Annotated Bibliography of Research in the Teaching of English

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Introduction

Since 2003, *RTE* has published the annual "Annotated Bibliography of Research in the Teaching of English." We are proud to share these curated and annotated citations once again in 2018. The goal of this bibliography is to select, compile, and abstract high-quality research studies related to the teaching of English language arts in order to construct a manageable body of important research that *RTE* readers may want to explore further. Abstracted citations and those featured in the "Other Related Research" sections were published, either in print or online, between June 2016 and May 2017.

The bibliography is divided into nine subject-area sections. A three-person team of scholars with diverse research interests and background experiences in preK–16 educational settings chose the manuscripts for each section. Team members reviewed library databases and leading empirical journals to select relevant reports in each area of the bibliography. Teams identified and abstracted the most significant contributions to the body of peer-reviewed studies that employ systematic analysis of phenomena using a variety of research methods. Works listed in the "Other Related Research" sections may include additional important research studies in the field, position papers from leading organizations, or comprehensive handbooks. The listings are selective; we make no attempt to include all research that appeared in the period under review. Because this bibliography is published for readers of *Research in the Teaching of English*, articles from *RTE* are not included since they would likely already be familiar to the audience.

The subject-area sections of the bibliography are below.

Digital/Technology Tools
Discourse/Narrative Analysis/Cultural Difference
Literacy
Literary Response/Literature/Narrative
Media Literacy
Professional Development/Teacher Education
Reading
Second Language Literacy
Writing

The National Council of Teachers of English provides free access to the annual bibliographies as downloadable PDF files at http://www2.ncte.org/resources/journals/research-in-the-teaching-of-english/. Please enjoy this valuable service to the *RTE* scholarly community.

Digital/Technology Tools

The research included in this section focuses on digital literacy research on technology for instructional purposes. Priority was given to studies that address aspects of pedagogy connected to the knowledge and skills needed to use digital technologies to facilitate literacy learning. Specifically, digital literacy in English language arts contexts incorporates digital writing, production, communication, or reading tools/apps; technology for instructional purposes, including blogs, coding, wikis, e-books/e-reading, digital storytelling, online discussion, digital video production, podcasts, and digital portfolios; and how social networking, online feedback, and learning management systems enhance literacy instructional practices. (Maggie Struck, lead contributor)

Benko, S., Guise, M., Earl, C., & Gillt, W. (2017). More than social media: Using Twitter with preservice teachers as a means of reflection and engagement in communities of practice. *Contemporary Issues in Teacher Education, 16*(1), 1–21.

Examines the use of Twitter to provide opportunities for reflection and collaboration during methods courses in two English education programs. Identifies affordances and limitations of using Twitter in methods courses and suggests revisions to help other teacher educators consider ways to use Twitter in their own courses. Finds evidence that Twitter is useful for ongoing reflection and offers potential for preservice teachers to engage with larger communities of practice outside of their own institutions. Cautions that students may need scaffolding and guidance for developing critical reflection skills and maintaining involvement in communities of practice.

Cercone, J. (2017). "Standing at the crossroads": Content creation in the 21st-century English classroom. *English Journal, 106*(3), 25–31.

Examines the use of content creation via digital video composing to facilitate development of critical literacy skills in ELA classrooms. Outlines the ways in which the ELA teacher designs and sustains a space for ongoing digital video composing. Provides a case study of one student's development of literacy practices through repeated digital video composing—specifically, the student's rhetorical understandings of symbolism, audience, and multimodal expression. Petitions English educators to extend already-established pedagogical practices of writing instruction to include digital video composing as a "rigorous, academically challenging" practice.

Chu, S. K., Capio, C. M., van Aalst, J. C., & Cheng, E. W. (2017). Evaluating the use of a social media tool for collaborative group writing of secondary school students in Hong Kong. *Computers & Education, 110*, 170–180.

Investigates the value of wikis for supporting collaborative writing quality among secondary school students in Hong Kong. Examines students' group writing projects using PBworks, a popular wiki tool. Analyzes data gathered from revision histories, a questionnaire, and group interviews with students. Finds evidence that (1) students who made more collaborative revisions on the wiki produced higher-quality writing output, and (2) students reported a moderately positive attitude toward the pedagogical value of the wiki. Concludes that wikis promote collaborative writing, but teachers need to adopt pedagogical strategies that equip students to use wikis.

Clayton, K., & Murphy, A. (2016). Smartphone apps in education: Students create videos to teach smartphone use as tool for learning. *Journal of Media Literacy Education, 8*(2), 99–109.

Makes a case for allowing smartphones in classrooms as an educational resource, rather than a distraction, drawing on "digital divide" data showing that more students have access to phones than any other form of technology. Describes a collaborative digital research project at two geographically separated high schools in which students created instructional videos to teach their peers how to maximize smartphone use for academic purposes (e.g., how to use apps such as Scanbot). Finds that students' "ownership" of the production experience was high, and

attributes this to freedom in choosing both the content and approach to their instructional videos. Notes that while students were not initially impressed with the genre of instructional videos, they became highly engaged upon realizing that their work would have purpose and real-world audiences (YouTube). Provides details about how students interacted with each other across these two settings through video and feedback entered into shared documents during the production process. Concludes with a plea to view smartphones and other mobile devices as tools, and students as producers.

Davis, K., Ambrose, A., & Ornad, M. (2017). Identity and agency in school and afterschool settings: Investigating digital media's supporting role. *Digital Culture and Education, 9*(1), 31–47.

Examines possibilities of identity expression and agency for secondary students in public school and afterschool settings in the United States. Investigates digital media's supporting role within these opportunities. Shares data from focus groups and interviews with 43 students and 6 teachers. Finds that afterschool programs provided students ample opportunities for identity expression that frequently involved digital media production. Suggests that institutional restrictions and sociopolitical factors that frame students' experiences in formal and informal learning contexts are similar despite the utilization of technology in these settings. Provides insight into how digital media production can support students' identity and agency in learning settings.

Howell, E., Butler, T., & Reinking, D. (2017). Integrating multimodal arguments into high school writing instruction. *Journal of Literacy Research, 49,* 181–209.

Addresses the need for research on teaching argumentative writing that integrates a multiliteracies approach with more conventional composition instruction, pointing out that production of conventional argumentative writing is still a pressing demand for students and teachers. Explores an intervention to help secondary students construct multimodal, digital arguments using claims, evidence, and warrants in an assortment of online platforms. Describes how the research team's use of a formative experiment method allowed for multiple modifications to the intervention, in collaboration with the participating teacher. Finds improvement in argumentative multimodal writing, including a more complex understanding of argumentation, but notes scant evidence of transfer from multimodal construction of arguments to conventional construction/writing of arguments. Makes a number of key pedagogical assertions based on the study's findings, suggesting a process approach for both multimodal and conventional writing, drawing explicit links between multimodal and conventional texts, and troubling the view of students as "digital natives," as many do not typically compose using online tools.

Ioannou, A., Vasiliou, C., & Zaphiris, P. (2016). Problem-based learning in multimodal learning environments: Learners' technology adoption experiences. *Journal of Educational Computing Research, 54,* 1022–1040.

Employs a problem-based learning approach to teaching and learning within a human-computer interaction course by enhancing the learning environment with common technologies typically found in university classrooms (e.g., projectors, tablets, students' own smartphones, traditional paper and pencil, and Facebook). Studies 60 postgraduate learners over a three-year period. Finds that participants evaluated their learning experience positively on scales of communication and interaction, reflection, perceived learning, and satisfaction. Employs quantitative content analysis to document how students made use of Facebook as a record-keeping and communication tool. Concludes that the utilization of Facebook was fundamental to the problem-based learning process.

Kimmons, R., Darragh, J. J., Haruch, A., & Clark, B. (2017). Essay composition across media: A quantitative comparison of 8th grade student essays composed with paper vs. Chromebooks. *Computers and Composition, 44,* 13–26.

Investigates emergent media utilized for student essay composition with regard to quantifiable text indicators. Compares a set of eighth-grade student essays (collected from students at three

schools) composed via Chromebooks (*n* = 139) with those written by hand (*n* = 319). Finds that Chromebook essays were commonly lengthier than handwritten essays and displayed a notably higher grade-level of writing (i.e., more advanced language and grammar). Yields new knowledge with regard to writing complexity and also proposes that the medium itself may influence the complexity of student writing.

Lee, C. H., & Soep, E. (2016). None but ourselves can free our minds: Critical computational literacy as a pedagogy of resistance. *Equity & Excellence in Education, 49,* 480–492.
Asks how learning with technology can advance the skills-based goals advocated in traditional educational programming, alongside goals of social justice and civic participation for youth who have been marginalized through racial, economic, and other kinds of structural inequalities. Explains Lee's framework of *critical computational literacy*, which combines critical literacy with computer programming. Applies critical computational literacy to digital projects (radio, mobile, and desktop apps) in a community organization, Youth Radio Innovation Lab. Argues that the development of digital media apps (such as an interactive map about gentrification in Oakland, California, highlighted in the article) entails deep analytic thinking. Identifies implications of youth engagement in this complex and sustained analytic project for future participation in both high-level academic and technology-based work/career settings. Urges continued attention to the critical and transformative affordances of trans-media and digital projects for both the youth creators and their audiences.

Rowsell, J., & Wohlwend, K. (2016). Free play or tight spaces? Mapping participatory literacies in apps. *Reading Teacher, 70,* 197–205.
Builds upon research on the use of app maps. Pushes for app evaluative practices to include participatory literacies. Draws from North American elementary school studies on students' technology play with iPads. Compares four common literacy practices with apps: practicing a skill, reading an e-book, animating a film, and designing an interactive world. Introduces a rubric and radar chart to help teachers evaluate and imagine educational apps' potential to cultivate six dimensions of participatory literacies: multiplayer interaction, productivity, multimodality, multilinearity, pleasurableness, and connectedness.

Saunders, J. M. (2013). Life inside the Hive: Creating a space for literacy to grow. *Journal of Language and Literacy Education*, *9*(2), 94–109.
Investigates how a virtual figured world is constructed and maintained by a fifth-grade teacher and her students within an online site. Analyzes the virtual figured world of "The Hive Society" via excerpts from the website, photographs of class and school events, and observational data of teaching and learning within the Hive. Finds that through the integration of twenty-first-century technological tools, the students were positioned as scholars and critical thinkers who engaged with technology in inventive ways and aided each other's learning. Recommends more research that explores teachers using multimedia, technology, and virtual practices within classroom literacy practices.

Shamir-Inbal, T., & Blau, I. (2016). Developing digital wisdom by students and teachers. *Journal of Educational Computing Research, 54,* 967–996.
Studies the impact of tablet computers on teaching and learning. Follows a pilot integration of tablets among fifth-grade students, both in the classroom and in an extracurricular setting. Finds that results were most promising in situations when mobile learning was part of the curriculum design. Notes that teachers in the study experienced the tablets as limited in their technical capabilities in comparison with laptops, a finding consistent with earlier research on the use of personal mobile devices, including tablets. Uses a technological pedagogical and content knowledge framework (referred to as *TPACK*) to refine five desirable qualities of mobile learning: apps/tools that extend learning, opportunities for creative work, increased modes for

participation and collaboration, and ability to gain and share knowledge through expanding the borders of the classroom. Draws on the notion of "digital wisdom" to suggest that teachers integrating any new technology should seek to promote excellence in teaching and learning while also contributing to the technical/digital capabilities and experience of students.

Vossoughi, S., Hooper, P. K., & Escudé, M. (2016). Making through the lens of culture and power: Toward transformative visions for educational equity. *Harvard Educational Review, 86,* 206–232.

Critiques culturally normative definitions of making practices and the uncritical implementation of maker practices into the educational field. Reviews multiple perspectives on maker pedagogical designs within educational settings. Analyzes qualitative data gathered from the Tinkering Afterschool Program. Introduces a framework that includes the following tenets as preliminary points for equity-oriented pedagogy and research: critical analyses of educational injustice; historicized approaches to making as a cross-cultural activity; explicit attention to pedagogical philosophies and practices; and ongoing inquiry into the sociopolitical values and purposes of making. Argues that pedagogical designs guided by these principles will be more receptive to the histories, needs, and experiences of marginalized students. Calls for more research that theorizes agentive teaching and learning opportunities within makerspaces.

Warner, J. (2016). Adolescents' dialogic composing with mobile phones. *Journal of Literacy Research, 48,* 164–191.

Explores mobile phone–based composing practices among "mainstream" adolescents, specifically those who are regular users of social media platforms such as Twitter and Instagram. Stresses the importance of studying youth who have not been successful in their traditional academic composing/literacy learning, as research has tended to focus on the less widespread practices of "exceptional" youth (e.g., bloggers, or writers of fan fiction). Uses connective ethnography to follow the utterances of youth across online and off-line spaces. Drawing on Bakhtin, finds that participants' mobile phone–based composing practices were dialogic and heteroglossic, were multimodal (using photos instead of or in addition to alphabetic text), and demonstrated a nuanced awareness of and response to audience in the curation of an online identity. Considers the enthusiasm and skill of these participants in their smartphone productions, and proposes an expanded definition of composition for school settings.

West, J., & Saine, P. (2017). The mentored multigenre project: Fostering authentic writing interactions between high school writers and teacher candidates. *Journal of Adolescent & Adult Literacy, 60,* 629–641.

Examines the influence of a learning management system, Edmodo, to facilitate writing partnerships between high school writers and teacher candidates. Outlines the ways in which teachers prepared and supported the high school students during the project. Provides an illustrative case study of one high school writer's virtual collaborative writing experience and evaluates the extent to which it created authentic writing. Concludes with reflections and suggestions for others seeking to use learning management systems to connect high school writers with teacher candidates.

Wilson, J. (2017). Associated effects of automated essay evaluation software on growth in writing quality for students with and without disabilities. *Reading and Writing, 30,* 691–718.

Sounds a warning about the state of writing instruction in the United States, pointing to statistics that show only a third of students in grades K–12 meet or exceed grade-level writing proficiency standards. Talks about the need for more practice and feedback throughout the complex task of writing, especially for students with disabilities (SWDs). Proposes addressing this need through use of the Project Essay Grade (PEG) system of automated essay evaluation software, which gives immediate feedback on writing. Analyzes the effects of PEG when implemented at a statewide level, using data from 1,196 students in grades 4–8, with participant samples divided between

students with disabilities and "typically developing" students, among other factors. Claims significant growth for SWDs in the drafting process, especially on higher-level writing revisions. Finds little evidence of transfer of learning based on measured improvement in participants' first drafts for a different writing prompt. Makes a case for SWDs to have automated essay evaluation software for writing improvement, exploring questions about fairness in access to quality digital tools and correlation of school quality classifications (excelling, progressing, transitioning, etc.) with initial writing strength and rate of growth, especially for SWDs.

Other Related Research

Amicucci, A. N. (2017). Rhetorical choices in Facebook discourse: Constructing voice and persona. *Computers and Composition, 44,* 36–51.

Ayotte, L., & Collins, C. (2017). Using short videos to enhance reading and writing in the ELA curriculum. *English Journal, 106*(3), 19–24.

Bassford, M. L., Crisp, A., O'Sullivan, A., Bacon, J., & Fowler, M. (2016). CrashEd—A live immersive, learning experience embedding STEM subjects in a realistic, interactive crime scene. *Research in Learning Technology, 24,* 1–14.

Gerber, H. R., & Lynch, T. L. (2017). Into the meta: Research methods for moving beyond social media surfacing. *TechTrends, 61,* 263–272.

Johnson, L., & Kendrick, M. (2017). "Impossible is nothing": Expressing difficult knowledge through digital storytelling. *Journal of Adolescent & Adult Literacy, 60,* 667–675.

Kyei-Blankson, L., Iyer, K. S., & Subramanian, L. (2016). Social networking sites: College students' patterns of use and concerns for privacy and trust by gender, ethnicity, and employment status. *International Journal of Information and Communication Technology Education, 12*(4), 62–75.

Lackovic, N., Kerry, R., Lowe, R., & Lowe, T. (2017). Being knowledge, power and profession subordinates: Students' perceptions of Twitter for learning. *Internet and Higher Education, 33,* 41–48.

Mangen, A., & Weel, A. (2016). The evolution of reading in the age of digitisation: An integrative framework for reading research. *Literacy, 50,* 116–124.

