Annotated Bibliography of Research in the Teaching of English

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Discourse/Narrative Analysis/Cultural Difference

ANAGNOSTOPOULOS, D., BASMADJIAN, K. G., & McCRORY, R. S. (2005). The decentered teacher and the construction of social space in the virtual classroom. *Teachers College Record, 107*(8), 1699-1729.

Uses discourse analysis to study synchronous chats and asynchronous posts in an online course for preservice middle school teachers taught by the first author. Students constructed the asynchronous postings as teacher-centered but student-controlled. Over time, the chats became a hybrid space with both conventional teacher discourses and student rearticulation of conventional social relations. The article ends with implications for teachers related to the challenges and potential of being decentered in the classroom.

BLACKBURN, M. V. (2005). Agency in borderland discourses: Examining language use in a community center with black queer youth. *Teachers College Record, 107*(1), 89-113.

Analyzes language used by a small group of Black queer youth to assert agency and undercut the effects of marginalization and oppression. The youth engaged in analysis along with the researcher to identify the function of borderland discourses, such as Gaybonics, to position themselves as agents. Addresses implications for youth activism beyond the assertion of agency.

CAHNMANN, M., RYMES, B., & SOUTO-MANNING, M. (2005). Using critical discourse analysis to understand and facilitate identification processes of bilingual adults becoming teachers. *Critical Inquiry in Language Studies: An International Journal, 2*(4), 195-213.

Examines discourses in focus interviews with bilingual adults enrolled in a program to become teachers of English Language Learners. Corporate structures, individual agency, and face-to-face interaction all played a role in participants' identification processes related to bilingualism and becoming ELL teachers. Underlying tensions were evident in participants' discourses related to bilingual identity. Despite their own bilingual identities, participants did not necessar-

ily view bilingualism as a resource. The researchers used these findings to create interventions that would serve the goal of developing more critically minded bilingual teachers.

HEFFERNAN, L., & LEWISON, M. (2005). What's lunch got to do with it? Critical literacy and the discourse of the lunchroom. *Language Arts, 83*(2), 107-117.

Analyzes interviews with children in a 3rd grade classroom that had been engaged in critical literacy practices. The interviews centered on a social action project that the children took up on their own that involved desegregating gender divisions at lunch tables. Discourse analytic tools based on Gee's (1999) methods were used to identify the students' cultural models, situated meanings, and social identities. The authors advocate a sociological approach to critical literacy that helps students to grapple with the intersection of social structures, texts, and their lived realities.

JUZWIK, M. M. (2006). Performing curriculum: Building ethos through narratives in pedagogical discourse. *Teachers College Record, 108*(4), 489-528.

Analyzes the discourse of one teacher to determine how she used narratives during a Holocaust unit to build an ethos of authority as a teacher. Rhetorical features of the narratives were examined in relation to each narrative subgenre. The majority of narratives were event and experience narratives that conveyed basic information. Hypothetical and dramatic narratives provided a bridge between imagination and historical fact. Implications point to the important function of narrative to shape knowledge and artfully construct teacher authority.

LONGAKER, M. G. (2005). Market rhetoric and the Ebonics debate. *Written Communication, 22*(4), 472-501.

Using the example of the Ebonics debate, the author shows how pedagogical discourses are shaped by the political economy and the rhetoric of fast capital. Implications point to new pedagogies that strengthen connections between rhetorical analysis and writing by incorporating analysis of how we talk about the teaching of writing.

MILNER, R. H. (2005). Developing multicultural curriculum in a predominantly White teaching context: Lessons from an African American teacher in a suburban English classroom. *Curriculum Inquiry, 35*(4), 391-427.

Within the framework of Banks' (1998) model of multicultural curriculum transformation, the author studied an African American English teacher's work in a predominantly White school. The teacher provided her students with a critical transformational approach to English studies valued by her students, but discourses and belief systems within the school created obstacles and lack of support for her work. The author concludes that teachers' cultural and racial identities shape their curricular decisions and that critical multicultural education is important in all contexts.

MOITA-LOPES, L. P. (2006). Queering literacy teaching: Analyzing gay-themed discourses in a fifth-grade class in Brazil. *Journal of Language, Identity, and Education, 5*(1), 31-50.

Analyzes children's uses of gay-themed discourses in teacher-led class discussions and in non-instructional peer talk in a 5th grade class. Finds that students' peer talk openly included gay-themes, whereas instructional talk precluded such themes. Argues for pedagogic conversations that situate sexualities as discursively constructed and presents an example of how this might work in practice.

ROGERS, R., MALANCHARUVIL-BERKES, E., & MOSLEY, M. (2005). Discourse analysis in education: A review of the literature. *Review of Educational Research, 75*(3), 365-416.

Reviews scholarship on critical discourse analysis across five social science databases with the purpose of understanding how educators use CDA and how its use by educators shapes CDA

method and theory. Findings show that definitions of CDA and theories of language underlying the studies are multifarious, methods are rarely delineated, and research contexts are integral to the empirical studies. The review demonstrates that educational researchers are reconceptualizing CDA for their purposes in educational contexts.

SCHULTZ, K., BUCK, P., & NIESZ, T. (2005). Authoring "race": Writing truth and fiction after school. *Urban Review: Issues and Ideas in Public Education, 37*(5), 469-489.

Examines the writing and conversations of a diverse group of 8th grade students who attend a voluntary after-school writing group where they discuss and write about race relations at their desegregated school. Conflating racism with race talk, the students were comfortable writing fiction about racism in school life but not in representing their school as a place where race was a subject of discussion or action. Findings suggest the importance of educators listening carefully to young people's understandings of race and helping them to distinguish between talk about race and racist talk.

Other Related Research:

ANGGARD, E. (2005). Barbie princesses and dinosaur dragons: Narration as a way of doing gender. *Gender and Education, 17*(5), 539-553.

ARBER, R. (2005). Speaking of race and ethnic identities: Exploring multicultural curricula. *Journal of Curriculum Studies, 37*(6), 633-652.

BARTLETT, L. (2005). Dialogue, knowledge, and teacher-student relations: Freirean pedagogy in theory and practice. *Comparative Education Review, 49*(3), 344-364.

BLAISE, M. (2005). A feminist poststructuralist study of children "doing" gender in an urban kindergarten classroom. *Early Childhood Research Quarterly, 20*(1), 85-108.

CONRAD, D. (2005). Rethinking "at-risk" in drama education: Beyond prescribed roles. *Research in Drama Education, 10*(1), 27-41.

DAVIS, J. (2006). Research at the margin: Mapping masculinity and mobility of African-American high school dropouts. *International Journal of Qualitative Studies in Education, 19*(3), 289-304.

DE FINA, A., SCHIFFRIN, D., & BAMBERG, M. (EDS.). (2006). *Discourse and identity.* New York: Cambridge University Press.

ENGLISH, L. (2005). Narrative research and feminist knowing: A poststructural reading of women's learning in community organizations. *McGill Journal of Education, 40*(1), 143-155.

ERIKSSON, K., & ARONSSON, K. (2005). "We're really lucky": Co-creating "us" and the "other" in school booktalk. *Discourse & Society, 16*(5), 719-738.

EVALDSSON, A. (2005). Staging insults and mobilizing categorizations in a multiethnic peer group. *Discourse & Society, 16*(6), 763-786.

FATAAR, A. (2005). Discourse, differentiation and agency: Muslim community schools in post-apartheid Cape Town. *Comparative Education Review, 49*(1), 23-44.

FISHMAN, S., & McCARTHY, L. (2005). Talk about race: When students' stories and multicultural curricula are not enough. *Race, Ethnicity & Education, 8*(4), 347-364.

FRANCIS, B. (2006). Heroes or zeroes? The discursive positioning of "underachieving boys" in English neo-liberal education policy. *Journal of Education Policy, 21*(2), 187-200.

GEORGAKOPOULOU, A. (2006). The other side of the story: Towards a narrative analysis of narratives-in-interaction. *Discourse Studies, 8*(2), 235-257.

HYLAND, N. (2005). Being a good teacher of Black students? White teachers and unintentional racism. *Curriculum Inquiry, 35*(4), 429-459.

JOHNSON, G., CLARKE, S., & DEMPSTER, N. (2005). The discursive (re)construction of parents in school texts. *Language and Education, 19*(5), 380-399.

KELLY, D., POMERANTZ, S., & CURRIE, D. (2005). Skater girlhood and emphasized femininity: "You can't land an ollie properly in heels". *Gender and Education, 17*(3), 229-248.

LEE, C. (2006). "Every good-bye ain't gone": Analyzing the cultural underpinnings of classroom talk. *International Journal of Qualitative Studies in Education, 19*(3), 305-327.

LIU, Y. (2005). The construction of pro-science and technology discourse in Chinese language textbooks. *Language and Education 19*(4), 304-321.

MATSUBA, M., & WALKER, L. (2005). Young adult moral exemplars: The making of self through stories. *Journal of Research on Adolescence, 15*(3), 275-297.

O'HALLORAN, S. (2005). Symmetry in interaction in meetings of Alcoholics Anonymous: The management of conflict. *Discourse & Society, 16*(4), 535-560.

PAHL, K. (2004). Narratives, artifacts and cultural identities: An ethnographic study of communicative practices in homes. *Linguistics and Education, 15*(4), 339-358.

SFARD, A., & PRUSAK, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher, 34*(4), 14-22.

SOLOMON, P., PRTELLI, J., DANIEL, B., & CAMPBELL, A. (2005). The discourse of denial: How white teacher candidates construct race, racism, and "white privilege." *Race, Ethnicity, and Education, 8*(2), 147-169.

STOUGHTON, E., & SIVERTSON, C. (2005). Communicating across cultures: Discursive challenges and racial identity formation in narratives of middle school students. *Race, Ethnicity, and Education, 8*(3), 277-295.

WHARTON, S. (2005). Invisible females, incapable males: Gender construction in a children's reading scheme. *Language and Education, 19*(3), 238-251.

Literacy

BESWICK, J. F., WILLMS, J. D., & SLOAT, E. A. (2006). A comparative study of teacher ratings of emergent literacy skills and student performance on a standardized measure. *Education, 126*(1), 116-137.

Examines the discrepancy between assessment information derived from teacher ratings based on observation checklists and standardized tests for 205 kindergarten students in rural Canada to determine the degree to which contextual assessments are valid judgments about children's early literacy skill development. Focuses on whether teacher rating-scale data were valid in relation to outcomes obtained on standardized measures, the extent to which they were discrepant, and the variables that influenced the discrepancy between results obtained on the two measures. Finds systematic discrepancy between teachers' rating of students' emergent literacy skills and students' performance on a standardized direct measure, discrepancies closely associated with child, family, student gender, and behavioral factors. Suggests the need for training teachers in the validity of these different measures, particularly in terms of variations in students' sociocultural backgrounds.

BROOKS, G., MILES, J. N. V., TORGERSON, C. J., & TORGERSON, D. J. (2006). Is an intervention using computer software effective in literacy learning? A randomised controlled trial. *Educational Studies, 32*(2), 133-143.

Examines the effects of literacy learning delivered via laptop computers for 11- to 12-year-old students. Researchers randomly assigned the 155 students to an ICT group or a control group. Finds that using the computer did not lead to higher spelling outcomes. For reading, a reduction of students' scores was found as a result of the ICT intervention.

FAULKNER, V. (2005). Adolescent literacies within the middle years of schooling: A case study of a year 8 homeroom. *Journal of Adolescent & Adult Literacy, 49*(2), 108-117.

Argues that issues surrounding adolescent literacies problematize the relationship between the acquisition of core skills, the need to connect with a more expansive repertoire of literate practices, and a middle-school reform initiative that encourages greater connectedness to the world of the adolescent. Explores the concept of adolescent literacy through the terms *public literacy* and *private literacy* via a case study representing one teacher and one student's construction of literacy in an 8th-grade homeroom. Argues that the private literacies of adolescents need to be teased out and embedded within middle-school reform.

HAWKINS, L. S., JOHNSTON, S. S., & McDONNELL, A. P. (2005). Emerging literacy views and practices: Results from a national survey of Head Start preschool teachers. *Topics in Early Childhood Special Education, 25*(4), 232-242.

Surveys Head Start preschool teachers nationally to find that teachers employ a range of different strategies to foster literacy learning, with a particular focus on print awareness and book understanding and less emphasis on phonological awareness. Teachers focus on creating contexts to foster literacy learning and support the need for daily literacy instruction.

LILLIS, T., & CURRY, M. J. (2006). Professional academic writing by multilingual scholars: Interactions with literacy brokers in the production of English-medium texts. *Written Communication, 23*(1), 3-35.

Examines the influence of "literacy brokers" who mediate and influence the journal publications of research from non-English-speaking scholars into English. Analyzes the development of three texts to document these literacy brokers' considerable influence on the construction of academic knowledge in the process of translating and editing the work of non-English-speaking scholars.

LOVE, J. M., KISKER, E. E., & ROSS, C. (2005). The effectiveness of Early Head Start for 3-year-old children and their parents: Lessons for policy and programs. *Developmental Psychology, 41*(6), 885-901.

Examines the impact of Early Head Start on three-year-olds from 3000 families enrolled in 17 programs. Compared to control-group children, children in the program performed better in cognitive and language development, displayed higher emotional engagement, and showed lower aggressive behavior. The parents in the program provided more emotional support and language activity, read more frequently, and spanked less than did control parents. The most prominent impact was found in programs that combined home-visiting and center-based services.

NAGY, W., BERNINGER, V. W., & ABBOTT, R. D. (2006). Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle-school students. *Journal of Educational Psychology, 98*(1), 134-147.

Examines the effects of morphological awareness, phonological memory, and phonological decoding on 4th- through 9th-graders' reading comprehension, reading vocabulary, spelling, and accuracy and rate of decoding morphologically complex words. Morphological awareness made a significant, unique contribution to reading comprehension, reading vocabulary, and spelling for all grade levels and to all decoding rate measures for 8th and 9th graders. Suggests the importance of morphological awareness on literacy development.

