



LITERACY™  
RESEARCH  
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# Newsletter



Literacy Research Association - August 2019

## LRA 69th Annual Conference: Registration Open!



Register now for the 69th Annual Conference. Visit our [website](#) to register online or to mail in your registration. **Note: You must be registered to receive the hotel reservation link.** Once registered, you will receive a confirmation link. This link will assist you with reserving your hotel room. As a reminder, reservations can only be made, by accessing the link that is provided on your conference registration page. Phone calls will not be accepted! [Register Now!](#)

### View the online schedule

The program for the 69th Annual Conference is now available [online](#). The theme, **Literacy Research: Illuminating the Future**, calls for paradigmatic, theoretical, methodological, and substantive diversity.

### Session Highlight

**Integrative Research Review Panel: How Can We Study Children's/Youth's Experiences Out Of School To Inform Classroom Practices?**

**Presenters:** David Bloome, Ohio State University; Nell Duke, University of Michigan; Amy Stornaiuolo, University of Pennsylvania; Inmaculada Garcia Sanchez, Temple University; **Chair:** Sarah McCarthey, University of Illinois, Urbana-Champaign. **Discussant:** Donna Alvermann, University of Georgia

Since Shirley Brice Heath's groundbreaking study of *Ways with Words: Language, Life and Work in Communities and Classrooms* in 1983, researchers have sought to understand how we can study children and youth's language use and literacy experiences in their homes and communities to inform classroom practices. Using a variety of lenses to study the intersections of language, ethnicity, race, social class, and gender as they play out in communities and schools, researchers have generated numerous studies, considered political and social contexts of students' in and out of school lives, and recommended classroom instruction to respond to the complexities of children's and youth's literacy practices.

Still, literacy researchers continue to theorize, interrogate and examine policies and practices at the same time they grapple with how best to understand, respond to, and serve children and youth in school contexts.

The panel for the Integrative Research Review will challenge us to reexamine our own paradigms, update our methodological tools, and reconsider our own

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## Member News

**Dorian Leigh Harrison, Ph.D.** accepted an Assistant Professor of Education position at The Ohio State University at Newark beginning Fall of 2019. Dr. Harrison will assume teaching courses in elementary education and literacy at the undergraduate and graduate levels.

**Alice Lee**, Assistant Professor at Illinois State University and Cohort 6 STAR Fellow, was recently awarded \$50,000 from the Spencer Foundation Small Grant program for her research project, "Teacher Embodiment as Lived Pedagogy: Exploring the Role of Teacher Race and Language in the Classroom." This was a very competitive grant with a 97% rejection rate.

## Member Publications

**Kim Lenters** has published "Nerdisms, Almira, and the petsitter: Becoming social commentary composer" (2019) in *Research in the Teaching of English*, 53(4).

**Molly Ness** created a podcast - available on iTunes and several other channels - which explores the realities of book deserts. The purpose of the podcast is to showcase the innovative people and programs who are getting books into the hands of readers in low-income areas. The first episode is an interview with Dr. Susan Neuman. More information is available at [www.endbookdeserts.com](http://www.endbookdeserts.com)

**Jessica Whitelaw** recently published the monograph "Arts-Based Teaching

assumptions about the ways we can serve children and youth from diverse backgrounds from a multiplicity of perspectives to move us into the next decade of educational research.

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## Donate to LRA

Want to give back to your Literacy Research community? [LRA 2020](#) helps move our organization closer to priorities established in the Strategic Plan. We realize that everyone will not make the same contributions. The driving philosophy behind LRA 2020 is that we NEED everyone to participate.

Your funds can be earmarked to a specific cause within LRA such as an award, mentorship program, specific standing committee or Innovative Community Group, one of the flagship journals or even to help offset an Annual Conference expense. Help us keep our perfect vision of a clear and sustainable future for LRA!



Donations can be made on the [registration form](#), [LRA 2020 form](#), or [membership renewal form](#).

For those of you who have donated already, thank you! Please help us meet our goal of \$300,000 in donations by 2020. Your donation means that we can continue to offer you with top-notch member benefits and ensure a strong financial future for LRA!