Rodrigo, R., & Romberger, J. (2017). Managing digital technologies in writing programs: Writing program technologists & invisible service. *Computers and Composition, 44,* 67–82.

Discourse/Narrative Analysis/Cultural Difference

As in recent years, we cast a wide net to identify articles for this list. Beginning with an exhaustive review of top journals that publish work in these areas, we identified strong research by authors writing from diverse standpoints on a wide range of topics, highlighting methodologies and epistemologies that center youth and other marginalized voices. We took note that while much research was published that could be considered for inclusion in this category, our list became too repetitive if we included each piece; thus, the articles abstracted and listed below reflect what we consider to be the strongest contributions to ongoing conversations in educational literature and practice. (Ann Mogush Mason, lead contributor)

Berchini, C. (2016). Structuring contexts: Pathways toward un-obstructing race-consciousness. *International Journal of Qualitative Studies in Education, 29,* 1030–1044.

Examines the presence and role of race consciousness for a novice English teacher while she navigates and evaluates an inherited curriculum and her own racialized identity. Through a detailed case-study analysis, this article challenges common and oversimplified generalizations of White teacher identity and engagement with an antiracist pedagogy by suggesting that race consciousness is a complicated, nuanced, and never-ending developmental process. In two key

episodes, critical obstructions—curricular and discursive—to race consciousness are illuminated within an English language arts unit on the Holocaust. Calls for an ELA curriculum that identifies and examines structural oppression, as well as teacher education that critically considers the ways in which context and curriculum obstruct teachers' racialized consciousness.

Butler, T. (2017). "We need a song": Sustaining critical youth organizing literacies through world humanities. *Equity & Excellence in Education, 50,* 84–95.

Examines critical youth organizing literacies in a ninth-grade world humanities classroom while engaged in social justice capstone projects. Drawing from critical literacies and youth organizing, the students crossed the physical and metaphorical borders of scholar-researcher-youth to collaborate on a revolutionary music/song project. Youth organizing literacies about social issues such as sex-trafficking were mobilized and strengthened by using popular culture through a process that included dialogue and critical analysis of music lyrics and videos. Results indicate that such school projects help transform the consciousness of students, prompting them to consider their investment in social justice, their communities, and each other, as well as the roles they choose to play in making social change.

Crampton, A. E. (2016). Emergent student practices: Unintended consequences in a dialogic, collaborative classroom. *Journal of Educational Controversy, 11*(1), 1–23.

Uses activity systems analysis and narrative discourse analysis to explore dialogic pedagogical practices in a middle school classroom. Shows how middle school students operated within and beyond discrete academic disciplines, exploring both stereotypes and their complex racialized identities while also navigating social power dynamics within the setting. Critiques popular notions of "best practices," situating this concept as part of larger movements toward standardization. Offers careful consideration of both teacher practice and student practice, each in relationship with the other.

Johnson, L., & Bryan, N. (2017). Using our voices, losing our bodies: Michael Brown, Trayvon Martin, and the spirit murders of Black male professors in the academy. *Race Ethnicity and Education, 20,* 163–177.

Analyzes the metaphorical and physical killings of Black males in the United States as they relate to the development and retention of Black males in the academy. Uses critical race theory to illuminate racial microaggressions in predominantly White institutions and teacher education programs, and how they contribute to the spirit-murdering, or metaphorical killing, of Black males in education spaces where they are underrepresented. Through a text-messaging performative writing method, finds that Black males in teacher education classrooms experience silencing, rejections, and disrespect from students and colleagues. Calls teacher educators to consider their identity, their pedagogy, student's racial knowledge, and the ways these factors affect the lives of Black males in and out of the academy.

Joubert, E., Ortlieb, E., & Majors, Y. (2017). Reading things not seen: A reflection on teaching reading, race, and ghosts in juvenile detention. *Journal of Adolescent & Adult Literacy, 5,* 581–584.

Examines the presence of ghosts in an integrated reading curriculum for juvenile detainees. Analyzes the perpetual narratives of racial violence and death in the curricular texts to question how they were used as a means to teach freedom and justice. Using teacher self-study and participatory observations, identifies the potential of racial ghosts as a means to read the world in critical and reflective ways. Concludes that reading with ghosts helps teachers and students evaluate the function of loss, suffering, and injustice as they appear in relevant and social justice reading curriculum.

Kovinthan, T. (2016). Learning and teaching with loss: Meeting the needs of refugee children through narrative inquiry. *Diaspora, Indigenous, and Minority Education, 10,* 141–155.

Uses narrative inquiry as a critical tool to examine one student's refugee experience and how teachers are prepared to meet the needs of refugee students. Posits that through the power of narrative and self-reflection, teachers themselves can become theory makers. Analyzes personal history accounts from a student and a beginning teacher to highlight the inadequacies of uncritical multicultural approaches to authentically acknowledge, include, and serve refugee students. Identifies key gaps in knowledge that prevent teachers from more mindfully bridging refugee students' schooling and lived experiences.

Martínez, R. A. (2017). "Are you gonna show this to white people?": Chicana/o and Latina/o students' counter-narratives on race, place, and representation. *Race Ethnicity and Education, 20,* 101–116.

Uses discourse analysis to explore Chicanx and Latinx middle school students' presentations of counter-stories that resist dominant narratives about their racialized and classed identities. Specifically addresses the way youth participants acknowledge, critique, and challenge their perception of White people to tell and understand stories about their community. Draws on critical race theory in analyses of verbal conversations among 5 sixth graders in which Whiteness is either explicitly or implicitly named as a driver of these dominant narratives. Part of a larger study exploring language and ideology in a sixth-grade English language arts classroom in East Los Angeles. Includes a careful discussion about researcher subjectivity and identifies implications that center the experiences and self-authorship capabilities of young people.

Ohito, E. O. (2016). Refusing curriculum as a space of death for black female subjects: A black feminist reparative reading of Jamaica Kincaid's "Girl." *Curriculum Inquiry, 46,* 436–454.

Illuminates the ways in which curriculum (and curriculum theorizing) is designed and perpetuated in ways that dehumanize and terrorize Black students. Through analysis of the work of Black feminists who theorize what it means to be human, a framework for reparative reading is constructed that attends to the humanity of Black women and girls. Modeling the framework with Kincaid's "Girl," the article shows how this lens can disrupt and decenter the Western status quo of Whiteness while also positioning Black women and girls as powerful, complex, and agentic. This frame offers an exemplar for educators to examine systems of knowledge and ways of reading by critically questioning the dehumanizing tendencies of dominant epistemologies.

San Pedro, T., Carlos, E., & Mburu, J. (2016). Critical listening and storying: Fostering respect for difference and action within and beyond a Native American literature classroom. *Urban Education, 52,* 667–693.

Draws from a co-created community discussion group with urban high school youth taking a Native American literature course. Leaning on Indigenous methods and humanizing research, analyzes storying and critical listening between the identities of researcher/participant and student/professor using Projects in Humanization. Relying on the co-construction of knowledge and reflection, finds that use of storying as a pedagogical tool enabled the community discussion group to (1) examine colonization and (2) re-story history and knowledge of Native Americans. Concludes that humanizing approaches help develop a sense of interconnectedness that acknowledges and includes all voices.

Tierney, J. D. (2017). The laughing truth: Race and humor in a documentary filmmaking class. *Knowledge Cultures, 5*(3), 38–46.

Explores the work of three young men of different races who engaged together to produce a documentary film about immigration in a high school English classroom. Draws upon Mikhail Bakhtin's writing on carnival to explore how these young men used laughter to play with racial stereotypes in order to transform their meanings. Argues that their abuse rituals, which are most often considered taboo and profane in classrooms, allowed for a dialogic exchange of ideas, a possibility for closeness, and deep learning. Suggests that such embodied reactions

to dominant discourses may be central to engaged collaboration and ideological critique in secondary classrooms.

Tintiangco-Cubales, A., Daus-Magbual, A., Desai, M., Sabac, A., & Von Torres, M. (2016). Into our hoods: Where critical performance pedagogy births resistance. *International Journal of Qualitative Studies in Education, 29,* 1308–1325.

Illustrates how the intersections of critical pedagogy, performance, ethnic studies, and youth participatory action research provided unique opportunities for youth in a university district partnership program to become knowledge producers, cultural critics, and activists for their own neighborhoods. The curriculum of this program empowered students to develop a critical consciousness, examine systemic oppression, and use theater as a way to engage in critical dialogue for the purpose of social change. Examines the positive impacts of the program on both students and teachers, as well as the challenges of implementing such a program. Although rooted in an ethnic studies curriculum, the article identifies the crucial need for all teachers to consider the overwhelmingly positive outcomes of a critical performance pedagogy.

Williamson, T. (2017). Listening to many voices: Enacting social justice literacy curriculum. *Teaching and Teacher Education, 61,* 104–114.

Analyzes the negotiations one English language arts teacher makes between her personal beliefs, which are rooted in social justice pedagogy, and an ELA curriculum mired in the politics and policies of an urban school district. Using critical discourse and Bakhtinian analyses of interviews with the ELA teacher participant, the study identifies conflicts rooted in the assumptions that language is understood universally and that social justice organizations envision justice universally. Barriers to realizing a social justice pedagogy within ELA included collegial beliefs in "following the rules" (adhering to the traditional canon), the challenge of accessing diverse materials representative of students' lived experiences, authority policy and ideology that conflicted with a social justice pedagogy, and historical and political beliefs favoring a traditional approach to ELA.

Other Related Research

Burgard, K. L., & Boucher, M. L. (2016). Same story, different history: Students' racialized understanding of historic sites. *Urban Review, 48,* 696–717.

Donaldson, M. L., LeChasseur, K., & Mayer, A. (2017). Tracking instructional quality across secondary mathematics and English language arts classes. *Journal of Educational Change, 18,* 183–207.

Fine, M., Greene, C., & Sanchez, S. (2016). Neoliberal blues and prec(ar)ious knowledge. *Urban Review, 48,* 499–519.

Helmer, K. (2016). Reading queer counter-narratives in the high-school literature classroom: Possibilities and challenges. *Discourse: Studies in the Cultural Politics of Education, 37,* 902–916.

Kleyn, T. (2017). Centering transborder students: Perspectives on identity, languaging and schooling between the U.S. and Mexico. *Multicultural Perspectives, 19,* 76–84.

Love, B. L. (2016). Complex personhood of hip hop & the sensibilities of the culture that fosters knowledge of self & self-determination. *Equity & Excellence in Education, 49,* 414–427.

Lozenski, B. D. (2017). Beyond mediocrity: The dialectics of crisis in the continuing miseducation of black youth. *Harvard Educational Review, 87,* 161–185.

Mason, A. M. (2017). Storying a social drama: How discourse and practice prevent transformation through culturally relevant pedagogy. *Multicultural Perspectives, 19,* 26–34.

Meiners, E. R. (2017). The problem child: Provocations toward dismantling the carceral state. *Harvard Educational Review, 87,* 122–146.

Price-Dennis, D., Holmes, K., & Smith, E. E. (2016). "I thought we were over this problem": Explorations of race in/through literature inquiry. *Equity & Excellence in Education, 49,* 314–335.

Sonu, D. (2016). Forgotten memories of a social justice education: Difficult knowledge and the impossibilities of school and research. *Curriculum Inquiry, 46,* 473–490.

Literacy

In selecting our articles, we looked for research that addressed literacy as a whole, rather than studies specific to reading and writing. We searched for research in a wide range of age groups, including early childhood, upper elementary, middle school, and adult literacy. Priority was given to studies of middle and high school–aged students that addressed teaching literacy in the content areas, such as science and social studies. Trends in literacy research this year included studies in vocabulary, alphabetic knowledge, and phonological awareness. (Keitha-Gail Martin-Kerr, lead contributor)

Apel, K., & Henbest, V. S. (2016). Affix meaning knowledge in first through third grade students. *Language, Speech, and Hearing Services in Schools, 47,* 148–156.

Examines grade-level differences in first through third grade on an experimenter-developed affix meaning task and determines whether affix meaning explains unique variances in word-level reading and reading comprehension. Forty students at each grade level were given a battery of assessments that included phonological awareness, reading comprehension, receptive vocabulary, word-level reading, and affix meaning knowledge. First-grade students were significantly less accurate than second- and third-grade students in the affix meaning task. There was no significant difference in the performance of second and third graders on the affix meaning task. Regression analysis shows that affix meaning accounted for 8% of unique variance in word-level reading and 6% of unique variance in reading comprehension. Concludes that affix meaning knowledge contributes to development of reading abilities.

Aram, D., Meidan, I. C., & Deitcher, D. B. (2016). A comparison between homeschooled and formally schooled kindergartners: Children's early literacy, mothers' beliefs, and writing mediation. *Reading Psychology, 37,* 995–1024.

Analyzes differences in early literacy and maternal beliefs of 60 kindergartners, half of whom were homeschooled. Using *t*-tests, the authors determine that formally schooled kindergartners outperformed homeschooled kindergartners on letter naming and name writing, and that the two groups scored similarly on phonological awareness and word writing. Analysis of maternal beliefs indicates that parents of the formally schooled kindergarten students held higher expectations for behavior at school and held learning activities in higher regard when compared with parents of homeschooled kindergartners.

Cassano, C. M., & Steiner, L. (2016). Exploring assessment demands and task supports in early childhood phonological awareness assessments. *Literacy Research: Theory, Method, and Practice, 65*(1), 217–235.

Examines variations in demands of tasks of the seven commonly used phonological awareness assessments for young children. Analysis was conducted in two tiers; first tier: the age, grade range, subtests, purpose of the assessments; second tier: the linguistic unit, task operation, response mode, task support, vocabulary and language demand. Finds that variation in response format and task support are likely to increase or decrease the complexity of the task; therefore may not accurately reflect students' phonological skills.

Colwell, J., & Reinking, D. (2016). A formative experiment to align middle-school history instruction with literacy goals. *Teachers College Record*, *118*(12), 1–42.

Examines one 8th-grade teacher's pedagogy aligning history with literacy goals of the Com-

mon Core State Standards by engaging in a formative experiment where 25 students analyzed primary and secondary sources and wrote blogs that were read and responded to by preservice social studies teachers. Disciplinary literacy and critical perspectives, such as Questioning the Author (QtA), framed the study. Researchers follow the teacher's lead and use teacher and student interviews, observations, video recordings, focus group discussions, and blog posts to inform modifications throughout the 10-week intervention. Graphic organizers as intentional instructional strategies were developed to support students in their critical readings of texts, particularly source validity, author bias, and making intertextual connections. Finds that, though the teacher was initially reluctant to depart from established instructional approaches, her belief in the importance of aligning history and literacy, and her observation of students' engagement and capabilities, led to successful and integral literacy pedagogy, resulting in deeper discussions and more purposeful reading and reflective blogging by students.

Copeland, S. R., McCord, J. A., & Kruger, A. (2016). A review of literacy interventions for adults with extensive needs for supports. *Journal of Adolescent & Adult Literacy, 60,* 173–184.

Reviewed 17 peer-reviewed studies to determine practices effective for supporting adults with extensive literacy learning needs. Findings showed that studies typically combined more than one strategy to design interventions and many of the same strategies effective with children yielded literacy gains across adulthood, though instructors should realize that interests, prior experiences and literacy goals will be different for adults. Implications included the need for those instructing adults to teach for comprehension, include writing instruction, teach for transfer, and receive training on needs of adult literacy learners.

Delicia, T. G. (2016). "We need more 'US' in schools!!": Centering black adolescent girls' literacy and language practices in online school spaces. *Journal of Negro Education, 85,* 274–289.

Investigates the literacy and language participation of six Black adolescent girls in an out-of-school online street literature book club. Employs critical discourse analysis to examine how contexts influence the way Black girls construct their digital literacy identities through the reading and discussion of street literature texts. Suggests that online book club discussions around street literature texts serve as a safe place for Black girls to represent self and construct their identities.

Dobbs, C. L., Ippolito, J., & Charner-Laird, M. (2016). Layering intermediate and disciplinary literacy work: Lessons learned from a secondary social studies teacher team. *Journal of Adolescent & Adult Literacy, 60,* 131–139.