NIPPOLD, M. A., HESKETH, L. J., & DUTHIE, J. K. (2005). Conversational versus expository discourse: A study of syntactic development in children, adolescents, and adults. *Journal of Speech, Language, and Hearing Research, 48*(5), 1048-1064.

Tracks syntactic development of 120 participants ages 7 to 49 in conversational versus expository discourse. Finds greater syntactic complexity in expository than conversational discourse for all age groups, although there were individual differences across discourses. Growth in complexity, particularly in mean length of T-unit and relative clause production continues into early adulthood and then stabilizes.

READY, D. D., LOGERFO, L. F., BURKAM, D. T., & LEE, V. E. (2005). Explaining girls' advantage in kindergarten literacy learning: Do classroom behaviors make a difference? *The Elementary School Journal, 106*(1), 21-38.

Explores gender differences in literacy learning using data from 16,883 kindergarteners in the Early Childhood Longitudinal Study to discover which student behaviors contribute most to the differential learning results for boys and girls. Data include demographic information, literacy performance in the fall and spring, and behavior ratings in five categories from children's teachers. Finds that, on average, girls enter school with better-developed literacy skills that help them learn more during the school year. This is the major variable accounting for the gender gap. The remaining portion of the gap was best accounted for by the group of behaviors labeled "approaches to learning," including attentiveness and task persistence. The category of "externalizing problem behaviors," more common in boys, did little to account for the gender gap in literacy learning.

SOLOMON, S., & VAN ROOYEN, L. (2005). Illiterates in South Africa: Who are they and what motivates them to participate in literacy campaigns? *International Review of Education, 51*(5/6), 479-497.

Explores key factors influencing the participation of adult learners in literacy campaigns in South Africa. The study underscores that illiterates are often motivated by the same desire for self-actualization as any other member of society, and may stop participating in classes unless educators are more responsive to their needs and aspirations. Vocational and economic expectations, children's education, family relations, health, social motives, and gender issues, as well as simply the hope for a better future, all need to be taken into account. It is also shown that functional literacy in itself does not automatically empower women in the workplace.

TAYLOR, M. C. (2006). Informal adult learning and everyday literacy practices. *Journal of Adolescent and Adult Literacy, 49*(6), 500-509.

Explores the informal learning activities that adults with low literacy skills engage in and how these activities relate to their literacy practices. The informants included six males and four female adults, and all had less than nine years of formal education. Data collection occurred over a three-month period for each adult using four data collection tools: an orally administered informal learning survey; observations at home, in the community, or at work; semistructured interviews; and the collection of artifacts. The study describes a range of oral and text-based practices useful for educators and policy development.

Other Related Research:

AARON, J., BAUER, E. B., COMMEYRAS, M., COX, S. D., DANIELL, B., ELRICK, E., ET AL. (2006). *No deposit, no return: Enriching literacy teaching and learning through critical inquiry pedagogy.* Newark, DE: International Reading Association.

ALIM, H. S. (2006). *Roc the mic right: The language of hip hop culture.* New York: Routledge.

ALVERMANN, D., HINCHMAN, K. A., MOORE, D. W., PHELPS, S. F., & WAFF, D. R. (EDS.). (2006). *Reconceptualizing the literacies in adolescents' lives* (2nd ed.). Mahwah, NJ: Erlbaum.

ANDERSON, J., KENDRICK, M., ROGERS, T., & SMYTHE, S. (EDS.). (2005). *Portraits of literacy across families, communities, and schools: Intersections and tensions.* Mahwah, NJ: Erlbaum.

ARAM, D. (2006). Early literacy interventions: The relative roles of storybook reading, alphabetic activities, and their combination. *Reading and Writing, 19*(5), 489-515.

ASKOV, E. N., KASSAB, C., & WEIRAUCH, D. (2005). Women in Pennsylvania's family literacy programs: Effects of participant characteristics on extent of participation. *Adult Basic Education, 15*(3), 131-149.

AU, K. (2006). *Multicultural issues and literacy achievement.* Mahwah, NJ: Erlbaum.

BARONE, D. M. (2006). *Narrowing the literacy gap: What works in high-poverty schools.* New York: Guilford.

BELZER, A. (2006). What are they doing in there? Case studies of volunteer tutors and adult literacy learners. *Journal of Adolescent and Adult Literacy, 49*(7), 560-572.

BIEMILLER, A., & BOOTE, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology, 98*(1), 44-62.

BLOOME, D., CARTER, S. P., CHRISTIAN, B. M., OTTO, S., & SHUART-FARIS, N. (2005). *Discourse analysis and the study of classroom language and literacy events: A microethnographic perspective.* Mahwah, NJ: Erlbaum.

CHEVILLE, J. (2006). The bias of materiality in sociocultural research: Reconceiving embodiment. *Mind, Culture, and Activity, 13*(1), 25-37.

CLAY, M. M. (2005). *Observation survey of early literacy achievement* (2nd ed.). Portsmouth, NH: Heinemann.

COLSTON, H. L., & KATZ, A. N. (EDS.). (2005). *Figurative language comprehension: Social and cultural influences.* Mahwah, NJ: Erlbaum.

COOK-GUMPERZ, J. (2006). *The social construction of literacy* (2nd ed.). New York: Cambridge University Press.

COOREN, F., TAYLOR, J. R., & VAN EVERY, E. J. (EDS.). (2006). *Communication as organizing: Empirical and theoretical explorations in the dynamic of text and conversation.* Mahwah, NJ: Erlbaum.

CRUICKSHANK, K. (2006). *Teenagers, literacy and school.* New York: Routledge.

DUTRO, E., KAZEMI, E., & BALF, R. (2005). The aftermath of "you're only half": Multiracial identities in the literacy classroom. *Language Arts, 83*(2), 96-106.

EATON, K., & BAKER-WARD, L. (2005). Facilitating low-income children's narrative performances through interviewer elaborative style and reporting condition. *Discourse Processes, 40*(3), 193-208.

FISHER, M. T. (2006). Earning "dual degrees": Black bookstores as alternative knowledge spaces. *Anthropology & Education Quarterly, 37*(1), 83-99.

FITCH, K. L., & SANDERS, R. E. (EDS.). (2005). *Handbook of language and social interaction.* Mahwah, NJ: Erlbaum.

FLOOD, J., JENSEN, J., LAPP, D., & SQUIRE, J. R. (EDS.). (2005). *Methods of research on teaching the English language arts* (the methodology chapters from the *Handbook of Research on Teaching the English Language Arts*). Mahwah, NJ: Erlbaum.

GATES, V. P. (ED.). (2006). *Cultural practices of literacy: Case studies of language, literacy, social practice, and power.* Mahwah, NJ: Erlbaum.

GOLLIN, S. M., & HALL, D. R. (2006). *Language for specific purposes: Research and practice in applied linguistics.* New York: Palgrave Macmillan.

GOODMAN, D. (2005). Why Marco can read: Becoming literate in a classroom community. *Language Arts, 82*(6), 431-440.

GRAY, E. S. (2006). Children's use of language and pictures in classroom inquiry. *Language Arts, 83*(3), 227-237.

GUTSTEIN, E. (2006). *Reading and writing the world with mathematics: Toward a pedagogy for social justice.* New York: Routledge.

HIRSH-PASEK, K., & GOLINKOFF, R. M. (EDS.). (2006). *Action meets word: How children learn verbs.* Oxford, UK: Oxford University Press.

ISRAEL, S. E., BLOCK, C. C., BAUSERMAN, K. L., & KINNUCAN-WELSCH, K. (EDS.). (2005). *Metacognition in literacy learning theory, assessment, instruction, and professional development.* Mahwah, NJ: Erlbaum.

JONES, S. (2006). *Girls, social class, and literacy: What teachers can do to make a difference.* Portsmouth, NH: Heinemann.

JOSHI, R. M., & AARON, P. G. (EDS.). (2006). *Handbook of orthography and literacy.* Mahwah, NJ: Erlbaum.

KATZIR, T., KIM, Y. S., WOLF, M., KENNEDY, B., LOVETT, M., & MORRIS, R. (2006). The relationship of spelling recognition, RAN, and phonological awareness to reading skills in older poor readers and younger reading-matched controls. *Reading and Writing,* DOI 10.1007/s11145-006-9013-2.

KUCER, S. B., & SILVA, C. (2006). *Teaching the dimensions of literacy.* Mahwah, NJ: Erlbaum.

LI, G. (2005). *Culturally contested pedagogy: Battles of literacy and schooling between mainstream teachers and Asian immigrant parents.* Albany: SUNY Press.

LUCKER, J. L., SEBALD, A. M., & COONEY, J. (2005/2006). An examination of the evidence-based literacy research in deaf education. *American Annals of the Deaf, 150*(5), 443-456.

LYSAKER, J. T. (2006). Young children's readings of wordless picture books: What's "self" got to do with it? *Journal of Early Childhood Literacy, 6*(1), 33-55.

MALLETTE, M. H., HENK, W. A., & WAGGONER, J. E. (2005). What matters most? A survey of accomplished middle-level educators' beliefs and values about literacy. *Action in Teacher Education, 27*(2), 33-42.

MARSH, J., & MILLARD, E. (EDS.). (2006). *Popular literacies, childhood and schooling.* New York: Routledge.

MARTINS, M. A., & SILVA, C. (2006). The impact of invented spelling on phonemic awareness. *Learning and Instruction, 16*(1), 41-56.

MCKEOUGH, A., LUPART, J. L., PHILLIPS, L. M., & TIMMONS, V. (EDS.). (2006). *Understanding literacy development: A global view.* Mahwah, NJ: Erlbaum.

NATIONAL RESEARCH COUNCIL. (2005). *Measuring literacy: Performance levels for adults.* Washington, DC: National Academies Press.

NUTBROWN, C., HANNON, P., & MORGAN, A. (2005). *Early literacy work with families: Policy, practice and research.* Thousand Oaks, CA: SAGE.

PAHL, K., & ROWSELL, J. (EDS.). (2006). *Travel notes from the new literacy studies: Instances of practice.* Clevedon, UK: Multilingual Matters Limited.

PAN-AFRICAN READING FOR ALL CONFERENCE. (2005). *Literacy for all in Africa.* Kampala, Uganda and Newark, DE: Fountain Publishers and International Reading Association.

PASA, L. (2005). Educational influence on reading and spelling: A comparative study of three French first-grade classes. *L1 – Educational Studies in Language and Literature, 5*(3), 403-415.

PECK, S. M., & VIRKLER, A. J. (2006). Reading in the shadows: Extending literacy skills through shadow-puppet theater. *The Reading Teacher, 59*(8), 786-795.

PEXMAN, P. M., GLENWRIGHT, M., KROL, A., & JAMES, T. (2005). An acquired taste: Children's perceptions of humor and teasing in verbal irony. *Discourse Processes, 40*(3), 259-288.

POWELL, R., MCINTYRE, E., & RIGHTMYER, E. (2006). Johnny won't read, and Susie won't either: Reading instruction and student resistance. *Journal of Early Childhood Literacy, 6*(1), 5-31.

PURCELL-GATES, V., JACOBSON, E., & DEGENER, S. (2006). *Print literacy development: Uniting cognitive and social practice theories.* Cambridge, MA: Harvard University Press.

SANFORD, K. (2006). Gendered literacy experiences: The effects of expectation and opportunity for boys' and girls' learning. *Journal of Adolescent and Adult Literacy, 49*(4), 302-315.

SMITH, D., & WHITMORE, K. F. (2005). *Literacy and advocacy in adolescent family, gang, school, and juvenile court communities: Crip 4 life.* Mahwah, NJ: Erlbaum.

SOHN, K. K. (2006). *Whistlin' and crowin' women of Appalachia: Literacy practices since college.* Carbondale: Southern Illinois University Press.

SALOMON, F., & APAZA, E. (2006). Vernacular literacy on the Lake Titicaca High Plains, Peru. *Reading Research Quarterly, 41*(3), 304-326.

STONE, C. A., EHREN, B. J., SILLIMAN, E. R., & APEL, K. (EDS.). (2005). *Handbook of language and literacy: Development and disorders.* New York: Guilford Press.

ST. PIERRE, R. G., RICCIUTI, A. E., & RIIHDZIUS, T. A. (2005). Effects of a family literacy program on low-literate children and their parents: Findings from an evaluation of the Even Start family literacy program. *Developmental Psychology, 41*(6), 953-970.

STREET, B. (ED.). (2005). *Literacies across educational contexts: Mediating learning and teaching.* Philadelphia: Caslon.

THESEN, L., & VAN PLETZEN, E. (2006). *Academic literacy and the languages of change.* London: Continuum.

WAGNER, D. A. (ED.). (2005). *Adult literacy research and development: Assessment, learning and instruction.* Cresskill, NJ: Hampton Press.

VANDERSTAAY, S. L. (2006). Learning from longitudinal research in criminology and the health sciences. *Reading Research Quarterly, 41*(3), 328-350.

WASIK, B. A., BOND, M. A., & HINDMAN, A. (2006). The effects of a language and literacy intervention on Head Start children and teachers. *Journal of Educational Psychology, 98*(1), 63-74.

WEIGEL, D. J., MARTIN, S. S., & BENNETT, K. K. (2006). Contributions of the home literacy environment to preschool-aged children's emerging literacy and language skills. *Early Child Development and Care, 176*(3-4), 357-378.

WILSON, G. L., & MICHAELS, C. A. (2005). General and special education students' perceptions of co-teaching: Implications for secondary-level literacy instruction. *Reading & Writing Quarterly, 22*(3), 205-225.

YANNICOPOULOU, A. (2006). The influence of environmental print on preschoolers' literacy development in a two-alphabet society. *L1 – Educational Studies in Language and Literature, 6*(1), 1-12.

