disciplines, and the quality of social interactions. Suggests that further research should include more qualitative analysis of student participation and the use of assessments of subvertising.

López, A., & Guldin, R. (2025). The ecomedia commons: An ecomedia literacy analysis of ChatGPT. *Journal of Media Literacy*. <https://ic4ml.org/journal-article/the-ecomedia-commons-an-ecomedia-literacy-analysis-of-chatgpt/>

Evaluates OpenAI's website to determine discourse outputs. Uses a case study methodology to research generative artificial intelligence (AI). Analyzes the website by posing ecomedia literacy questions to ChatGPT 3.5 across four zones: ecoculture, political ecology, ecomateriality, and lifeworld. Indicates ChatGPT responses lack critical awareness about impacts on the environment or culture; answers tended to be ideologically institutional and optimistic about both ChatGPT's benefits and objectivity claims. Suggests the importance of critically questioning the benefits and harms of AI, recognizing the complexity and need for ecomedia literacy to critically assess its impact on the ecomedia.

Mihailidis, P., Foster, B., Burth, S., Ramasubramanian, S., Tully, M., & Johnson, P. (2025). Centering relation in media literacy practice. *Journal of Media Literacy Education*, 17(1), 134–149. <https://doi.org/10.23860/JMLE-2025-17-1-9>

Traces how secondary educators in the US perceive and implement media literacy and how relational approaches can address gaps between teacher and student media experiences. Builds on a mixed-methods, equity-focused research initiative that produced a "Field Guide for Equitable Media Literacy Practices" and conducts a follow-up study with 11 focus groups in six workshops involving 35 educators across three contexts. Finds teachers perceive a generational gap in digital experiences, often citing TikTok, and a "spiral of silence" (p. 141) around politically charged topics. Reports engagement with the Field Guide shifted perspectives from technology-centered deficits to relational, equity-focused practices aligning with empathy, community engagement, and creative media production. Asserts humanizing media literacy can help bridge educator-student divides in digital habits. Recommends embedding relational media literacy frameworks into professional development to increase inclusive practices, community bonds, and meaningful media engagement.

Newman, N., Ross Arguedas, A., Robertson, C. T., Nielsen, R. K., & Fletcher, R. (2025). *Digital news report 2025*. Reuters Institute for the Study of Journalism. https://reutersinstitute.politics.ox.ac.uk/sites/default/files/2025-06/Digital_News-Report_2025.pdf

Draws on a YouGov survey of people accessing different news outlets in 48 markets across six continents. Reveals a decline in use of traditional media sources for news—for example, Americans obtaining their news from different social media (61 percent), television networks (60 percent), peers/family members (45 percent), news websites (43 percent), radio stations (29 percent), and news apps (29 percent), with only 16 percent obtaining news from print newspapers, suggesting that audiences prefer to read short summaries or view videos or images rather than read news reports. Identifies how users use social media, which often includes disinformation, with 58 percent noting the difficulty in determining the validity of online news reports to identify disinformation as well as the use of AI for generating those news reports. Suggests that accessing different news sources can foster political polarization and that news outlets balance the realities of technological society with human connection.

Rosa, A., & Chellini, C. (2025). Cartoons from the 2000s: The representation of disability and a culture of inclusion. *Journal of Media Literacy Education*, 17(1), 166–178. <https://doi.org/10.23860/JMLE-2025-17-1-1-11>

Evaluates disability representation in publicly accessible cartoons in Italy from the 2000s and their possible role in supporting inclusive media literacy for young children (ages 3–6). Employs qualitative content analysis of eighteen films and TV series to investigate the roles of characters with disabilities, how disability is embedded in storytelling, and the range of disabilities portrayed. Finds characters are protagonists, interact with peers, and are depicted as part of everyday life. Determines disability is most often a free motif, integrated in fictional storytelling, though some narratives use it as a bound motif, propelling the plot. Posits that asset-based representations can cultivate empathy, diversity, and peer-to-peer understanding. Recommends teachers and parents proactively discuss disability representation in children's media to enhance critical thinking, challenge mis- and underrepresentation, and promote inclusive mindsets about disabilities among early learners.

Suárez-Perdomo, A., Garcés-Delgado, Y., & Arvelo-Rosales, C. N. (2025). Systematic review on adolescents' construction of media literacy in educational settings. *Review of Education*, 13(1), Article 70048. <https://doi.org/10.1002/rev3.70048>

Analyzes 13 peer-reviewed studies on media literacy interventions for teenagers through a systematic literature review of English and Spanish language studies. Uses qualitative synthesis analysis to evaluate program themes, media literacy competencies, and related learning outcomes. Finds consistent gains across five areas: instrumental, cognitive-intellectual, socio-communicative, axiological, and emotional. Reports significant improvements in information processing, media analysis, evaluation, and critical thinking with positive gains, including increased self-esteem, healthier attitudes, and civic engagement. Determines effective media literacy relies on sustained, participatory engagement with ethical reflection rather than a focus on technical literacy skills alone. Recommends multi-tiered, context-specific instruction across disciplinary subjects to advance responsible, ethical media participation.

Other Related Research

Aljalabneh, A. A. (2024). Visual media literacy: Educational strategies to combat image and video disinformation on social media. *Frontiers in Communication*, 9, Article 1490798. <https://doi.org/10.3389/fcomm.2024.1490798>

Balčytienė, A. (2025). Strengthening responsible journalism through self-efficacious learning-oriented media literacy interventions. *Media and Communication*, 13, Article 9038. <https://doi.org/10.17645/mac.i466>

Bruno, N., De Santis, A., & Moriggi, S. (2025). Teachers' competencies in evaluating digital sources and tackling disinformation: Implications for media literacy education. *Journal of e-Learning and Knowledge Society*, 21(1), 85–99. <https://doi.org/10.20368/1971-8829/1136182>

Carenzio, A., Ferrari, S., & Pasta, S. (2024, October). Media literacy in times of crisis: First results of the YO-MEDIA project handling the voice of educators, teachers, and journalists. *Seminar.net*, 20(1), 1–14. <https://doi.org/10.7577/seminar.5727>

Çela, E., Tufa, A., & Danglli, M. (2025). Assessing media and information literacy: Scale development and measurement among college students. *Journal of Media Literacy Education*, 17(1), 89–105. <https://doi.org/10.23860/JMLE-2025-17-1-6>

Corrigan, S. (2024). Human rights Barbie: Using critical media literacy to teach about feminism. *The Social Studies*, 115(6), 387–398. <https://doi.org/10.1080/00377996.2024.2353215>

Dai, Y., Zhu, Z., & Yuan Guo, W. (2025). The impact of advertising on women's self-perception: A systematic review. *Frontiers in Psychology*, 15, Article 1430079. <https://doi.org/10.3389/fpsyg.2024.1430079>

Dredger, K., Garland, K., & Beach, C. L. (2025). Reading the players: Developing critical consumers of sports media. *Virginia English Journal*, 73(1), Article 2. <https://digitalcommons.bridgewater.edu/vej/vol73/iss1/2>

Halpern, B. (2024). Critical awakening: Enhancing students' agency through critical media literacy. *Educational Research and Development Journal*, 27(1), 14–35. <https://eric.ed.gov/?id=EJ1431502>

Harley, J. M., Ahn, B. T., Lau, C. H. H., & Moreno, M. (2025). Evaluating an animated, story-driven media literacy video to improve media credibility accuracy and understand the role of epistemic emotions in credibility ratings. *European Journal of Psychology of Education*, 40(70), 1–30. <https://doi.org/10.1007/s10212-025-00969-z>

Lao, Y., Hirvonen, N., & Larsson, S. (2025). Everyday encounters with deepfakes: Young people's media and information literacy practices with AI-generated media. *Journal of Documentation*, 81(7), 216–235. <https://doi.org/10.1108/JD-01-2025-0007>

Latham, G., & Faulkner, J. (2025). Informed conversations as critical media literacy. *Literacy Learning: The Middle Years*, 33(2), 12–16. <https://search.informit.org/doi/10.3316/informit.T2025060900005300255705503>

Lim, J. H., Ahmad, M. B., & Prihadi, K. D. (2024). New media literacy, self-acceptance, and psychological flexibility in enhancing Gen Z wellbeing. *Psychology, Society & Education*, 16(3), 10–19. <https://dialnet.unirioja.es/servlet/articulo?codigo=9864127>

Matsiola, M. (2024). Interactive videos as effective tools for media literacy education in communication and media courses. *Electronics*, 13(23), 4738. <https://doi.org/10.3390/electronics13234738>

Oppedisano, F. (2025). Video games to counter discrimination and disinformation: An educational approach to media literacy. *Convergences—Journal of Research and Arts Education*, 18(35), 51–62. <https://doi.org/10.53681/c1514225187514391s.35.307>

Redmond, T. (2025). Sing fire! Addressing the climate crisis through participatory culture pedagogy. *English Journal*, 114(3), 79–86. <https://doi.org/10.58680/ej2025114379>

Semuju, B., Sobel Cohen, M., Munyarukumbuzi, E., McIntyre, K., & Ireri, K. (2025). A geo-cultural approach to African media literacy: Introducing the geo-cultural media literacy spectrum. *The Communication Review*, 28(2), 197–220. <https://doi.org/10.1080/10714421.2025.2465056>

Ye, Y., & Mahizer, H. (2025). Lesson learnt and prospects of media and information literacy education in universities: An integrative review. *International Journal of Media and Information Literacy*, 10(1), 107–120. <https://doi.org/10.13187/ijmil.2025.1.107>

Yeoman, F. (2023). The challenge of defining news literacy: Perceptions from the UK news literacy sector. *Journalism*, 25(11), 2402–2419. <https://doi.org/10.1177/14648849231211832>

Professional Development / Teacher Education

The selections for teacher education, mentoring, coaching, and professional development include a diverse array of studies from single-case studies to large-scale studies and US-based to abroad. Trends in this year's published research include themes of multilingualism, new and practicing teacher wellbeing in the face of adverse teaching conditions, autobiography and multiliteracies methods as critical components of teacher preparation, and tensions around the uses of scripted curriculum and other Science of Reading initiatives with culturally sustaining literacy practices. As schools shift ELA/reading teaching approaches, professional development, literacy coaching, and teacher preparation programs are responding with innovative ways to inquire into and amplify the realities and impacts of these large-scale changes. The included studies offer insights into the ever-shifting landscape of teacher learning and development. (Lisa Ortmann, lead contributor)

Brieske-Ulenski, A., & Kelley, M. J. (2025). Development and validation of the literacy coach self-efficacy scale. *Literacy Research and Instruction*, 64(1), 17–38. <https://doi.org/10.1080/19388071.2023.2267624>

Describes development and initial validation of the Literacy Coaching Self-Efficacy Scale (LCSE), an instrument designed to assess K–12 coaches' beliefs about coaching tasks. Uses the International Literacy Association's (2017) standards for literacy coaches as a framework for item development and the Teacher Sense of Efficacy Scale (TSES) and the Institutional Integrity items from the Organizational Health Inventory-Middle (OHI-M) to provide validity evidence. Analyzes responses from 100 participants using exploratory factor analysis. Determines three factors contributing to literacy coaches' self-efficacy: (1) professional learning and collegiality, (2) coaching instruction, and (3) diversity, equity, and inclusion. Reports mean scores highlighting that 3) diversity, equity, and inclusion was the factor with the lowest score. Presents mean scores for individual items, indicating a low point for using adult learning theory to support reflection and a high point for developing instructional routines. Discusses implications for policy mandates around diversity, equity, and inclusion as well as uses for the LCSE in graduate reading education.

Fletcher, L., & Holyoke, E. (2025). Storytelling and climate education: Empowering preservice teachers as readers and leaders through literacy education. *Literacy*, 59(3), 347–359. <https://doi.org/10.1111/lit.70003>

Explores the impact of storytelling and use of children's literature in a literacy methods course on 46 preservice teachers' (PSTs) engagement with environmental justice and climate change issues. Employs relational literacies to foster moral agency of readers and social transformation, which emphasizes three modes of reading: being-in, being-with, and being-for texts. Thematic analysis of written reflections, book club discussions, and researcher memos revealed PSTs' shifts from individualistic views of environmentalism to recognizing the importance of community action on climate issues. Notes that storytelling through picturebooks was found to enhance PSTs' eco-conscious decisions in their daily lives and commitment to action. Provides pedagogical resources for teacher educators to support the use of relational literacy perspectives and interdisciplinary learning and action with PSTs.