Explores how a team of high school social studies teachers made sense of new disciplinary literacy instructional practices and how they fostered disciplinary and intermediate literacy in their students (e.g., making predictions, asking clarifying questions). Participant-observer researchers collaborated with the team by providing professional development and research guidance as they worked through inquiry cycles of administering student assessments, meeting collaboratively, and determining and implementing instructional practices. Over two years, researchers collected data on teachers' practices and their experiences in the professional learning situations through observations, focus groups, written narratives, and interviews. Finds that disciplinary literacy instruction alone was inadequate, as students needed a combination of disciplinary and intermediate literacy instruction, and teachers met students' evolving needs by flexibly incorporating both. Concludes that inquiry cycles were essential to successful implementation, and that professional development should incorporate how teachers can be flexible with literacy instruction to meet students' needs.

Goldstein, H., Olszewski, A., Haring, C., Greenwood, C. R., McCune, L., Carta, J., . . . Kelley, E. S. (2017). Efficacy of a supplemental phonemic awareness curriculum to instruct preschoolers with delays in early literacy development. *Journal of Speech, Language and Hearing Research, 60,* 89–103.

Investigates a supplemental phonological awareness curriculum (PAth to Literacy) with preschool-age children demonstrating a delay in early literacy skills. A cluster random sample of 104 students in 39 classrooms was selected to determine the efficacy of PAth to Literacy. A vocabulary intervention served as the comparison intervention. Children in the experimental group demonstrated significant gains on literacy assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), First Sound Fluency, and Word Part Fluency measures. Finds that 82% of students in the experimental group met the kindergarten benchmark for First Sound Fluency, compared with only 34% in the control group. Concludes that the majority of students demonstrating early literacy delays in preschool may benefit from a supplemental phonological awareness curriculum.

Howard, C. H. (2016). Creating spaces for literacy, creating spaces for learning. *Reading Horizons*, *55*(2), 26–44.

Explores how and why a sixth-grade social studies teacher in a high-poverty middle school integrated questioning, reading, and writing to support students' content-area learning in a unit on culture. The case study incorporated interviews, observations, and document review. Regular opportunities for students to engage in literacy included strategically posed questions to promote discussion and process readings, use of a variety of texts beyond the textbook to encourage reading flexibility and making connections, and writing throughout the unit to reflect upon and apply knowledge. These combined strategies helped students experience deeper, sustained interactions with texts, develop their thinking and knowledge in social studies, and practice literacy skills. Recommends professional development to support content-area teachers, since integrating literacy practices is multifaceted and requires intentional planning.

Justice, L. M., Logan, J. A. R., Işsitan, S., & Saçkes, M. (2016). The home-literacy environment of young children with disabilities. *Early Childhood Research Quarterly, 37,* 131–139.

Analyzes differences in literacy practices between parents of preschool children with and without disabilities. Parents of 618 preschool-aged children completed a survey on their home-literacy environment, and results were compared with early-literacy skills questionnaires completed by students' teachers. Children without disabilities showed more interest in print than those with disabilities, even though parents read and provided teaching opportunities equally often in both groups.

Kok-Sing, T. (2016). How is disciplinary literacy addressed in the science classroom? A Singaporean case study. *Australian Journal of Language and Literacy, 39,* 220–232.

Explores the pedagogy of two physics and two chemistry teachers in two Singapore high schools to better understand current disciplinary literacy practices, compared with anticipated disciplinary literacy goals, as baseline observations in the first phase of a research project. Finds that the most frequent literacy event in each of the four classes was whole-class talk, lecture being most dominant. Though teachers used a variety of interactions in lectures, the initiate-response-evaluate (I-R-E) pattern was most common and was often used to implicitly teach science disciplinary language, privileging the teacher's thinking process over the students'. Teachers also used conjunctions to establish causal relationships between concepts, which embedded the logic of the explanations in the teachers' questions rather than the students' answers. Because conjunctions were used implicitly and not explained to students, logical scientific explanations were unclear to most students. Suggests that teachers should teach rhetorical explanation, explicitly teach disciplinary language, and employ instruction beyond the I-R-E pattern, and that building on their existing implicit teaching of disciplinary literacy is the most practical way to support teachers in shifting toward a more explicit approach.

Lwin, S. M. (2016). It's story time! Exploring the potential of multimodality in oral storytelling to support children's vocabulary learning. *Literacy, 50,* 72–82.

Investigates professional storytellers' oral discourse to support students' vocabulary learning. Storytellers' oral discourse was analyzed to examine the vocal and visual features accompanying words unlikely to be known by the children that were used for representations of events and characters. Explores how these multimodal features in storytellers' discourse support students' inferential skills. Explains that storytellers can strategically use specific types of voice modulations as important vocal and visual clues for children to make inferences about the meaning of words while they follow the unfolding storyline.

Sandretto, S., & Tilson, J. (2016). Complicating understandings of students' multiliterate practices with practitioner inquiry. *Journal of Adolescent & Adult Literacy, 60,* 63–70.

Investigates the effects of practitioner inquiry into the multiliteracies of students aged 11–13 and the ability of teachers to create new knowledge countering the "in school" versus "out of school" literacy binary. Methods employed in the two-year project were multiliteracy professional development for 19 teachers from 7 New Zealand schools; pre/post interviews; videos of multiliteracy lessons; and teachers collaboratively sharing research results. Each teacher studied one student's literacies through interviews with students and families, work samples, classroom observations, and standardized assessment tools. Teachers' preconceived notions about students' involvement with traditional and nontraditional literacies were found to be incorrect, affirming that practitioner inquiry is a powerful process to challenge assumptions and deficit thinking. Deeply researching one student expanded teachers' concepts of students' multiliteracies while broadening their own understandings of literacy. Cautions that although the variety of students' literacies and text structures could cause teachers to remain within traditional instructional practices, it is necessary to trouble traditional literacy pedagogy.

Selvaggi, T. (2016). Principal and literacy coach: Collaboration and goal alignment. *Delta Kappa Gamma Bulletin, 82*(3), 1–8.

Investigates the collaboration of principals and literacy coaches at the elementary level using a survey of their attitudes, beliefs, and interactions. Finds that literacy coaches are instrumental in improving school-wide literacy instruction and work collaboratively in helping to achieve instructional goals in literacy. Concludes that the work of the literacy coach is important because it is effective in promoting professional development and strengthening instructional practices in classrooms.

Wexler, J., Mitchell, M. A., Clancy, E. E., & Silverman, R. D. (2017). An investigation of literacy practices in high school science classrooms. *Reading & Writing Quarterly, 33,* 258–277.

Explores literacy practices of 10 high school science teachers. Analyzes text, evidence-based vocabulary, comprehension practices, and grouping practices. Finds that teachers rarely used expository text or provided vocabulary and comprehension instruction, and mainly utilized whole-class instruction and independent work. Concludes that science teachers are supportive of integrating literacy practices into science lessons, but they perceive barriers to accomplishing this.

Other Related Research

Alvarez, S. (2017). Brokering literacies: Child language brokering in Mexican immigrant families. *Community Literacy Journal, 11*(2), 1–15.

Bernadowski, C. (2016). I can't *evn* get why she would make me *rite* in her class. *Middle School Journal, 47*(4), 3–14.

Bernard Hall, H. (2016). "Welcome to The Shop": Insights and reflections from teaching hip-hop-based spoken word poetry for social justice. *English Teaching: Practice & Critique, 15*(3), 394–410.

Ford-Connors, E., & Robertson, D. A. (2017). What do I say next? Using the third turn to build productive instructional discussions. *Journal of Adolescent & Adult Literacy, 61,* 131–139.

Gallagher, S. A. (2017). Exploring the efficacy of the word within the word for gifted and typically developing students. *Roeper Review, 39*(2), 96–111.

Jones, C. D., Clark, S. K., & Reutzel, D. R. (2016). Teaching text structure: Examining the affordances of children's informational texts. *Elementary School Journal, 117,* 143–169.

MacDonald, M. T. (2017). "My little English": A case study of decolonial perspectives on discourse in an after-school program for refugee youth. *Community Literacy Journal*, *11*(2), 16–29.

Neuman, S. B., Kaefer, T., & Pinkham, A. M. (2016). Improving low-income preschoolers' word and world knowledge: The effects of content-rich instruction. *Elementary School Journal, 116,* 652–674.

O'Byrne, I. W., & Pytash, K. E. (2017). Becoming literate digitally in a digitally literate environment of their own. *Journal of Adolescent & Adult Literacy, 60,* 499–504.

Saracho, O. N. (2017). Parents' shared storybook reading – learning to read. *Early Child Development and Care, 187,* 554–567.

Shaw, D., Perry, K. H., Ivanyuk, L., & Tham, S. (2017). Who researches functional literacy? *Community Literacy Journal*, *11*(2), 43–64.

Swanson, E., Wanzek, J., McCulley, L., Stillman-Spisak, S., Vaughn, S., Simmons, D., . . . Hairrell, A. (2016). Literacy and text reading in middle and high school social studies and English language arts classrooms. *Reading & Writing Quarterly, 32,* 199–222.

Tambyraja, S. R., Schmitt, M. B., Farquharson, K., & Justice, L. M. (2017). Home literacy environment profiles of children with language impairment: Associations with caregiver and child-specific factors. *International Journal of Language & Communication Disorders, 52,* 238–249.

Xu, Y., & De Arment, S. (2017). The effects of summer school on early literacy skills of children from low-income families. *Early Child Development and Care, 187,* 89–98.

Literary Response/Literature/Narrative

Research on literary response and literature published in the past year affirms the field's commitment to developing robust and nuanced understandings of the ways in which children's and young adult literature depicts the experiences of protagonists from historically underrepresented and marginalized backgrounds. Further, these studies provide useful critiques of the dominance of depiction of the White, middle-class experiences in such texts. Studies highlighted this year also focus on multimodal and digital elements of texts (apps, images, graphic elements, maps, etc.), pinpointing the interpretive affordances of such textual elements. Articles selected for inclusion in this section include a range of US and international studies with a variety of innovative methodologies for both content analysis and reader response. (Amanda Haertling Thein, lead contributor)

Aukerman, M., & Schuldt, C. L. (2016). "The pictures can say more things": Change across time in young children's references to images and words during text discussion. *Reading Research Quarterly, 51,* 267–287.

Analyzes nine discussion transcripts to examine second graders' explicit references to images versus linguistic content during discussions across a school year. Finds that students mostly referenced images early in the year, shifting across time toward greater referencing of linguistic content. However, less proficient decoders referenced linguistic content less frequently than did more proficient decoders. Supports an expanded conception of early literacy pedagogy that encourages students' talk with one another about multimodal dimensions of text.

Berchini, C. (2016). Curriculum matters: The Common Core, authors of color, and inclusion for inclusion's sake. *Journal of Adolescent & Adult Literacy, 60,* 55–62.

Examines the positioning of "The White Umbrella" (a short story about a second-generation Chinese American experience) within a *Prentice Hall Literature* ELA textbook. Uses critical discourse analysis to call forth thematic features of the short story and interpret the story's

positioning within the textbook. Finds that the textbook emphasizes comprehension questions and skills associated with close reading. Argues that such positioning does not encourage readers to meaningfully engage with themes emerging from the story, such as race, culture, stereotypes, and the "American" experience. Concludes that curricular inclusion of stories that highlight social and cultural themes is not enough to substantively engage readers in those themes.

Clark, C., & Blackburn, M. (2016). Scenes of violence and sex in recent award-winning LGBT-themed young adult novels and the ideologies they offer their readers. *Discourse: Studies in the Cultural Politics of Education, 37,* 867–886.

Examines LGBT-inclusive and queering discourses in five recent award-winning LGBT-themed young adult books, focusing on scenes of violence and sex/love scenes. Finds that violent scenes either implied that LGBT people are the victims of violence-fueled hatred and fear, or, in some cases, showed a gay person asserting agency by imposing violence on a violent homophobe. By contrast, sex and/or love scenes offered more nuanced messages about LGBT people. Argues that teachers and librarians must understand the discourses that shape LGBT-themed literature in order to help students navigate such texts. This paper is part of a themed issue of *Discourse: Studies in the Cultural Politics of Education* focused on "Queer and trans perspectives on teaching LGBT-themed text in schools."

Crisp, T., Knezek, S. M., Quinn, M., Bingham, G. E., Girardeau, K., & Starks, F. (2016). What's on our bookshelves? The diversity of children's literature in early childhood classroom libraries. *Journal of Children's Literature*, *42*(2), 29–42.

Investigates representations of diversity in all books included in classroom libraries across 11 early childhood sites. Uses a preestablished codebook to examine depictions of multicultural or diverse cultural identities in the 1,169 books, focusing on categories related to religion, socioeconomic status and class, disabilities and developmental differences, sexual identity, gender, and parallel cultures, as well as language, format, genre, and type of book. Finds a significant lack of cultural diversity and language diversity across all categories explored. Suggests that educators carefully consider the diversity of their classroom libraries.

Del Nero, J. R. (2017). Slaying monsters: Students' aesthetic transactions with Gothic texts. *Reading Teacher, 70,* 551–560.

Uses a case study and design-based research approach to examine seventh graders' aesthetic transactions with Gothic texts. Draws on field notes, interview transcripts, and student artifacts. Categorizes findings in terms of moments of meaningful connection (parallels between text and real life) and imaginative contrasts (dissimilarities between text and real life). Documents student reactions to Gothic themes, including death and destruction, powerlessness, normalcy, rebellion, and flights of fantasy. Argues that students' aesthetic transactions with texts should be prioritized in literacy engagements.

Dentith, A. M., Sailors, M., & Sethusha, M. (2016). What does it mean to be a girl? Teachers' representations of gender in supplementary reading materials for South African schools. *Journal of Literacy Research, 48*(4), 394–422.

Uses critical content analysis to examine books written by South African teachers for use in elementary-aged classrooms. Takes up African feminism as a theoretical lens to understand gender representations of female characters. Finds three themes: female characters are multifaceted, relationships matter to females, and females are valued members of society. Contends that such gender representation is important for addressing significant gender inequities in South Africa. Concludes by arguing for cross-national, cross-cultural dialogue examining how gender representations emerge out of their larger political and social context.

Fischer, S. (2017). Reading with a crayon: Pre-conventional marginalia as reader response in early childhood. *Children's Literature in Education, 48,* 134–151.

Explores two very young children's production of pre-conventional scribbles and drawings in the margins of books using video data as documented evidence of intentionality. Suggests that the marks made in books represent early forms of reader response, and that toddlers' and preschoolers' earliest aesthetic responses to text are present in marginalia.

Gritter, K., Van Duinen, D. V., Montgomery, K., Blowers, D., & Bishop, D. (2017). Boy troubles? Male literacy depictions in Children's Choice picture books. *Reading Teacher, 70,* 571–581.

Uses critical content analysis to examine Children's Choice picture books. Draws on feminist poststructuralist theory to theorize gender. Focuses on how male characters and their literacy practices are portrayed. Finds within the data set a propensity for featuring male protagonists who engage in literacy practices in nonschool environments over school environments; the circulation of multiple male archetypes; and the tendency to highlight problem-solving through literacy. Argues that teachers should address gender as a social and cultural construct to encourage critical readings in the classroom.

Howard, C. M., & Ryan, C. L. (2017). Black tween girls with black girl power: Reading models of agency in Rita Williams-Garcia's *One Crazy Summer. Language Arts, 94,* 170–179.

Uses descriptive content analysis methods to examine how Williams-Garcia establishes her protagonist as a "tween" character who enacts agency in the various contexts of her life. Finds that Williams-Garcia depicts her protagonist navigating two kinds of "betweenness": her role as a caretaker positioned between child and adult responsibilities, and her positioning between two geographic/cultural locations in which she sees different models of Blackness. Argues that "tween" texts like this one can help youth find value in their experiences, models for a time of transition, and empowerment to enact agency in the face of challenges.

Jacobs, K. E. B. (2016). The (untold) drama of the turning page: The role of page breaks in understanding picture books. *Children's Literature in Education, 47,* 357–373.

Analyzes young children's conversations around page breaks in picture books using audiotaped discussion from a series of read-aloud sessions held with children ages 5 to 8. Finds that children in the study viewed page breaks as a purposeful aesthetic choice, and used the breaks to help understand text and illustration relationships and difficult narrative gaps. Suggests that educators include explicit talk about page breaks during picture book read-alouds to help children's meaning-making.

Martinez, M., Stier, C., & Falcon, L. (2016). Judging a book by its cover: An investigation of peritextual features in Caldecott award books. *Children's Literature in Education, 47,* 225–241.