Literary Response/Literature

ARYA, P., MARTENS, P., WILSON, G. P., ALTWERGER, L. J., LASTER, B., & LANG, D. (2005). Reclaiming literacy instruction: Evidence in support of literature-based programs. *Language Arts, 83*(1), 63-72.

Investigates whether commercial phonics-based programs were more effective than literature-based programs in developing 100 students' reading and reading strategies in four 2nd grade classrooms. Students in each classroom (two phonics-based and two literature-based) read aloud and retold leveled stories that were challenging but not frustrating. The researchers followed standard miscue analysis procedures, and followed with both unaided and aided retelling. All students were also given a standardized phonics test. Data were analyzed according to the type of language cues the children used (graphophonic, syntactic, semantic) and their comprehension. Analysis revealed a decided advantage for the students in literature-based classrooms who not only exhibited the ability to use phonics to decode, but also to use semantic and syntactic cues to self-correct, thus increasing the likelihood of comprehension.

BROOKS, W. (2006). Reading representations of themselves: Urban youth use culture and African American textual features to develop literary understandings. *Reading Research Quarterly, 41*(3), 372-392.

Analyzes a group of largely African-American middle-school students' discussion responses to identified textual/literary features of three "culturally conscious" African American children's books. Identifies the recurring cultural themes of forging family and friend relationships, confronting and overcoming racism, and surviving city life. Categorizes responses based on 13 categories related to application of cultural knowledge and literary understanding (for example, uncovering motives, affirming or opposing choices, distinguishing viewpoints, and scrutinizing depictions). Finds a high level of engagement with the theme of beliefs in the supernatural as well as evidence of code-switch from AAVE to Standard English in written literary responses. Suggests the value of focusing on recurring cultural themes in teaching multicultural literature.

HICKS, D. (2005). Class readings: Story and discourse among girls in working-poor America. *Anthropology and Education Quarterly, 36*(3), 212-229.

Analyzes a group of working-class, late-elementary-age students' literary responses, writing, and identity construction, students with whom the researcher worked with over a four-year period. Finds that her students enjoy writing and sharing horror fiction that dramatizes violence derived from popular culture versions of horror fiction, as well as sharing responses to more canonical literary texts. The meshing of the researcher's own middle-class discourses and turn-taking practices with the students' working-class discourses and language use created a carnivalesque (Bakhtinian), bilingual hybrid discourse for negotiating differences between home and school cultures. Suggests the need to import "the real" from popular culture into the classroom.

McINTYRE, E., KYLE, D. W., & MOORE, G. H. (2006). A primary-grade teacher's guidance toward small-group dialogue. *Reading Research Quarterly, 41*(1), 36-66.

Describes the behaviors and language used by one 2nd-grade teacher to promote small-group dialogue about mystery books and related literary concepts. Analysis of teacher-student talk suggests that teacher-fronted discourse can be important to achieving students' eventual participation in true dialogue. Findings also suggest that the use of non-evaluative responses and linguistic and paralinguistic cues can help scaffold students' participation into genuine classroom dialogue.

MIKKELSEN, N. (2005). *Powerful magic: Learning from children's responses to fantasy literature.* New York: Teachers College Press.

Analyzes children's responses to picture books, in which students expressed responses through stories, drawing, or drama; 2nd grade students' responses to seven re-readings of *Louis the Fish*, and changes in responses in the same two males at ages 5 and 7 and ages 7 and 13 to two fantasy novels. Finds that employing imaginative approaches and texts can foster rich responses in children.

PACE, B. G. (2006). Between response and interpretation: Ideological becoming and literacy events in critical readings of literature. *Journal of Adolescent & Adult Literacy, 49*(7), 584-594.

Draws on Bakhtin's notion of "ideological becoming" to consider how dialogic exchanges focused on works of literature can support or subvert critical understandings. Analyzes two female college students' responses to "The Yellow Wallpaper" (Gilman, 1899) to determine how they changed their critical stance on inequities in gender and marriage as they participated in post-reading events in their literature class. Finds that the students shifted away from voicing an initial critical stance after participating in a class discussion to adopt a reading that reflected dominant ideologies, reflecting the influence of "norming" effects of group attitudes. Suggests that literature teachers who introduce multiple perspectives need to have explicit strategies for supporting students' emerging critical perspectives.

SMITH, M. W., & CONNOLLY, W. (2005). The effects of interpretive authority on classroom discussions of poetry: Lessons from one teacher. *Communication Education, 54*(4), 271-288.

Studies the effect of three different teacher authority conditions on two 9th grade classes' discussions of poetry: the teacher taught 1) a poem he had written, 2) a poem he had taught many times previously, and 3) a poem that he saw for the first time along with his students. Analyzes turn-taking, kinds of reasoning, and knowledge sources in the discussions. Finds significant differences in treatment effect; the condition in which there is less influence of teacher authority fosters more student dialogue, although the treatment effect can vary according to differences in the social dynamics at work in discussions.

STALLWORTH, B., GIBBONS, L., & FAUBER, L. (2006). It's not on the list: An exploration of teachers' perspectives on using multicultural literature. *Journal of Adolescent & Adult Literacy, 49*(6), 478–489.

Examines which book-length works were taught most frequently in Alabama high school English language arts classrooms in order to examine integration of multicultural texts. Finds that common lists of selections tended to have a Eurocentric and patriarchic bias, but that a wide variety of books are taught, and that what teachers consider "classics" do not necessarily reflect the traditional canon. Suggests that lack of resources, concerns about censorship, time constraints, and lack of knowledge about multicultural literature affect teachers' decisions to teach multicultural literature in the classroom.

STONE, J. C. (2005). Textual borderlands: Students' recontextualizations in writing children's books. *Language Arts, 83*(1), 42-51.

Analyzes 12 female middle-school students' children's book writing in terms of "recontextualizations" of settings, characters, language, and popular culture in ways that mediate between their community and school cultures. Finds that students create characters of color to address the lack of such characters in their school reading, African American Vernacular English for use in dialogue, popular culture artifacts, and music in constructing characters' appearance and practices. Suggests the value of using writing of children's books to foster critical literacies.

SUMARA, D., DAVIS, B., & IFTODY, T. (2006). Normalizing literary responses in the teacher education classroom. *Changing English, 13*(1), 55-67.

Analyzes preservice English teachers' responses to a young adult novel portraying challenges to normative sexual stereotypes. Draws on consciousness theory to examine how participants' responses reflect tensions between the normative discourses related to sexuality operating in teacher education programs and methods courses versus the need to interrogate those normative discourses. Develops theories on how preservice English teachers' conscious awareness of their own identities evolved during their teacher education programs.

SUTHERLAND, L. M. (2005). Black adolescent girls' use of literacy practices to negotiate boundaries of ascribed identity. *Journal of Literacy Research, 37*(3), 365-406.

Follows six 16-year-old Black girls as they studied Morrison's *The Bluest Eye* in their high school English class. Finds that these girls used their reading of the novel to explore their own life experiences rather than to explore the story itself. As they did so, they examined the forces that created boundaries in their own lives, challenged these boundaries, and worked together to construct their identities as young Black women.

VERBOORD, M. (2005). Long-term effects of literary education on book-reading frequency: An analysis of Dutch student cohorts 1975-1998. *Poetics, 33*(5-6), 320-342.

Investigates the influence of teacher- versus student-centered approaches to literary education on students' book-reading frequency later in life. Eighty-five mother-tongue teachers in Dutch secondary education were retrospectively questioned about their literature instruction in a random year between 1975 and 1998. About 700 former students of these teachers were interviewed about their current reading frequency. Finds that a student-centered approach to literature teaching is associated with higher book-reading frequency, while a teacher-centered approach is associated with lower book-reading frequency in later life.

WARREN, J. E. (2006). Literary scholars processing poetry and constructing arguments. *Written Communication, 23*(2), 202-226.

Investigates the reading-to-write processes of literary scholars. Focuses on the special "topoi" or

commonplaces used by scholars, and the extent to which they engage in knowledge building. Nine English department faculty members read four poems under think-aloud conditions and composed written arguments. Finds that different "topoi" are used during reading and during writing arguments. Some topoi are used for communal knowledge-building, others merely seem to function as audience appeals.

Other Related Research:

BERNE, J. I., & CLARK, K. F. (2006). Comprehension strategy use during peer-led discussions of text: Ninth graders tackle "The Lottery." *Journal of Adolescent & Adult Literacy, 49*(8), 674-697.

BREVIG, L. (2006). Engaging in retrospective reflection. *The Reading Teacher, 59*(6), 522-530.

CADDEN, M. (2005). Simultaneous emotions: Entwining modes in children's books. *Children's Literature in Education, 36*(3), 285-298.

CARMINATI, M. N., STABLER, J., ROBERTS, A. M., & FISCHER, M. H. (2006). Reader's responses to sub-genre and rhyme scheme in poetry. *Poetics, 34,* 204-218.

CROCCO, M. S. (2005). Teaching Shabanu: The challenges of using world literature in the US social studies classroom. *Journal of Curriculum Studies, 37*(5), 561-582.

D'ASTOUS, A., COLBERT, F., & MBAREK, I. (2006). Factors influencing readers' interest in new book releases: An experimental study. *Poetics, 34*(2), 134-147.

DEBLASE, G. (2005). Negotiating points of divergence in the literacy classroom: The role of narrative and authorial readings in students' talking and thinking about literature. *English Education, 38*(1), 9-22.

ENRIQUEZ, G. (2006). The reader speaks out: Adolescent reflections about controversial young adult literature. *The ALAN Review, 33*(2), 16-23.

GOODSON, F. T., & GOODSON, L. A. (2005). You oughta use the periods and stuff to slow down: Reading fluency through oral interpretation of YA lit. *Voices from the Middle, 13*(2), 24-29.

JACKSON, H. L. (2005). *Romantic readers: The evidence of marginalia.* New Haven, CT: Yale University Press.

JANSSEN, T., BRAAKSMA, M., & RIJLAARSDAM, G. (2006). Literary reading activities of good and weak students: A think aloud study. *European Journal of Psychology of Education, 21*(1), 35-52.

KAPLAN, J. S. (2006). Dissertations on adolescent literature: 2000-2005. *The ALAN Review, 33*(2), 51-59.

KORNFELD, J., & PROTHRO, L. (2005). Envisioning possibility: Schooling and student agency in children's and young adult literature. *Children's Literature in Education, 36*(3), 217-239.

LESNICK, A. (2006). Forms of engagement: The ethical significance of literacy teaching. *Ethics and Education, 1*(1), 29-45.

LIANG, L. A., PETERSON, C. A., & GRAVES, M. F. (2005). Investigating two approaches to fostering children's comprehension of literature. *Reading Psychology, 26*(4-5), 387-400.

LOVE, K. (2006). APPRAISAL in online discussions of literary texts. *Text & Talk, 26*(2), 217-244.

LUCE-KAPLER, R., & DOBSON, T. (2005). In search of a story: Reading and writing e-literature. *Reading Online,* May 2005, 1-13.

MCINTOSH, J. (2006). Enhancing engagement in reading: Reader response journals in secondary English classrooms. *Language & Literacy, 8*(1). Retrieved July 22, 2006 from http://www.langandlit.ualberta.ca/Winter2006/McIntosh.htm#

MCINTYRE, E., KYLE, D. W., & MOORE, G. H. (2006). A primary-grade teacher's guidance toward small-group dialogue. *Reading Research Quarterly, 41*(1), 36-66.

MOSCHOVAKI, E., & MEADOWS, S. (2005). Young children's cognitive engagement during classroom book reading: Differences according to book, text genre, and story format. *Early Childhood Research and Practice, 7*(2). Retrieved July 22, 2006 from http://ecrp.uiuc.edu/v7n2/moschovaki.html

ONOFREY, K. A. (2006). "It is more than just laughing": Middle school students protect characters during talk. *Journal of Research in Childhood Education, 20*(3), 207-217.

RAPP, D. N., & GERRIG, R. J. (2006). Predilections for narrative outcomes: The impact of story contexts and reader preferences. *Journal of Memory and Language, 54*(1), 54-67.

RICE, P. S. (2005). It "ain't" always so: Sixth graders' interpretations of Hispanic-American stories with universal themes. *Children's Literature in Education, 36*(4), 343-362.

ROSER, N. L., MARTINEZ, M., MCDONNOLD, K., & FUKRKEN, C. (2005). Young children learn to read chapter books. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *54th Yearbook of the National Reading Conference* (pp. 301-317). Oak Creek, WI: National Reading Conference.

ROSS, C. S., MCKECHNIE, L., & ROTHBAUER, P. M. (2006). *Reading matters: What the research reveals about reading, libraries, and community.* Westport, CT: Libraries Unlimited.

SIPE, L. R., & BRIGHTMAN, A. E. (2005). Young children's visual meaning-making during read-alouds of picture storybooks. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *54th Yearbook of the National Reading Conference* (pp. 349-361). Oak Creek, WI: National Reading Conference.

SMITH, S. A. (2005). "We feel like we're separating us": Sixth grade girls respond to multicultural literature. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *54th Yearbook of the National Reading Conference* (pp. 362-375). Oak Creek, WI: National Reading Conference.

THEIN, A. H. (2005). A good daughter and an independent woman: Mapping one student's responses to literature through her negotiations of competing cultural models. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *54th Yearbook of the National Reading Conference* (pp. 376-391). Oak Creek, WI: National Reading Conference.

VAN SCHOOTEN, E., & DE GLOPPER, K. (2006). Literary response and attitude toward reading fiction in secondary education: Trends and predictors. *L1 – Educational Studies in Language and Literature, 6*(1), 97-174.

WIEH, T. G. (2005). The genre of traditional literature influences student writing. *Reading Horizons, 46*(2), 77-91.

Reading

AINLEY, M., CORRIGAN, M., & RICHARDSON, N. (2005). Students, tasks and emotions: Identifying the contribution of emotions to students' reading of popular culture and popular science texts. *Learning and Instruction, 15*(5), 433-447.