Hunt, C. S., & MacPhee, D. A. (2025). "Proving our worth": Discourses of teacher evaluation in literacy coaching. *Reading Horizons*, 64(1), 17–36. Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol64/iss1/3

Investigates experiences of 13 practicing educators, who are also graduate students, spanning a variety of roles with discourses of teacher evaluation in their workplaces. Analyzes student work (transcribed video and written) from a Situated Coaching Cycle course assignment and semi-structured interviews using multiple coding strategies, including Gee's (2011) discourse analysis tools. Finds themes of pressure related to enforcing a narrow view of "good" teaching, attaining or maintaining a status of being perceived as "valuable" amongst peers, and planning different approaches to coaching cycles to avoid these pressures. Concludes the heavy presence of teacher evaluation discourse negatively influences literacy coaching interactions and does not allow for the trusting relationships needed for authentic professional growth.

Marek, M. C., & Godfrey, V. (2024). Elementary preservice teachers' experiences at the intersection of culturally sustaining and historically responsive pedagogy, early literacy, and the Science of Reading. *Literacy Research: Theory, Method, and Practice*, 73(1), 258–279. <https://doi.org/10.1177/23813377241285830>

Examines how preservice teachers developed responsive literacy instruction by mentoring early elementary readers during a literacy methods course. Applies a phenomenological approach to explore how participants integrated explicit code-based instruction with culturally sustaining and historically responsive pedagogy. Finds that preservice teachers honored children's cultural and linguistic backgrounds, supported meaning making, and built foundational literacy skills

simultaneously. Demonstrates that bridging reading science and sociocultural approaches is possible and necessary for equitable literacy instruction. Recommends that teacher preparation programs adopt comprehensive literacy models that value both the written code and children's diverse experiences.

McMahon-Morin, P., Gingras, M.-P., Hallé, M.-C., & Lessard, A. (2025). Supporting a collaborative professional learning experience: Teachers' perspectives of distinctive features of professional development delivered primarily through in-class modeling. *Journal of Research in Childhood Education*, 1–18. <https://doi.org/10.1080/02568543.2025.2475899>

Employs longitudinal qualitative design to understand kindergarten teachers' perspectives on a practice-based, interactive book-reading professional development program (PD). Analyzes interviews conducted before, immediately after, and three months following the PD to identify mechanisms of practice change that in-class modeling enables, such as active observation, and seeing the results in advance of trying a practice themselves. Illustrates the relationship between the identified mechanisms and the timeline of the PD program. Focuses on the roles of active observation and reflection, trusting relationships, and students' responses to the modeled practices. Concludes that in-class modeling can provide authentic examples of literacy and language-supporting practices.

Muzeta, B., Accurso, K., & Blanch Zelada, D. (2024). Using a book-club model to support racial literacy development among teachers of multilingual learners. *TESL Canada Journal*, 41(2), 15–33. <https://doi.org/10.18806/tesl.v41i2/1409>

Examines how an online racial literacy book club functioned as sustained professional development for three new teachers in multilingual settings across Canada and the United States. Analyzes participant experiences through a qualitative lens, using vignettes to illustrate growth in racial literacy and antiracist awareness. Highlights how the book club created an extended learning environment, fostered nuanced cross-regional understanding of race and language, and encouraged mentoring relationships for navigating antiracist work. Emphasizes the role of collaborative reflection in building teachers' capacity to recognize and address systemic injustice. Recommends using book clubs as a practical, community-based model for sustaining antiracist growth in K–12 educational settings.

Nguyen, N. N., & Barbieri, W. (2025). Mentorship in the age of generative AI: ChatGPT to support self-regulated learning of pre-service teachers before and during placements. *Education Sciences*, 15(6), 642. <https://doi.org/10.3390/educsci15060642>

Explores how generative artificial intelligence tools support preservice teachers' development of self-regulated learning during teaching placements. Analyzes quantitative and qualitative data from 151 preservice teachers, including surveys, interviews, placement outcomes, and mentor feedback. Finds that generative artificial intelligence effectively scaffolds self-regulated learning strategies such as goal setting and self-assessment and serves as supplemental support where mentor guidance is limited. Notes limitations in artificial intelligence's ability to navigate complex interpersonal aspects like behavior management. Recommends integrating generative artificial intelligence into structured mentorship training and course design to foster preservice teacher autonomy while ensuring equitable access and balanced human-technology support systems.

Pomerantz, F. (2025). Teacher candidates' use of inclusive children's literature in interactive read-alouds: Successes, challenges and implications. *Education Sciences*, 15(2), 245. <https://doi.org/10.3390/educsci15020245>

Investigates how two teacher candidates conducted read-aloud discussions of inclusive children's literature during student teaching in a shifting sociopolitical climate. Uses qualitative case study methods and audio recordings to analyze their use of open-ended prompts and students' responses. Finds that while both candidates valued inclusive texts, they struggled to sustain student-led dialogue due to limited confidence and missed opportunities for elaboration. Em-

phasizes the importance of scaffolds, audio reflection, and feedback to strengthen candidates' facilitation skills. Recommends that teacher preparation programs integrate video reflection, mandate practice with complex inclusive texts, and partner with mentor teachers to model critical, student-centered dialogue.

Rokoguniwai, M. B., & Madsen, M. (2025). Situated data encounters: How teachers animate (and are animated by) data visualisations in literacy coaching work. *Discourse: Studies in the Cultural Politics of Education*, 46(3), 398–415. <https://doi.org/10.1080/01596306.2025.2495686>

Engages in year-long ethnographic fieldwork in two Danish schools to understand how teachers engage with data visualizations provided by their literacy coach. Provides vignettes to examine the ways the literacy coach and the teacher collaborate through interactions with data. Offers monster-related metaphors such as awakening from hibernation, reanimation of “zombie” longitudinal student data, x-rays for precision assessments to illustrate how teachers respond to presented visualizations. Concludes that data use is dynamic and that visualizations can assist teachers and coaches when sorting through data “saturated” landscapes.

Rowe, L. W., Oti, O. A., & McGee, K. (2024). Pre-service teachers' questions about literacy instruction for multilingual learners. *Language and Education*, 39(6), 1453–1470. <https://doi.org/10.1080/09500782.2024.2434660>

Analyzes PST questions regarding multilingual learners (MLs) through thematic content analysis. Includes 1,375 questions from assignments of 50 PSTs. Finds PSTs asked questions related to MLs as students, the classroom environment, teaching practices, their own personal experiences, and language, with the largest subcategory being ML student questions about bilingualism as a value ($n=197$). Concludes analysis of PST-generated questions can illuminate where PSTs are coming from and where they are moving toward with regard to content knowledge of language and multilingualism, ideologies and asset/deficit-based orientations, and ML teaching practices. Offers a cycle of a reflective questioning model for ML teacher preparation programs.

Shank Lauwo, M. (2025). Reconceptualizing literacy and disrupting Whiteness: Multiliteracies autobiographies in teacher education. *Linguistics and Education*, 85, Article 101378. <https://doi.org/10.1016/j.linged.2024.101378>

Reports on a study of 36 teacher candidates' (TCs) reconceptualization of literacy through critical antiracist and raciolinguistics lenses in one literacy methods course at a Canadian university. Uses multiliteracies autobiographies as a reflexive approach for TCs to explore their values and ideologies about literacies and where harmful oppressive power structures created biases in their understanding. Findings indicate TCs identified shifts in their conceptualization of literacy through the assignment, which generated concrete pedagogical ideas. Advocates for teacher education programs to explicitly engage with reflexivity and collaborative autobiographical work as a crucial component of the teacher preparation program.

Thoma, J., & Small, D. (2024). Bridging the gap: Examining the relationship between elementary preservice teachers' literacy coursework and practicum placements. *Teacher Education Quarterly*, 51(4), 28–46. <https://www.jstor.org/stable/27394269>

Examines preservice teachers' observations and experiences during literacy practicum placements in relation to research-based instructional practices. Surveys 74 teacher candidates enrolled in a literacy course sequence to explore alignment between coursework and classroom experiences. Highlights four key themes—technology, writing, assessment, and opportunities to teach—that influence how well practicum placements prepare candidates for future literacy instruction. Recommends stronger collaboration between universities and schools to ensure preservice teachers engage in meaningful, guided practice with explicit writing instruction, digital literacy, and assessment strategies.

Vela, J. C., Guerra, F., Diaz, Z., Karaman, M. A., & Zamora, E. (2024). Exploring how positive psychology characteristics influence mental health among teacher candidates at a Hispanic serving institution. *Journal of Latinos and Education*, 23(4), 1461–1471. <https://doi.org/10.1080/15348431.2023.2274851>

Analyzes the positive psychology characteristics of 61 bilingual/ESL preservice teachers at a Hispanic serving institution (HIS) in the southern United States to explore the influence of psychological grit, meaning in life, and hope on happiness and depressive symptoms. All participants identified as Latinx, Hispanic, or Mexican American except for two who identified as white. Finds psychological grit a strong predictor of subjective happiness and negatively correlates with depressive symptoms. Implications for teacher education include the use of mindfulness training and interventions to help TCs cultivate grit and hope and as a means to address mental health, wellbeing, and retention for teaching.

Wrenn, M., Liebfreund, M., Johnson, M. D., Gardner, V., & McLawhorn, J. (2025). A case study of rural elementary teachers integrating social studies with the Science of Reading. *Reading & Writing Quarterly*, 41(3), 270–292. <https://doi.org/10.1080/10573569.2024.2421965>

Explores the addition of PD about linguistic comprehension for educators already receiving LETRS training. Applies an Active View of Reading (Duke & Cartwright, 2021) frame to analysis of qualitative data. Presents cases of seven second- and third-grade teachers, their instructional coach, and their 106 students. Finds teachers experienced connections between the PD, LETRS training, and standardized curriculum, and teachers reported increases to their own motivation and students' interest. Highlights the importance of teacher-selected texts for read-alouds and that strategies for explicit modeling of vocabulary and discourse markers were more readily implemented than strategies to develop students' active self-regulation. Concludes that PD in this type of integration may allow for the complex literacy instruction that elementary students need.

Yang, S., & Ward, N. A. (2025). English language arts curriculum design and use: Pre-service teachers' perspectives and interpretations. *Journal of Curriculum Studies*, 1–22. <https://doi.org/10.1080/00220272.2025.2522456>

Presents findings from a study of the ways PTs ($n=41$) perceived and used scripted ELA curriculum while student teaching in predominantly White rural communities. Exemplifies how PTs analyzed ELA curriculum using a curriculum analysis tool designed to foster a critical stance toward scripted curricula. Finds that PTs critically examined curriculum through their lenses as novice educators and identified diversity as a missing component. Notes a strong correlation between PTs' mentor teachers' reliance on scripted curriculum and their own potential reliance on curriculum in their future teaching. Concludes the use of scripted curriculum in teacher preparation offers PTs important opportunities to develop inquiry-driven approaches to curriculum use rather than simply replicating existing practices.