Examines several peritextual features in Caldecott award–winning books from 1938 to 2013 to see how they help to develop the narrative. Finds that peritextual (outside of the main body of text) features contained character and setting information and clues about genre. Recent winning books often included critical plot elements only in the peritext. Urges educators to help young readers explore peritextual features in order to develop greater understanding and engagement with these books.

Rackley, E. D. (2016). Religious youths' motivations for reading complex, religious texts. *Teachers College Record, 118*(11), 1–50.

Draws on nine months of ethnographic observation and 59 in-depth interviews to examine Latter-day Saint and Methodist youths' personal motivations for reading complex religious texts. Finds that youth from both religious backgrounds were motivated to engage with complex religious texts because they provide knowledge about religious traditions, tools for applying religious knowledge to their lives, strength and comfort, and a connection to God. Argues that a more robust understanding of youths' engagement with complex religious texts provides broader insights into reading motivation and textual engagement, as well as implications for instruction on complex literary texts.

Rainey, E. C. (2017). Disciplinary literacy in English language arts: Exploring the social and problem-based nature of literary reading and reasoning. *Reading Research Quarterly, 52,* 53–71.

Investigates the disciplinary literacy practices and teaching approaches of 10 university-based literary scholars who participated in semistructured interviews and verbal protocols with literary fiction. Findings pinpoint a set of six shared literary literacy practices that scholars use in their work with literature. Suggests that disciplinary literacy instruction in these scholars' academic work with literature is fundamentally social and problem-based.

Sulzer, M. A., & Thein, A. H. (2016). Reconsidering the hypothetical adolescent in evaluating and teaching young adult literature. *Journal of Adolescent & Adult Literacy, 60,* 163–171.

Analyzes 13 preservice teachers' responses to familiar questions used to frame discussions of young adult literature texts. Finds that these questions invite evaluations of young adult literature that are based on assumptions about hypothetical adolescent readers. Argues that such evaluations naturalize a series of myths about the interests, needs, and capabilities of youth. Concludes that understanding and addressing these myths benefits all involved in selecting literature for youth readers.

Other Related Research

Aliagas, C., & Margallo, A. M. (2017). Children's responses to the interactivity of storybook apps in family shared reading events involving the iPad. *Literacy, 51,* 44–52.

Azano, A. P., Tackett, M., & Sigmon, M. (2017). Understanding the puzzle behind the pictures: A content analysis of children's picture books about autism. *AERA Open, 3*(2), 1–12.

Barone, D., & Barone, R. (2016). "Really," "not possible," "I can't believe it": Exploring informational text in literature circles. *Reading Teacher, 70,* 69–81.

Boerman-Cornell, W. (2016). The intersection of words and pictures: Second through fourth graders read graphic novels. *Reading Teacher, 70,* 327–335.

Butler, R. R. (2016). Motor impairment in children's literature: Asking the children. *Children's Literature in Education, 47,* 242–256.

Clark, K. F. (2017). Investigating the effects of culturally relevant texts on African American struggling readers' progress. *Teachers College Record, 119*(6), 1–30.

Colabucci, L., & Napoli, M. (2017). Beyond compassion? An analysis of the Jane Addams Children's Book Award. *Journal of Children's Literature, 43*(1), 28–36.

Dempster, S., Oliver, A., Sudnerland, J., & Thistlethwaite, J. (2016). What has *Harry Potter* done for me? Children's reflections on their "Potter experience." *Children's Literature in Education, 47,* 267–282.

Dunkerly-Bean, J., Bean, T. W., Sunday, K., & Summers, R. (2017). Poverty is two coins: Young children read and draw social justice issues. *Reading Teacher, 70,* 679–688.

Gardner, R. P. (2017). Unforgivable Blackness: Visual rhetoric, reader response, and critical racial literacy. *Children's Literature in Education, 48,* 119–133.

Giovanelli, M. (2017). Readers building fictional worlds: Visual representations, poetry and cognition. *Literacy, 51,* 26–35.

Keys, W., Marshall, E., & Pini, B. (2017). Representations of rural lesbian lives in young adult fiction. *Discourse: Studies in the Cultural Politics of Education, 38,* 354–364.

Lemieux, A., & Lacelle, N. (2016). Mobilizing students' interpretive resources: A novel take on subjective response in the literature classroom. *Language and Literacy, 18*(3), 50–68.

McCreary, J. J., & Marchant, G. J. (2017). Reading and empathy. *Reading Psychology, 38,* 182–202.

Meunier, C. (2017). The cartographic eye in children's picturebooks: Between maps and narratives. *Children's Literature in Education, 48,* 21–38.

Parlevliet, S. (2016). Is that us? Dealing with the 'Black' pages of history in historical fiction for children (1996–2010). *Children's Literature in Education, 47,* 343–356.

Parson, L. T. (2016). Storytelling in global children's literature: Its role in the lives of displaced child characters. *Journal of Children's Literature*, *42*(2), 19–27.

Riley, K., & Crawford-Garrett, K. (2016). Critical texts in literacy teacher education: Living inquiries into racial justice and immigration. *Language Arts*, *94*(2), 94–107.

Santori, D., & Belfatti, M. (2017). Do text-dependent questions need to be teacher-dependent? Close reading from another angle. *Reading Teacher, 70,* 649–657.

Torres, H. J. (2016). On the margins: The depiction of Muslims in young children's picturebooks. *Children's Literature in Education, 47,* 191–208.

Media Literacy

This section focuses on research related to uses of different types of media (television, news, movies, digital/social media, and games); degrees of access to media; use of instruction in critical media literacy to analyze media representations; and the effects of media use on people's attitudes, behavior, and learning processes. Priority was given to studies using large-scale databases to document people's particular uses of media and analyses of instructional methods and teacher preparation programs relevant to developing critical media literacy instruction in English language arts. While this section focuses on media literacy instruction to foster critical response to media and people's media use, and the "Digital/Technology Tools" section focuses on effects and benefits of using digital/technology tools to support English language arts instruction, there remains some content overlap between these two sections. (Richard Beach, lead contributor)

Barthel, M., Holcomb, J., Mahone, J., & Mitchell, A. (2016). Civic engagement strongly tied to local news habits. Retrieved from Pew Research Center website: http://www.journalism.org/2016/11/03/civic-engagement-strongly-tied-to-local-news-habits/

Describes survey results assessing 4,654 adults' degree of civic engagement related to interest in local news, use of alternative sources, and attitudes toward local news. Finds that the one-fifth of US adults with high civic engagement in their communities have stronger connections to local news than those with low civic engagement. Six in ten adults with high civic engagement follow local news closely, compared with 27% of low-civic-engagement adults. High-civic-engagement adults are also more likely to obtain news from three or more sources and to believe that their local media keep them informed. Adults who vote in local elections and/or who know their neighbors are more likely to follow local news than those who do not vote and/or who do not know their neighbors. The 27% of adults who are actively engaged politically in local groups are more likely to access local news, but only 22% approve of the work of local media.

Barthel, M., & Mitchell, A. (2017). *Americans' attitudes about the news media deeply divided along partisan lines.* Retrieved from Pew Research Center website: http://www.journalism.org/2017/05/10/americans-attitudes-about-the-news-media-deeply-divided-along-partisan-lines/

Reports on a survey of 4,151 US adults conducted in March 2017, finding large disparities based on political party membership regarding views of the media's role in covering politics. Democrats were 47 points more likely than Republicans to indicate that the media should assume a watchdog role to hold politicians accountable, a marked contrast from results of the same poll in 2016, which found no differences according to party identification. Of all adults surveyed, 40% followed national news closely, (an increase from 33% in 2016), 45% obtained news via mobile device (with 65% obtaining news on a mobile device rather than a computer), and 15% trusted news from family and friends (with 40% indicating that this news reflects their family

members' or friends' political biases).

Breakstone, J., Fogo, B., McGrew, S., Ortega, T., Smith, M., & Wineburg, S. (2016). Evaluating information: The cornerstone of civic online reasoning. Retrieved from Stanford University, Stanford History Education Group website: https://sheg.stanford.edu/upload/V3LessonPlans/Executive%20Summary%2011.21.16.pdf

Evaluates students' critical information literacy based on 7,804 responses to 56 assessment tasks by students in 12 states, finding low levels of critical response to online information. Only 9% of high school and college students looking for information about minimum wage policy and employment rates on MinimumWage.com identified the fact that the site was operated by a Washington, DC lobbyist front group. More than 80% of middle school students believed that a "sponsored" news report on a *Slate* magazine site was an actual news article. Less than 20% of high school students adopted a critical response to a photo claiming to show flowers with "nuclear birth defects" from Japan's Fukushima Daiichi nuclear disaster, with most students ignoring the source of the photo. College students had difficulty analyzing the influence of groups with certain agendas in Twitter posts related to the issue of gun control. Suggests a need for instruction on critical analysis of social media, particularly in terms of detecting information sources and agendas.

Colby, R. S. (2017). Game-based pedagogy in the writing classroom. *Computers and Composition, 43,* 55–72.

Reports on interviews with teachers regarding their use of game-based pedagogy to teach writing. Teachers employ game-based pedagogy to help students learn to think rhetorically about use of affordances and multimodal design for considering the uptake of texts across different communities, use of different genres in writing, and fostering critical thinking.

Dubisar, A. M., Lattimer, C., Mayfield, R., McGrew, M., Myers, J., Russell, B., & Thomas, J. (2017). Haul, parody, remix: Mobilizing feminist rhetorical criticism with video. *Computers and Composition, 44,* 52–66.

Six video projects created for an undergraduate class on the analysis of popular culture encouraged students to communicate their own intersectional identities and values through multimodal assignments. Videos represented one of two categories: (1) media misrepresentation and rape culture or (2) anti-capitalist criticism and feminist parody. The projects challenged, subverted, or critically remixed mainstream power dynamics, and facilitated students' discourse on feminist rhetorical criticism.

Ehret, C., Hollett, T., & Jocius, R. (2016). The matter of new media making: An intra-action analysis of adolescents making a digital book trailer. *Journal of Literacy Research, 48,* 346–377.

Details a poststructural analysis of five adolescents' creation of a digital book trailer, exploring new media production through use of mobile devices across different locations. Finds that portrayals of bodies and materiality entailed redefining perceptions of boundaries and exclusions across different locations, leading to students' development of agency as producers of new media. Posits a need for researchers to adopt a poststructuralist analysis of new media production.

Gries, L. (2017). Mapping *Obama Hope*: A data visualization project for visual rhetorics. *Kairos, 21*(2). Retrieved from http://kairos.technorhetoric.net/21.2/topoi/gries/index.html

Employs "iconographic tracking" using data visualization tools such as mapping to determine rhetorical transformations in uses of the *Obama Hope* image throughout the world over an eight-year period. Observes that different versions and remixes of the image have appeared on 2,000,000 websites, sometimes associated with collective political action. Finds that the image was employed in 200 cities and 50 countries across a range of genres and artwork (e.g., political and

commercial art, posters, and t-shirts). Posits the value of digital visualization research techniques for analyzing images' rhetorical uptake associated with progressive political campaigns, as well as variations in uses of images across different global and cultural contexts.

Hallaq, T. (2016). Evaluating online media literacy in higher education: Validity and reliability of the digital online media literacy assessment (DOMLA). *Journal of Media Literacy Education, 8*(1), 62–84.

The digital divide has been defined by socioeconomic status but may be shifting toward a generational divide, indicating the need for a valid and reliable quantitative survey measuring digital online media literacy to determine if differences exist between university students and faculty with the aim of better understanding how and when digital media should be used within a learning environment. Core media literacy constructs of ethical awareness, media access, media awareness, media evaluation, and media production guided the creation of the survey, which contained 50 items and was determined reliable with a .919 overall coefficient.

Hassell, M. D., & Sukalich, M. F. (2017). A deeper look into the complex relationship between social media use and academic outcomes and attitudes. *Information Research, 22*(1), 1–17.

Draws on a survey of 234 undergraduate students at a large US university to determine how social media use affects students' attitudes and behavior. Finds that social media use, after controlling for students' levels of self-regulation, was negatively associated with academic self-efficacy and academic performance. Academic self-efficacy also mediated a negative relationship between social media use and satisfaction with life.

Kelly, C., & Brower, C. (2017). Making meaning through media: Scaffolding academic and critical media literacy with texts about schooling. *Journal of Adolescent & Adult Literacy, 60,* 655–666.

Examines the benefits of critical media literacy instruction for first-year college students on representations of schooling in popular culture. Finds that building on students' prior knowledge, devising scaffolded assignments, and providing personalized feedback enhanced students' critical analysis and evidence-based argumentative writing.

Lenhart, A., Malato, D., Kantor, L., Benz, J., Thompson, T., Zeng, W., & Swanson, E. (2017). *American teens are taking breaks from social media; some step back deliberately, but other breaks are involuntary*. Retrieved from University of Chicago, Associated Press–NORC Center for Public Affairs Research website: http://www.apnorc.org/projects/Pages/American-Teens-are-Taking-Breaks-from-Social-Media%3B-Many-Step-Back-Deliberately,-but-Half-of-Breaks-are-Involuntary.aspx

Details results of a survey of 790 American teens age 13 to 17 about their social media practices. Respondents reported that interaction on social media helped them feel close to peers (78%) and family (40%), while 15% indicated that they needed to project positive images of themselves and 10% felt overloaded with information. Most (58%) had taken a break from at least one type of social media, and 50% took breaks for a week or longer, with males more likely to take breaks than females. The 65% who voluntarily took breaks felt more positive about their time offline, while the 59% who took involuntary breaks felt more disconnected and anxious. Those who did not take breaks indicated that they needed to be continuously informed about activities in their lives (56%) or depended on social media to acquire this information (44%).

Magolis, D., & Briggs, A. (2016). A phenomenological investigation of social networking site privacy awareness through a media literacy lens. *Journal of Media Literacy Education, 8*(2), 22–34.

Examines college students' awareness of degrees of privacy in their use of social networking. While students were aware of issues of online privacy, they varied in their understanding of these issues and in their methods for protecting their privacy. Those who were willing to share

demographic information were less concerned about privacy violations, while those who were concerned about privacy were still willing to share personal information, but in some cases altered settings to protect disclosure of certain information.

Robb, M. B. (2017). *News and America's kids: How young people perceive and are impacted by the news.* San Francisco: Common Sense.

Reports on a survey of children's perceptions about their engagement in accessing news stories. Finds that respondents believed that accessing news is important and that knowledge about current events helps them address issues. Survey participants viewed the following issues as important: education (76%), technology (72%), neighborhoods (67%), and the environment (64%). Respondents' sources of news included their family, teachers, and/or friends (63%); online media (49%); and television, print newspapers, and radio (46%). A majority (74%) critiqued the media as not covering their lives and matters that concern them (particularly in terms of coverage and fair representations of people of color), and 63% noted that news content can foster fears, anger, or depression. Less than half (44%) believed they could distinguish fake from real news stories. Respondents were more likely to trust their families and teachers as news sources, but still preferred to obtain news from social media, with Facebook and YouTube being the most popular destination sites; teens were more likely to obtain news from social media than preteens.

Scharber, C., Isaacson, K., Pyscher, T., & Lewis, C. (2016). Participatory culture meets critical practice: Documentary film production in a youth internship program. *English Teaching: Practice & Critique, 15*(3), 355–374.

Examines 12 high school students' documentary filmmaking (facilitated by 2 youth mentors, 1 adult coordinator, and 1 adult facilitator) as a way to foster engagement in portrayals of social justice issues. Analysis of students' decision-making processes and documentaries finds that students were able to use their documentaries as tools for engaging in critical analysis of social justice issues associated with civic engagement.

Sekarasih, L., McDermott, K. W., O'Malley, D., Olson, C., & Scharrer, E. (2016). To guide or to be the sage: Children's responses to varying facilitator prompts following a media literacy education curriculum in the United States. *Journal of Children and Media, 10,* 369–384.

Analyzes sixth graders' response to instruction on analysis of media violence and gender stereotypes in media. Students adopted different degrees of critical thinking, particularly in terms of analysis of media violence. Students who received a critical analysis prompt related to problematic aspects of media violence were more likely to discuss the effects of violence on audiences and the industry's profit-motive for use of violence than students who received a prompt focusing on both the entertainment and problematic aspects of media violence.

Other Related Research

Alexander, P. (2017). KNOWing how to play: Gamer knowledges and knowledge acquisition. *Computers and Composition, 44,* 1–12.