Explores the affective responses adolescents report while reading expository texts during a computer-based task. Focuses on the relationship between students' affective responses and the intensity of these responses and decisions to continue reading. Finds that the substance and intensity of affective responses to text content influence further participation. If interest is alive, students are likely to continue reading; when the text was experienced as only mildly interesting or "boring," students took the first opportunity to quit reading.

BIEMILLER, A., & BOOTE, C. (2006). An effective method for building meaning vocabulary in primary grades. *Journal of Educational Psychology, 98*(1), 44-62.

Reports on two vocabulary studies conducted in K-2nd grade classrooms and implemented by the regular teacher. Study 1 examined vocabulary growth in response to pretesting, number of times books were read, and meaning explanations. Finds that repeated readings of books led to a 12% gain in word meanings, adding explanation of words added 10% for a total gain of 22%, but that reading books two versus four times had different effects by grade level. Study 2 tested a more intensive format for word instruction and transfer, with additional works taught and

multiple opportunities for review. Study 2 finds that a greater number of words were learned and attributes this to added reviews and the instruction of word meanings.

BOWYER-CRANE, C., & SNOWLING, M. J. (2005). Assessing children's inference generation: What do tests of reading comprehension measure? *British Journal of Educational Psychology, 75*(2), 189-201.

Examines whether poor comprehenders have comprehension difficulties in general, or problems with making particular types of inferences. Analyzes the performance of 10 poor and 10 normal nine-year-old readers on two reading comprehension tests. Finds that poor comprehenders were able to make cohesive inferences, but performed poorly on generating knowledge-based and elaborative inferences. Concludes that poor comprehenders would benefit from support in the use of real-world knowledge to generate inferences during reading.

BRITTO, P. R., BROOKS-GUNN, G., & GRIFFIN, T. M. (2006). Maternal reading and teaching patterns: Associations with school readiness in low-income African American families. *Reading Research Quarterly, 41*(1), 68-89.

Investigates the teaching patterns and levels of support displayed by young African American mothers while interacting with their preschool-aged children in their homes. Mother-child interactions were videotaped, coded, and later categorized into two styles (story readers and story tellers) and three teaching patterns (low support and low teaching; support and low teaching; support and teaching). Finds that children's vocabulary and school readiness are improved when they are exposed to a more interactive and supportive maternal teaching pattern.

CARLISLE, J. F., & STONE, C. A. (2005). Exploring the role of morphemes in word reading. *Reading Research Quarterly, 40*(4), 428-449.

Investigates the role of morphemic structure on students' word-reading skills through two studies. The first study analyzed 2nd through 3rd grade and 5th through 6th grade students' reading of words that contain a base word plus affix, versus a similar word with only one morpheme (e.g., *hilly* versus *silly*). The second study compared middle and high school students' reading of derived words that were phonologically transparent (e.g., *security*) versus derived words with a sound shift (e.g., *precision*). Finds that morphemic structure plays a role in reading derived words: students read derived words more quickly and accurately than similar words that contained only one morpheme. At the secondary level, students more quickly and accurately read phonologically transparent derived words. Emphasizes the need to include morphemic analysis in models of word-reading development.

EDMUNDS, K. E., & BAUSERMAN, K. L. (2006). What teachers can learn about reading motivation through conversations with children. *The Reading Teacher, 59*(5), 414-424.

Examines the reading motivation of 4th grade students by interviewing a random sample of students from various achievement levels and levels of motivation (as perceived by their teachers). Finds that students are motivated to read narrative texts that connect to their personal interests, that have specific characteristics such as being "funny," and that they are allowed to choose themselves. Factors that contributed to motivation for expository texts include the knowledge students gain, as well as personal interest and choice. Students described being motivated to read by family members, teachers, and their own intrinsic motivation. Children in the study frequently mentioned peers as influencing what books to select and being motivated to read them.

GEHSMANN, K. M., & WOODSIDE-JIRON, H. (2005). Becoming more effective in the age of accountability: A high-poverty school narrows the literacy achievement gap. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *The 54th yearbook of the national reading conference* (pp. 182-197). Oak Creek, WI: The National Reading Conference.

Reports the findings of one high-poverty elementary school's change process as it moved from a rating of under-performing to moving off of this list four years later. Focuses on the critical elements of change required each year in the process, including attention to context, coherence, coaching, and compassion. Findings indicate that change requires a district commitment to stability in the teaching force and staff of the school over multiple years to allow a committed staff to work through multiple years of learning and work on core issues. Coherence also involves a staff commitment to a common literacy framework used to guide literacy teaching, learning, and assessments, and high-quality professional development that spans multiple years. Coaching by professionals and peers was critical to success as well as ongoing observations and feedback from the principal. Attention to understanding the challenges facing parents and their children in this context and developing compassion for these individuals was also key to the school's success.

GUTHRIE, J. T., WIGFIELD, A., HUMENICK, N. M., PERENCEVICH, K. C., TABOADA, A., & BARBOSA, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *The Journal of Educational Research, 99*(4), 232-245.

Investigates the use of stimulating tasks to increase students' situational interest, during integrated reading and science instruction in 3rd grade. Two classrooms provided a high number of stimulating tasks, while two other classrooms provided a low number of stimulating tasks related to reading. Finds that a number of stimulating tasks increased students' motivation, which in turn was associated with increased reading comprehension on a standardized test.

HYONA, J., & NURMINEN, A. (2006). Do adult readers know how they read? Evidence from eye-movement patterns and verbal reports. *British Journal of Psychology, 97*(1), 31-50.

Investigates individual differences in reading styles, and the degree to which competent adult readers are aware of their reading style. Participants read a long expository text while their eye fixation patterns were registered. Awareness of reading behavior was assessed by a questionnaire. Identifies three types of readers: fast linear readers, slow linear readers, and topic structure processors. Readers were aware of their reading speed, look-back, and re-reading behaviors. Looking back correlated positively with success in recalling the main points of the text. Concludes that look-back behavior is an indication of strategic reading.

KAME'ENUI, E. J., FUCHS, L., FRANCIS, D. J., GOOD, R. III, O'CONNOR, R. E., SIMMONS, D. C., ET AL. (2006). The adequacy of tools for assessing reading competence: A framework and review. *Educational Researcher, 35*(4), 3-11.

Describes the Reading First Assessment Committee's (RFAC) framework for gauging the adequacy of tools available to assess reading measures used with students in grades K-3. This information is intended to provide state and local educational agencies with information that might help in the selection of reading assessment instruments. Applies the framework to a sample of tests, describing the selection and coding system. Provides findings centered on the "trustworthiness" of assessments available to practitioners. Indicates that if high and rigorous standards were used to assess trustworthiness, then very few tests would meet the minimal requirements. Suggests that the test developers use the RFAC's documents to improve their work, and school districts use these methods in selecting assessments.

KLEIFGEN, J. (2005). ISO 9002 as literacy practice: Coping with quality-control documents in a high-tech company. *Reading Research Quarterly, 40*(4), 450-468.

Reports part of a larger ethnographic study of language and work in a small circuit-board manufacturing plant with a racially, ethnically, and linguistically diverse work force. Studied the preparation and use of quality-control documents, embedded within a sociocultural perspective on literacy, and collected observational and interview data over two time periods. Found that work teams generally organize according to ethnolinguistic background and often invoke local power and agency in engaging in quality-control documents.

McCoach, D. B., O'Connell, A. A., Reis, S. M., & Levitt, H. A. (2006). Growing readers: A hierarchical linear model of children's reading growth during the first 2 years of school. *Journal of Educational Psychology, 98*(1), 14-28.

Examines longitudinal data collected at four points in time across the kindergarten and first-grade years as part of a large national study of more than 8,000 students. Attempts to understand the relative importance of various individual and school-level factors on reading achievement at the end of 1st grade. Uses a three-level (time-student-growth) model to characterize students' growth during the first two years of school. Finds that student-level variables such as socioeconomic status (SES), race, and mother's age at her first birth were best able to explain differences in initial status at kindergarten entry. SES also predicted summer reading growth. Suggests that the achievement gap is in major part due to differences in reading skills at kindergarten entry, combined with the decline of reading skills during non-instructional periods such as summer.

Rasinski, T. V., Padak, N. D., McKeon, C. A., Wilfong, L. G., Friedauer, J. A., & Heim, P. (2005). Is reading fluency a key for successful high school reading? *Journal of Adolescent & Adult Literacy, 49*(1), 22-27.

Explores reading fluency as a contributor to reading proficiency of 9th grade students. Assessed reading fluency development among 9th graders and found a moderately strong correlation between fluency and overall reading proficiency as measured by a standardized achievement test. Findings suggest that reading fluency is a significant variable in secondary students' reading and overall academic development. Calls for more research into the role of reading fluency among older students, especially those experiencing difficulty in achieving high levels of literacy.

Williams, J. P., Hall, K. M., Lauer, K. D., Stafford, K. B., DeSisto, L. A., & Decani, J. S. (2005). Expository text comprehension in the primary grade classroom. *Journal of Educational Psychology, 97*(4), 538-550.

Investigates the effectiveness of an instructional program designed to teach 2nd-grade children how to comprehend compare-contrast expository text. Demographically similar 7–8-year-olds participating in this study during the 15 sessions were randomly assigned by classrooms in three schools to the following conditions: text structure, content only, and no instruction. Finds that the text structure participants learned content and are able to demonstrate transfer of what they learned to content beyond that used in instruction. Suggests that content area instruction has optimal impact when it addresses both text structure and text content.

Wolfe, M. B. W., & Goldman, S. R. (2005). Relations between adolescents' text processing and reasoning. *Cognition and Instruction, 23*(4), 467-502.

Examines the processing strategies of 11- to 13-year-old students in making sense of two conflicting accounts of a historical event. Examines the relation between students' strategies during processing (using a think-aloud methodology) and the complexity of their subsequent reasoning about the historical event. Finds a positive relation between processing and reasoning. Students who made more effort to establish connections within and across texts, and explained the connections during processing, produced more complex explanations after reading.

Yopp, R. H., & Yopp, H. K. (2006). Informational texts as read-alouds at school and home. *Journal of Literacy Research, 38*(1), 37-51.

Describes two studies that document children's exposure to, and experiences with, information text as read-alouds in preschool (Study 1) and home (Study 2) contexts. Study 1 gathered information from preschool through 3rd grade teachers about read-aloud frequency and titles of selections. The other study (Study 2) explored the types of books read aloud by parents and other family members to one class of kindergarten students during a seven-month time period

through the use of reading logs. The studies looked at and classified 3,677 titles into text types; narrative, informational, mixed, and other. The first study documented the 1,487 books read aloud to preschool through 3rd grade students and noted 77% (1,132) of books were narratives compared to 8% (120) informational books and 1% mixed (20) texts. The second study followed kindergartners to find that 77% (1,132) were narrative with 7% (110) informational and 3% (50) mixed. The findings in these two studies confirmed that informational texts are a small proportion of read-alouds in early childhood classrooms, scarcity of informational text read-alouds appear as early as preschool and continues at least through 3rd grade, informational books maintain their low status even when teachers read more than one book, young children have very limited experience with informational texts as read-alouds at home, and especially in Study 2 (at home with kindergartners) there is some evidence that boys may hear more informational texts than girls. Brings to the critical front the consequences of limited experiences with informational text throughout and beyond the early childhood years as an area for ongoing attention and research.

Other Related Research:

ALLEN, K., & INGULSRUD, J. E. (2005). Reading Manga: Patterns of personal literacies among adolescents. *Language & Education, 19*(4), 265-280.

CAVAZOS-KOTTKE, S. (2006). Five readers browsing: The reading interests of talented middle school boys. *Gifted Child Quarterly, 50*(2), 132-147.

CROMLEY, J. G., & AZEVEDO, R. (2005). What do reading tutors do? A naturalistic study of more and less experienced tutors in reading. *Discourse Processes, 40*(2), 83-113.

CUNNINGHAM, J. W., SPADORCIA, S. A., ERICKSON, K. A., KOPPENHAVER, D. A., STURM, J. M., & YODER, D. E. (2005). Investigating the instructional supportiveness of leveled texts. *Reading Research Quarterly, 40*(4), 410-425.

DUNLOSKY, J., & RAWSON, K. A. (2005). Why does rereading improve metacomprehension accuracy? Evaluating the levels-of-disruption hypothesis for the rereading effect. *Discourse Processes, 40*(1), 37-55.

FRANZAK, J. (2006). *Zoom*: A review of the literature on marginalized adolescent readers: Literacy theory and policy implications. *Review of Educational Research, 76*(2), 209-248.

HAO, Z., & HOOSAIN, R. (2005). Activation of themes during narrative reading. *Discourse Processes, 40*(1), 57-82.

HASBROUK, J., & TINDAL, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636-644.

HIEBERT, E. H., & KAMIL, M. L. (EDS.). (2005). *Teaching and learning vocabulary: Bringing research to practice.* Mahwah, NJ: Erlbaum.

KURBY, C. A., BRITT, M. A., & MAGLIANO, J. P. (2005). The role of top-down and bottom-up processes in between-text integration. *Reading Psychology, 26*(4-5), 335-362.

MANSELL, J., EVANS, M. A., & HAMILTON-HULAK, L. (2005). Developmental changes in parent's use of miscue feedback during shared book reading. *Reading Research Quarterly, 40*(3), 294-317.

MANSET-WILLIAMSON, G., & NELSON, J. M. (2005). Balanced, strategic reading instruction for upper-elementary and middle school students with reading disabilities: A comparative study of two approaches. *Learning Disability Quarterly, 28*(1), 59-74.

MCINTYRE, E., PETROSKO, J., & JONES, D. (2005). Supplemental instruction in early reading: Does it matter for struggling readers? *The Journal of Educational Research, 99*(2), 99-107.