Other Related Research

Andrews, G. (2025). Using queer critical literacies in pre-service teacher education to foster critical allyship. *Pedagogy, Culture & Society*, 33(3), 1071–1087. <https://doi.org/10.1080/14681366.2024.2340628>

Beck, J. S., Riddle, D. R., John Morgan, J., Whitesides, H., & Brown, N. (2025). How have teacher candidates learned to use evidence? A systematic review of research. *Review of Educational Research*, 96(2). <https://doi.org/10.3102/00346543251320930>

Caylor, E. C. (2024). The collaborative literacy coaching framework for transformation: Humanizing prerequisites for reflective practitioners. *The Reading Teacher*, 78(3), 187–190. <https://doi.org/10.1002/trtr.2360>

Cook, M. P., & Chisholm, J. S. (2025). Composing comics as activism: Leveraging preservice teachers' multimodal and graphic narrative conventions. *Journal of Adolescent & Adult Literacy*, 68(6), 690–704. <https://doi.org/10.1002/jaal.70002>

Dack, H., & Tomlinson, C. A. (2024). Preparing novice teachers to differentiate instruction: Implications of a longitudinal study. *Journal of Teacher Education*, 76(1), 12–28. <https://doi.org/10.1177/00224871241232419>

Deehan, H., & Deehan, J. (2024). Pre-service teachers' experiences, interests and confidence in teaching humanities and social sciences. *Cambridge Journal of Education*, 54(6), 701–719. <https://doi.org/10.1080/0305764X.2024.2417071>

Dunham, V., & Robertson, D. A. (2025). Discourse within the interactional space of literacy coaching. *Education Sciences*, 15(6), 694. <https://doi.org/10.3390/educsci15060694>

Hilton, A. L., & Saunders, R. (2024). LANTITE's impact on teacher diversity: Unintended consequences of testing pre-service teachers. *Australian Educational Researcher*, 51, 1063–1082. <https://doi.org/10.1007/s13384-023-00628-6>

Homateni Julius, L., Mckenna, S., & Mgqwashu, E. (2024). The conflation of English competence and academic literacy: A case study of three Namibian universities. *Innovations in Education and Teaching International*, 61(5), 1016–1028. <https://doi.org/10.1080/14703297.2023.2251948>

Kozak, S., & Martin-Chang, S. (2025). In defense of books: The case for preservice teachers learning about print exposure. *Language and Education*, 39(6), 1378–1396. <https://doi.org/10.1080/09500782.2025.2467297>

Lammert, C., & Brice, L. D. (2024). The impact of interviewing a reading interventionist on preservice teachers' self-efficacy and views of reading instruction. *Teaching and Teacher Education*, 144, Article 104579. <https://doi.org/10.1016/j.tate.2024.104579>

Lehtinen, A., Kostiaainen, E., Martin, A., & Näykki, P. (2024). Pre-service teachers co-constructing narratives about the future of education. *European Journal of Teacher Education*, 1–23. <https://doi.org/10.1080/02619768.2024.2393329>

Lynch, M. E., Harms, S. E., Shattuck, T., Phaiah, J., Hall, K., Baker, W., & Roselle, R. (2024). Identifying opportunity gaps in clinical practice: A concept map analysis. *The New Educator*, 20(3–4), 183–200. <https://doi.org/10.1080/1547688X.2024.2411341>

Milne, J., & Topping, K. J. (2025). Improving student teacher preparedness in reading instruction. *Education Sciences*, 15(1), 97. <http://dx.doi.org/10.3390/educsci15010097>

Park, H., Zong, J., Polat, N., & Schallert, D. L. (2024). Bilingual/ESL preservice teachers' heritage language and language identity: Evidence from multimodal literacy autobiographies. *Teaching and Teacher Education*, 152, Article 104775. <https://doi.org/10.1016/j.tate.2024.104775>

Peller, S. L., Marcotte, A. M., Ketan, Wells, C. S., Press, N., & Kos, M. (2025). Teacher training, coaching and school libraries in rural indigenous Guatemala: A multi-pronged approach to improving reading proficiency. *International Journal of Educational Research Open*, 8, Article 100437. <https://doi.org/10.1016/j.ijedro.2025.100437>

Rockwell, R. (2024). Navigating transition: Developing an instructional coaching rubric and UDL-infused training for seasoned reading and dyslexia teachers in online education. *International Journal on Studies in Education*, 6(3), 387–412. <https://doi.org/10.46328/ijonse.223>

Scullen, J. (2025). From disengaged to flourishing: The impact of authentic and practical professional development on teachers and students. *Reading Horizons: A Journal of Literacy and Language Arts*, 64(1). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol64/iss1/2

Tondreau, A., Gardiner, W. L., Hinman, T. B., Dussling, T. M., Stevens, E. Y., White, K. L., & Wilson, N. S. (2025). Disrupting niceness in literacy teacher education: Non-linear trajectories toward culturally relevant pedagogy. *Journal of Teacher Education*, 76(2), 146–159. <https://doi.org/10.1177/00224871241263337>

Walsh, N. R., McCormick, A., & Stoll, A. (2025). Transformational coaching for equity to impact teacher efficacy in foundational reading instruction for school improvement. *Journal of Educational Issues*, 11(1), 21. <https://doi.org/10.5296/jei.v11i1.22751>

Yuan, K., Yu, S., & Liu, S. (2024). Understanding student teachers' learning from negative experiences of feedback during teaching practicum: A feedback literacy perspective. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688241299030>

Reading

Several patterns emerged in this year's publications in the area of reading. Foremost among these patterns was the trend toward teacher knowledge and practice and the resulting influence on student learning. We also noticed increased attention to comprehension as well as vocabulary, including a focus on syllable- and morpheme-based pedagogies and assessment. We noticed an increase of studies with a large number of participants as well as representation from a variety of nationalities and languages. Through innovative bridging of traditional methodologies and theoretical frames, there is an overall emphasis on the complexity of reading. (Kathryn Allen, lead contributor)

Bittmann, F. (2025). Reading begets reading? Disentangling the dynamic interplay between reading competence and reading exposure with a special focus on gender differences. *Reading Research Quarterly*, 60(1), 1–16. <https://doi.org/10.1002/rrq.566>

Posits that a correlation between reading competence and reading exposure does not imply a causal relationship. Analyzes German National Educational Panel Study data from 5,193 secondary school students across 234 schools. Considers four aspects of causality in quantitative studies of reading: longitudinal data, identified confounding variables, adequate statistical approach, and large sample size. Concludes that while reading competence may lead to increased reading exposure, reading exposure does not necessarily lead to greater reading competence. Results were similar for boys and girls. Recommends continuous instruction in reading skills development beyond primary grades as well as providing access to a wide variety of reading material.

Cheah, Z., McBride, C., Meng, X., Lee, J., & Huo, S. (2025). Is Chinese dyslexia similar across Chinese societies? Evidence from Hong Kong, Beijing, and Taipei. *Reading Research Quarterly*, 60(1), 1–12. <https://doi.org/10.1002/rrq.578>

Examines developmental dyslexia in Chinese-speaking children from Hong Kong, Beijing, and Taipei. Describes characteristics of morpho-syllabic script along with literacy experiences of Chinese children. Employs cluster analysis to identify four dyslexia subtypes (mild orthographic deficit, phonological deficit, morphological deficit, and global deficit) in second and third graders identified as having dyslexia ($n=91$). Finds cultural invariance of Chinese dyslexia despite differences in literacy experiences across Chinese societies. Presents orthographic deficit as the dominant characteristic of Chinese dyslexia, with morphological deficit as the dominant predictor of dyslexia status. Suggests measures of phonological, morphological, and orthographic processing, along with rapid automatic naming, be included in assessments of Chinese literacy.

Cheng, Y., Li, Y., Zhang, W., & Jia, K. (2025). The reciprocal relation between vocabulary knowledge and compound structure awareness and their contributions to reading comprehension in Chinese children: A longitudinal study from grades 3 to 6. *Reading Research Quarterly*, 60(1), Article 606. <https://doi.org/10.1002/rrq.606>

Employs longitudinal design to explore contributions of compound structure awareness as an aspect of morphological awareness in relation to the development of vocabulary and comprehension in Chinese students in grades 3–6. Finds initial levels of knowledge as well as growth rates of both vocabulary knowledge and compound structure awareness predict grade 6 reading comprehension. Calls for an increase in longitudinal studies as well as increased attention to the importance of compound structure awareness.

Cubillos, M., Zegers, M., & Inciarte, H. (2025). Examining adolescent reading engagement: Design and validation of the teacher-reported reading engagement survey (TRRES). *Reading Research Quarterly*, 60(2), Article 611. <https://doi.org/10.1002/trq.611>

Studies the reliability and validity of the Teacher-Reported Reading Engagement Survey (TRRES) a 10-item Likert-scale survey for classroom use. Language arts teachers in Chile observed eighth- and ninth-grade students to determine their level of reading engagement during class ($n=534$). Determines, through multiple measures, that survey items are reliable with high content and construct validity. Consults a panel of experts including researchers and teachers on the relevance and cultural appropriateness of each item. Suggests that the TRRES is an efficient and reliable way for teachers to screen adolescent students' reading engagement.

Downs, J., & Mohr, K. A. J. (2025). A multilevel meta-analysis of synchronous paired oral reading techniques in elementary classrooms. *Literacy Research and Instruction*, 64(1), 84–111. <https://doi.org/10.1080/19388071.2024.2319654>

Uses meta-analysis to determine the effect on reading outcomes of key variables in reading tutoring models of Synchronous Paired Oral Reading Techniques (SPORT). Includes studies from 1960–2020 of tutoring of K–5 students in English-speaking schools that measured fluency or comprehension as dependent variables. Finds evidence that SPORT positively influences reading outcomes with greater effects on comprehension than on fluency and that the impact of working with adult tutors was greater than with peer tutors. Determines the dose and duration of tutoring associated with successful outcomes to be approximately 15-minute sessions for 4–16 weeks (a total of 5–18 hours). Confirms SPORT is a viable and effective practice to positively impact student reading outcomes.

Ehlert, M., Beck, J., Förster, N., & Souvignier, E. (2024). Continuous texts or word lists? Exploring the effects and the process of repeated reading depending on the reading material and students' reading abilities. *Reading and Writing: An Interdisciplinary Journal*, 38(3), 745–764. <https://doi.org/10.1007/s11145-024-10536-5>

Examines the effects of repeated reading intervention, comparing two types of reading materials (continuous texts and word lists) on fluency and reading motivation. Questions if students' prior reading skills moderate the effects. Samples 304 primary-grade German students (grades 2–4) and uses a three-group experimental design. Finds no significant effects on fluency or motivation for either repeated reading intervention when compared to control group, although students read more words correctly during repeated reading intervention with continuous text than with word lists. Determines students' prior ability was a strong predictor of fluency and motivation but not in interaction with type of reading materials. Indicates teachers ought to focus on selecting the best method of repeated reading for students over reading materials used.

Elzy-Palmer, J. (2025). Assessing diversity: A case of Black English and running records. *Journal of Literacy Research*, 57(2), 114–139. <https://doi.org/10.1177/1086296X251330565>

Examines how teachers' underlying language ideologies can lead to incorrect interpretation of standardized oral reading assessment data of students speaking Black English. Conducts comparative case study of three white Reading Recovery teachers instructing first-grade Black English-speaking students and analyzes informal conversations between students and teachers, running records, interpretations of running records, and teacher interview data. Identifies

three themes: (1) teachers magnifying oral reading accuracy, leading to viewing Black English as deficient; (2) hidden language ideologies, such as Black English speakers must assimilate and conform to standardized English practices; and (3) straddling tensions between standardized assessment requirements and students' understanding. Demonstrates the need for teachers to become aware of their language ideologies, to learn about Black English and its role in literacy development, and to implement asset-based pedagogies like translanguaging. Asserts that oral reading assessment tools need to offer guidelines for interpreting Black English features. Recommends policy makers consider the potential cultural bias in standardized measures of reading.

Hogan, E., & Sun, Y. (2025). The association between classroom dialogic interaction and student reading performance: A mixed methods study of teacher stance, discourse moves, and reading achievement. *Reading Research Quarterly*, 60(2), Article 70009. <https://doi.org/10.1002/rrq.70009> Utilizes mixed methods to select three case studies from a larger longitudinal data set ($n=125$ teachers, $n=4,300$ students) across grades four and five. Conducts thematic analysis of classroom observations and teacher interviews to identify teachers' dialogic moves during reading instruction. Employs multilevel path analysis to find higher average class time spent using dialogic moves predicts students' reading achievement. Finds teachers high in dialogic interaction prioritize students' background knowledge, hold high expectations for all students, engage students in collaborative interpretation of texts, and pass interpretive authority to students, while teachers low in dialogic interaction focus on student recitation of facts with little transfer of learning or skills to other contexts.

Lane, H. B., Contesse, V. A., Gage, N. A., & Burns, M. K. (2025). Effect of an instructional program in foundational reading skills on early literacy development of students in kindergarten and first grade. *Reading Research Quarterly*, 60(1), Article 607. <https://doi.org/10.1002/rrq.607> Uses quasi-experimental methods to study the effectiveness of a program designed to teach phonemic awareness, decoding/encoding skills, and reading of connected text to kindergarten and first-grade students compared to students who did not receive the program ($n=1,429$ kindergarten, $n=1,338$ first grade). Collects pre- and post-test data, including multiple subtests from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and teacher observation data across two days of instruction. Trains instructional coaches or administrators to use an implementation checklist. Finds treatment effects are statistically significant, and fidelity to the program determines student outcomes. Asserts students with teachers who adhere to the program perform statistically higher than students with teachers who did not adhere to the program procedures.