Bier, M. C., Zwarun, L., & Sherblom, S. A. (2016). Evidence of the value of the smoking media literacy framework for middle school students. *Journal of School Health, 86*(10), 717–725.

Diergarten, A. K., Möckel, T., Nieding, G., & Ohler, P. (2017). The impact of media literacy on children's learning from films and hypermedia. *Journal of Applied Developmental Psychology, 48,* 33–41.

Grouling, J., & McKinney, J. G. (2016). Taking stock: Multimodality in writing center users' texts. *Computers and Composition, 41,* 56–67.

Mahoney, K. R., & Khwaja, T. (2016). Living and leading in a digital age: A narrative study of the attitudes and perceptions of school leaders about media literacy. *Journal of Media Literacy Education, 8*(2), 77–98.

Miller, S., & Bruce, D. (2017). Welcome to the 21st century: New Literacies stances to support student learning with digital video composing. *English Journal, 106*(3), 14–18.

Montgomery, M., & Shen, J. (2017). Direct address and television news-reading: Discourse, technology and changing cultural form in Chinese and Western TV news. *Discourse, Context & Media, 17,* 30–41.

Powers, E. M., Moeller, S. D., & Yuan, Y. (2016). Political engagement during a presidential election year: A case study of media literacy students. *Journal of Media Literacy Education, 8*(1), 1–14.

Ranieri, M., & Fabbro, F. (2016). Questioning discrimination through critical media literacy: Findings from seven European countries. *European Educational Research Journal, 15,* 462–479.

Rasmussen, E. E., White, S. R., King, A. J., Holiday, S., & Densley, R. L. (2016). Predicting parental mediation behaviors: The direct and indirect influence of parents' critical thinking about media and attitudes about parent-child interactions. *Journal of Media Literacy Education, 8*(2), 1–21.

Ross, A. S., & Rivers, D. J. (2017). Digital cultures of political participation: Internet memes and the discursive delegitimization of the 2016 U.S. presidential candidates. *Discourse, Context & Media, 16,* 1–11.

Schilder, E. A., Lockee, B. B., & Saxon, D. P. (2016). The issues and challenges of assessing media literacy education. *Journal of Media Literacy Education, 8*(1), 32–48.

Smythe, S., Toohey, K., & Dagenais, D. (2016). Video making, production pedagogies, and educational policy. *Educational Policy, 30,* 740–770.

Stavropoulos, V., Kuss, D., Griffiths, M., & Motti-Stefanidi, F. (2016). A longitudinal study of adolescent Internet addiction: The role of conscientiousness and classroom hostility. *Journal of Adolescent Research, 31,* 442–473.

Professional Development/Teacher Education

Themes in inservice and preservice teacher education and professional development literature this year included a focus on studying the impact of literacy methods courses on preservice teachers' learning—including their knowledge for literacy, their knowledge for teaching literacy, and their dispositions for teaching. There was also a focus on development of discipline-specific pedagogies for teaching literacy. Several studies focused on the affective realm of professional learning in literacy, such as fostering empathy, negotiating emotions, and transforming beliefs. (Anne Ittner, lead contributor)

Barnes, M. E., & Smagorinsky, P. (2016). What English/language arts teacher candidates learn during coursework and practica. *Journal of Teacher Education, 67,* 338–355.

Describes a collaborative study among three university teacher preparation programs for English language arts and literacy in the United States to investigate teacher candidates' learning in relation to pedagogical tools, fieldwork settings, and other program sources of learning. Based on pre/post programmatic interviews and qualitative open-coding methods of analysis, finds that although the teacher education programs at each university were radically different, the teacher candidates' reports of learning were similar. The teacher education programs themselves were only one of several important sources of learning for the teacher candidates. Participants named sources of learning that reached beyond formal education, including prior schooling experiences and other life experiences and communities. The authors conclude that teacher educators should embrace and support teacher candidates in naming and evaluating the variety of factors that contribute to teacher candidates' learning.

Carter, H., Crowley, K., Townsend, D. R., & Barone, D. (2016). Secondary teachers' reflections from a year of professional learning related to academic language. *Journal of Adolescent & Adult Literacy, 60,* 325–334.

Reports the findings of a qualitative study exploring questions about aspects of professional learning that affect teacher knowledge, practice, and beliefs related to academic language. Suggests that professional learning be designed to allow for flexibility based on teacher-identified instructional needs. Demonstrates the importance of professional development that provides teacher reflection, planning, and feedback.

Gelfuso, A. (2016). A framework for facilitating video-mediated reflection: Supporting preservice teachers as they create "warranted assertabilities" about literacy teaching and learning. *Teaching and Teacher Education, 58,* 68–79.

Describes findings from a self-study of a teacher educator's "moves" as she facilitated video-mediated reflection with 15 preservice literacy teachers in order to present a framework for facilitating preservice teacher reflection. Argues that although reflection is a common skill taught in teacher education, as a construct, it is loosely defined and misunderstood. Examines the "warranted assertabilities," or the beliefs and knowledge that resulted from inquiry and reflection that were also "warranted" by a social community—in this case, the literacy education class. Confirms the existing literature's view of reflection as spontaneous and common, and also suggests that reflection is content-specific. Concludes that teacher candidates need support as they develop the content-specific judgment capacities necessary for productive reflection on literacy teaching.

Hardin, B. L., & Koppenhaver, D. A. (2016). Flipped professional development: An innovation in response to teacher insights. *Journal of Adolescent & Adult Literacy, 60,* 45–54.

Shows how one group of researchers and teachers responded to teachers' insights regarding their professional development. A district-wide survey indicated that teachers needed professional learning opportunities that included sustained engagement and embedded opportunities to collaborate. Researchers flipped the learning by reversing the traditional learning environment and delivering instructional content outside of the classroom and used an online tool (http://www.schoology.com) to deliver professional development, developing three different courses that teachers could individually choose to strengthen their literacy practices. To gauge teacher perception, researchers delivered a survey after the completion of the courses. Results indicated that teachers considered the flipped modules to be more effective than face-to-face sessions.

Hebard, H. (2016). Finding possibility in pitfalls: The role of permeable methods pedagogy in preservice teacher learning. *Teachers College Record, 118*(7), 1–46.

Reports on a comparative case study investigating how learning experiences for teaching writing in two preservice teacher literacy methods courses compared in terms of teachers' uptake of pedagogical tools. One program focused on the development of critical thinking about application of pedagogical tools in various contexts, while the other focused on the use of the pedagogical tools found in the immediate fieldwork setting. Instructor interviews, methods course observations, focus groups, and field placement observations were analyzed using qualitative analysis methods, including open coding, analytical and theoretical memos, and qualitative data displays. Confirms that preservice teachers had less uptake of pedagogical tools presented in the immediate fieldwork setting than in the critical approach setting. Draws conclusions about the possibilities of contradictions between course work and field placement pedagogies for preservice teacher learning.

Hunt, C. S. (2016). Getting to the heart of the matter: Discursive negotiations of emotions within literacy coaching interactions. *Teaching and Teacher Education, 60,* 331–343.

Explores how literacy coaches and teachers enact emotions in real-time coaching situations. Uses a microethnographic approach to discourse analysis to examine several interactions between study participants engaged in implementing reading and writing workshops, school-embedded professional development, interventions, and benchmarking assessments over the course of one year. Draws conclusions from a variety of qualitative analysis tools, demonstrating the ways that

teachers and coaches navigate emotional ways of knowing. Suggests that emotional expressions could be an entry point for meaningful coaching interactions.

Markussen-Brown, J., Juhl, C. B., Piasta, S. B., Bleses, D., Højen, A., & Justice, L. M. (2017). The effects of language- and literacy-focused professional development on early educators and children: A best-evidence meta-analysis. *Early Childhood Research Quarterly, 38,* 97–115.

Describes a meta-analysis of language- and literacy-focused professional development for early education. Through a quantitative synthesis, the authors name characteristics of the effect of professional development on process quality, structural quality, and educators' knowledge. They report that professional development has an effect on process quality and structural quality, but not educator knowledge. They also set out to document the effects of professional development on child-related outcomes, finding that professional development had a small- to medium-sized significant effect on student phonological awareness and a small effect on alphabet knowledge.

Paratore, J. R., O'Brien, L. M., Jiménez, L., Salinas, A., & Ly, C. (2016). Engaging preservice teachers in integrated study and use of educational media and technology in teaching reading. *Teaching and Teacher Education, 59,* 247–260.

Reports on a mixed-methods study investigating preservice teachers' perceptions of the use of technology during literacy instruction in order to add to existing research showing that methods courses affect preservice teachers' knowledge and dispositions for teaching with technology. Literacy and technology experts used design-based research methods to design, co-teach, and study a technology-focused literacy methods course, delivering three major findings: increases in preservice teachers' perceptions of their knowledge, knowledge for teaching, and self-efficacy; an increase in intent to use technology in future teaching; and teachers' successful integration of technology into their lesson plans while maintaining sound literacy practices. Implications for teacher preparation include consideration of the role of disciplinary knowledge for technology pedagogies, the impact of a co-teaching and course design model, and the fragility of preservice teachers' knowledge for teaching.

Parsons, A. W., Parsons, S. A., Morewood, A., & Ankrum, J. W. (2016). Barriers to change: Findings from three literacy professional learning initiatives. *Literacy Research and Instruction, 55,* 331–352.

Describes common themes from three different professional learning initiatives in literacy. In each initiative, researchers employed principles of effective professional learning, applied theory of social constructivism, and utilized design-based research methods. Data collection included observations, teacher interviews, school leader interviews, and student assessments. Across the three initiatives, two themes suggested barriers to change: *pressure* on teachers when district-level mandates or colleagues' practices did not align with professional learning initiatives, and *knowledge.* Participants who lacked literacy content and pedagogy knowledge were not equipped to try practices related to the professional learning initiatives. Calls for small-scale studies to determine how teachers change practice, as well as investment in systematic study of large-scale projects to better understand how to increase student achievement.

Reyes, C., & Brinegar, K. (2016). Lessons learned: Using the literacy histories of education students to foster empathy. *Teaching and Teacher Education, 59,* 327–337.

Draws on a multicase study of preservice teachers' understanding of equitable literacy learning environments through digital, autobiographical storytelling, examining how the use of the digital storytelling motivated students to reflect on issues of difference and equity and to foster empathy. Longitudinal data analysis methods were employed over six semesters at two college campuses: one small, rural state college and one urban, public university. Multimodal discourse analysis methods were used to analyze transcripts of the preservice teachers' digital stories, reflective writings about the digital story process, and peer responses to the digital stories. The authors present four vignettes to illuminate equity-related themes within each case, finding that

digital stories "humanize" the concept of difference in literacy education, thus disrupting prior notions of literacy and learning.

Sharkey, J., Clavijo Olarte, A., & Ramírez, L. M. (2016). Developing a deeper understanding of community-based pedagogies with teachers. *Journal of Teacher Education, 67,* 306–319.

Outlines the findings of a research study into community-based pedagogies and the enactment of these pedagogies by four teachers in urban schools. Describes professional development as collaborative, context-specific, and inquiry-based. Reports an impact on student engagement and motivation, student-teacher relationships, school-family engagement, and teacher understanding of local knowledge as curriculum resource. Suggests that community-based pedagogies can positively affect teachers and students in urban schools.

Thurlings, M., & den Brok, P. J. (2017). Learning outcomes of teacher professional development activities: A meta-study. *Educational Review, 12,* 1–23.

Explores teacher professional development through peer interaction. Focuses on coaching, collaboration, and assessment. Shows outcomes of peer-based professional development for teacher knowledge, teacher skills, and student learning, but identifies weaknesses in methodology used in many professional development studies. Recommends more methodologically sound research of the impact of professional development activities.

Tour, E. (2017). Teachers' personal learning networks (PLNs): Exploring the nature of self-initiated professional learning online. *Literacy, 51,* 11–18.

Reports on the findings of a research study focused on three teachers' digitally mediated professional development through personal learning networks. Argues that new literacy practices that are collaborative, participatory, distributed, and multimodal lead to self-driven teacher professional learning. Includes description of personal learning networks as social, personalized, active and reciprocal, ongoing, and blended.

Wilkinson, I. A. G., Reznitskaya, A., Bourdage, K., Oyler, J., Glina, M., Drewry, R., . . . Nelson, K. (2017). Toward a more dialogic pedagogy: Changing teachers' beliefs and practices through professional development in language arts classrooms. *Language and Education, 31,* 65–82.

Examines the impact of a three-year professional development project focused on dialogic teaching. Examines teacher use of particular types of talk and the resulting impact on the development of argument literacy. Captures both teacher beliefs and enactments of text-based discussions. Reports change in teacher practice, but suggests that teachers continue to view opinions as valid without concern for argumentation and evidence.

Xu, Y., & Brown, G. T. L. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education, 58,* 149–162.

Identifies several components of assessment literacy drawn from two fields: educational assessment and teacher education. Based on a review of over 100 studies, suggests a conceptual framework of teacher assessment literacy in practice (TALiP). Offers recommendations for ensuring discipline-specific assessment literacy knowledge and operationalizing the framework for teacher education programs and research.

Other Related Research

Amir, A., Mandler, D., Hauptman, S., & Gorev, D. (2017). Discomfort as a means of pre-service teachers' professional development – an action research as part of the "research literacy" course. *European Journal of Teacher Education, 40,* 231–245.

Boche, B., & Shoffner, M. (2017). Connecting technology, literacy, and self-study in English language arts teacher education. In D. Garbett & A. Ovens (Eds.), *Being self-study researchers in*

a digital world (pp. 61–72). New York: Springer.

Colwell, J., & Gregory, K. (2016). Exploring how secondary pre-service teachers use online social bookmarking to envision literacy in the disciplines. *Reading Horizons, 55*(3), 62–97.

Danko-McGhee, K., & Slutsky, R. (2017). Empowering preservice teachers to design a classroom environment that serves as a third teacher. In M. J. Narey (Ed.), *Multimodal perspectives of language, literacy, and learning in early childhood* (pp. 257–274). New York: Springer.

Dutro, E., Cartun, A., Melnychenko, K., Haberl, E., Williams, B. P., & Zenkov, K. (2017). Partnership literacies in a writing methods course: Practicing, advocating, and feeling together. *Journal of Adolescent & Adult Literacy, 60,* 585–588.

Griffith, R. (2017). Preservice teachers' in the moment teaching decisions in reading. *Literacy, 51,* 3–10.

Haddix, M. M. (2017). Diversifying teaching and teacher education: Beyond rhetoric and toward real change. *Journal of Literacy Research, 49,* 141–149.

Hobbs, R. (2017). Approaches to teacher professional development in digital and media literacy education. In B. S. De Abreu, P. Mihailidis, A. Y. L. Lee, J. Melki, & J. McDougall (Eds.), *International handbook of media literacy education* (pp. 54–64). New York: Routledge.

Joanou, J. P. (2017). Examining the world around us: Critical media literacy in teacher education. *Multicultural Perspectives, 19,* 40–46.

Jukes, M. C., Turner, E. L., Dubeck, M. M., Halliday, K. E., Inyega, H. N., Wolf, S., . . . Brooker, S. J. (2016). Improving literacy instruction in Kenya through teacher professional development and text messages support: A cluster randomized trial. *Journal of Research on Educational Effectiveness, 10,* 449–481.

Kerry-Moran, K. (2016). Improving preservice teachers' expression in read-alouds. *Early Childhood Education Journal, 44,* 661–670.

Kindall, H. D., Crowe, T., & Elsass, A. (2017). The principal's influence on the novice teacher's professional development in literacy instruction. *Professional Development in Education.* Advance online publication. Retrieved from http://www.tandfonline.com/toc/rjie20/current

Kosnik, C., Menna, L., Dharamshi, P., & Miyata, C. (2017). So how do you teach literacy in teacher education? Literacy/English teacher educators' goals and pedagogies. *Australian Journal of Language and Literacy, 40,* 59–71.

Pomerantz, F., & Condie, C. (2017). Building bridges from pre-service experiences to elementary classroom literacy teaching: Challenges and opportunities. *Teaching and Teacher Education, 64,* 211–221.

Sharp, L. A., Coneway, B., Hindman, J. T., Garcia, B., & Bingham, T. (2016). Arts-integrated literacy instruction: Promising practices for preservice teaching professionals. *Texas Journal of Literacy Education, 4*(2), 78–89.