NAGY, W., BERNINGER, V. W., & ABBOTT, R. D. (2006). Contributions of morphology beyond phonology to literacy outcomes of upper elementary and middle-school students. *Journal of Educational Psychology, 98*(1), 134-147.

NEUMAN, S. B., & CELANO, D. (2006). The knowledge gap: Implications of leveling the playing field for low-income and middle-income children. *Reading Research Quarterly, 41*(2), 176-201.

NICHOLS, W. D., ZELLNER, L. J., RUPLEY, W. H., WILSON, V. L., KIM, Y., MERGEN, S., & YOUNG, C. A. (2005). What affects instructional choice? Profiles of K-2 teachers' use of reading instructional strategies and methods. *Journal of Literacy Research, 37*(4), 437-458.

PARIS, S. G., & STAHL, S. A. (EDS.). (2005). *Children's reading comprehension and assessment.* Mahwah, NJ: Erlbaum.

PARR, J. M., & MAGUINESS, C. (2005). Removing the *silent* from SSR: Voluntary reading as social practice. *Journal of Adolescent & Adult Literacy, 49*(2), 98-107.

PECJAK, S., & PEKLAJ, C. (2006). Dimensions of reading motivation and reading achievement in 3rd and 7th grade students. *Studia Psychologica, 48*(1), 11-30.

RASINSKI, T., BLACHOWICZ, C., & LEMS, K. (EDS.) (2006). *Fluency instruction: Research-based best practices.* New York: Guilford Press.

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SALMERON, L., CANAS, J. J., KINTSCH, W., & FAJARDO, I. (2005). Reading strategies and hypertext comprehension. *Discourse Processes, 40*(3), 171-191.

SAMUELS, S. J., & FARSTRUP, A. E. (EDS.) (2006). *What research has to say about fluency instruction.* Newark, DE: International Reading Association.

SENECHAL, M. (2006). Testing the home literacy model: Parent involvement in kindergarten is differentially related to grade 4 reading comprehension, fluency, spelling and reading for pleasure. *Scientific Studies of Reading, 10*(1), 59-87.

SKINDRUD, K., & GERSTEN, R. (2006). An evaluation of two contrasting approaches for improving reading achievement in a large urban district. *The Elementary School Journal, 106*(5), 389-407.

SOUVIGNIER, E., & MOKHLESGERAMI, J. (2006). Using self-regulation as a framework for implementing strategy instruction to foster reading comprehension. *Learning and Instruction, 16*(1), 57-71.

STAHL, K. A. D., & MCKENNA, M. (2006). *Reading research at work: Foundations of effective practice.* New York: Guilford.

STAHL, S. A., & NAGY, W. E. (EDS.). (2006). *Teaching word meanings.* Mahwah, NJ: Erlbaum.

TABAODA, A., & GUTHRIE, J. T. (2006). Contributions of student questioning and prior knowledge to construction of knowledge from reading information text. *Journal of Literacy Research, 38*(1), 1-33.

Professional Development/Teacher Education

ACHINSTEIN, B., & OGAWA, R. T. (2006). (In)fidelity: What the resistance of new teachers reveals about professional principles and prescriptive educational policies. *Harvard Educational Review, 76*(1), 30-63.

Tracks two California teachers' resistance to the mandated Open Court literacy instruction in that state. Finds that teachers were motivated to resist, given their professional principles; they are often limited in the degree to which they can act on those principles within the context of controls inherent in mandated instructional programs, undermining their creativity, expectations, use of alternative methods, and sense of professionalism. Finds that these teachers also face being ostracized by their colleagues. Suggests that mandated programs may undermine the professionalism of high-quality teachers.

ATHANASES, S. Z., & MARTIN, K. J. (2006). Learning to advocate for educational equity in a teacher credential program. *Teaching and Teacher Education, 22*(6), 627-646.

Examines the development over five years of preservice teachers learning to teach to diversity and address issues of equity. Finds that teachers benefited most from including aspects of cul-

tural and language difference, examination of issues of equity, and modeling of culturally responsive pedagogy in their methods courses. For their practicum and student teaching experience, teachers benefited from ongoing support and scaffolding of a focus on these aspects of their program by supervisors, cooperating teachers, and cohort interactions.

BICKMORE, S. T., SMAGORINSKY, P., & O'DONNELL-ALLEN, C. (2005). Tensions between traditions: The role of contexts in learning to teach. *English Education, 38*(1), 23-52.

Analyzes the teacher education experience of one teacher moving through the contexts of his university program, student teaching site, and first job—in learning how to teach. Finds that he confronts tensions within his program and between his program's beliefs about teaching and those operating in the schools. Suggests the need for teacher education programs to provide greater conceptual unity, and that when such programs do not provide conceptual unity, even strong student teachers can emerge without essential critical tools to inform and motivate their teaching.

KATZ, S., SUTHERLAND, S., & EARL, L. (2005). Toward an evaluation habit of mind: Mapping the journey. *Teachers College Record, 107*(10), 2326-2350.

Analyzes issues associated with implementation of The Manitoba School Improvement Program on teachers', administrators', and educational consultants' attempts to evaluate student work. Finds that a focus on evaluation and evidence-based decision-making can be transformed from a reaction to external mandates to a central orientation focused on assessing the fundamental aims of schooling. Finds that the quality of the curriculum of professional development plays an important role in the effectiveness of the program.

LEWIS, C., PERRY, R., & MURATA, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher, 35*(3), 3-14.

Examines issues of transplanting the culturally and institutionally grounded Japanese practice of lesson study into American contexts. Identifies three critical needs: expanding the knowledge base about lesson study in Japan and the US, explicating how lesson study serves as a mechanism for innovation, and fostering design-based research cycles. Suggests the need to consider refining the use of lesson study within this country.

ROGERS, T., MARSHALL, E., & TYSON, C. A. (2006). Dialogic narratives of literacy, teaching, and schooling: Preparing literacy teachers for diverse settings. *Reading Research Quarterly, 41*(2), 202-224.

Examines the discourses in preservice literacy teachers' narratives in terms of the dialogic tensions associated with the development of their professional identities during their teacher education program and experiences in community-based internships. Finds tensions between authoritative and internally persuasive discourses associated with operating in culturally diverse settings, particularly in terms of challenging their discourses of diversity and social justice. Suggests the value of immersing preservice teachers in and fostering reflections about diverse community-based experiences.

Other Related Research:

AGEE, J. (2006). What kind of teacher will I be? Creating spaces for beginning teachers' imagined roles. *English Education, 38*(3), 194-219.

ASSAF, L. (2005). Exploring identities in a reading specialization program. *Journal of Literacy Research, 37*(2), 201-236.

BROCK, C., WALLACE, J., & HERSCHBACH, M. (2006). Negotiating displacement spaces: Exploring teachers' stories about learning and diversity. *Curriculum Inquiry, 36*(1), 35-62.

CARROLL, D. (2005). Learning through interactive talk: A school-based mentor-teacher student group as a context for professional learning. *Teaching and Teacher Education: An International Journal of Research and Studies, 21*(5), 457-473.

CASTLE, S., FOX, R. K., & SOUDER, K. O. (2006). Do professional development schools (PDSs) make a difference? A comparative study of PDS and non-PDS teacher candidates. *Journal of Teacher Education, 57*(1), 65-80.

COOK, L. S., & AMATUCCI, K. B. (2006). A high school English teacher's developing multicultural pedagogy. *English Education, 38*(3), 220-244.

DANA, N. F., YENDOL-HOPPERY, D., & SNOW-GERONO, J. L. (2006). Deconstructing inquiry in the professional development school: Exploring the domains and contents of teachers' questions. *Action in Teacher Education, 27*(4), 59-71.

DANGEL, J. R. (ED.). (2006). *Research on teacher induction: Teacher education yearbook XIV.* Lanham, MD: Rowman & Littlefield.

DAVIS, N., THOMPSON, A., & WILLIS, J. (EDS.). (2006). *Technology and teacher education: Present realities, future possibilities.* Greenwich, CT: Information Age Publishing.

DOZIER, C. L., & RUTTEN, I. (2005/2006). Responsive teaching toward responsive teachers: Mediating transfer through intentionality, enactment, and articulation. *Journal of Literacy Research, 37*(4), 459-492.

DUDLEY-MARLING, C., ABT-PERKINS, D., SATO, K., & SELFE, R. (2006). Teacher quality: The perspectives of NCTE members. *English Education, 38*(3), 167-193.

EDWARDS, R., & NICOLL, K. (2006). Expertise, competence and reflection in the rhetoric of professional development. *British Educational Research Journal, 32*(1), 115-131.

FISHER, R. (2005). Plus ça change: Change and continuity in literacy teaching. *Teaching and Teacher Education, 22*(4), 424-436.

HO, J. (2005). Metaphorical construction of self in teacher's narratives. *Language and Education, 19*(5), 359-379.

JACKSON, B., LARZELERE, R., ST. CLAIR, L., CORR, M., EGERTSON, H., & FICHTER, C. (2006). The impact of HeadsUp! Reading on early childhood educators' literacy practices and preschool children's literacy skills. *Early Childhood Research Quarterly, 21*(2), 213-226.

KINNUCAN-WELSCH, K., ROSEMARY, C. A., & GROGAN, P. R. (2006). Accountability by design in literacy professional development. *The Reading Teacher, 59*(5), 426-435.

KOOY, M. (2006). The telling stories of novice teachers: Constructing teacher knowledge in book clubs. *Teaching and Teacher Education, 22*(6), 661-674.

LARSON, M. L., & PHILLIPS, D. K. (2005). Becoming a teacher of literacy: The struggle between authoritative discourses. *Teaching Education, 16*(4), 311-323.

LASKY, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education, 21*(8), 899-916.

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LOFTY, J. S. (2006). *Quiet wisdom: Teachers in the United States and England talk about standards, practice, and professionalism.* New York: Peter Lang.

MAHER, M., & JACOB, E. (2006). Peer computer conferencing to support teachers' reflection during action research. *Journal of Technology and Teacher Education, 14*(1), 127-151.

MALOCH, B., & KINZER, C. (2006). The impact of multimedia cases on preservice teachers' learning about literacy teaching: A follow-up study. *The Teacher Educator, 41*(3), 158-171.

MINAYA-ROWE, L. (ED.). (2006). *Effective practices in training teachers of English learners.* Greenwich, CT: Information Age Publishing.

OLSON, M. R., & CRAIG, C. J. (2005). Uncovering cover stories: Tensions and entailments in the development of teacher knowledge. *Curriculum Inquiry, 35*(2), 161-182.

SHANK, M. J. (2006). Teacher storytelling: A means for creating and learning within a collaborative space. *Teaching and Teacher Education, 22*(6), 711-721.

SPALDING, E., & WILSON, A. H. (2006). Bowling together: Cultivating communities of practice in English and social studies teacher education. *English Education, 38*(2), 102-122.

THOMPSON, C. S. (2005). Powerful pedagogy: Learning from and about teaching in an elementary literacy course. *Teaching and Teacher Education, 22*(2), 194-204.

VANHULLE, S. (2005). How future teachers develop professional knowledge through reflective writing in a dialogical frame. *L1-Educational Studies in Language and Literature, 5*(3), 287-314.

WALLACE, F. H. (2006). Under pressure: Controlling factors faced by classroom literacy teachers as they work through a professional development program. *Reading Horizons, 46*(3), 143-165.

WHITIN, P. (2006). Forging pedagogical paths to multiple ways of knowing. *English Education, 38*(2), 123-145.

Second Language Literacy

BIALYSTOK, E., & MCBRIDE-CHANG, C. (2005). Bilingualism, language proficiency, and learning to read in two writing systems. *Journal of Educational Psychology, 97*(4), 580-590.

Compares the development of phonological awareness and word decoding in English and Chinese for 204 five- and six-year-olds who were monolingual English-, bilingual English-Chinese-, or Chinese-speaking. Finds that the three groups demonstrated different progress in their early literacy and phonological awareness acquisition. Because of differences in the two writing systems and the specific strategies needed to decode words in each, bilingualism per se did not influence overall decoding results. Rather, children's level of proficiency in each language, their progress in literacy development, and the relation between the two writing systems were most influential. Stresses the importance of considering all these factors in research examining how children become literate in two languages.

CALLAHAN, R. M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal, 42*(2), 305-328.

Investigates the theoretical and practical tensions within and among English fluency and content-area academics for English language learners. Subjects are representative of California's high school cohorts, considering both residency and schooling prior to immigration (n=355). Finds that the complexity of learning English and academic success are also reflections of student opportunity and teacher expectations to gain and demonstrate competency in content areas. Invites all stakeholders to look at academic rigor across English language models and longer-term access to education beyond high school.

CAREÉN, G. P., DRAKE, C., & CALABRESE-BARTON, A. (2005). The importance of presence: Immigrant parents' school engagement experiences. *American Educational Research Journal 42*(3), 465-498.

Engages working-class immigrant parents in conversations and written narratives about their engagement in the educational lives of their children. Discusses practices and structures for dialogues that describe participation inside and outside the classroom. Claims process-oriented interactions in particular spaces, using specific forms of capital, creates parental engagement that benefit children's school experiences.

DWORIN, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher, 59*(6), 510-520.

Describes a literacy project designed to encourage students' in-class use of both Spanish and English through collecting and translating family stories. The program built on 4th grade Latino students' funds of knowledge by focusing on their languages and families as key cultural resources. Provides examples of how students collected family stories, wrote them down and

brought them to school. Stories were then written up and translated into Spanish or English, and published in a collection. Suggests that connecting with families, building on funds of knowledge, and valuing bilingual literacy in the classroom enhance students' intellectual development and support bilingualism.

FRANCIS, N. (2005). Bilingual children's writing: Self-correction and revision of written narratives in Spanish and Nahuatl. *Linguistics and Education 16*(1), 74-92.