Maionchi-Pino, N., Runge, É., & Chabanal, D. (2025). Tracking developmental changes in the use of syllables as segmental and prelexical reading units: A longitudinal approach in French children. *Reading Research Quarterly*, 60(2), Article 610. <https://doi.org/10.1002/rrq.610>

Assesses 50 typically developing native French-speaking students from first to third grade to determine if there is a difference between good and poor readers' automatic activation of syllables to segment and decode words. Finds that skilled readers were quicker to isolate orthographic syllables and connect them to phonological syllables than poor readers. Recommends early syllable-based interventions for students with poor phonological abilities.

Nash, K. T., Peele, R., Elson, K., Arce, A., Sumner, E., & Polson, B. (2025). Toward a cultural sustenance view of reading. *Reading Research Quarterly*, 60(1), Article 583. <https://doi.org/10.1002/rrq.583>

Conceptualizes reading as shaped by readers' ways of knowing, ways of being, and ways of reading in a complex, non-linear process that is mediated by social, linguistic, and cultural understandings. Applies critical ethnography and critical constructivist theories, filling a gap in research to center culture as an essential mediator in reading development. Suggests that the Cultural Sustenance View of Reading offers a shift in perspective that builds on an existing body

of research and successful culturally responsive pedagogies and that embeds culture as a vital component of a holistic model of reading.

Porter, S. B., Odegard, T. N., Farris, E. A., & Oslund, E. L. (2024). Effects of teacher knowledge of early reading on students' gains in reading foundational skills and comprehension. *Reading and Writing*, 37(8), 2007–2023. <https://doi.org/10.1007/s11145-023-10448-w>

Explores the impact of teacher knowledge on reading outcomes in foundation skills and comprehension of kindergarten and first-grade students. Analyzes Northwest Evaluation Association Measures of Academic Progress for Primary Grades data from 9,640 K–first-grade students and a measure of teacher knowledge of five domains of the English language from 512 teachers using a multilevel mixed effects analytic approach. Finds evidence that when controlling for variables, teachers' performance on the knowledge measure predicted students' foundational skills outcomes but not comprehension outcomes. Confirms that knowledgeable teachers are critical to successful student outcomes and calls for exploration of the impact of teacher knowledge of reading comprehension and teacher knowledge of foundational reading skills.

Tegmark, M., Vinterek, M., Alatalo, T., & Winberg, M. (2025). The complex relationship between teachers' instructional practices and students' reading amount. *Reading Research Quarterly*, 60(1), Article 561. <https://doi.org/10.1002/rrq.561>

Employs mixed methods to determine how teachers' instructional practices impact the amount that students read in school. Observes sixth- through ninth-grade classrooms in Swedish compulsory schools and surveys students' self-reports of reading motivation and amount of reading ($n=3,308$). Uses quantitative and qualitative coding of data from audio-recorded lessons, transcriptions, flow charts, and field notes ($n=59$) to identify common characteristics of instructional practices in which students read more than in other classes. Finds that classroom structures with clear, brief instructions and strong teacher support led to efficient use of time and more reading. Determines instructional practices fostering students' need for competence, relatedness, and autonomy also led to more reading. Identifies activities associated with low amounts of reading, including listening to teacher presentations, watching films, and completing individual worksheets.

Wawire, B. A., Wawire, G. N., & Kiroro, F. (2025). The structural relations of component reading comprehension skills in Kiswahili: The influence of socio-economic status and home literacy environment. *Reading Research Quarterly*, 60(1), Article 593. <https://doi.org/10.1002/rrq.593>

Contributes to attainment of United Nations Sustainable Development Goal 4 of equitable, quality education by examining the impact of component reading skills in Kiswahili on reading comprehension and the influence of contextual language, literacy, and socio-economic factors on reading outcomes of multilingual learners in Kenya. Uses regression analysis to analyze Kiswahili early reading assessment data of grades 1 and 2 students ($n=4,886$) obtained from the Tusome Literacy activity in Kenya. Finds evidence that in Kiswahili, component reading skills are interconnected and critical to reading outcomes and that while home literacy practices have a significant impact on reading outcomes, a mismatch between home and school language has a negative impact on the acquisition of several reading component skills. Argues for language of instruction policy that mandates the use of first or familiar languages for foundational learning, professional training, and support for teachers in the area of second-language acquisition and pedagogy and communicating with caregivers to share strategies to support oral language development at home.

Yıldız, M., Keskin, H. K., Oyucu, S., Hartman, D. K., Temur, M., & Aydoğmuş, M. (2025). Can artificial intelligence identify reading fluency and level? Comparison of human and machine performance. *Reading & Writing Quarterly*, 41(1), 66–83. <https://doi.org/10.1080/10573569.2024.2345593>

Compares artificial intelligence automatic speech recognition systems (AI-ASR) with expert human evaluators in assessing fluency of 120 Turkish fourth graders. Classifies students according to accuracy levels as good (90 percent and above) or poor (89 percent and below) readers through curriculum-based measures using recordings of students' oral reading of a narrative text. Finds strong inter-rater reliability among machine and two human evaluators and that machine scores significantly predict human scores (81 percent and 84 percent variance, $p < .001$). Logistical regression analysis indicates that AI-ASR successfully classifies readers as good/poor. Suggests that AI-ASR may be helpful in identifying children with reading difficulties.

Other Related Research

Cao, Y., & Kim, Y.-S. G. (2025). Longitudinal relations between literacy instruction and early reading achievement: Findings from classroom observations in grades 1–3. *Reading and Writing: An Interdisciplinary Journal*, 38(4), 1177–1196. <https://doi.org/10.1007/s11145-024-10556-1>

Escobar, J. P., & Espinoza, V. (2024). Direct and indirect effects of inhibition, working memory and cognitive flexibility on reading comprehension of narrative and expository texts: Same or different effects? *Reading & Writing Quarterly*, 41(2), 176–192. <https://doi.org/10.1080/10573569.2024.2400993>

Giazitzidou, S., Levesque, K., & Deacon, H. (2025). Getting at how: Testing mediating factors in the relation between morphological awareness and reading comprehension in grade 1. *Reading Research Quarterly*, 60(2), Article 70007. <https://doi.org/10.1002/rrq.70007>

Godfrey, V. (2024). “What’s unexpected?” Interventionist explanations of dyslexia. *Journal of Literacy Research*, 56(3), 242–267. <https://doi.org/10.1177/1086296X241269922>

Hall, C., Solari, E. J., Hayes, L., Dahl-Leonard, K., DeCoster, J., Kehoe, K. F., Conner, C. L., Henry, A. R., Demchak, A., Richmond, C. L., & Vargas, I. (2024). Validation of an instrument for assessing elementary-grade educators' knowledge to teach reading. *Reading and Writing: An Interdisciplinary Journal*, 37(8), 1955–1974. <https://doi.org/10.1007/s11145-023-10456-w10.1007/s11145-023-10456-w>

Johnston, K. C., Talbert, C. S., & Sussman, N. B. (2024). Beyond the literacy block: Integrating literacy with social studies to support children's literacy engagement. *Language Arts*, 102(2), 88–106. <https://doi.org/10.58680/la2024102288>

Keane, K., Silverman, R. D., & Deutscher, R. (2024). Technology, time and families: Teacher experiences teaching literacy during remote instruction. *Teaching and Teacher Education*, 145, Article 104601. <https://doi.org/10.1016/j.tate.2024.104601>

Masterson, J. E. (2025). “Is it gonna reach you in time?” Examining figured worlds in two reading intervention classes. *Journal of Literacy Research*, 57(2), 140–162. <https://doi.org/10.1177/1086296X251330860>

Nielsen, J. L., Christensen, R. V., & Poulsen, M. (2025). Syntactic comprehension—A separate source of individual variance in middle-school children's reading comprehension. *Reading Research Quarterly*, 60(2), Article 70003. <https://doi.org/10.1002/rrq.70003>

Paugh, P., Handsfield, L. J., & MacPhee, D. (2025). Religious metaphor in media reporting on the “science of reading.” *Journal of Literacy Research*, 57(2), 163–191. <https://doi.org/10.1177/1086296X251329246>

Peele, R., & Nash, K. T. (2025). “I am the universe”: Toward a reader model that centers culture. *The Reading Teacher*, 78(5), 258–266. <https://doi.org/10.1002/trtr.2377>

Pratt, S. M., & Hodges, T. S. (2025). Making thinking explicit: A skill continuum of preservice teacher use of strategic think-alouds in literacy instruction. *Literacy Research and Instruction*, 64(1), 60–83. <https://doi.org/10.1080/19388071.2023.2267608>

Reynolds, D., Hattan, C., & Markham, M. (2025). Fair or foul? Interrogating the role of baseball knowledge in studies of knowledge and comprehension. *Reading Research Quarterly*, 60(1), Article 575. <https://doi.org/10.1002/rrq.575>

Reynolds, G., Werfel, K. L., Hudgins, S., Camarata, S., & Bess, F. H. (2024). Spelling errors in children with mild to moderate hearing loss: Relations to linguistic and audiologic factors. *Exceptional Children*, 91(1), 41–56. <https://doi.org/10.1177/00144029241254100>

Ruffini, C., Pizzigallo, E., Pecini, C., Bertolo, L., & Carretti, B. (2025). Integrating executive function activities into a computerized cognitive training to enhance reading comprehension in primary students. *Reading Research Quarterly*, 60(2), Article 70006. <https://doi.org/10.1002/rrq.70006>

Saiegh-Haddad, E., & Schiff, R. (2025). Diglossic and orthographic features of reading comprehension in standard Arabic: The primacy of the spoken language. *Reading Research Quarterly*, 60(1), Article 598. <https://doi.org/10.1002/rrq.598>

Share, D. (2025). Blueprint for a universal theory of learning to read: The combinatorial model. *Reading Research Quarterly*, 60(2), Article 603. <https://doi.org/10.1002/rrq.603>

Shechter, A., & Share, D. (2025). Learning to read and developmental dyslexia in Hebrew. *Reading Research Quarterly*, 60(1), Article 599. <https://doi.org/10.1002/rrq.599>

Tay, P. L. L., Seah, L. H., & Chia, T. T. (2025). Assessing science teachers' adaptive expertise in teaching disciplinary literacy using the AEDLi Framework. *Teaching and Teacher Education*, 159, Article 104999. <https://doi.org/10.1016/j.tate.2025.104999>

Watts, J. L. D., & Gandy, K. J. (2024). Exploring children's varied responses to interactive read-alouds. *The Reading Teacher*, 78(2), 131–139. <https://doi.org/10.1002/trtr.2354>

Second Language Literacy

The research included in this section focuses on preK–12 multilingual learners' 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, themes included: artificial intelligence and large language models, the Seal of Biliteracy, refugee and immigrant students, trilingual and plurilingual students, integration of home languages in instruction and assessment, an expansive consideration of orthographies, languages, and dialects, and identity negotiation. (Mikel Cole, lead contributor)

Crosson, A. C., Kieffer, M. J., McKeown, M. G., & Nagy, W. (2025). Cross-language morphological analysis improves academic word learning for multilingual adolescents. *Scientific Studies of Reading*, 29(1), 55–84. <https://doi.org/10.1080/10888438.2024.2415916>

Examines the literacy impacts of English Learners' Robust Academic Vocabulary Encounters (EL RAVE), a morphology-focused intervention for multilingual middle school students ($n=70$ intervention, 70 comparison). Features academic vocabulary word analysis focused on bound Latin roots and connections to roots shared with Spanish. Reports small but positive treatment effects on root meaning knowledge, word meaning knowledge, orthographic processing, vocabulary knowledge, and morphological analysis; no significant effects on reading comprehension. Demonstrates an interaction between L1 (Spanish) and the interaction on some outcomes. Suggests the promise of teaching morphological and cross-linguistic word analysis with home language connection for multilingual middle schoolers' language and literacy outcomes.