Vasudevan, L., & Kerr, K. R. (2017). Layered stories of teacher education in flux: A review of *On mutant pedagogies: Seeking justice and drawing change in teacher education. Journal of Adolescent & Adult Literacy, 60,* 723–727.

Voogt, J., & McKenney, S. (2017). TPACK in teacher education: Are we preparing teachers to use technology for early literacy? *Technology, Pedagogy and Education, 26,* 69–83.

Watulak, S. L. (2016). Reflection in action: Using inquiry groups to explore critical digital literacy with pre-service teachers. *Educational Action Research, 24,* 503–518.

Reading

Articles selected for this section represent a range of methodologies, topics, and grade levels. Final selection was determined by the significance of the article's contribution to the field and to the evolving

understanding of the reading process and instruction. For example, articles selected discussed issues related to oral language, decoding, fluency, comprehension, discourse, and social constructions of literacy. Trends in reading research this year included an emphasis on bilingual learners, relationships between oral language and reading comprehension, and preparing students for reading at the undergraduate level. (Kathryn Allen, lead contributor)

Arnesen, A., Braeken, J., Baker, S., Meek-Hansen, W., Ogden, T., & Melby-Lervag, M. (2017). Growth in oral reading fluency in a semi-transparent orthography: Concurrent and predictive relations with reading proficiency in Norwegian, grades 2–5. *Reading Research Quarterly, 52,* 177–201.

Examines the adaption of the oral reading fluency measure from the Dynamic Indicators of Basic Early Literacy Skills to Norwegian, which has a more transparent orthography than English. Uses growth curve modeling to determine growth within and across grades and to identify the longitudinal effects of oral reading fluency on high-stakes national assessments in grades 2–5. Growth rates were highest in grades 2 and 3 and nonlinear in grades 4 and 5. Oral reading fluency had moderate to strong predictive value on national reading tests, suggesting it might be a reliable and valid measure for identifying students in grades 2–5 for reading interventions.

Boelé, A. L. (2017). Does it say that? Tensions in teacher questions when the text has the final say. *Reading & Writing Quarterly, 33,* 20–36.

Investigates how authoritative and dialogic questioning practices of three fifth-grade teachers differed between small groups of students reading texts on grade level and groups reading below grade level, and how these questioning practices functioned for students with learning disabilities in reading. Ethnographic and discourse analytic methods were used to study video and audio recording of instruction, teacher interviews, and classroom observation data. Findings indicate that teachers were three times more likely to pose assertive questions that required accurate knowledge or textual evidence and/or acted as proxies for error correction and authoritative ideologies to students in the below-grade-level group compared with the on-grade-level group. Knowledge was assumed to be within the teacher, and the text was over-privileged as a source of knowledge and positioned as an object from which to lift literal meaning. Suggests that professional development ought to support teachers in considering how they may privilege the reader in text-reader interactions.

Cantrell, S. C., Pennington, J., Rintamaa, M., Osborne, M., Parker, C., & Rudd, M. (2017). Supplemental literacy instruction in high school: What students say matters for reading engagement. *Reading & Writing Quarterly, 33,* 54–70.

Uses constant comparative analysis strategies to explore high school students' perspectives on which instructional factors in a supplemental reading course were most engaging. The course used the Kentucky Cognitive Literacy Model (KCLM) and focused on motivation, strategic processing, content learning strategies, and communication. Three-interview series were conducted with ninth-grade students from nine high schools ($N = 63$). Themes identified include: access to a variety of relevant texts; increased sense of self-efficacy and valuing of reading; increased comprehension proficiency and openness to cognitive strategy instruction; and teachers' disposition, influence, and classroom relationships.

Cohrssen, C., Niklas, F., & Tayler, C. (2016). "Is that what we do?" Using a conversation-analytic approach to highlight the contribution of dialogic reading strategies to educator–child interactions during storybook reading in two early childhood settings. *Journal of Early Childhood Literacy, 16,* 361–382.

Employs conversational analysis to deconstruct dialogic reading interactions between teachers and young children during storybook reading. Researchers captured naturally occurring phenomena through video recordings, transcribed these interactions, and categorized data ac-

cording to five predetermined dialogic reading strategies: completion prompts, recall prompts, open-ended questions, asking "wh-" questions, and linking pictures and vocabulary with the child's lived experience. Suggests that systematic and intentional use of dialogic reading strategies supports the literacy development of emergent readers.

Davis, D., Huang, B., & Yi, T. (2017). Making sense of science texts: A mixed-methods examination of predictors and processes of multiple-text comprehension. *Reading Research Quarterly, 52,* 227–252.

Describes a mixed-methods study of 83 students in grades 5–7 (including monolingual, emergent, and proficient bilingual students) assessing expository comprehension, strategic knowledge, prior content knowledge, English-language proficiency, and readers' beliefs about learning. Comprehension was measured by a researcher-designed, untimed assessment in which students read two passages about Pluto. Items included sentence verification and inference verification. A smaller sample of bilingual students completed a think-aloud protocol on the meaning-making process. Using multiple regression analysis, researchers determined that English proficiency was the strongest predictor of comprehension. Strategy knowledge and epistemic beliefs were not related to multiple-text comprehension. The think-alouds showed that students had an emergent understanding of metacognitive monitoring and intertextual integration.

Deacon, S. H., Tong, X., & Francis, K. (2017). The relationship of morphological analysis and morphological decoding to reading comprehension. *Journal of Research in Reading, 40,* 1–16.

Evaluates the degree to which two components of morphological awareness, morphological decoding and morphological analysis, independently contribute to reading comprehension in third- and fifth-grade, English-speaking children. Measures of morphological decoding, morphological analysis, morphological structure awareness, matrix reasoning, word identification, reading comprehension, and phonological awareness were analyzed using correlational and linear regression analyses. Hierarchical multiple regression was used to evaluate the unique contributions of morphological structure awareness, morphological decoding, and morphological analysis, which together accounted for 8% of the variance, suggesting that morphological decoding and morphological analysis should be considered in further studies of reading comprehension.

Dwyer, J., Kelcey, B., Berebitsky, D., & Carlisle, J. F. (2016). A study of teachers' discourse moves that support text-based discussions. *Elementary School Journal, 117,* 285–399.

Explores teacher discursive moves in response to student discussion of text. Analytic factors included (1) teacher factors, measured through their knowledge about reading and reading practices, (2) student achievement, measured through the Iowa Test of Basic Skills, and (3) characteristics of lessons as determined through classroom observations. Video recordings of lessons were coded for use and effectiveness of teachers' discourse moves. Factor model analysis indicated that lesson and teacher characteristics were significantly related to discourse moves, and teachers' use of discourse moves was positively and significantly related to students' vocabulary and reading achievement.

Holliman, A. J., Palma, N. G., Critten, S., Wood, C., Cunnane, H., & Pillinger, C. (2017). Examining the independent contribution of prosodic sensitivity to word reading and spelling in early readers. *Reading and Writing, 30,* 509–521.

Examines the contributions of prosodic sensitivity to word reading and spelling in 5- and 6-year-old, English-speaking children. Hierarchical regression analysis was used to determine the unique contributions of prosodic sensitivity while controlling for variables of vocabulary, phonological awareness, and morphological awareness. Prosodic sensitivity explained 3.8% of the variance in monosyllabic word reading and 13.5% of the variance in multisyllabic word reading. It was not found to have significance with regard to spelling in English. Implications include a suggestion that prosodic sensitivity be considered in assessment and intervention techniques for young children.

Kabuto, B. (2016). The social construction of a reading (dis)ability. *Reading Research Quarterly, 51,* 289–304.

Uses a comparative case study to explore labeling of children in educational settings, and how families construct sociocultural-historical identities connected to reading ability. Family reading miscue analysis was used to capture participants' discourses about reading and reading abilities. Triangulation among miscue analysis, discourse analysis, and observational and reflective notes revealed a socially derived interpretation of reading ability incorporating sociocultural-historical processes of time, action, emotion, identity, and physical space. Calls for methodological and theoretical shifts in research exploring impacts of school-based reading ability labels on reading identities of families.

Lepola, J., Lynch, J., Kiuru, N., Laakkonen, E., & Niemi, P. (2016). Early oral language comprehension, task orientation, and foundational reading skills as predictors of grade 3 reading comprehension. *Reading Research Quarterly, 51,* 373–390.

Reports on a five-year longitudinal study of 90 Finnish-speaking students from preschool to grade 3, assessing vocabulary knowledge, listening comprehension, inference making, task orientation, letter knowledge, and phonological awareness. Reading fluency was assessed in grades 2–3. Task orientation was defined as self-efficacy, agency, or a child's ability to accept challenging aspects of a learning task. Grade 3 comprehension was measured using two narrative passages that students read silently, followed by a total of 24 multiple-choice questions that required both literal and inferential text comprehension. Oral language comprehension, task orientation, and reading fluency all contributed uniquely to reading comprehension. Researchers found a reciprocal relationship between oral language comprehension and task orientation from preschool to grade 3.

Rasinski, T. V., Chang, S., Edmondson, E., Nageldinger, J., Nigh, J., Remark, L., . . . Rupley, W. H. (2017). Reading fluency and college readiness. *Journal of Adolescent & Adult Literacy, 60,* 453–460.

Explores what "college and career readiness" means for reading fluency, specifically automatic word recognition. Researchers used an oral reading analysis protocol to determine word recognition automaticity for incoming college first-year students ($N = 81$) and analyzed correlations between measures of fluency and ACT scores. Findings suggest that students read at or above grade level, with word recognition accuracy at instructional or independent levels, and moderate correlation of word recognition accuracy and automaticity with ACT scores. Argues that word recognition accuracy and automaticity continue to be important factors for reading and academic success in middle school, high school, and postsecondary grades.

Reed, D., Petscher, Y., & Truckenmiller, A. (2017). The contribution of general reading ability to science achievement. *Reading Research Quarterly, 52,* 253–266.

Investigates the relationship of reading ability (word recognition, vocabulary, syntactic knowledge, and comprehension) with science knowledge (measured using a state criterion-referenced assessment) among students in grades 5, 8, and 9. Both assessments of reading comprehension and science knowledge included inferential items. Researchers used multiple-group structural equation modeling to determine that reading ability did account for a high percentage of the variance at each grade level. At grade 9, lower reading ability was more strongly related to lower science performance.

Rosenzweig, E. Q., & Wigfield, A. (2017). What if reading is easy but unimportant? How students' patterns of affirming and undermining motivation for reading information texts predict different reading outcomes. *Contemporary Educational Psychology, 48,* 133–148.

Uses cluster analysis to identify patterns in middle school students' ($N = 1,134$) self-efficacy, perceived difficulty, and value and devalue for reading informational school texts. Compares patterns to reading outcomes, including language arts grades, comprehension, and dedication to

informational text reading. Finds that students demonstrated four different patterns of affirming and undermining motivation to read informational school texts, and that reading outcomes varied across these four patterns. Clusters included: (1) high affirming and low undermining motivations (highest reading outcome scores); (2) low affirming and high undermining (lowest reading outcome scores); (3) high self-efficacy, low difficulty, and low value; and (4) moderate levels of all motivational constructs. Students who demonstrated patterns in the third and fourth clusters had similar reading outcomes. Researchers also examined differences in patterns between genders, African American students and White students, and low- and high-socioeconomic-status students. While males and females were equally represented across all four patterns, students showed differences by race: African American students were disproportionately *less* likely than White students to have the high self-efficacy/low value and the low affirming/high undermining patterns.

Swanson, E., Wanzek, J., Vaughn, S., Fall, A., Roberts, G., Hall, C., & Miller, V. L. (2017). Middle school reading comprehension and content learning intervention for below-average readers. *Reading & Writing Quarterly, 33,* 37–53.

Evaluates the efficacy of Promoting Acceleration of Comprehension and Content through Text (PACT), an intervention consisting of a set of research-based daily instructional practices to support struggling readers' comprehension in middle school social studies content instruction. Researchers used a randomized controlled design to determine the effects of PACT on both reading comprehension and content knowledge outcomes for struggling readers, as determined by performance on state accountability measures. Students in the treatment condition ($n = 45$), who received the PACT intervention, outscored students in the comparison condition ($n = 33$) on measures of knowledge acquisition (ES = 0.35), content reading comprehension (ES = 0.59), and vocabulary recall (ES = 0.65). There was no statistically significant difference between treatment and control groups on the measure of standardized reading comprehension (ES = 0.10). Findings support the efficacy of the PACT intervention to improve social studies content acquisition in struggling readers.

van Gorp, K., Segers, E., & Verhoeven, L. (2017). Enhancing decoding efficiency in poor readers via a word identification game. *Reading Research Quarterly, 52,* 105–123.

Describes the implementation of a digital word identification game with 62 Dutch second graders who had been identified as poor readers in need of intervention. The game included repetition of real words and pseudo-words, along with immediate corrective feedback and semantic training. Words were at three levels of difficulty: consonant-vowel-consonant items, consonant cluster items, and disyllabic items. Researchers conducted 15-minute interventions four times per week for five weeks. Results showed significant increases in students' ability to decode words at all three levels of difficulty, and remained consistent five weeks following the intervention.

Other Related Research

Ahmed, Y., Francis, D. J., York, M., Fletcher, J. M., Barnes, M., & Kulesz, P. (2016). Validation of the direct and inferential mediation (DIME) model of reading comprehension in grades 7 through 12. *Contemporary Educational Psychology, 44,* 68–82.

Barnes, E., Grifenhagen, J., & Dickinson, D. (2016). Academic language in early childhood classrooms. *Reading Teacher, 70,* 39–48.

Boardman, A. G., Vaughn, S., Buckley, P., Reutebuch, C., Roberts, G., & Klingner, J. (2016). Collaborative strategic reading for students with learning disabilities in upper elementary classrooms. *Exceptional Children, 82,* 409–427.

Bråten, I., Johansen, R.-P., & Strømsø, H. I. (2017). Effects of different ways of introducing a reading task on intrinsic motivation and comprehension. *Journal of Research in Reading, 40,* 17–36.

Brimo, D., Apel, K., & Fountain, T. (2017). Examining the contributions of syntactic awareness

and syntactic knowledge to reading comprehension. *Journal of Research in Reading, 40,* 57–74.

Cheng, Y., Zhang, J., Li, H., Wu, X., Liu, H., Dong, Q., . . . Sun, P. (2017). Growth of compounding awareness predicts reading comprehension in young Chinese students: A longitudinal study from grade 1 to grade 2. *Reading Research Quarterly, 52,* 91–104.

Conradi, K., Amendum, S. J., & Liebfreund, M. D. (2016). Explaining variance in comprehension for students in a high-poverty setting. *Reading & Writing Quarterly, 32,* 427–453.

Flynn, E. (2016). Language-rich early childhood classroom: Simple but powerful beginnings. *Reading Teacher, 70,* 159–166.

Goldman, S. R., Snow, C., & Vaughn, S. (2016). Common themes in teaching reading for understanding: Lessons from three projects. *Journal of Adolescent & Adult Literacy, 60,* 255–264.

Goodwin, A. P., Petscher, Y., Carlisle, J. F., & Mitchell, A. M. (2017). Exploring the dimensionality of morphological knowledge for adolescent readers. *Journal of Research in Reading, 40,* 91–117.

Hamilton, S., Freed, E., & Long, D. (2016). Word-decoding skill interacts with working memory capacity to influence inference generation during reading. *Reading Research Quarterly, 51,* 391–402.

Kim, S. J. (2016). The role of peer relationships and interactions in preschool bilingual children's responses to picture books. *Journal of Early Childhood Literacy, 16,* 311–337.

Li, M., Murphy, P. K., Wang, J., Mason, L. H., Firetto, C. M., Wei, L., & Chung, K. S. (2016). Promoting reading comprehension and critical–analytic thinking: A comparison of three approaches with fourth and fifth graders. *Contemporary Educational Psychology, 46,* 101–115.

MacKay, E. J., Levesque, K., & Deacon, S. H. (2017). Unexpected poor comprehenders: An investigation of multiple aspects of morphological awareness. *Journal of Research in Reading, 40,* 125–138.

Martin, N. D., Nguyen, K., & McDaniel, M. A. (2016). Structure building differences influence learning from educational text: Effects on encoding, retention, and metacognitive control. *Contemporary Educational Psychology, 46,* 52–60.

Michaud, M., Dion, E., Barrette, A., Dupéré, V., & Toste, J. (2017). Does knowing what a word means influence how easily its decoding is learned? *Reading & Writing Quarterly, 33,* 82–96.