Replicates an earlier study that analyzes student self-corrections and revisions of narrative compositions. Students in this research were fluent in Spanish and Nahuatl and had participated in the initial study. Investigates how bilinguals might, or might not, apply the Common Underlying Proficiency (CUP) (Cummins, 2000) and "interdependence hypothesis" (Cummins, 1981, 1991). It appears that the underlying proficiencies of self-correction and revision from students' national Spanish are evident in their indigenous Nahuatl. Confirms missed opportunities in formal school setting when bilinguals receive instruction in one language.

MEDINA, C. L., & CAMPANO, B. (2006). Performing identities through drama and teatro practices in multilingual classrooms. *Language Arts, 83*(4), 332-341.

Examines how students in two 5th grade classrooms collaboratively generate knowledge through drama. A critical analysis of the student text, produced through a range of dramatic techniques, illustrates how students' identities and their understandings of school-based literacy practices come together. Fictional lives and actual lives and identities are explored through drama, giving students dymanic, in-between spaces to express themselves. Researchers show how students' perspectives and knowledge can be put in the service of students' own educational and social empowerment.

PRAY, L. (2005). How well do commonly used language instruments measure English oral-language proficiency? *Bilingual Research Journal 29*(2), 387-409.

Examines validity of language instruments used to test the English oral language proficiency of English Language Learners. Subjects for this research are non-Hispanic White and Hispanic native English speakers representing various socioeconomic levels. Uses frequency and t-tests and ANOVA to compare mean assessment scores and individual variables and correlations. Concludes that depending on the assessment utilized, native English speakers are not scored as "fluent." Highlights that English Language Learners with low scores on these assessments are poised for academic failures and become unnecessary candidates for special education referral.

PROCTOR, C. P., AUGUST, D., CARLO, M. S., & SNOW, C. (2006). The intriguing role of Spanish language vocabulary knowledge in predicting English reading comprehension. *Journal of Educational Psychology, 98*(1), 159-169.

Uses data from a longitudinal study involving 135 Latino 4th-grade students documenting students' acquisition of literacy skills in Spanish and English. Explores relationships among decoding skills, vocabulary knowledge, listening, and reading comprehension in relation to language of initial instruction. Examines possible cross-linguistic effects and attempts to add to a holistic model of reading development for Spanish speakers learning to read in English. Finds that oral language and reading proficiencies appear to be strongly mediated by instructional language, and that at the upper-elementary level oral language proficiencies exhibit stronger effects on reading comprehension outcomes. Notes a significant relationship between vocabulary knowledge in Spanish and English reading fluency.

REESE, L., GOLDENBERG, C., & SAUNDERS, W. (2006). Variations in reading achievement among Spanish-speaking children in different language programs: Explanations and confounds. *The Elementary School Journal, 106*(4), 363-385.

Analyzes the reading performance of 183 Spanish-speaking students in K-2nd grade in three schools with varying instructional programs: structured "English immersion," developmental bilingual, and dual language. Examines factors outside of the instructional program such as ethnic composition, socioeconomic level, and language use in the community; family language and literacy activities; and their interplay with the types of school programs. Finds that while students' performance outcomes are higher in the language of instruction, attributing this solely to instructional program is problematic. Suggests that language exposure at home and in the community interacts with language of instruction at school to influence performance outcomes in reading in Spanish and English, and that longer-term studies must take these factors into account.

SLAVIN, R. E., & CHEUNG, A. (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research, 75*(2), 247-284.

Uses a best-evidence synthesis methodology to glean insights from experimental studies focusing on the effects of language of instruction for English learners' reading success (bilingual versus English-only). From the systematic literature search, 17 studies were found that met inclusion standards. Finds the majority of studies support a bilingual approach, and a smaller number show no difference between approaches. Of special note were the positive results obtained from paired bilingual approaches, in which students receive instruction in each language at separate times of the school day. Stresses the need for additional high-quality studies examining the effects of bilingual versus "English-immersion" instructional programs.

WANG, M., PARK, Y., & LEE, K. R. (2006). Korean-English biliteracy acquisition: Cross-language phonological and orthographic transfer. *Journal of Educational Psychology, 98*(1), 148-158.

Examines the cross-language phonological and orthographic relationship for 45 1st and 3rd grade, native Korean-speaking students acquiring literacy in Korean and English. While cross-linguistic transfer of phonological skills has been documented in alphabetic languages with similar writing systems, the Korean language provided an opportunity to compare alphabetic languages with visually distinct orthographies. Finds that phonological skills in the first and second language were highly correlated, and that first-language phonological skills facilitate decoding in English. Finds limited orthographic transfer in learning to read two different writing systems. Results suggest the importance of paying attention to the specific ways students' first-language skills can be transferred to second-language literacy skills.

Other Related Research:

ACHUGAR, M. (2006). Writers on the borderlands: Constructing a bilingual identity in Southwest Texas. *Journal of Language, Identity & Education, 5*(2), 97-122.

AUGUST, D., & SHANAHAN, T. (EDS.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Erlbaum.

BAQUEDANO-LÓPEZ, P., SOLÍS, J. L., & KATTAN, S. (2005). Adaptation: The language of classroom learning. *Linguistics and Education, 16*(1), 1-26.

BRANUM-MARTIN, L., MEHTA, P. D., FLETCHER, J. M., CARLSON, C. D., ORTIZ, A., CARLO, M., ET AL. (2006). Bilingual phonological awareness: Multilevel construct validation among Spanish-speaking kindergarteners in transitional bilingual education classrooms. *Journal of Educational Psychology, 98*(1), 170-181.

BROCK, C., & RAPHAEL, T. (2005). *Windows to language, literacy and culture: Insights from an English-language learner*. Newark, DE: International Reading Association.

CHEUNG, A., & SLAVIN, R. E. (2005). Effective reading programs for English language learners and other language-minority students. *Bilingual Research Journal, 29*(2), 241-267.

CUMMINS, J., CHOW, P., & SCHECTER, S. R. (2006). Community as curriculum. *Language Arts, 83*(4), 297-307.

DAVISON, C., & CUMMINS, J. (EDS.). (2006). *International handbook of English language teaching.* New York: Springer.

FARR, M. (ED.). (2005). *Latino language and literacy in ethnolinguistic Chicago.* Mahwah, NJ: Erlbaum.

HALL, J. K., VITANOVA, G., & MARCHENKOVA, L. (EDS.). (2005). *Dialogue with Bakhtin on second and foreign language learning: New perspectives.* Mahwah, NJ: Erlbaum.

HANEDA, M. (2005). Investing in foreign-language writing: A study of two multicultural learners. *Journal of Language, Identity & Education, 4*(4), 269-290.

HUA, Z., & DODD, B. (EDS.). (2006). *Phonological development and disorders in children: A multilingual perspective.* Buffalo, NY: Multilingual Matters.

JOHNSON, E. (2005). Proposition 203: A critical metaphor analysis. *Bilingual Research Journal, 29*(1), 69-84.

JORDA, M. P. S. (2005). *Third language learners: Pragmatic production and awareness.* Buffalo, NY: Multilingual Matters.

KASPER, L. F., & WEISS, S. T. (2005). Building ESL student linguistic and academic literacy through content-based interclass collaboration. *Teaching English in the Two Year College, 32*(2), 282-297.

KERN, R., & SCHULTZ, J. M. (2005). Beyond orality: Investigating literacy and the literary in second and foreign language instruction. *The Modern Language Journal, 89*(3), 381-392.

KING, K., & GANUZA, N. (2005). Language, identity, education, and transmigration: Chilean adolescents in Sweden. *Journal of Language Identity and Education, 4*(3), 179-199.

KONDO-BROWN, K. (2006). How do English L1 learners of advanced Japanese infer unknown Kanji worlds in authentic texts? *Language Learning, 56*(1), 109-153.

LAIJA-RODRÍGUEZ, W., OCHOA, S. H., & PARKER, R. (2006). The crosslinguistic role of cognitive academic language proficiency on reading growth in English and Spanish. *Bilingual Research Journal, 30*(1), 87-106.

LANTOLF, J. P. (2006). *Sociocultural theory and the genesis of second language development.* Oxford, UK: Oxford University Press.

LIANG, X. (2006). Identity and language functions: High school Chinese immigrant students' code-switching dilemmas in ESL classes. *Journal of Language, Identity & Education, 5*(2), 143-167.

MCBRIDE-CHANG, C., & SUK-HAN HO, C. (2005). Predictors of beginning reading in Chinese and English: A 2-year longitudinal study of Chinese kindergarteners. *Scientific Studies of Reading, 9*(2), 117-144.

PICHETTE, F. (2005). Time spent on reading and reading comprehension in second language learning. *Canadian Modern Language Review, 62*(2), 243-262.

REESE, L., & GOLDENBERG, C. (2006). Community contexts for literacy development of Latina/o children: Contrasting case studies. *Anthropology & Education Quarterly, 37*(1), 42-61.

ROCA DE LARIOS, J., MANCHON, R. M., & MURPHY, L. (2006). Generating text in native and foreign language writing: A temporal analysis of problem-solving formulation processes. *The Modern Language Journal, 90*(1), 100-114.

ROBERTS, T. A. (2005). Articulation accuracy and vocabulary size contributions to phonemic awareness and word reading in English language learners. *Journal of Educational Psychology, 97*(4), 601-616.

SANZ, C. (2005). *Mind and context in adult second language acquisition: Methods, theory, and practice.* Washington, DC: Georgetown University Press.

SHEOREY, R. (2006). *Learning and teaching English in India.* Thousand Oaks, CA: Sage.

STAKHNEVICH, J. (2005). Third language acquisition in immersion: A case study of a bilingual immigrant learner. *Critical Inquiry in Language Studies, 2*(4), 215-232.

SWANSON, T. J., HODSON, B. W., & SCHOMMER-AIKINS, M. (2005). An examination of phonological awareness treatment outcomes for seventh-grade poor readers from a bilingual community. *Language, Speech, and Hearing Services in Schools, 36*(4), 336-345.

THUNE, E., BAZZANELLA, C., & LEONARDI, S. (2006). *Gender, language and new literacy: A multilingual analysis.* London: Continuum International.

UCHIKOSHI, Y. (2005). Narrative development in bilingual kindergarteners: Can Arthur help? *Developmental Psychology, 41*(3), 464-478.

VAN SLUYS, K. (2006). "Seeing the possibilities": Learning from, with, and about multilingual classroom communities. *Language Arts, 83*(4), 321-331.

VAUGHN, S., LINAN-THOMPSON, S., & MATHES, P. G. (2006). Effectiveness of Spanish intervention for first-grade English language learners at risk for reading difficulties. *Journal of Learning Disabilities, 39*(1), 56-73.

VILLALVA, K. E. (2006). Hidden literacies and inquiry approaches of bilingual high school writers. *Written Communication, 23*(1), 91-129.

YOUNG, T. A., & HADAWAY, N. L. (EDS.). (2006). *Supporting the literacy development of English learners: Increasing success in all classrooms.* Newark, DE: International Reading Association.

ZENTELLA, A. C. (ED.). (2005). *Building on strengths: Language and literacy in Latino families and communities.* New York: Teachers College Press.

ZHA, S., KELLY, P., & PARK, M. K. (2006). An investigation of communicative competence of ESL students using electronic discussion boards. *Journal of Research on Technology in Education, 38*(30), 349-367.

Technology/Media

AUSTIN, E. W., CHEN, Y., PINKLETON, B. E., & JOHNSON, J. Q. (2006). Benefits and costs of Channel One in a middle school setting and the role of media-literacy training. *Pediatrics, 117*(3), 423-433.

Compares instructional effects of media analysis on middle-school students' understanding of Channel One programming—with some students receiving media analysis instruction versus a control group that did not receive instruction. Finds that students in all groups remember more ads than news stories. Students receiving instruction recall more news stories and ads and viewed the ads from a more critical perspective than control group students; about a third of the students thought that the school had control over the ads. Suggests the need for media-literacy instruction in conjunction with using Channel One programming.

BEEGHLY, D. G. (2005). It's about time: Using electronic literature discussion groups with adult learners. *Journal of Adolescent & Adult Literacy, 49*(1), 12-21.

Investigates how 40 graduate students' participation in Blackboard online discussions about teaching YA literature affects their discourse and learning. Finds that discussing a book online over a period of time enhances both their individual understandings and the quality of their group's discussion due to time for reflection and organizing thoughts before posting discussion items. Attributes some of the success of the online discussions to face-to-face support in class.

BLACK, A. (2005). The use of asynchronous discussion: Creating a text of talk. *Contemporary Issues in Technology and Teacher Education, 5*(1), 5-24.

Reports on the use of asynchronous discussion as part of a college-level literacy course. Notes that this preferred discussion form creates a "text of talk" of students' reflection and scaffolding. Cautions that although this text of talk that has the potential to promote reflection, given the response time and removal of the instructor as the dominant presence as in face-to-face discussions, instructors need to structure online discussions to promote both communication and

critical thinking and to promote writing online as both process (discussion) and product (document to be assessed).

BLACK, R. W. (2005). Access and affiliation: The literacy and composition practices of English-language learners in an online fanfiction community. *Journal of Adolescent & Adult Literacy, 49*(2), 118-128.

Analyzes how a fanfiction site devoted to the anime series Card Captor Sakura serves to help ELL students build social connections with other site users and develop their writing through peer feedback. Finds instances of positive, constructive feedback to writing, the development of a sense of community membership, and intolerance to flaming practices. Suggests the value of providing students with supportive audiences found on these sites.

HOLMES, M., PAPPER, R., POPOVICH, M., & BLOXHAM, M. (2006). *Concurrent media exposure.* Muncie, IN: Center for Media Design, Ball State University. Retrieved July 5, 2006 from http://www.bsu.edu/cmd/conmedexp/

In contrast to the usual survey analyses of media use, observes 400 people's 5,000 hours of actual media uses in their homes in Muncie, Indiana. Finds high levels of "concurrent media exposure" (CME) due to the increased interest in media "multitasking." Notes how common CME is, how much of the media day it occupies, and what media are regularly combined in concurrent exposures. Among a range of findings, reports that TV-viewing is commonly combined with other media, with TV and the Web being the most common CME pair. When experienced simultaneously with TV viewing, radio, or the Internet, magazines and newspapers demand the most selective attention, suggesting that print media requires more attention relative to other background media. These CME pairings vary with different age groups of the media users. Suggests the need to study the influence of CME multitasking on people's understanding of media texts.