Denston, A., Martin, R., Gillon, G., & Everatt, J. (2024). A better start to literacy for bilingual children in New Zealand: Findings from an exploratory case study in te reo Māori and English. *International Journal of Bilingual Education and Bilingualism*, 27(8), 1085–1098. <https://doi.org/10.1080/13670050.2024.2338102>

Extends research on connections among phonological awareness, vocabulary knowledge, and reading proficiency by exploring the relationship between English (deep orthography) literacy and te reo Māori (shallow orthography). Includes 26 children between five and seven years old from rural New Zealand in two educational programs, a mostly monolingual program in te reo Māori and a bilingual program in English and te reo Māori. Reveals similar gains in phoneme blending and sound-letter recognition, but finds students in the bilingual program outperformed students in the home language-only model. Suggests that growth in skills within one language may reinforce the development of similar skills in the other language. Supports the potential of a program targeting development of te reo Māori while simultaneously developing skills in English.

Durán, L., & Bernstein, K. A. (2024). Names y nombres: Names as gateways to biliteracy in multilingual early childhood classrooms. *Journal of Early Childhood Literacy*, 24(3), 523–550. <https://doi.org/10.1177/14687984241276304>

Describes the use of multilingual preschool children's names to promote emergent biliteracy. Draws on principles of translanguaging to encourage three- and four-year-old children to use their full linguistic repertoire. Identifies instances ($n=44$) of teachers using children's names as part of literacy instruction or in children's literacy practices. Shows that the sounds in children's names encouraged graphophonemic (letter-sound) awareness both within and across languages. Suggests preschool teachers find ways to intentionally incorporate children's names, particularly those with pronunciation that differs from English, as a tool to demonstrate similarities and differences when writing, naming, and pronouncing letters in different languages.

Kim, Y. S. G. (2025). Dimensionality of writing skills in English and Spanish, and the relations of language and cognitive skills to written composition for English-Spanish emergent bilingual children in grade 1. *Reading Research Quarterly*, 60(1), Article 573. <https://doi.org/10.1002/rrq.573>

Draws on the direct and indirect effects model of writing (DIEW) to investigate relationships between writing quality and language, transcription, and executive function skills for English-Spanish bilingual first graders ($n=211$). Shows English and Spanish narrative and opinion writing quality is best described as a unidimensional skill through confirmatory factor analysis. Demonstrates Spanish spelling, English spelling, and English oral language skills directly related to writing quality using structural equation modeling. Reveals executive function skills indirectly connected to writing quality via oral language and transcription skills. Provides a deeper understanding of the complex and multilingual nature of writing quality and support for instruction in oral language and Spanish and English spelling for young, emergent bilingual writers.

Lee, C. C., & Mann, J. C. (2024). The diasporic tellings of Black African refugee-background youth through the lens of critical Ubuntu literacy. *Research in the Teaching of English*, 59(2), 213–236. <https://doi.org/10.58680/rte2024592213>

Explains the tenets of a critical Ubuntu framework in which students participate in a community, reflect on oneself in relation to others, consider their relationship to the community, consider texts in relation to others, and contribute to a communal process to facilitate social change. Examines the experiences of Black African refugee-background students ($n=12$) from seven different countries, ages 14–23, through the Ubuntu perspective of “being self through others.” Analyzes essays, letters, memoirs, and poems and finds collective resistance to negative narratives about Black Africans and refugees; declarations of individuality that reject stereotypes;

and a sense of community based on similar experiences. Suggests a greater emphasis be placed on diverse ways of viewing community literacies as a form of empowerment.

Lee, H., & Lee, J. H. (2024). Extending the simple view of reading in second and foreign language learning: A meta-analytic structural equation modeling approach. *Review of Educational Research, 94*(4), 467–500. <https://doi.org/10.3102/00346543231186605>

Provides an empirical examination of two theoretical models of reading that apply the Simple View of Reading to second and foreign language contexts (SVR-SFL). Employs a sophisticated meta-analytic structural equation model methodology to examine not only the mean effect size and impacts of individual moderators but also to understand the direct and indirect effects of those moderators and the goodness of fit for different structural equation models. Includes 180 independent samples ($n=36,235$) from 152 unique studies in SFL contexts. Supports a meta-linguistic component to the model but not an independent contribution from the cognitive component, suggesting that beyond comprehension abilities and decoding skills, the cognitive component may be limited. Encourages educators to provide explicit instruction in decoding skills to those with a dyslexic profile and for higher-proficiency learners who are more or less proficient in decoding words. Notes that such an emphasis on language comprehension abilities for higher-proficiency SFL readers does not indicate decoding should be the sole focus for lower-proficiency ones.

Machado, E., Gonzales, G. C., & Plitkins, L. (2025). “Teníamos hilo, teníamos tela, y hacíamos cosas”: Translingual writing and making in an intergenerational library workshop. *Journal of Language, Identity & Education, 24*(4), 964–982. <https://doi.org/10.1080/15348458.2023.2247836>

Explores the translingual writing and storytelling experiences of bilingual mothers and children in a library-based workshop. Describes libraries as “pockets of hope” for Latinx families, where their language and literacy practices are respected and appreciated. Conducts seven workshops with four mothers from Mexico or El Salvador and their children, ages 2–13 ($n=11$). Finds the storytelling opportunities led to multimodal compositions illustrating their transborder experiences, which were remixed to focus on their present lives, and shared stories as a means of resistance to monolingual ideologies. Recommends that libraries continue to serve as “pockets of hope” by providing the space, materials, and structure for Latinx families to create and connect with each other.

Michalovich, A., Kendrick, M., & Early, M. (2025). Youth from refugee backgrounds positioning their identities through reaction videos. *Journal of Language, Identity & Education, 24*(1), 163–178. <https://doi.org/10.1080/15348458.2022.2086556>

Examines the digital multimodal composing (DMC) literacy practices of youth from refugee backgrounds. Focuses on six high school students from different countries and with varying degrees of formal education. Analyzes students’ written scripts, video production, and video presentations on topics of their choice and identifies three themes of how youth positioned their identities throughout the DMC process. Finds students positioned themselves as expert knowledge brokers; as transnational navigators of what parts of their life and culture to highlight within the viewers’ gaze; and as playful, humorous, and dynamic creators. Recommends teachers reduce the seriousness of errors in classroom projects and assignments and promote experimentation and identity negotiation through creative writing and DMC instead.

Mohohlwane, N., Taylor, S., Cilliers, J., & Fleisch, B. (2024). Reading skills transfer best from home language to a second language: Policy lessons from two field experiments in South Africa. *Journal of Research on Educational Effectiveness, 17*(4), 687–710. <https://doi.org/10.1080/19345747.2023.2279123>

Compares outcomes of two similar approaches to teaching primary-grade reading in South Africa, one teaching reading in Setswana, students’ predominant home language, and the other

teaching reading in English as an additional language for the students. Uses data from two cluster randomized control trials to identify the effects of each approach on foundational reading skills over a four-year period for 20 students in each intervention. Finds both methods had positive impacts on reading proficiency in the language targeted; the L1 reading program had a positive effect on L2 reading proficiency, while the L2 reading program had a negative effect on L1 reading proficiency, particularly for lower-performing students. Demonstrates L1 instruction in early reading had a larger impact on English reading outcomes than reading instruction in English. Highlights the findings, while not causal, reveal the complexity of cross-linguistic transfer of reading skills and provide some evidence for teaching foundational reading skills in students' home languages.

Morali, F., & Manoli, P. (2025). How do refugee children perceive their plurilingualism? Exploring children's representations of their linguistic repertoires through language portraits. *International Journal of Bilingual Education and Bilingualism*, 28(3), 391–409. <https://doi.org/10.1080/13670050.2024.2430257>

Centers voices of refugee children exploring their perceptions of plurilingualism and how they represent their linguistic repertoires through language portraits. Leverages a theoretical framework of translanguaging to critique the monoglossic educational system in Greece and advocates for plurilingual models of education. Integrates qualitative design with visual data analytic methods to make sense of interviews and language portraits of a convenience sample of seven refugee children ages 7–12. Reveals a complex array of linguistic proficiencies with all children being fluent in an L1, Kurdish, and Arabic, with oral proficiency in Greek and some additional languages such as English and uncovers complex patterns of plurilingual usage across contexts and social settings. Showcases multimodal representations of children's relationships to those languages through colored language portraits, with most children placing their L1 centrally near the torso and heart, and other languages appearing peripherally, indicating an emotional distance and an instrumental usage. Offers compelling evidence of the importance of plurilingual educational models in rapidly diversifying contexts, and it offers educators glimpses of plurilingual pedagogies that can heal and sustain refugee and immigrant students.

Nawas, A., Darmawan, I. G. N., & Maadad, N. (2024). Sekolah versus madrasah: Navigating the varied effects of multilevel factors on student English reading performance. *School Effectiveness and School Improvement*, 35(4), 413–456. <https://doi.org/10.1080/09243453.2024.2380673>

Compares students attending madrasah (Islamic) schools with those attending sekolah (government) schools. Utilizes hierarchical linear modeling to analyze data drawn from 64 English teachers/classrooms and 1,319 students chosen through a selection process that involved probability random stratified sampling and purposive sampling methods. Reports significant student-level effects of anxiety and peer support on reading achievement as well as significant school-level effects of disciplinary climate and achievement pressures. Highlights the complex interaction effects between levels so that madrasah students thrived within competitive environments emphasizing high-achievement pressure and minimal disciplinary constraints, while sekolah students excelled in settings that valued discipline over relentless achievement pressure. Suggests that educators consider the importance of tailoring disciplinary and educational strategies to the specific needs of the student population.

Rodriguez, C., Gutiérrez, N., Seoane, R. C., González, D., & de León, S. C. (2024). Reading Spanish prosody: The role of word reading and syntactic knowledge. *Journal of Literacy Research*, 56(2), 102–122. <https://doi.org/10.1177/1086296X241244705>

Investigates the role of syntactic knowledge and word reading skills on reading prosody. Assessed 169 monolingual, Spanish-speaking fifth graders in the Canary Islands on standardized measures of word reading, syntactic knowledge, and reading prosody. Models the relationships between reading skills using correlational, multilevel regression, and interaction analyses. Reveals word reading and syntactic knowledge were related to the subcomponents of prosody (expression,

phrasing, pauses, volume), and both were independently predictive of Spanish reading prosody as a composite variable. Provides support for the importance of syntax and decoding instruction to facilitate Spanish-speaking students' reading prosody and expands the field's understanding of prosody in Spanish.

Rosheim, K. M., Tamte, K. G., & Froemming, M. J. (2024). Reducing inequalities inherent in literacy assessment of multilingual learners. *Reading Psychology, 45*(8), 735–751. <https://doi.org/10.1080/02702711.2024.2359922>

Explores multilingual students' performance on literacy assessments through a lens of culturally responsive teaching and equity to describe the current assessment context and identify ways to better assess the literacy competencies of multilingual readers. Analyzes curriculum-based assessment and progress-monitoring data for students in a midwestern United States elementary school over two years and focus group data from educators as an exploratory case study. Uncovers that literacy assessments were variably scored and rarely culturally and linguistically relevant; therefore, educators lacked trust in the validity and reliability of those assessments. Further concludes that assessment results perpetuate deficit views of linguistically diverse students and confounded second-language acquisition challenges with literacy difficulties. Highlights the need for more relevant design of literacy assessments for multilingual learners and professional development supporting consistent administration and nuanced interpretation of the results.

Rowe, L. W., & Pennington, V. (2025). Multilingual learners' digital book composing: Examining circulation of translingual, multimodal resources in an elementary classroom. *Journal of Second Language Writing, 67*, Article 101180. <https://doi.org/10.1016/j.jslw.2025.101180>

Analyzes how second-grade students took up translingual writing practices and multimodal composition in English-only instructional spaces. Follows 15 students who spoke English, Spanish, or both as they composed an eBook. Illustrates how students layered their linguistic and creative resources to produce meaningful texts, including words in Spanish and English, text fonts and sizes, digital stickers, audio recordings, and multiple images. Describes these resources as part of the communal classroom repertoire for monolingual and bilingual students. Highlights the importance of explicit teacher introduction of translingual resources by drawing students' attention to the types of translingual text and translingual audio that might be included, ultimately promoting language and literacy growth for students of all language backgrounds.