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## Vice President Spotlight on ICGs

Gwendolyn Thompson McMillon – Vice President

*LRA's Innovative Core Groups (ICG) are a vital part of our organization. I was familiar with their purpose, but when I contacted ICG chairs as a part of my responsibilities as vice president, I learned that our ICGs are engaged in amazingly productive activities, and I am excited to sponsor a newsletter series that highlight their accomplishments. In the June newsletter, we learned more about the International ICG and Doctoral ICG; and in the July newsletter, we heard from our newest ICG - Reading Clinics/Literacy Labs. As you learn more about LRA's ICGs, we hope that you will join an ICG related to your interests.*

## The August Spotlight is on the Formative and Design-based Experiment Research ICG

Submitted by Jamie Colwell, Chair  
Old Dominion University

We first would like to thank the LRA board members and community for their support. This December will mark our fifth year as an ICG! Our group was founded as a way to encourage, connect, and support literacy researchers interested in Formative and Design-Based Experiment Research (FDBR). We are a group keenly interested in research that targets and values usable pedagogical research goals and prioritizes iterative and on-going data analysis, as well as developing relationships between researchers, educators, and policymakers.



[Click here to continue reading](#)

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## Award Committee Updates

**The Albert J. Kingston Award - Deadline: August 15, 2019.** Do you know a member of the Literacy Research Association who has provided outstanding service to the organization? The process involves only two items: 1.) a nomination letter, which may be co-authored with colleagues and 2.) the nominee's CV. Any LRA member may nominate someone for this prestigious

and Learning in the Literacy Classroom: Cultivating a Critical Aesthetic Practice" (Routledge Research in Education Series) based on her collaborative research with teachers and students. The book explores a framework and practice for arts-based literacy teaching and learning that seeks inclusivity, joy, and justice through the integration of critical and aesthetic dimensions of learning. It examines how unique intersections of the arts and literacy can be strategically mined to generate new ways of thinking, being, and doing that center diversity as the norm, not the exception; promote relational and participatory communities of learning, and cultivate ongoing critical inquiry.

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## Call for Chapter Proposals

### Teacher Collaboration for English Language Learners

Across the Curriculum. The purpose of this edited book is to provide both ESL/bilingual and general education (content area) teachers with specific classroom examples of how to work together for English language learners' (ELLs) learning across the curriculum. The major audience of this book will be pre-service and in-service teachers in teacher education programs and in schools. It aims to open a dialogue with educators about the opportunities and challenges presented through the classroom study examples. If you have any actual experiences and classroom/school data on teacher collaboration between ESL/bilingual teachers and general education teachers for ELLs, I invite you to submit a brief proposal (200 words) by responding to the following items within a week.

[Click here to continue reading.](#)

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## Submit Your News!

Have news you want to submit? News submissions from members are due the 15th of every month! You can submit your news on our website! [Submit your News!](#)

award. All nominees must have been an LRA member for at least five years. [Click here to continue reading.](#)

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**Student Outstanding Research Award - Deadline August 15, 2019** Are you a graduate student who is already looking forward to next year's LRA Conference? Are you conceptualizing a promising paper based on your research? Would you like the opportunity to have your paper published in *Literacy Research: Theory, Methods and Practice*? If so, please consider applying for the LRA 2020 Student Outstanding Research Award. The Student Outstanding Research Award is awarded annually to honor a student member of LRA in recognition of an outstanding research paper presented at the Annual Conference. For more information, visit [LRA 2020 Student Outstanding Research Award](#). To be considered, submit your application to [Soria Colomer](#) at with "LRA 2020 SORA Application" in the subject. [Click here to continue reading.](#)

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**P. David Pearson Scholarly Influence Award - Deadline: September 5, 2019.** The P. David Pearson Scholarly Influence Award is an annual award in honor of P. David Pearson's name. Award winners are the author(s) of an article/chapter/book written at least 5 years prior to the nomination, that has demonstrably and positively influenced/impacted literacy practices and/or policies within district, school and/or classroom settings. [Click here to continue reading.](#)

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**Arthur Applebee Award for Excellence in Research on Literacy - Deadline September 10, 2019.** This award is presented annually to honor an outstanding article in literacy research published in a refereed journal in the previous calendar year (January 1, 2018 and December 31, 2018). [Please see the eligibility requirements for further information.](#) To nominate an article, send an electronic copy of the article and a nomination letter that states how the article meets the criteria to [Virginia Goatley](#) by Tuesday, September 10, 2019. Self-nominations are accepted.

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**[J. Michael Parker Award - Deadline October 1, 2019.](#)** If you are a doctoral student or early-career, untenured faculty submitting a proposal on the topic of adult literacy to the 2019 LRA Conference, please consider applying for the J. Michael Parker Award. LRA awards the J. Michael Parker Award to new scholars for a paper they present at the conference that addresses adult literacy/language development and instruction. The award was established in 2001 in honor of J. Michael Parker, winner of LRA's Student Outstanding Research Award for his work in community-based adult literacy. [Click here to continue reading.](#)

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