Raffaele Mendez, L. M., Pelzmann, C. A., & Frank, M. J. (2016). Engaging struggling early readers to promote reading success: A pilot study of reading by design. *Reading & Writing Quarterly, 32,* 273–297.

Smith, J. M., Nelson, N. J., Smolkowski, K., Baker, S. K., Fien, H., & Kosty, D. (2016). Examining the efficacy of a multitiered intervention for at-risk readers in grade 1. *Elementary School Journal, 116,* 549–573.

Zhang, J., & Shulley, L. (2017). Poor comprehenders in English-only and English language learners: Influence of morphological analysis during incidental word learning. *Journal of Research in Reading, 40,* 169–183.

Second Language Literacy

The research included in this section focuses on multilingual learners' language use and acquisition. In determining which research would be abstracted, we attempted to represent a variety of methodologies, ages, languages, contexts, and modalities, while highlighting prominent projects and carving out space for theory building. Studies in this section are representative of a continued interest in the examination of bilingual and biliterate pedagogies, translanguaging, identities and critical literacies in curricula, and teacher development. Specific trends noted this year include an emphasis on English learner classification and assessment, academic language instruction in content areas, the implementation of interventions for students with reading difficulties, and the impact of

the political milieu on lives of immigrant and refugee students and their families. (Amy Frederick, lead contributor)

Brooks, M. D. (2017). How and when did you learn your languages? Bilingual students' linguistic experiences and literacy instruction. *Journal of Adolescent & Adult Literacy, 60,* 383–393.

Draws on theories of dynamic bilingualism to challenge monolingual assumptions behind terms like *native language* and *native speaker.* Describes the development of a survey intended to inform educators about the linguistic experiences of their students. The survey's six questions are discussed in detail, with explanations of how they are designed to elicit the complexity of multilingual language practices in and out of school contexts. Analyses of one student's responses to the survey provide the data from which implications for instruction and assessment are drawn. Specifically, this survey elicits information missed by official school records (e.g., English proficiency tests), enables identification of English-proficient bilingual students who are struggling with academic literacy, provides opportunities for students to reflect on their language practices and identities, and improves alignment of ELA standards with the specific literacy practices of individual students.

Creese, A., Blackledge, A., & Hu, R. (2017). Translanguaging and translation: The construction of social difference across city spaces. *International Journal of Bilingual Education and Bilingualism.* Advance online publication. Retrieved from http://www.tandfonline.com/toc/rbeb20/current

Considers the construction of social difference in the interactions of a multilingual couple as they communicated at home and worked with one another, their colleagues, and strangers. Data come from the first phase of a four-year sociolinguistic ethnography investigating communication practices in four superdiverse (defined as including significant diversity across a range of variables) English cities. Researchers used a linguistic ethnographic approach to document the role of translanguaging and translation, showing how these social practices varied across the city's spatial realms as different kinds of relationships were brought into play. Study data (including extensive field notes, audio and video recording, photos and interviews) revealed that interactions drew on widely circulating discourses about social and linguistic difference, that the construction of difference varied qualitatively by the distance and intimacy of relationships, and that a translanguaging repertoire was particularly evident as the couple navigated sensitive cultural activities, attitudes, and beliefs.

Durán, L. (2017). Audience and young bilingual writers: Building on strengths. *Journal of Literacy Research, 49,* 92–114.

Explores how an audience-focused writing curriculum mediated the literacy development of bilingual Latina/o first-grade students. Describes a yearlong study in one classroom in the first year of transition from an ESL model into a bilingual program. Qualitatively documents and analyzes students' writing and talk about writing for a variety of audiences, using field notes, video recordings, and writing samples. Expands on theories of audience awareness in writing to include linguistically diverse settings and translingual writing practices. Finds that children both addressed (or responded to) their intended readers and invoked particular kinds of audiences. Children's audience awareness influenced their use of language (Spanish, English, or both), as well as rhetorical strategies and design choices.

Gallo, S., & Hornberger, N. H. (2017). Immigration policy as family language policy: Mexican immigrant children and families in search of biliteracy. *International Journal of Bilingualism.* Advance online publication. Retrieved from http://journals.sagepub.com/home/ijb

Focuses on the case of 8-year-old Princess to examine complexities of how young Latino children with a recently deported parent engage with family language policies through stances toward imagined lives, languages, and schooling in Mexico and the USA. Ethnographic language policy

research is used to highlight how young children can serve as agentive social actors as they negotiate their own self-positioning across institutional settings. Reveals that monoglossic ideologies undergird families' imagined educational futures across borders, and how our current schooling approaches dichotomize rather than support the familial language and literacy resources that transnational students bring to classrooms. Argues that educational policy and classroom practices that are more reflective of transnational families' realities are needed to better prepare children for educational success on both sides of the border.

García, G. E., & Godina, H. (2017). A window into bilingual reading: The bilingual reading practices of fourth-grade, Mexican American children who are emergent bilinguals. *Journal of Literacy Research, 49,* 273–301.

Employs qualitative think-alouds to elicit the bilingual reading strategies of six fourth-grade, Mexican-American emergent bilinguals. Participants had been enrolled in an early-exit transitional bilingual education program for at least three years, and all were proficient readers in Spanish (as assessed on a standardized measure), though their English reading proficiency varied considerably. Students were prompted to think aloud at predetermined points in four texts, two in Spanish and two in English, and were free to answer in English, Spanish, or both. Finds that students varied their cognitive and bilingual strategy use according to the demands and genre of the text and their oral English proficiency, that they utilized both monolingual and bilingual strategies (though cognates were only used occasionally), and that all of them demonstrated the ability to talk about a text in a different language than the one in which it was written. Concludes that monolingual assessments of students' literacy proficiency miss considerable information about emergent bilinguals, and demonstrates that even readers with lower English proficiency flexibly employ a variety of reading strategies in ways that support a translanguaging perspective on cross-linguistic transfer.

Granados, N. R. (2017). Mobilities of language and literacy ideologies: Dual language graduates' bilingualism and biliteracy. *Journal of Literacy Research, 49,* 210–239.

Uses ethnography to investigate how the experience of attending one K–5 dual-language immersion program influenced the language ideologies and life trajectories of 52 adult graduates ages 22–28 who were invited via social media to participate in an online discussion board on past and present experiences related to their language and literacy. Focuses on language and literacy ideologies and language-as-capital, grounded in a New Literacies theoretical framework. Develops the notion of mobilities of ideologies to demonstrate how language and literacy practices of graduates have been both enabled and constrained by the ideological spaces they have inhabited, and finds that graduates today have managed to take advantage of their bilingualism and biliteracy, have achieved educational successes, and hold overwhelmingly positive ideologies with regard to their Spanish language and literacy.

Hopewell, S., & Butvilofsky, S. (2016). Privileging bilingualism: Using biliterate writing outcomes to understand emerging bilingual learners' literacy achievement. *Bilingual Research Journal, 39,* 324–338.

Building on Richard Ruiz's notion of language policy orientations, argues that language-as-resource orientation requires that we use two-language assessments to study how program models are both developing and conserving the languages that students bring to school. Demonstrates through a study of students' writing how scholars might use such assessments to present a more complete understanding of students' biliteracy development that counters the use of bilingualism in service to the hegemony of English. The quasi-experimental study included two groups of first- through fifth-grade emerging bilingual learners from the same elementary school, who participated in different models of literacy instruction. Examines the extent to which writing instruction in two languages delayed or advantaged students educated in paired biliteracy instruction, as compared with those who spent all of their time in English language literacy.

Finds that students in paired literacy became comparably literate in the domain of writing in Spanish and English (as measured by a biliteracy writing rubric), and that differences in English language outcomes for the two groups were statistically insignificant.

Kremin, L. V., Arredondo, M. M., Hsu, L. S. J., Satterfield, T., & Kovelman, I. (2017). The effects of Spanish heritage language literacy on English reading for Spanish–English bilingual children in the US. *International Journal of Bilingual Education and Bilingualism.* Advance online publication. Retrieved from http://www.tandfonline.com/toc/rbeb20/current

Examines the contribution of several literacy components to the literacy skills of early-exposure Spanish-English bilingual readers ($n = 37$) in comparison with English-only monolingual readers ($n = 33$). Seventy participants (mean age 9.8 years) were administered a battery of standardized measures of phonological awareness, vocabulary, syntactic competence, single-word reading, naming speed, and nonverbal intelligence in Spanish and English for the bilingual participants and in English for the monolingual participants. Data were analyzed using t-tests, partial correlations, and stepwise regression models. Results suggest that bilingual readers employed additional and different components than the monolingual readers. Specifically, syntactic competence and phonological awareness were significant predictors of literacy performance. Suggests that the transparent orthography of Spanish promotes a strong transfer of Spanish literacy skills to English reading for early-exposure Spanish-English bilingual readers, and advocates that bilingual and biliteracy instruction should be more widely available, that all educators need to know how to modify literacy instruction to incorporate the specific linguistic and prior educational strengths of emergent bilinguals, and that bilingual parents should be encouraged to provide early exposure to L1 literacy instruction.

Lucas, M. W., & Yiakoumetti, A. (2017). Cross-linguistic awareness-raising practices can enhance written performance in EFL classes in Japanese universities. *International Journal of Bilingual Education and Bilingualism.* Advance online publication. Retrieved from http://www.tandfonline.com/toc/rbeb20/current

Reports on a a quasi-experimental study examining the effectiveness of cross-linguistic instruction for Japanese university students' ($N = 69$) usage of articles and plural suffixes for countable nouns, two forms not present in Japanese and with which Japanese students have consistently been shown to struggle in their acquisition of English. The control group ($n = 34$) received English-only instruction, while the experimental group ($n = 35$) received instruction that made explicit comparisons and contrasts to students' L1. Results indicate that the experimental group outperformed the control group on researcher-created measures of error identification and correction as well as plural production, though there was no significant difference in article production between the two groups. Authors suggest that the control groups may have experienced some negative transfer effects from English words that are loanwords in the Japanese katakana lexicon on the second assessment. Contributes to a growing international literature documenting effectiveness of bilingual pedagogies that utilize students' L1 during L2 instruction.

Smith, B. E., Pacheco, M. B., & de Almeida, C. R. (2017). Multimodal codemeshing: Bilingual adolescents' processes composing across modes and languages. *Journal of Second Language Writing, 36,* 6–22.

Describes a comparative case study examining how three bilingual eighth-grade students from different language backgrounds composed across multiple languages and modalities when creating a digital project. Integrates translanguaging and social semiotics theoretical frameworks to develop the notion of multimodal code-meshing. Analyzes data, including screen capture and video observations, student design interviews, and multimodal products through the creation of multimodal code-meshing timescapes. Describes students' composition processes by examining how they began their projects, their increasing fluency with multilevel iterative design, and the unique ways that each student used different modes to communicate meaning. Finds

that students used heritage languages strategically both to negotiate various demands of the composition process (such as accessing new information or composing messages for multiple audiences) and to transform the language norms of the local classroom ecology.

Stevenson, A., & Beck, S. (2016). Migrant students' emergent conscientization through critical, socioculturally responsive literacy pedagogy. *Journal of Literacy Research, 49,* 240–272.

Presents a portrait of a summer literacy program for Mexican American migrant students. Informed by critical and sociocultural theories of literacy and culturally responsive approaches to instruction, the summer program adapted reader's and writer's workshop pedagogies to utilize students' cultural and linguistic practices as instructional resources in highly interactive and collaborative activities. Picture books, young adult novels, and a video that focused on Mexican protagonists and depicted several facets of migrant texts were used to scaffold migrant students' creation of texts that reflected their awareness of and engagement with their sociopolitical realities. Illustrates how students developed a sense of community and trust that enabled them to share their own stories of poverty and hardship, how group discussions and critical analyses of texts enabled them to better understand and articulate their own perspectives that challenged dominant discourses about migrants in their school community, and how the students' stories helped educators reframe their understandings of these students.

Suk, N. (2017). The effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading Research Quarterly, 52,* 73–89.

Evaluates the effectiveness of extensive reading for improving the reading performance of Korean university students studying English as a foreign language. Four intact classes were assigned to two control and two experimental conditions, and the author provided instruction to all four classes. The experimental condition replaced 30 minutes of vocabulary review and quizzes in the control condition with 30 minutes of opportunities for extensive reading from a library of about 350 graded readers in the experimental condition. The other 70 minutes of all the classes were the same, as was the amount of time students were expected to spend on homework assignments. Repeated MANOVA analyses revealed that students in the extensive reading condition outperformed students in the control condition on researcher-created measures of comprehension (Cohen's $d = .30$), reading rate ($d = .39$), and vocabulary ($d = .70$). Hypothesizes that gains may be due to the amount of extensive reading, the use of graded readers at appropriate Lexile ranges for students' L2 proficiency levels, and a carefully constructed vocabulary measure that aligned with the reading materials chosen by students.

Symons, C., Palincsar, A. S., & Schleppegrell, M. J. (2017). Fourth-grade emergent bilinguals' uses of functional grammar analysis to talk about text. *Learning and Instruction.* Advance online publication. Retrieved from http://www.sciencedirect.com/science/journal/09594752?sdc=1

Reports on a study that employed think-alouds and semistructured interviews to examine how 10 emergent bilingual fourth graders interacted with and reflected on a challenging science text. Students had been exposed to explicit talk about meaning in the patterns of language they encounter across genres and disciplines (functional grammar analysis). Finds that students who consistently attended to the participants, processes, and circumstances of time and place, and made felicitous inferences, constructed a coherent mental model of the text. Asserts that paying attention to the language students use while thinking aloud can provide insight into the kinds of strategic and linguistic knowledge they are drawing upon to make meaning, which can be leveraged to support text comprehension.

Umansky, I. M. (2016). Leveled and exclusionary tracking: English learners' access to academic content in middle school. *American Educational Research Journal, 53,* 1792–1833.

Uses regression analysis of 10 years of data on middle school (grades 6–8) English learners from a large urban school district in California to identify two predominant characteristics of their

access to content: (1) leveled tracking, in which ELs are overrepresented in lower-level classes and underrepresented in upper-level classes; and (2) exclusionary tracking, in which ELs are excluded from core academic content-area classes, particularly English language arts. English learners may have inferior access to courses because of lower levels of academic preparation, institutional constraints due to limited resources, lower English proficiency, and/or the requirement of designated English-language development instruction which often removes one or more periods from students' schedules. Contends that federal, state, and local education authorities should limit the conditions under which districts can delay access to academic content and should provide resources to support these initiatives.

Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A. M. (2017). Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial. *Journal of Educational Psychology, 109,* 22–34.

Describes a study utilizing a within-teacher experimental design to test the effectiveness of a reading comprehension and social studies content knowledge intervention with eighth-grade English language learners. Students in 18 social studies classes were randomly assigned to treatment ($n = 845$) and control ($n = 784$) conditions. Treatment classrooms received an ELL-modified version of Promoting Adolescents' Comprehension of Text (PACT). Multiple-level regression analyses of students nested in classes and classes nested in teachers revealed that ELLs in the treatment condition outperformed ELLs in the control condition on researcher-created measures of content knowledge (ES = .40) and content reading comprehension (ES = .20). No significant difference was found on the distal, standardized measure of reading comprehension. Effects for content knowledge measures (but not the other two measures) were moderated by the proportion of ELLs in the class, with content knowledge gains decreasing for both ELLs and non-ELLs when the proportion of ELLs increased above 12%.

Other Related Research

Ardasheva, Y., & Tretter, T. R. (2017). Developing science-specific, technical vocabulary of high school newcomer English learners. *International Journal of Bilingual Education and Bilingualism, 20,* 252–271.

Baker, D. L., Burns, D., Kame'enui, E. J., Smolkowski, K., & Baker, S. K. (2016). Does supplemental instruction support the transition from Spanish to English reading instruction for first-grade English learners at risk of reading difficulties? *Learning Disability Quarterly, 39,* 226–239.

Bauer, E. B., Presiado, V., & Colomer, S. (2016). Writing through partnership: Fostering translanguaging in children who are emergent bilinguals. *Journal of Literacy Research, 49,* 10–37.

Burns, M. K., Frederick, A., Helman, L., Pulles, S. M., McComas, J. J., & Aguilar, L. (2016). Relationship between language proficiency and growth during reading interventions. *Journal of Educational Research, 110,* 581–588.