Zaidi, R., Moura, G. D. C., & Cruz, F. R. (2025). Critically engaged language and literacy workshops as a disruptive pedagogy in plurilingual classrooms. *Reading Research Quarterly, 60*(1), Article 597. <https://doi.org/10.1002/rrq.597>

Explores newcomer students' experiences in a rural high school in western Canada and employs critically engaged language and literacy workshops (CELLWs) to authentically represent participants' interrelationships with and relatability to their school and community spaces. Deploys a critical literacy framework to interrogate and challenge dominant discourses and reframe notions of social justice, inequities, poverty, and place. Combines artistic data collection with walking interview methodologies to situate analyses in participants' lived experiences of spaces and places in innovative and non-linear ways. Shines a light on ways discriminatory attitudes significantly affected the social dynamics of newcomer students within social spaces. Offers educators a tool that enables students to gain deeper insights into and confidence with their interactions in various school and community spaces. Describes ways to empower newcomer students to reclaim agency and confront marginalizing discourses.

Other Related Research

Dunham, H., Holyoke, E., & Crook, K. (2024). Teacher expertise in early childhood instruction: Cross-analysis of language policy and culturally sustaining pedagogies with multilingual learners. *Journal of Early Childhood Literacy, 24*(3), 633–662. <https://doi.org/10.1177/14687984241276303>

García, O., & Nuonsy, S. (2024). Actionable translanguaging love in education and research. *Critical Inquiry in Language Studies*, 21(4), 414–428. <https://doi.org/10.1080/15427587.2024.2336449>

Garrett, R., Boyle, A., Song, M., & Carminucci, J. (2024). How a federal grant program is training and supporting educators of English learners (NCEE 2024006). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <https://ncl.ed.gov/resources/how-a-federal-grant-program-is-training-and-supporting-educators-of-english-learners>

Griffith, M., & Burns, D. (2025). *Funding student needs: A review of state funding policies for English learners and students from low-income backgrounds*. Learning Policy Institute. <https://doi.org/10.54300/471.440>

Hogan, E., Fishstrom, S., Andress, T. T., Martinez, L., & Vaughn, S. (2024). Instructional practices for secondary social studies teachers: Describing a curricular program designed to improve language, content knowledge and literacy outcomes for emergent bilinguals. *TESOL Journal*, 15(4), Article 866. <https://doi.org/10.1002/tesj.866>

Kanno, Y., Rios-Aguilar, C., & Bunch, G. C. (2024). English learners? Emergent bilinguals? Multilingual learners? Goals, contexts, and consequences in labeling students. *TESOL Journal*, 15(3), Article 797. <https://doi.org/10.1002/tesj.797>

Kelly, L. B. (2024). Learning to facilitate English language discussion with newcomers using visual narratives. *Reading Horizons: A Journal of Literacy and Language Arts*, 63(2), 77–98. Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol63/iss2/5

Mojica Monroy, Z. (2025). Testimonios of three Latina bilingual teachers: Exploring the embodied, articulated, and practiced language ideologies. *Bilingual Research Journal*, 48(2), 215–232. <https://doi.org/10.1080/15235882.2025.2450638>

Muszyńska, B., & Stewart, M. A. (2025). When language and literacy touch our hearts: Implications for refugee education from a biliteracy stance. *Journal of Language, Identity & Education*, 1–18. <https://doi.org/10.1080/15348458.2025.2467194>

Qiu, T. (2025). Here, there, and in-between: The poetic narratives of a transnational family's translingual, multiliterate, and trans-geographic reality. *Reading Research Quarterly*, 60(2), Article 70002. <https://doi.org/10.1002/rrq.70002>

Stewart, M. A., & Muszyńska, B. (2025). Supporting a Polish teacher of newcomer students: Innovative and contextual literacy instruction for second language acquisition. *Reading Research Quarterly*, 60(3), Article 70011. <https://doi.org/10.1002/rrq.70011>

Social Justice / Critical Approaches

The articles in this section explore social justice and critically oriented approaches to literacy. Studies span a variety of contexts, including teacher education, community and caregiver spaces, and K–12 traditional school settings. Studies in this category focus on the practices of teachers, the work of students, analysis of texts, and reviews of the literature. This year, there was amplified attention to studies exploring multilingual learners as well as a notable presence of studies exploring Indigenous picturebooks or employing Indigenous theoretical frames. Much of the research in this section used qualitative methods and varied approaches to reviewing the literature (i.e., meta-ethnography). Themes included efforts to center culturally sustaining texts amid book bans and restrictive policies, as well as supporting foundational literacy skills through critical literacy practices. Distinctions between social justice as classroom content and as a stance within teacher education signal a dual focus: supporting educators' ideological development and empowering educators, students, and communities to act as advocates in educational spaces. (Susan Tily, lead contributor)

Afolalu, L. (2024). More than my race: Deconstructing racial identity categories through digital literacies. *Research in the Teaching of English*, 59(2), 155–186. <https://doi.org/10.58680/rte2024592155>

Works to understand the use of digital literacy in the formation of identities for African immigrant youth. Utilizes the Racial Formation Theory in tandem with the post-colonial perspective of digital literacy formation for the lens of data analysis. Employs critical ethnographic case study to examine a primary participant within a group of six African immigrant youth participating in a broader study and how their use of literacies push against the racialization assumptions within an educational space. Finds immigrant youth primarily engaged in digital literacies outside of school but transferred these identities to deconstructing the racialization within school. Considers ways to emphasize and to conceptualize race within the context of literacy education through cultural background and the immigrant's home nation.

Baldonado-Ruiz, M. (2024). From silence to testimonio: Latina adolescents' agency in writing. *Journal of Literacy Research*, 56(3), 213–241. <https://doi.org/10.1177/1086296x241269951>

Analyzes how Latina adolescents in high school used testimonio writing to move from imposed silence to expressions of voice, identity, and resistance. Describes how students authored personal and collective experiences into written narratives that challenged deficit perspectives and legitimized cultural knowledge. Finds writing became a vehicle for agency, enabling adolescents to claim space in academic settings that often marginalize them. Highlights implications for literacy educators to center culturally sustaining writing pedagogies that affirm students' lived realities and that foster critical consciousness.

Beauchemin, F., Hill, H., & Wilson, M. (2025). Silencing and legitimizing dominant ideologies in literacy. *Journal of Literacy Research*, 57(1), 6–28. <https://doi.org/10.1177/1086296X251320662>

Examines how dominant ideologies in literacy education are simultaneously silenced and legitimized in teacher preparation. Utilizes counternarratives to highlight the positionality of preservice teachers whose beliefs and identities differ from those of their mentor teachers. Draws on qualitative data in internships to illustrate how preservice teachers of color are denied opportunities to draw on cultural and linguistic strengths. Reveals that the silencing that occurs in these spaces reinforces deficit-based ideologies while legitimizing dominant cultural norms in literacy teaching. Emphasizes the importance of attending to intersectionality as a lens for understanding preservice teachers' experiences and professional growth. Urges teacher preparation programs to create structures and partnerships that validate diverse epistemologies and actively disrupt the silencing of preservice teachers of color.

Bixler, J., & Norman, R. (2024). Prioritizing learners' cultural assets and multimodal literacies during preservice teachers' community literacy experience. *Reading Horizons: Journal of Literacy and Language Arts*, 63(2), 2. https://scholarworks.wmich.edu/reading_horizons/vol63/iss2/2

Draws from socioconstructivist views of teaching and learning, Rosenblatt's Reader's Response Theory, and culturally relevant, multimodal literacies. Studies the impact of a focus on multimodal literacies and diverse texts on preservice teachers (PSTs) and how they envision using these materials in their teaching. Collects course artifacts (i.e., group shares, lesson plans, reflections) from 40 PSTs enrolled in an English language arts methods course. Uses emergent coding and constant comparative analysis to find most PSTs reflected on ways they could use multicultural texts and multimodal literacies to engage students. Discovers PSTs also valued translanguaging in their work. Calls for more scaffolds to support PSTs in enacting culturally sustaining work over time in their teaching.

Dunham, V. (2025). Analyzing the impact of English language arts ability tracking on desegregation efforts: A systematic review. *Reading Research Quarterly*, 60(3), Article 70021. <https://doi.org/10.1002/rrq.70021>

Conducts a systematic review of the literature to understand determinants of the growing literacy achievement gap. Explores student demographics and student characteristics that determine tracking as well as the longitudinal effects of tracking. Engages in a search of articles that are peer-reviewed, published after 1988, and set in the United States across K–12 contexts. Centers the theoretical perspective, positioning theory, to identify themes across the 16 articles fitting the criteria. Uncovers positioning in elementary school ability grouping predicts ability tracking in secondary classrooms. Identifies overrepresentation of children of color and children in lower socioeconomic status households in lower ability grouping. Calls for differentiation in schools to be done well and create data-driven group assignments, conduct frequent reassessment, and compare to school-level data.

González, R. A., & Jones, B. L. (2025). From dreaming of freedom to freedom dreaming: Developing students' abolitionist praxis through interdisciplinary literacy instruction. *The Reading Teacher, 78*(5), 267–278. <https://doi.org/10.1002/trtr.2382>

Explores how elementary students engaged in freedom dreaming through reading and writing centered on abolitionist perspectives and imagining futures in which they want to live. Details instructional moves that integrated critical texts, inquiry, and dialogue into everyday literacy learning. Demonstrates how lessons allowed for interrogating systemic injustice, composing counternarratives, and imagining abolitionist futures. Argues that literacy instruction in elementary levels can cultivate civic imagination and collective responsibility by positioning young learners as participants in struggles for justice. Suggests that teachers can design literacy spaces to explicitly connect reading and writing with civic action, empowering students to envision and enact more equitable futures.

Hsin, C.-T., Compton-Lilly, C., Hsieh, M.-F., & Luu, D. T. (2023). Creating books and sustaining Indigenous languages with two Atayal communities. *Journal of Early Childhood Literacy, 25*(2), 394–421. <https://doi.org/10.1177/14687984231161116>

Studies an Indigenous community-led bookmaking initiative with two Atayal communities in Taiwan where elders, educators, and families were co-authors and creators of bi/trilingual picturebooks with efforts to sustain Atayal language and cultural knowledge. Details an iterative ethnographic design process where tribal leaders shaped content, vocabulary, and imagery to affirm identity and challenge erasure, creating accessible literacy tools for young children and caregivers. Analyzes the creation process of the books as a shared and generative experience and examines the responses of tribal leaders, families, and educators to the texts. Concludes that locally based partnerships in creating texts can expand literacy opportunities to honor cultural heritage and communal literacy education participation.

Inoue, T., Zhang, S.-Z., Su, M., Meng, Y., Shu, H., & Georgiou, G. K. (2025). Are parental influences on emergent literacy and word reading skills the same across socioeconomic contexts? A multisite study in China. *Journal of Educational Psychology, 117*(4), 603–625. <https://doi.org/10.1037/edu0000926>

Analyzes the influence of parents' education, income, expectations for their children, educational involvement, and home teaching expectations on the emergent literacy skills of kindergarten children in China. Conducts Likert scales to measure parental influences and emergent literacy skills of 564 kindergarteners in Beijing, Jinjing, and Tianshui. Uses descriptive and correlational analysis to understand connections between parental influences and kindergarteners' emergent literacy skills. Reveals parental influences, including education, expectations, educational involvement, and home teaching, correlate with development of emergent literacy skills for children across different SES. Invites educators to consider how they can broaden access to literacy resources for learners across different socioeconomic statuses.

Morales, M., Franklin, M., Vossoughi, S., Carroll, S., Lansana, O., Bang, M., & Mayed, S. (2024). World-making through a feminist abolitionist lens in a STEAM middle school program. *Reading Research Quarterly*, 59(3), 257–281. <https://doi.org/10.1002/rrq.532>

Investigates how a middle school teacher used literacy practices within a STEAM curriculum to engage students in feminist abolitionist world making. Draws on participatory action research to document students' reading of abolitionist texts, collaborative writing, and multimodal composing that connected science and engineering projects with social analysis. Analyzes how these literacy practices disrupted carceral logics in schooling and opened space for imagining alternatives grounded in care, equity, and collective responsibility. Concludes that centering critical reading and writing in STEAM education can position literacy as a tool for civic imagination and social transformation, offering teachers pathways to integrate justice-oriented inquiry across disciplines.