KUIPER, M. V., & TERWEL, J. (2005). The Web as an information resource in K-12 education: Strategies for supporting students in searching and processing information. *Review of Educational Research, 75*(3), 285-328.

Reviews research on students' database searches. Finds that students are often attempting to find "correct answers" or specific information related to a question as opposed to knowing how to use or synthesize information to address a question or topic, browse in an unsystematic manner without any defined sense of purpose or direction, and have difficulty judging the validity or reliability of information on a site. Suggests that students need to be continually self-monitoring to determine if the information they are acquiring addresses their questions. And, as they are navigating hypertext links on sites, they need to critically reflect on the information so that they are purposefully making choices to click on certain links.

LEWIS, C., & FABOS, B. (2005). Instant messaging, literacies, and social identities. *Reading Research Quarterly, 40*(4), 470-501.

Examines the functions of Instant Messaging (IM) among seven youths who regularly use it to understand what functions IM served in participants' lives and how their social identities shaped and were shaped by it. Conducted interviews, videotaped IM sessions, and adapted a verbal reporting procedure to document the IM strategies used. Using analysis based in grounded theory, found that participants manipulated the tone, voice, word choice, and subject matter of their messages to fit their communication needs, negotiating multiple narratives in the process. On the level of social networks, participants designed their practice to enhance social relationships and statuses across contexts.

MARSH, J. (2006). Popular culture in the literacy curriculum: A Bourdieuan analysis. *Reading Research Quarterly, 41*(2), 160-174.

Discusses the results of a four-year longitudinal study of the attitudes, beliefs, and experiences of 18 preservice teachers about the use of popular culture in the primary literacy curriculum in England against the backdrop of increased centralization and government control of teacher education in England. Focuses on group interview data of years one and three for three of the original 18 participants purposefully selected because of the theoretical frameworks they represented in their responses. Illustrates that positive attitudes toward the use of popular media related to the way in which popular-culture texts could be used to enhance motivation and orient children toward schooled literacy practices rather than valuing popular media in its own right or as a way to promote critical literacy. Using Bourdieu's formula (habitus x capital) + field = practice (1984, p. 101), concludes that habitus counteracted preservice teachers' inclinations to use popular culture, based on their utilitarian beliefs that popular texts could be used to orient children to schooled literacy practices.

MAPLES, J., & GROENKE, S. (2005). The Web Pen Pals Project: Students' perceptions of a learning community in an online synchronous environment. *Journal of Interactive Online Learning, 4*(2). Retrieved June 26, 2006 from http://www.ncolr.org/jiol

Draws on data gathered from a five-month phenomenological study of middle-school students' perceptions of the effects of computer-based technologies on a learning community in an online synchronous environment. Twenty-four 8th-grade students participated in the Web Pen Pals Project, a university-secondary telecollaborative partnership, which brings middle-school students together with preservice teachers enrolled in an adolescent literature course in online chat rooms to discuss young adult literature. The complexities of creating a community are explored through interviews of the middle school participants, which reveal several themes affecting the development of a learning community: 1) obstacles to community-making, which include anonymity and lack of ease with technology; 2) establishing friendships; 3) an emergent language system; and 4) the symbolic inversion of traditional "teacher" and "student" roles.

McGRAIL, E. (2006). "It's a double-edge sword, this technology business": Secondary English teachers' perspectives on a schoolwide laptop technology initiative. *Teachers College Record, 108*(6), 1055-1079.

Examines a group of English teachers' experiences with a top-down technology implementation effort. Identifies tensions between community expectations for technology instruction and the teachers' sense of what is and is not an appropriate curricular goal in English class, as well as tensions between the teachers' views of literacy and the goals of the technology initiative. Suggests the need to consider how technology integration is less about developing technical skill than about finding ways for teachers to determine how to incorporate any tool in ways that are consonant with their professional identity and principles.

RIDEOUT, W., & HAMEL, E. (2006). *The media family: Electronic media in the lives of infants, toddlers, preschoolers, and their parents.* Menlo Park, CA: Kaiser Family Foundation. Retrieved July 5, 2006 from http://www.kff.org/entmedia/7500.cfm

Reports on a national survey of 1,051 parents with children age six months to six years and a series of focus groups across the country focusing on children's screen media use. Children ages four to eight view an average of about two hours of television a day. Households in which heavy TV use is supported by parents have children who watch more TV than other households. Parents of heavy-use households who use media to help occupy their children feel more positively about its educational and social impact on their children than parents of lower-use households.

RILEY, N. R. (2006). Methods for evaluating critical learning using online discussion forums. *Technology, Pedagogy and Education, 15*(1), 63-78.

Evaluates critical learning of 10- to 11-year-old students studying global citizenship through an online discussion environment. Analyzes the use of language as both a social reasoning tool and

cognitive learning tool in terms of (1) content analysis of the online discussion through a dialogical framework for social modes of thinking to measure social reasoning, and (2) keyword identification and concept mapping connectivity to measure conceptual transfer from the online discussion to individual students and higher-order thinking. Triangulation of data shows that students using an online discussion forum increase the incidence of exploratory talk, broaden their knowledge of global citizenship concepts, transfer conceptual knowledge from the discussion to the individual, and use higher-order thinking. The study establishes that critical learning takes place through using a collaborative online discussion forum and finds that the dialogical framework for social modes of thinking and concept mapping based on information and communication technologies provide useful evaluation tools to identify components of critical learning.

REINHEIMER, D. A. (2005). Teaching composition online: Whose side is time on? *Computers and Composition, 22*(4), 459-470.

Compares the amount of time required to teach a face-to-face versus three online sections of the same composition course. Finds that teaching composition online takes almost twice as much time as face-to-face teaching due to differences in initial course development, kinds of instructional designs required, socialization of students to online learning, and differences in students' learning preferences.

Other Related Research:

BEAVIS, C., & CHARLES, C. (2005). Challenging notions of gendered game play: Teenagers playing *The Sims. Discourse, 26*(3), 355-367.

BOLICK, C. M. (2006). Digital archives: Democratizing the doing of history. *International Journal of Social Education, 21*(1), 122-134.

BUCKINGHAM, D., & WILLETT, R. (EDS.). (2006). *Digital generations: Children, young people, and the new media.* Mahwah, NJ: Erlbaum.

BURNETT, C., DICKINSON, P., MYERS, J., & MERCHANT, G. (2006). Digital connections: Transforming literacy in the primary school. *Cambridge Journal of Education, 36*(1), 11-29.

CHÁVEZ, V., & SOEP, E. (2005). Youth radio and the pedagogy of collegiality. *Harvard Educational Review, 75*(4), 409-434.

CHOI, I., LAND, S. M., & TURGEON, A. J. (2005). Scaffolding peer-questioning strategies to facilitate meta-cognition during online small group discussion. *Instructional Science: An International Journal of Learning and Cognition, 33*(5-6), 483-511.

COFFEY, A., RENOLD, E., DICKS, B., SOYINKA, B., & MASON, B. (2006). Hypermedia ethnography in educational settings: Possibilities and challenges. *Ethnography & Education, 1*(1), 15-30.

CROSS, B. (2005). Split frame thinking and multiple scenario awareness: How boys' game expertise reshapes possible structures of sense in a digital world. *Discourse, 26*(3), 333-353.

DE VRIES, B., VAN DER MEIG, H., BOERSMA, K. T., & PIETERS, J. M. (2005). Embedding e-mail in primary schools: Developing a tool for collective reflection. *Journal of Educational Computing Research, 32*(2), 167-183.

DE WEVER, B., SCHELLENS, T., VALCKE, M., & VAN KEER, H. (2006). Content analysis schemes to analyze transcripts of online asynchronous discussion groups: A review. *Computers & Education, 46*(1), 6-28.

DICKEY, M. D. (2005). Engaging by design: How engagement strategies in popular computer and video games can inform instructional design. *Educational Technology Research and Development, 53*(2), 67-83.

DOBSON, T., & LUCE-KAPLER, R. (2005). Stitching texts: Gender and geography in *Frankenstein* and *Patchwork Girl. Changing English, 12*(2), 265-277.

ELLIS, R. A. (2006). Investigating the quality of student approaches to using technology in experiences of learning through writing. *Computers & Education, 46*(4), 371-390.

GUZZETTI, B., & YANG, Y. (2005). Adolescents' punk rock fandom: Construction and production of lyrical texts. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *54th Yearbook of the National Reading Conference* (pp. 198-210). Oak Creek, WI: National Reading Conference.

HEWETT, B. L. (2006). Synchronous online conference-based instruction: A study of whiteboard interactions and student writing. *Computers and Composition, 23*(1), 4-31.

HIN, L. T. W., & SUBRAMANIAM, R. (EDS.). (2006). *Handbook of research on literacy in technology at the K-12 level.* Hershey, PA: Idea Group Publishing.

ISBISTER, K., & WATT, J. H. (EDS.). (2006). *At play: Recent perspectives from games studies: A special issue of popular communication.* Mahwah, NJ: Erlbaum.

KNOBEL, M., & LANKSHEAR, C. (2005). "New" literacies: Research and social practice. In B. Maloch, J. V. Hoffman, D. L. Schallert, C. M. Fairbanks, & J. Worthy (Eds.), *54th Yearbook of the National Reading Conference* (pp. 22-50). Oak Creek, WI: National Reading Conference.

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MCKENNA, M. C., LABBO, L. D., KIEFFER, R. D., & REINKING, D. (EDS.). (2006). *International handbook of literacy and technology.* Mahwah, NJ: Erlbaum.

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PECORA, N., MURRAY, J. P., & WARTELLA, E. A. (EDS.). (2006). *Children and television: Fifty years of research.* Mahwah, NJ: Erlbaum.

PENA-SHAFF, J., ALTMAN, W., & STEPHENSON, H. (2005). Asynchronous online discussions as a tool for learning: Students' attitudes, expectations, and perceptions. *Journal of Interactive Learning Research, 16*(4), 409-430.

PENG, H., FITZGERALD, G., & PARK, M. (2006). Producing multimedia stories with ESL children: A partnership approach. *Journal of Educational Multimedia and Hypermedia, 15*(3), 261-284.

PRICE, G. A. (2006). Creative solutions to making the technology work: Three case studies of dyslexic writers in higher education. *ALT-J, 14*(1), 21-38.

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SCHRIRE, S. (2006). Knowledge building in asynchronous discussion groups: Going beyond quantitative analysis. *Computers and Education, 46*(1), 49-70.

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STAPLETON, P. (2005). Using the Web as a research source: Implications for L2 academic writing. *The Modern Language Journal, 89*(2), 177-189.

TAYLOR, T. L. (2006). *Play between worlds: Exploring online game culture.* Cambridge, MA: MIT Press.

TENDERO, A. (2006). Facing your selves: The effects of digital storytelling on teacher education. *Contemporary Issues in Technology and Teacher Education, 6*(2), 174-194.

THOMAS, W. R., & MACGREGOR, S. K. (2005). Online project-based learning: How collaborative strategies and problem solving processes impact performance. *Journal of Interactive Learning Research, 16*(1), 83-107.

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VOITHOFER, R. (2006). Studying intertextuality, discourse and narratives to conceptualize and contextualize online learning environments. *International Journal of Qualitative Studies in Education, 19*(2), 201-219.

VORDERER, P., & BRYANT, J. (EDS.). (2006). *Playing video games: Motives, responses, and consequences.* Mahwah, NJ: Erlbaum.

Writing

CRAGG, L., & NATION, K. (2006). Exploring written narrative in children with poor reading comprehension. *Educational Psychology, 26*(1), 55-72.

Examines the spelling performance and the narrative writings of 10-year-old poor comprehenders. Finds that poor comprehenders and control children did not differ in spelling ability. Poor comprehenders produced narratives of similar length and syntactic complexity to control children. However, poor comprehenders' narratives captured less of the story content and contained a less sophisticated story structure than those of control children.

FISHMAN, J., LUNSFORD, A., & MCGREGOR, B. (2005). Performing writing, performing literacies. *College Composition and Communication, 57*(2), 224-252.

Tracks 189 Stanford students' writing for two years as part of a five-year Stanford Study of Writing. Between the first and second years, changes in the kinds of student writing reflected shifts towards a focus on more disciplinary-specific assignments, but their self-confidence as writers declined during the first year but then rebounded by the end of the second year. Over the two years, students generated extensive digital writing both outside and within classes, developing a strong interest in performing self-sponsored writing. Highlights two students' performances of texts that represent the increasing importance of performance of digital writing for audiences outside the classroom.

GALBRAITH, D., FORD, S., WALKER, G., & FORD, J. (2005). The contribution of different components of working memory to knowledge transformation during writing. *L1 – Educational Studies in Language and Literature, 5*(2), 113-145.

Examines how ideas are developed during outlining and how this is related to the quality of the resulting text. Finds that the beneficial effect of planning on text content depends on two factors that indicated knowledge transforming activities: (1) the extent to which new ideas are introduced during the organizational phase of planning, and (2) the extent to which rhetorical goals are incorporated in planning. Relatively less experienced writers show much less of these activities during planning. Provides implications for education.

GRAHAM, S., HARRIS, K. R., & MASON, L. (2005). Improving the writing performance, knowledge, and self-efficacy of struggling young writers: The effects of self-regulated strategy-development. *Contemporary Educational Psychology, 30*(2), 207-241.