Cole, M. W., David, S., & Jiménez, R. T. (2016). Collaborative translation: Negotiating student investment in culturally responsive pedagogy. *Language Arts, 93,* 430–443.

Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (2016). Intersectional identity negotiation: The case of young immigrant children. *Journal of Literacy Research, 49,* 115–140.

González, N. (2016). Imagining literacy equity: Theorizing flows of community practices. *Literacy Research: Theory, Method, and Practice*, *65*(1), 69–93.

Gorter, D., & Cenoz, J. (2017). Language education policy and multilingual assessment. *Language and Education, 31,* 231–248.

Guerrettaz, A. M., & Zahler, T. (2016). Black Lives Matter in TESOL: De silencing race in a second language academic literacy course. *TESOL Quarterly, 51,* 193–207.

Hopewell, S., Butvilofsky, S., & Escamilla, K. (2016). Complementing the Common Core with holistic biliteracy. *Journal of Education, 196*(2), 89–100.

Hsu, L. S. J., Ip, K. I., Arredondo, M. M., Tardif, T., & Kovelman, I. (2016). Simultaneous acquisition of English and Chinese impacts children's reliance on vocabulary, morphological and phonological awareness for reading in English. *International Journal of Bilingual Education and Bilingualism.* Advance online publication. Retrieved from http://www.tandfonline.com/toc/rbeb20/current

Li, M., & Zhu, W. (2017). Good or bad collaborative wiki writing: Exploring links between group interactions and writing products. *Journal of Second Language Writing, 35,* 38–53.

Ma, S., Anderson, R. C., Lin, T. J., Zhang, J., Morris, J. A., Nguyen-Jahiel, K., Miller, B. W., Jadallah, M., Scott, T., Sun, J., & Grabow, K. (2017). Instructional influences on English language learners' storytelling. *Learning and Instruction, 49,* 64–80.

MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal, 54,* 167–201.

Pennycook, A. (2017). Translanguaging and semiotic assemblages. *International Journal of Multilingualism, 14,* 269–282.

Pyle, D., Pyle, N., Lignugaris/Kraft, B., Duran, L., & Akers, J. (2017). Academic effects of peer-mediated interventions with English language learners: A research synthesis. *Review of Educational Research, 87,* 103–133.

Rowe, D. W., & Miller, M. E. (2016). Designing for diverse classrooms: Using iPads and digital cameras to compose eBooks with emergent bilingual/biliterate four-year-olds. *Journal of Early Childhood Literacy, 16,* 425–472.

Stornaiuolo, A., Smith, A., & Phillips, N. C. (2016). Developing a transliteracies framework for a connected world. *Journal of Literacy Research, 49,* 68–91.

Vangsnes, Ø. A., Söderlund, G. B., & Blekesaune, M. (2017). The effect of bidialectal literacy on school achievement. *International Journal of Bilingual Education and Bilingualism, 20,* 346–361.

Writing

This year, contributors to this section focused on studies of writing instruction and writing assessment primarily in secondary classrooms, with some focus on elementary and college-level writing as well. Trends in writing research indicate an emphasis on linguistically diverse students, academically marginalized students, and students identified as struggling writers. The section also includes three national surveys, one focused on writing methods courses in teacher preparation programs, one focused on writing tasks in secondary science classrooms, and one large-scale document analysis of writing assessment. (Jessica Dockter Tierney, lead contributor)

Anderson, K. T., Steward, O. G., & Kachorsky, D. (2017). Seeing academically marginalized students' multimodal designs from a position of strength. *Written Communication, 34,* 104–134.

Explores how secondary students, academically marginalized by a "normal technical" track in Singapore, composed multimodal texts. Draws on data from 14 class sessions held over 9 weeks to analyze how multimodal texts positioned students as knowers and creators—a departure from normal technical curriculum guidelines. Discusses three cases that illustrate students' informative, persuasive, and seditious enactments of authority. Emphasizes that multimodal texts can help academically marginalized students transform their ways of being in the classroom, at least temporarily. Calls for further research that foregrounds such students' successes (rather than their failures or "surprising exceptions") while challenging deficit discourses.

Behizadeh, N., & Pang, M. E. (2016). Awaiting a new wave: The status of state writing assessment in the United States. *Assessing Writing, 29,* 25–41.

Investigates the current status of state writing assessment practices across the United States, focusing on (1) assessment formats and contents and (2) the locations of assessment scoring. Gathers data from official state websites and other credible sources and, when possible, receives confirmation from state representatives. Through document analysis, finds that the vast majority of states (92%) were assessing writing through essays without allowing students to access outside resources. Also finds that all states, except New York, scored assessments externally, through testing agencies or a central evaluation center. Urges greater use of direct sociological models of assessment, as well as increased autonomy and support for teachers.

Drew, S. V., Olinghouse, N. G., Faggella-Luby, M., & Welsh, M. E. (2017). Framework for disciplinary writing in science grades 6–12: A national survey. *Journal of Educational Psychology*. Advance online publication. Retrieved from http://psycnet.apa.org/PsycARTICLES/journal/edu

Describes survey results among a random sample (*N* = 287) of grade 6–12 science teachers to investigate the state of writing instruction in the United States. Reports on teachers' purposes for teaching writing, the types of writing tasks they gave most often, use of evidence-based writing practices, and accommodations made for struggling writers in science classes. Most participants included writing as part of the inquiry process, but the writing tasks they gave to students included little composition. Observes that surveyed teachers rarely (once per year or once per quarter) included evidence-based practices for teaching writing or modified writing instruction and tasks for struggling writers. Examines results against a theoretical framework for research-based disciplinary writing in science. Recommends four changes to practice to improve writing instruction in science: considering diverse and distinct purposes aligned with science education goals, assigning writing tasks to communicate deep learning to authentic audiences, using evidence-based practices to teach writing in science, and using evidence-based adaptations to support struggling science writers.

Furey, W., Marcotte, A., Wells, C., & Hintze, J. (2017). The effects of supplemental sentence-level instruction for fourth-grade students identified as struggling writers. *Reading & Writing Quarterly*. Advance online publication. Retrieved from http://www.tandfonline.com/toc/urwl20/current

Examines the impact of a sentence-level intervention (described as a sentence construction strategy with self-regulation procedures) on the writing skills of fourth-grade students identified as struggling writers by determining whether students in the intervention group outperformed their predicted scores on assessments of writing conventions and story quality. Struggling writers improved their ability to use accepted orthographic and grammatical conventions during composition (e.g., including coordinating conjunctions other than *and*, using introductory phrases and clauses, excluding fragments and run-on sentences, etc.) but did not improve in the broader domain of story quality (e.g., coherent plot, appropriate organizational structure, etc.). Argues that interventions targeting sentence-level conventions including syntax/grammar and mechanics, as well as explicit instruction that addresses planning and revision, are necessary to support more complex writing tasks among struggling writers.

Hsin, L., Snow, C., & Hsin, L. (2017). Social perspective taking: A benefit of bilingualism in academic writing. *Reading and Writing*, 30, 1193–1214.

Examines social perspective-taking acts in the argumentative essays of language-minority and English-only students in grades 4–6. Participants included 41 language-minority students from 19 classrooms, each paired with an English-only student (using variable optimal matching). Finds that language-minority students' writing surpassed English-only students' work on two measures of perspective-taking: perspective knowledge and perspective articulation. Emphasizes the role perspective-taking plays in argumentative writing and the advantage bilingual students have in enacting this cognitive skill.

Jafarigohar, M., & Mortazavi, M. (2016). The impact of scaffolding mechanisms on EFL learn-ers' individual and socially shared metacognition in writing. *Reading & Writing Quarterly, 33,* 211–225.

Through a process-genre approach, investigates how two scaffolding mechanisms (structur-ing and problematizing) potentially affect EFL writers' metacognition. Researchers divided a cohort of 240 female Iranian EFL learners into eight treatment groups, and collected learners' think-alouds that were audio-recorded during writing tasks, as well as responses to a pre/post-test survey on metacognition. After a battery of statistical analyses, they determined that the two scaffolding mechanisms enhanced learners' metacognition on both individual and inter-individual levels. Underlines the instructional value of the two scaffolding mechanisms, particularly in combination.

Jesson, R., & Rosedale, N. (2016). How teachers might open dialogic spaces in writing instruc-tion. *International Journal of Educational Research, 80,* 164–176.

Examines how teachers provide opportunities to incorporate voice and the interanimation of voices in writing lessons. Researchers analyzed transcripts and videos of writing lessons from an observational study of 15 classrooms to develop a taxonomy of dialogic sites (instructional events) and, within those sites, various sources of voice (present or not), finding that few sites in the lessons offered the possibility of interanimation of voice. The most generative sources of voice included the voices of texts, social voices, and the voices of students' textual histories. Concludes that dialogicality allows teachers to see how the shape of the dialogic space created in a classroom can invite or constrain potential voices, and thus resources for learning to write.

Lenters, K. (2016). Riding the lines and overwriting in the margins: Affect and multimodal literacy practices. *Journal of Literacy Research, 48,* 280–316.

Explores the multimodal literacy practices of one student across his home-school-community terrain. Uses critical instance case study methodology and assemblage theory to map the practices of 11-year-old Nigel as he disregards school literacies and engages in other personal creative practices. Analysis of Nigel's stick-figure illustrations and online play reveals his complex en-gagement in multimodality to overwrite "official" school documents, opening new trajectories for his writing life. Calls for a sociomaterial perspective on literacies, emphasizing affect and the body, to understand students' dynamic literacy practices.

Myers, J., Scales, R. Q., Grisham, D. L., Wolsey, T. D., Dismuke, S., Smetana, L., Yoder, K. K., Ikpeze, C., Ganske, K., & Martin, S. (2016). What about writing? A national exploratory study of writing instruction in teacher preparation programs. *Literacy Research and Instruction, 55,* 309–330.

Analyzes online survey results from 63 teacher educators in the field of literacy from 50 uni-versities across the United States to determine how writing instruction is taught to preservice teachers in university-based teacher education programs. Finds that stand-alone writing methods courses are rarely (28%) offered in teacher preparation programs, that writing methods are most often (72%) embedded in reading methods courses, and that many teacher educators (37%) lack confidence in teaching writing methods courses. Shares results of qualitative, open-ended survey questions, including texts, topics and techniques, and technological tools used to teach writing methods, as well as preservice teachers' own identifications of themselves as writers who teach. Calls for greater attention to and time for writing methods courses in teacher preparation programs and highlights the need for continued professional learning.

Nokes, J. D. (2017). Exploring patterns of historical thinking through eighth-grade students' argumentative writing. *Journal of Writing Research, 8,* 437–467.

Examines patterns in 427 eighth-grade students' argumentative writing to assess historical thinking skills (document sourcing). The author developed a five-level spectrum indicating the degree of sophistication of students' document sourcing in their writing. Scores varied widely,

and many students (41%) did not write about the source of documents at all. However, position on the spectrum (quality of writing about sources) correlated positively with the frequency of sourcing in students' writing. Results suggest a connection between students' historical thinking and their strategy use in argumentative writing. Findings can be used to develop written assessments of historical thinking.

Oppenheimer, D., Zaromb, F., Pomerantz, J. R., Williams, J. C., & Park, Y. S. (2017). Improvement of writing skills during college: A multi-year cross-sectional and longitudinal study of undergraduate writing performance. *Assessing Writing, 32,* 12–27.

Uses nine years of data (2000–2008) from 303 Rice University students to assess whether their writing improved during their college years. Researchers developed constructs to test performance in expository and persuasive writing, and scored student writing using 10 experienced and certified raters. Through cross-sectional and longitudinal analyses, finds significant growth in students' writing performance over time, with no interactions between students' major, demographics, and writing improvement. Underlines the need for research at other institutions that includes control groups as well as state-of-the-art measures of higher education outcomes.

Philippakos, Z. A., & MacArthur, C. A. (2016). The effects of giving feedback on the persuasive writing of fourth- and fifth-grade students. *Reading Research Quarterly, 51,* 419–433.

Examines the effects of giving feedback on the quality of the reviewer's own persuasive writing. Researchers used genre-specific criteria to train fourth- and fifth-grade students ($N = 145$) in evaluation, then randomly assigned them to three groups: reviewer (reads essays, rates them, and gives written suggestions), reader control (reads the same essay but does not evaluate), and time control (reads narratives or picture books to control for time and effort). Effects on revision were assessed by having all students revise two essays written at pretest, and transfer was assessed by having all students write and revise essays on new topics. In an immediate posttest, the reviewer-group students better addressed opposing arguments, were more likely to conclude with a message to the reader, and produced better-quality final essays than both control groups, even though they did not receive any feedback. Suggests that practice reviewing papers by unknown peers may be an effective way to prepare students for peer review.

Regan, K., Evmenova, A. S., Boykin, A., Sacco, D., Good, K., Ahn, S. Y., MacVittie, N., & Hughes, M. D. (2016). Supporting struggling writers with class-wide teacher implementation of a computer-based graphic organizer. *Reading & Writing Quarterly, 33,* 428–448.

Investigates the effects of a computer-based graphic organizer (CBGO) with an embedded mnemonic related to essay parts and self-regulated learning strategies on both the quantity and quality of persuasive essays written by sixth- and seventh-grade struggling writers after their own classroom teachers delivered the intervention. Examines the number of words, sentences, and transition words, as well as writing-quality scores in three phases: writing without the CBGO (baseline), writing with the CBGO (intervention), and writing on the computer when the CBGO had been removed (maintenance). Finds that all students improved the quality of their writing, and most also increased the quantity of their writing. Calls for more writing research with teachers as interventionists, while also naming the contextual challenges (i.e., the need for intensive professional development for teachers to develop comfort with the technology, instructional materials, and intervention).

Soliday, M., & Trainor, J. S. (2016). Rethinking regulation in the age of the literacy machine. *College Composition and Communication, 68,* 125–151.

Examines how audit culture, an influence on the spread of outcomes-based education, can regulate college students' writing. As part of a larger institutional study, researchers analyzed interviews with 12 professors who taught writing-intensive courses, interviews with 20 university juniors and seniors, and more than 600 pages of writing assignments and teaching materials.

Highlights how students experienced audit-culture regulation in divergent ways: as a process of following rules and regulations on the one hand, and as conditions that allow for developing authorship on the other. Encourages instructors to challenge audit culture by orienting their teaching around craft and by establishing, along with their students, "artisanal identity."

Troia, G. A., & Graham, S. (2016). Common Core writing and language standards and aligned state assessments: A national survey of teacher beliefs and attitudes. *Reading and Writing, 29,* 1719–1743.

Reports on a survey of 482 teachers in grades 3–8 from across the United States about their views on their state's version of the Common Core writing and language standards and adopted writing assessment, their preparation to teach writing, and their self-efficacy beliefs related to teaching writing. Most teachers felt that the adopted standards were more rigorous than previous ones, offered clear expectations that could be easily translated into lessons for students, and had forced them to focus on writing more frequently. However, one in five teachers did not know about the standards, and those who did perceived the new writing and language standards to be too many to cover, lacking focus on key aspects of writing development, inappropriate for struggling writers, and difficult to implement without sufficient professional development. Results were similar regarding teachers' perceptions of their state's writing test: a third of teachers did not know about the test, and of those who did, a majority believed that state writing tests were more rigorous than previous ones, neglected aspects of writing development, did not accommodate writers with diverse abilities, and required more time and professional development to prepare students and to understand how to use data to identify students' writing needs.

Woolpert, D. (2016). Doing more with less: The impact of lexicon on dual-language learners' writing. *Reading and Writing, 29,* 1865–1887.

Investigates how a reduced English vocabulary affects writing in English for dual-language learner (DLL) children. Analyzes results of standardized tests of decoding and vocabulary as well as a written narrative administered to 100 Spanish-speaking DLLs and 100 of their monolingual classmates. Finds that DLL and monolingual children performed comparably on measures of productivity (written output) and complexity (linguistic sophistication), but differed in multiple measures of accuracy (how well writing followed written conventions) and vocabulary scores. When controlled for vocabulary differences, results show no difference in accuracy. Suggests that improving DLL children's vocabulary could improve their writing in multiple areas.

Other Related Research

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Arcon, N., Klein, P. D., & Dombroski, J. D. (2017). Effects of dictation, speech to text, and handwriting on the written composition of elementary school English language learners. *Reading and Writing Quarterly.* Advance online publication. Retrieved from http://www.tandfonline.com/toc/urwl20/current

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