Moran, D., Catalano, T., & Palala Martínez, H. (2024). Indigenous Latinx students and translanguageing: The possibilities and challenges of using K'iche' in a kindergarten Spanish-English handwriting classroom. *Bilingual Research Journal*, 47(3), 252–268. <https://doi.org/10.1080/15235882.2024.2349654>

Analyzes how kindergarten handwriting lessons in a United States Spanish-English dual language classroom created opportunities and tensions for integrating K'iche', an Indigenous language spoken by a newcomer student. Describes how the teacher and researcher used translanguageing to integrate K'iche' into early literacy and writing activities, including handwriting, to affirm the child's linguistic identity while navigating curricular pressures and limited teacher proficiency in K'iche'. Examines how practices resisted dominant linguistic discourses and erasure that occurs even in bilingual programs. Concludes that flexible literacy instruction advances cultural preservation, language and linguistic justice, and equitable participation for Indigenous Latinx students.

Robinson, S. A., & Neat, K. J. (2024). The reading journey of Zion—A case study of race in the context of special education. *Urban Education*, 59(8), 2332–2364. <https://doi.org/10.1177/00420859231162916>

Draws from research problematizing the overrepresentation of Black students in high incidence categories of special education (i.e., emotional/behavioral disabilities [EBD] and intellectual disabilities). Explores how a special education diagnosis (or lack thereof) influences literacy learning experiences of Black students. Employs a single-subject case study design to analyze the experiences of a student who has an IEP with an EBD diagnosis. Utilizes Dis/Ability Critical (DisCrit) Race Study in tandem with Black studies to examine the links between race, racism, and power, and their experiences in schools. Suggests that inequities and racialization in special education mirror similar biases in general education and stifle student success. Encourages educators to consider the nuance in academic needs for Black students rather than strictly enforcing behavioral interventions.

Struthers Ahmed, K. (2024). To avoid or grapple with tensions? Preservice teachers learning to teach literacy for social justice. *The Reading Professor*, 47(1), Article 6. <https://scholar.stjohns.edu/thereadingprofessor/vol47/iss1/6>

Engages in understanding how preservice teachers wrestle with tensions while learning to teach literacy with a social justice lens. Employs Cultural Historical Activity Theory to analyze data from preservice teachers engaged in a social justice-focused teacher preparation program. Shows that while learning expectations and the environment for student teachers were similar, experiences with tensions were not. Illuminates the critical importance of addressing tensions with preservice teachers, as when these are avoided or ignored, opportunities for growth are stunted. Encourages teacher preparation programs to match preservice teachers with cooperating teachers who will support the processing of tensions as they occur.

Toliver, S. R. (2025). Confronting colonial control: Afrofuturist literacy stances versus book bans in the battle for spacetime. *Reading Research Quarterly*, 60(3), Article 70031. <https://doi.org/10.1002/rrq.70031>

Situates work within current literacy contexts, including the increasing book bans across the United States. Recognizes book bans as a fundamental way those in power work to control whose story gets told. Employs meta-ethnography methods to review 44 articles. Codes articles inductively using tenets of critical literacy and a taxonomy of text selection stances. Centers the metaphor of technology to position text selection as a colonist technology. Notes common approaches to text selection are centered in colonial frameworks and silence texts centering communities of color or perspectives that are different from the educators. Poses an Afrofuturist lens to position text selection as a revolutionary act and incorporate principles and themes of Blackness as lenses for text selection.

Young, C. A., Conradi Smith, K., & Barr, M. T. (2025). The mostly white world of teacher read alouds: An analysis of fifth grade texts. *Reading Psychology*, 46(5), 481–515. <https://doi.org/10.1080/02702711.2025.2463642>

Employs mixed-methods to analyze the content of books being used in fifth-grade classrooms and to understand the perspectives of teachers on their text selection. Draws from a larger study of 1,000 teachers across the country. Begins with a content analysis of 79 texts reported as read-aloud by fifth-grade teachers. Analyzes virtual focus-group interviews of seven fifth-grade teachers. Reveals the average publication year of texts used in classrooms is 1997, and over 75 percent of the main characters used in texts are white, able-bodied, non-religious, and straight. Suggests a range of stances with teachers engaging in read-alouds with texts with complex themes. Calls for teachers to expand on text choices for students to ensure more diversity in text selection.

Zapata, A. (2025). “I want them to feel alegría”: Rhetorical contextual languaging as critical translanguing assemblages. *Reading Research Quarterly*, 60(2), Article 613. <https://doi.org/10.1002/rrq.613>

Situates work within current debates on translanguaging and critical literacy in multilingual classrooms. Introduces and frames rhetorical contextual languaging to move beyond surface-level inclusion toward deeper practices of linguistic justice. Employs ethnographic methods, drawing on classroom observations, field notes, interviews, lesson recordings, and student texts. Utilizes two specific interval structures to extend the translanguaging theoretical framework. Analyzes how students’ lived linguistic practices form critical translanguing assemblages that reshape literacy learning. Argues for the intentional incorporation of critical translanguing assemblages to better understand multilingual readers, writers, and listeners. Calls for expanded pedagogical applications that center alegría, belonging, and equity in the educational landscape.

Other Related Research

Baralt, M., Griffith, S. F., Hanson, K. L., André, N., Blair, L., & Bagner, D. M. (2024). How family needs informed an early literacy family reading program in multilingual and multicultural Miami-Dade County. *Journal of Early Childhood Literacy*, 24(4), 723–755. <https://doi.org/10.1177/14687984221093242>

Barriot, C. S., & Gonzales, G. C. (2024). “Nepantla is a place just like the ocean”: Bilingual teachers explore their identities through multimodal and artifactual testimonio. *Reading Research Quarterly*, 59(3), 514–525. <https://doi.org/10.1002/rrq.557>

Barton, R. C., Blevins, D., & Cappello, M. (2024). The elevation of Black girls’ hair: An analysis of visual representations in children’s picturebooks. *Journal of Early Childhood Literacy*, 24(4), 816–838. <https://doi.org/10.1177/14687984221093243>

- Coleman, J. J. (2025). Reading orientations: Reading power otherwise in critical literacy research. *Reading Research Quarterly*, 60(2), Article 614. <https://doi.org/10.1002/rrq.614>
- Corson, L. M. (2025). The importance of a critical literacy framework: Though texts may be banned, students' questions and inquiry are not. *The Reading Teacher*, 79(1), Article 70009. <https://doi.org/10.1002/trtr.70009>
- Dixon, L. Q., Kim, H., Dayani, A., Guo, W., Kuo, L. J., Eslami, Z., & Chen, Z. (2025). The relationship of home language and literacy practices to biliteracy development among immigrant bilingual children: A review of studies from 2014 to 2023. *Literacy*, 59(2), 151–164. <https://doi.org/10.1111/lit.12393>
- Ellison, T. L., Compton-Lilly, C., & Rogers, R. (2024). A metasynthesis of family literacy scholarship: Countering and constructing narratives about BIPOC families and communities. *Reading Research Quarterly*, 59(3), 526–549. <https://doi.org/10.1002/rrq.558>
- Frazier, J. C. K. (2025). Stories from a literacy coach: Developing pro-Black instruction within a Eurocratic mandated curriculum. *The Reading Teacher*, 78(5), 336–347. <https://doi.org/10.1002/trtr.2381>
- Kang, J. (2024). (Un)Settling the Black-White binary: Korean American and immigrant youth navigating racial discourse in school curriculum. *Journal of Curriculum Studies*, 56(6), 758–781. <https://doi.org/10.1080/00220272.2024.2404055>
- Linares, R. E., Harrison, D., & Korson, S. (2025). Oversights and erasures of diversity in first grade read aloud materials: A critical multicultural analysis. *Literacy Research and Instruction*, 64(2), 129–153. <https://doi.org/10.1080/19388071.2023.2267622>
- McLean, C. A., & Rowsell, J. (2024). Towards disruptive maker literacies beyond neurotypical, gendered mindsets. *Reading Research Quarterly*, 59(3), 225–227. <https://doi.org/10.1002/rrq.560>
- Núñez, I., Degollado, E. D., & Cervantes-Soon, C. G. (2025). Dreaming of borderlands biliteracies: A framework for recognizing the critical literacies of racialized bilinguals. *Reading Research Quarterly*, 60(3), Article 70037. <https://doi.org/10.1002/rrq.70037>
- Ramdarshan Bold, M. (2024). “I felt her poems were more like my life”: Cultivating BPoC teenagers' writer identity through a poet residency. *Literacy*, 59(1), 21–33. <https://doi.org/10.1111/lit.12386>
- Sadiq, A. (2025). “School is light and we are blind”: Afghan refugee parents'/guardians' beliefs about literacy and language(s). *Journal of Early Childhood Literacy*, 25(1), 55–80. <https://doi.org/10.1177/14687984221113172>
- Sambolín Morales, A. N., Torres, F. L., Medina, C. L., & Ortiz, R. M. (2025). Justice, community and rememory: opening spaces to (R) econoce (R) en colectiva with texts. *Literacy*, 59(2), 219–228. <https://doi.org/10.1111/lit.12382>
- Santa María, L. (2024). Socialising feminism and diversity: the use of gender in young female readers' literary attachments and exclusions. *Literacy*, 58(3), 312–321. <https://doi.org/10.1111/lit.12377>
- Venegas, E., & Scott, L. (2024). Black lives still matter: Freedom schools as an embodiment of critical literacy through reflection and action. *Urban Education*, 59(10), 2898–2923. <https://doi.org/10.1177/00420859231175671>
- Walker, A., & Pennington, C. M. (2024). Bending stories, disrupting boundaries: spatial reclamation as literacy practices beyond the rows and rules. *Literacy*, 58(3), 335–346. <https://doi.org/10.1111/lit.12376>

Writing

This section focuses on research around the teaching of writing across contexts, exploring how writing is defined, where it takes place, what learning needs are considered, and how policy impacts its role in school settings. Drawing on a wide range of methodologies and theoretical frameworks, this year's research highlights the necessity of making space for writing instruction in a moment when reading has become a central focus in ELA curriculum, and instructors are navigating the use of AI in the classroom. The scholarship calls for more professional development on the teaching of writing across contexts with a focus on authentic audiences, relevant purposes, and the role of AI in teaching writing. (Stephanie Rollag Yoon, lead contributor)

Alston, C. L., & Eagle, J. L. (2024). Squeezed in: Writing instruction over time. *Journal of Literacy Research, 56*(3), 190–212. <https://doi.org/10.1177/1086296X241266854>

Utilizes sociocultural theory and instructional scaffolding to understand writing pedagogy across time and grade bands. Examines writing instruction from 97 urban fourth- through eighth-grade teachers in 2010 and 2018. Applies a quantitative analysis of teaching videos using the Protocol for Language Arts Teaching Observations (PLATO) to understand teaching trends and qualitative analysis of semi-structured interviews to explore teachers' ideologies of teaching writing. Identifies themes influencing a decrease in writing across grades and time: predetermined curriculum guides, a shifting focus on reading instruction over writing, and teachers' comfort with writing ideologies. Calls for an expanded view of literacy to include writing, an increase in resources that support the teaching of writing, and instruction on navigating mandated curriculum to incorporate more writing.

Gilbert, F. J., & Dobson, T. (2025). Towards boundary crossing: Primary and secondary school teachers teaching creative writing and its redrafting. *English Teaching: Practice & Critique, 24*(1), 17–32. <https://doi.org/10.1108/etpc-03-2024-0039>

Draws on an ecological view of creative writing and teacher identity to trace creative writing ideologies and practices across grades. Analyzes qualitative survey data of 18 primary and 19 secondary teachers using Glaveanu's 5A framework. Finds creative writing pedagogy is taught more in primary than secondary schools, with a decrease in time for redrafting in upper grades. Identifies focusing on product-driven and genre-based writing instruction and emphasizing technical skills over ideas in redrafting across grades. Notes teacher-writer identities improve confidence in teaching creative writing. Calls for changes to policy that move away from technical focuses on writing toward authentic audiences and writer choice. Recommends professional development supporting teachers as writers across schools to increase pedagogical confidence, agency, and navigation of curriculum.