Examines whether Self-Regulated Strategy Development (SRSD) is effective for improving the writing, knowledge of writing, and self-efficacy of struggling, 3rd-grade writers. The instruction focuses on learning writing strategies and knowledge for planning and composing stories and persuasive essays. Finds that SRSD had a positive impact on students' writing performance and knowledge about writing. Peer support was found to enhance transfer to uninstructed genres.

GRISHAM, D. L., & WOLSEY, T. D. (2005). Improving writing: Comparing the responses of eighth-graders, preservice teachers and experienced teachers. *Reading & Writing Quarterly, 21*(4), 315-330.

Examines how middle-school students and teachers in preservice and Master of Arts classes analyzed and scored the same set of writings in small-group evaluations. Finds that students and teachers evaluated the writings similarly. Concludes that there is general agreement about what constitutes good writing, and that evaluation of writing may provide an instructional entry for teachers.

KAUFMAN, J. C., GENTILE, C. A., & BAER, J. (2005). Do gifted student writers and creative writing experts rate creativity the same way? *Gifted Child Quarterly, 49*(3), 260-265.

Examines how gifted high school students and experts (cognitive psychologists, creative writers, and teachers) rated 27 short stories and 28 poems for creativity. Finds a strong degree of correlation between the ratings of the novices and those of the experts. Concludes that gifted novices would be able to offer their peers high-quality feedback.

NUSSBAUM, E. M., & KARDASH, C. M. (2005). The effects of goal instructions and text on the generation of counterarguments during writing. *Journal of Educational Psychology, 97*(2), 157-169.

Examines ways of encouraging students to consider more counterarguments when writing argumentative texts. Followed 184 college students as they wrote essays on TV violence. In Experiment 1, students who were given goal instructions generated more counterarguments and rebuttals than controls. In Experiment 2, students received persuasion goals and/or a text outlining counter arguments. Finds that the text had a positive effect on the quality of arguments, while persuasion goals reduced students' counterargumentation, making their thinking one-sided. Concludes that persuasion goals should be used with caution.

PETERSON, S. S., & KENNEDY, K. (2006). Sixth-grade teachers' written comments on student writing: Genre and gender influences. *Written Communication, 23*(1), 36-62.

Examines the influence of genre and gender on comments written by 108 6th-grade teachers in response to two narrative and two persuasive texts. Finds significant genre differences. In commenting upon narratives, teachers emphasized process, conventions, artistic style, and format. For persuasive texts, meaning, organization, effort, and ideology were emphasized. Teachers tended to provide more criticisms when the text was attributed to a male writer. Female teachers wrote greater numbers of comments and corrections.

SCHEUER, N., DE LA CRUZ, M., POZO, J. I., HUARTE, M. F., & SOLA, G. (2006). The mind is not a black box: Children's ideas about the writing process. *Learning and Instruction, 16*(1), 72-85.

Examines what children know about the writing process. Sixty five- to nine-year-old children were interviewed about the content of a character's thinking at four moments of the writing process; anticipating, writing, revising, and rereading. Finds a developmental change in the focus of children's ideas about writing. Fourth-grade students showed an emergent concern with rhetorical aspects of writing.

STERNA, L. A. (2006). Effective faculty feedback: The road less traveled. *Assessing Writing, 11*(1), 22-41.

Analyzes faculty comments on 598 college students' papers. Consistent with previous research, finds that comments focused largely on editing matters with few comments addressing development of ideas or organization. Suggests that this feedback may not foster student development of ideas.

VANDEWEGHE, R. (2005). What are the effects of writing-to-learn programs? *English Journal, 95*(2), 97-100.

Conducts a meta-analysis of 46 writing-to-learn studies. Finds small but positive effects on achievement, effects that vary by degree of reflection, frequency of writing, and grade level. No effects occur with feedback to writing on achievement.

VAN GELDEREN, A., & OOSTDAM, R. (2005). Effects of fluency training on the application of linguistic operations in writing. *L1 – Educational Studies in Language and Literature, 5*(2), 215-240.

Explores whether the training of linguistic fluency improves the writing skills of elementary school students. Conditions were systematically varied on two dimensions: implicit versus explicit instruction and attention to forms versus attention to meaning. As post-tests, writing tasks with varying degrees of translation freedom were used. Finds that students in the experimental groups outperformed the control students on the less constrained writing task.

Other Related Research:

ALTEMEIER, L., JONES, J., ABBOTT, R. D., & BERNINGER, V. W. (2006). Executive functions in becoming writing readers and reading writers: Note-taking and report-writing in third and fifth graders. *Developmental Neuropsychology, 29*(1), 161-173.

ANDREWS, R., TORGERSON, C., BEVERTON, S., FREEMAN, A., LOCKE, T., LOW, G., ROBINSON, A., ZHU, D. (2006). The effect of grammar teaching on writing development. *British Educational Research Journal, 32*(1), 39-55.

BALL, A., & LARDNER. T. (2005). *African American literacies unleashed: Vernacular English and the composition classroom.* Carbondale: Southern Illinois University Press.

BITCHENER, J., YOUNG, S., & CAMERON, D. (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing, 14*(3), 191-205.

BRENT, D. (2005). Reinventing WAC (again): The first-year seminar and academic literacy. *College Composition and Communication, 57*(2), 253-276.

BROWN, A. (2005). Self-assessment of writing in independent language learning programs: The value of annotated samples. *Assessing Writing, 10*(3), 174-191.

CASTELLÓ, M., & MONEREO, C. (2005). Students' note-taking as a knowledge-construction tool. *L1-Educational Studies in Language and Literature, 5*(3), 265-285.

CUMMING, A., KANTOR, R., BABA, K., ERDOSY, U., EOUANZOUI, K., & JAMES, M. (2005). Differences in written discourse in independent and integrated prototype tasks for next generation TOEFL. *Assessing Writing, 10*(1), 5-43.

DEATLINE-BUCHMAN, A., & JITENDRA, A. K. (2006). Enhancing argumentative essay writing of fourth-grade students with learning disabilities. *Learning Disability Quarterly, 29*(1), 39-54.

DE LARIOS, J. R., MANCHON, R. M., & MURPHY, L. (2006). Generating text in native and foreign language writing: A temporal analysis of problem-solving formulation processes. *The Modern Language Journal, 90*(1), 100-114.

EBEST, S. B. (2006). *Changing the way we teach: Writing and the resistance in the training of teaching assistants.* Carbondale: Southern Illinois University Press.

ERICSSON, P. F., & HASWELL, R. (EDS.). (2006). *Machine scoring of student essays: Truth and consequences.* Logan: Utah State University Press.

FOSTER, D. (2006). *Writing with authority: Students' roles as writers in cross-national perspective.* Carbondale: Southern Illinois University Press.

GRAHAM, S., HARRIS, K. R., & MACARTHUR, C. (2006). Explicitly teaching struggling writers: Strategies for mastering the writing process. *Intervention in School and Clinic, 41*(5), 290-294.

HAYES, J. R., & CHENOWETH, N. A. (2005). Is working memory involved in the transcribing and editing of texts? *Written Communication, 23*(2), 135-149.

HOEFFLIN, G., & FRANCK, J. (2005). Development of spelling skills in children with and without learning disabilities. *L1 – Educational Studies in Language and Literature, 5*(2), 175-192.

HOHENSHELL, L. M., & HAND, B. (2006). Writing-to-learn strategies in secondary school cell biology: A mixed method study. *International Journal of Science Education, 28*(2-3), 261-289.

HOROWITZ, R. (ED.). (2006). *Talking texts: How speech and writing interact in school learning.* Mahwah, NJ: Erlbaum.

HUNTER, D., MAYENGA, C., & GAMBELL, T. (2006). Classroom assessment tools and uses: Canadian English teachers' practices for writing. *Assessing Writing, 11*(1), 42-65.

KIEFT, M., RIJLAARSDAM, G., & VAN DEN BERGH, H. (2006). Writing as a learning tool: Testing the role of students' writing strategies. *European Journal of Psychology of Education 21*(1), 17-34.

KORAT, O., & SCHIFF, R. (2005). Do children who read more books know "what is good writing" better than children who read less? A comparison between grade levels and SES groups. *Journal of Literacy Research, 37*(3), 289-324.

KLEIN, J., & TAUB, D. (2005). The effect of variations in handwriting and print on evaluation of student essays. *Assessing Writing, 10*(2), 134-148.

LEFRANÇOIS, P. (2005). How do university students solve linguistic problems? A description of the processes leading to errors. *L1 – Educational Studies in Language and Literature, 5*(3), 417-432.

LILLIS, T., & CURRY, M. J. (2006). Professional academic writing by multilingual scholars: Interactions with literacy brokers in the production of English-medium texts. *Written Communication, 23*(1), 3-35.

LIU, K. M. (2006). Annotation as an index to critical writing. *Urban Education, 41*(2), 192-207.

LUCE-KAPLER, R., & KLINGER, D. (2005). Uneasy writing: The defining moments of high-stakes literacy testing. *Assessing Writing, 10*(3), 157-173.

LUMLEY, T. (2005). *Assessing second language writing: The rater's perspective.* New York: Peter Lang.

MARTIN, L., SEGRAVES, R., THACKER, S., & YOUNG, L. (2005). The writing process: Three first-grade teachers and their students reflect on what was learned. *Reading Psychology, 26*(3), 235-249.

MERISUO-STORM, T. (2006). Girls and boys like to read and write different texts. *Scandinavian Journal of Educational Research, 50*(2), 111-125.

MILIAN, M. (2005). Reformulation: A means of constructing knowledge in shared writing. *L1 – Educational Studies in Language and Literature, 5*(3), 335-351.

MONTÉSINOS-GELET, I., & MORIN, M. F. (2005). The impact of a cooperative approximate spelling situation in a kindergarten setting. *L1 – Educational Studies in Language and Literature, 5*(3), 365-383.

MORIN, M. F. (2006). Declared knowledge of beginning writers. *L1 – Educational Studies in Language and Literature, 5*(3), 385-401.

NEUWIRTH, C., VAN WAES, L., & LEIJTEN, M. (EDS.) (2006). *Writing and digital media (Studies in writing: Vol. 17).* Oxford, UK: Elsevier.

RIJLAARSDAM, G., COUZIJN, M., JANSSEN, T., BRAAKSMA, M., & KIEFT, M. (2006). Writing experiment manuals in science education: The impact of writing, genre, and audience. *International Journal of Science Education, 28*(2-3), 203-233.

SHIPKA, J. (2005). A multimodal task-based framework for composing. *College Composition and Communication, 57*(2), 277-306.

SMAGORINSKY, P. (ED.). (2005). *Research on composition: Multiple perspectives on two decades of change.* New York: Teachers College Press.

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THAISS, C., & ZAWACKI, T. M. (2006). *Engaged writers and dynamic disciplines: Research on the academic writing life.* Portsmouth, NH: Boynton/Cook.

VAN DEN BERG, I., ADMIRAAL, W., & PILOT, A. (2006). Design principles and outcomes of peer assessment in higher education. *Studies in Higher Education, 31*(3), 341-356.

VAN WAES, L., LEIJTEN, M., & NEUWIRTH, C. (EDS.). (2006). *Writing and digital media.* New York: Elsevier.

VANHULLE, S. (2005). How future teachers develop professional knowledge through reflective writing in a dialogical frame. *L1 – Educational Studies in Language and Literature, 5*(3), 287-314.

WARING, H. Z. (2005). Peer tutoring in a graduate writing centre: Identity, expertise, and advice resisting. *Applied Linguistics, 26*(2), 141-168.

Guidelines for the NCTE Promising Researcher Award Competition in Recognition of Bernard O'Donnell

Eligibility

The 2007 Promising Researcher Award Competition is open to individuals who have completed dissertations, theses, or initial, independent studies after the dissertations between December 1, 2004, and January 31, 2007. Studies entered into competition should be related to the teaching of English or the language arts, e.g., language development, literature, composition, teacher education/professional development, linguistics, etc., and should have employed a recognized research approach, e.g., historical, ethnographic, interpretive, experimental, etc. In recognition of the fact that the field has changed in recent years, the Committee on Research invites entries from a variety of scholarly perspectives.

Procedures and Deadlines

1. Entrance: Candidates must submit two (2) copies of a manuscript based on their research. Manuscripts should be written in format, style, and length appropriate for submission to a research journal such as *Research in the Teaching of English, College Composition and Communication, Curriculum Inquiry, Teaching and Teacher Education,* or *Anthropology and Education.* Normal manuscripts range between 25–50 double-spaced pages. (Tables, figures, references, and appendices are considered part of the "manuscript.") All pages must be on standard 8 ½" x 11" paper, must have at least 1" margins at the top, bottom, and both sides, and must be in a standard font. Manuscripts in any other form (abstracts, dissertation reports, reprints, or published articles, etc.) cannot be considered in this competition. Although manuscripts should conform to the publication standard of the above-mentioned journals, selection as a Promising Researcher does not guarantee eventual publication in those journals.

Manuscripts should be sent to: NCTE, Promising Researcher Award Competition, 1111 W. Kenyon Road, Urbana, IL 61801-1096, Attention: Felisa Love. Manuscripts must be received on or before March 1, 2007. Accompanying all manuscripts *must* be a written statement verifying that the research was completed within the specified completion dates. This letter must come from someone other than the candidate (e.g., the major professor or a researcher knowledgeable in the field) who agrees to sponsor the candidate.

2. The *name, current address, position, and telephone number of the entrant* should be transmitted along with the manuscript to facilitate communication between the selection committee and the entrant. *This information should be on the cover page only.*

3. Judging: Manuscripts received on or before March 1, 2007, will be transmitted to members of the selection committee for evaluation. Results of the judging will be available after May 15, 2007, and entrants will be notified of the results shortly thereafter. Manuscripts will not be returned to the authors.

4. Summary of Dates and Deadlines:

December 1, 2004 – January 31, 2007	Completion dates for research entered
March 1, 2007	Deadline for receipt of manuscripts (two copies)
May 15, 2007	Results of final judging will be available