González-Díaz, V., Parr, E., & Nourie, K. (2025). Conceptualisations of “good” writing in the English primary school context. *Language and Education, 39*(3), 656–679. <https://doi.org/10.1080/09500782.2024.2369268>

Investigates how education leads, teachers, and pupils in English primary schools define “good” writing within the current national curriculum. Uses a mixed-methods approach, combining qualitative data from focus groups with quantitative data from pupils' survey responses to compare stakeholder perspectives. Applies a sociocultural lens to explore how compositional, stylistic, and interpersonal dimensions are valued differently by each group. Reports that education leads emphasize stylistic and interpersonal qualities; pupils focus on technical accuracy, and teachers navigate tensions between audience impact and correctness. Notes that recent curriculum guidance gives less attention to non-compositional aspects than previous versions. Concludes that inconsistent understandings across stakeholders may hinder coherent writing instruction and suggests greater curricular clarity to support shared expectations and improved outcomes.

Jiang, F. (Kevin), & Hyland, K. (2025). Does ChatGPT write like a student? Engagement markers in argumentative essays. *Written Communication*, 42(3), 463–492. <https://doi.org/10.1177/07410883251328311>

Addresses the degree to which large language models (LLMs) can replicate human—specifically student—writing. Uses a data corpus of 290 student and ChatGPT-produced essays to identify patterns in text markers related to audience. Reports that ChatGPT essays had significantly fewer reader engagement markers than the student essays. Documents that the LLM did not include embedded questions and personal asides, which students used in their essays. Communicates that within shared text features such as appeals to shared knowledge, students engaged in more rhetorical moves than the LLM, which only produced references to traditional knowledge. Reveals LLM essays are unable to produce specific audience-directed text features establishing reader-to-author relationships; storytelling asides remain a human text feature.

Jung, J. K. (2024). Writing globally: South Korean adolescents' digital multimodal composing practices in a global online community. *Journal of Adolescent & Adult Literacy*, 68(2), 178–189. <https://doi.org/10.1002/jaal.1378>

Draws on data from a larger Write4Change (W4C) project to explore how 10 rural Korean high school students with limited English engage in a global digital space through multimodal literacies. Applies theories of cosmopolitan literacies and multiliteracies with design-based research and ethnographic methods. Reveals Korean adolescents developed their global identities and engaged in an online community in two ways: (1) shaping multilingual and multicultural identities by using, promoting, and remixing multiple languages into the online community and (2) fostering competence through multimodality by using images alongside texts, sharing personal and geopolitical stories, and valuing collaboration. Suggests future research should continue to explore the skills and identities that shift through global online communities and encourages educators to incorporate online collaborative communities.

Košir, J., Košir, A., Podlesek, A., & Košak Babuder, M. (2024). Typing fluencies of 12–13-year-old students with dyslexia and peers with typical development. *Reading & Writing Quarterly*, 40(6), 600–618. <https://doi.org/10.1080/10573569.2024.2304758>

Extends the debate about how labels such as *dyslexia* are defined and applied in schools to include practical realities where children with reading and writing differences are provided access to typing or are required to type as remediation or accommodation. Applies a quasi-experimental study of 12- and 13-year-old Slovenian students under various conditions using handwriting and typing, suggesting that “just let them type it” is *not* a pathway to remediation or accommodation. Suggests that children who exhibit differences in reading and writing need specific instruction for learning to type and that such specialized instruction does not currently exist. Finds that although children might not use pristine penmanship, handwriting—with support—is useful and accommodating to children.

McDaniel, D. (2025). Samirah X's sense of audience: A case study on Black teen activism on social media. *Written Communication*, 42(2), 227–263. <https://doi.org/10.1177/07410883241303918>

Illuminating sophisticated audience awareness in social media composing spaces, this study uses the case of a Black teen girl's online writing across Instagram, YouTube, and TikTok to demonstrate concrete and imagined audience awareness. Drawing on three months of data collection including interviews and social media artifacts, shows how Samirah wrote across duplicate social media accounts for professional and private purposes to diverse audiences. Reveals three main perceived reading publics: shared cultural and racial community, a socially conscious audience, and parents. Illustrates the influence of concrete near and imagined distal audiences in social media writing. Confirms dynamism and multilayered nature of youth digital composing spaces when connected to identity-affiliated and purpose-driven audiences and potential for classrooms to leverage this rhetorical knowledge.

McDonald, R. R., Schaughency, E., Boddie, K., Cameron, T. A., & Carroll, J. L. D. (2024). Contributions of school-entry oral language, early literacy skills, and name writing to writing in the first 2 years of school. *Reading and Writing*, 37, 2707–2732. <https://doi.org/10.1007/s11145-023-10492-6>

Contextualizes study in radical funding losses to early childhood programs and preschool public broadcast programming in some parts of the world. Conducts longitudinal research in New Zealand, following 102 children into and through school to document reading and writing outcomes. Highlights children familiar with the alphabet, including the ability to write their names, had distinct advantages in acquiring other early reading and writing skills At the two-year mark, shows children performed at levels in line with children who were older. Shares implications of the study geared toward ensuring awareness of extending opportunities for children regardless of socioeconomic status.

Núñez, I., Xu, S., & Li, Q. S. (2025). Indigenous and transnational Latinx children writing with the arts: A placemaking-justice pedagogy. *Language Arts*, 102(3), 185–198. <https://doi.org/10.58680/la20251023185>

Explores writing and arts integration with Indigenous and Latinx bi/multilingual children in an afterschool writing program. Employs a qualitative, multiple case study design focused on two afterschool groups of students from grades K–4. Utilizes theoretical frameworks of placemaking and translanguaging to analyze both the process and content of students' art-centered stories. Reveals how writing with the arts created liberating and affirming spaces through movement and expression, facilitated students' border-crossing sensibilities through pushing boundaries, and anchored oral storytelling through transnational narratives. Highlights the pivotal role of multimodal expression in sustaining and celebrating linguistic and cultural identities. Makes the argument that arts-integrated pedagogies can serve as a powerful form of social justice education, fostering community connection and empowering historically marginalized voices.

Olson, C. B., Maamuujuv, U., Chung, H. Q., Woodworth, K., Wang, H., Arshan, N., Baker, T., Black, R., Dean, D., Doerr-Stevens, C., Early, J. S., Fisher, L., Peitzman, F., Sanders, J., & Stephens, L. (2025). Conducting a national expansion of a text-based argument writing intervention for secondary students using a cognitive strategies approach. *Journal of Educational Psychology*, 117(4), 582–602. <https://doi.org/10.1037/edu0000941>

Presents results from a national scale-up of the Pathway to Academic Success Project, a text-based argument writing intervention grounded in a cognitive strategies approach. Implements a multisite, cluster-randomized controlled trial with 4,136 secondary students and 174 teachers across 46 schools. Traces teachers' completion of 28 hours of professional development to integrate strategies for reading, interpreting, and composing evidence-based arguments. Utilizes quantitative analyses using multilevel modeling, showing statistically significant, positive effects on writing quality, content, structure, stance, conventions, and productivity. Notes that gains were evident despite pandemic-related disruptions to instruction. Demonstrates benefits of explicit, structured supports, yet raises questions about how such approaches might be adapted to honor diverse rhetorical traditions and more student-driven composing practices.

Rice, M. (2025). Relational agencies in children's writing with generative AI. *TechTrends*, 69(3), 618–627. <https://link.springer.com/article/10.1007/s11528-025-01063-3>

Enters conversation about how generative AI presents opportunities to learners to receive information about their writing. Highlights lack of clarity in how children might understand their agencies in determining what to do with the information generative AI provides to suggest improvement. In this study of a fourth-grade multilingual writer, co-inquires to help the child understand what generative AI is and what it does to support her in making agentful decisions about when and how to use it. Suggests that human teachers of writing should (re)consider how providing accurate information about AI tools to children is integral to ethical use, and (re)-examine the notion that *all* teacher feedback is infallible if AI feedback is to be properly sorted.

Rothschild, K., Driscoll, D. L., Powell, R., & Wells, J. (2024). Disciplinarity and transfer ten years later: A multi-institutional investigation into student perceptions of learning to write. *College Composition & Communication*, 76(1), 149–180. <https://doi.org/10.58680/ccc2024761149>

Replicates a 2007 study about undergraduate writing transfer with a more geographically, disciplinary, and racially diverse student population. Drawing from four institutions across the US, researchers documented students' perceptions of their learning in first-year writing (FYW) courses. Contrasting with the original study, findings revealed students articulated emotional and personal dimensions of writing connected to academic work, identified concrete writing processes and disciplinary genre or audience conventions they learned in FYW courses, and connected their FYW content with future college writing. Affirms that writing pedagogy centered on genre, reflection, and process can be successful for students to recognize and build writing skills across disciplinary contexts.

Schey, R. (2024). Composing time in a secondary U.S. classroom: (Not) challenging ideological polarization through straight and queer temporal movements. *Written Communication*, 42(1), 47–84. <https://doi.org/10.1177/07410883241286905>

Examines how conceptions of time shape students' ideological stances in a Midwestern US secondary humanities classroom. Adopts a year-long ethnographic design to study a co-taught tenth-grade course, integrating English language arts and social studies. Draws on queer theories of temporality alongside sociocultural literacy perspectives to analyze student writing about the history of gendered clothing. Finds that "straight" temporal frames were ubiquitous across all students' writing, often reinforcing polarized, anti-LGBTQIA+ ideologies, while "queer" temporal movements appeared less frequently but offered more humanizing, less binary perspectives. Highlights the role of temporal orientation in shaping whether writing reproduces or challenges ideological divides. Argues that teaching multiple and non-linear temporalities can foster richer composition practices and support movement beyond entrenched polarization.

Vaughan, A., & Lesus, M. (2024). On the page and off the page: Adolescents' collaborative writing in an after-school spoken-word poetry team. *Written Communication*, 41(3), 449–484. <https://doi.org/10.1177/07410883241242107>

Traces the collaborative writing of three adolescent girls in an after-school youth spoken-word program through case study methodology. Draws on theories of distributed cognition to highlight thinking with tools, people, and places and theories of embodiment to center bodies as places for meaning making within collaborative writing. Finds students co-created multiple techniques for collaborative writing "on the page" in Google Docs and collaboratively wrote "off the page" as they created a collective performance by stumbling through, trying things out, and extending each other's ideas. Indicates that focal students were failing classes as they successfully engaged in the writing process, pointing to the ongoing need to expand writing practices in schools. Calls for future research around collaborative writing across contexts in and out of school and collaborative writing as an embodied process.

Wilson, J., & Huang, Y. (2024). Validity of automated essay scores for elementary-age English language learners: Evidence of bias? *Assessing Writing*, 60, Article 100815. <https://doi.org/10.1016/j.asw.2024.100815>

Offers clarity regarding the oft-used rationale for automation as a tool for eliminating bias. Tests this idea with automated writing evaluation software and 2,829 student essays from students classified as English language learners and proficient English students in grades 3–5. Applies a multilevel regression analysis that compared human scoring to machine scoring that demonstrated that automated writing was not uniquely biased toward the English language learners. Shows the automated writing evaluation software did replicate the human bias with good accuracy. Implies that automated writing evaluation will not necessarily make evaluation of writing for English language learners—and perhaps other populations such as children with cognitive and other writing challenges—less biased.

Other Related Research

Aleo, T., Jerasa, S., & Nash, B. L. (2024). "What would other Swifties think?" Multimodal composing with communities in mind. *English Journal*, 113(4), 27–36. <https://doi.org/10.58680/ej2024113427>

Besser-Biron, S., Bergman Deitcher, D., Elimelech, A., & Aram, D. (2025). Preschool teachers' literacy beliefs, their evaluations of children's writing, and their recommendations for ways to support it. *Reading and Writing*, 38, 1083–1106. <https://doi.org/10.1007/s11145-024-10549-0>

Chen, W. (2025). Reconceptualizing writing in the digital age from a translanguaging perspective: A case study of L2 source-based writing processes. *English in Education*, 59(1), 37–57. <https://doi.org/10.1080/04250494.2024.2449330>

Healey, B. (2024). Crafting scenes. *Writing & Pedagogy*, 15(3), 257–263. <https://doi.org/10.1558/wap.26816>

Michalovich, A. (2024). Teachers' perceptions of challenges in digital multimodal composing with newcomer adolescent students from refugee backgrounds. *Language and Education*, 39(2), 452–469. <https://doi.org/10.1080/09500782.2024.2374771>

Su, H.-L. (2025). The ideological motivation for writing Romanized Taiwanese. *Journal of Literacy Research*, 57(1), 55–79. <https://doi.org/10.1177/1086296X251318419>