

American Reading Forum (ARF) Annual Conference
Wednesday, December 11 - Saturday, December 14, 2019
Sundial Beach and Tennis Resort, Sanibel Island, FL

A Focus on Writing: End of the Neglected R Era

Program Chair: Zoi A. Traga Philippakos, University of Tennessee, zphilipp@utk.edu
Program Co-Chair: Nora Vines, University of Tennessee, nvines@utk.edu

Writing is both a cognitive and a social process (Nystrand, 2006). Writers write by actively planning their ideas and considering information from their long-term memory as well as their readings and notes; by analyzing the task and considering the question and writing purpose; by reading and rereading for accuracy of ideas; by evaluating and revising for clarity and to develop new ideas; and by editing for accuracy of the written message, assuring that it conforms to the syntactic requirements of their language and the needs of the discourse and audience. The application of processes that support ideation, production, and examination make the process of writing recursive and dynamic in meaning making.

However, writing is a challenging task for both teachers and students. It is challenging to teach, assess, and learn to do well for different audiences and purposes. Unfortunately, until quite recently, writing had been neglected from national policies (e.g., No Child Left Behind, 2000), but the Common Core State Standard Initiative in 2010 brought attention to the neglected “R”, stressing the importance of writing for college and career readiness (CCSSI, 2010). The new standards suggest that a balance should exist in students’ instructional diet that would promote reading and writing connections as well as support students as writers, learners, and thinkers. Specifically, the Standards call for students to be able to write for different purposes and audiences, to write on different genres and subgenres, and to use the writing process flexibly to achieve goals across literacy tasks and content areas. Teachers are expected to teach students how to be writers and apply evidence-based practices to improve their students’ skills, processes, and knowledge about writing.

For evidence-based instruction to take place the use of programs alone may not be sufficient. Even though recommendations on writing instruction (Graham, Bollinger, et al., 2012) and publications on evidence-based practices are present (e.g., MacArthur, 2011; MacArthur, Graham & Fitzgerald, 2016), those alone cannot find their way into classroom instruction. Teachers need to receive systematic and ongoing professional development in order to learn and practice the principles of an instructional approach and consistently apply those across grade levels and subject areas (Graham, under review). Teachers need to be supported in unpacking the standards and connecting writing with reading and reading with writing across their instructional day. Reading and writing are related at a rhetorical,

procedural, and knowledge level; thus, instruction can further support those connections (Shanahan, 2006; Graham & Hebert, 2011; Graham et al., 2018). Further, teachers need to be supported in the application of digital tools and embrace digital literacy across the writing process (New London Group, 1996). Most importantly, teachers need to have the skills and knowledge to support and differentiate instruction for *all* students. Unfortunately, students' underperformance on writing tasks indicates that perhaps writing has not been the focus of teachers' classrooms and, unfortunately, it does not tend to be a part of college-preparation programs based on teachers' ratings of their readiness to teach it (Cutler & Graham, 2008; Gilbert & Graham, 2010). Schools of education need to bring writing in their classrooms and support teacher preparation. Writing has not been part of schools' agendas for professional-development (PD) and PDs address primarily reading and mathematics but not writing (Philippakos & Moore, 2017; Troia & Graham, 2016). Literacy leaders and policy makers at state, district, and school levels need to be educated and aware of what evidence-based practices are, and equally allot time to prepare and support teachers.

The challenges of implementing effective writing instruction at a national and an international level make a focus on writing appropriate for the American Reading Forum (ARF) conference. These challenges have resulted in student underperformance (Graham & Rijlaarsdam, 2016). In this Call we strive to bring writing into its rightful place in the English Language Arts (ELA) schedule and in schooling. Writing shapes thinking, and its success should not be left to chance (Graham & Harris, 1997). Educators and researchers have the responsibility and opportunity to make a difference. This making of a difference can begin at the American Reading Forum with this Call to Focus on Writing and End the Era of neglect.

References

- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology, 100*, 907-919.
- Gilbert, J. & Graham, S. (2010). Teaching writing to elementary students in grades 4-6: A national survey. *Elementary School Journal, 110*, 494-518.
- Graham, S. (under review). Changing how writing is taught.
- Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., McArthur, C., McCutchen ., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Educational Sciences. U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/writing_pg_062612.pdf
- Graham, S., & Harris, K. R. (1997). It can be taught, but it does not develop naturally: Myths and realities in writing instruction. *School Psychology Review, 26*, 3, 414-24.
- Graham, S., & Harris, K. R., (2003). Students with learning disabilities: A meta-analysis of

- SRSD studies. In H.L. Swanson, K.R. Harris, & S. Graham (Eds.), *Handbook of Research on Learning Disabilities* (pp. 383-402). New York: Guilford Press.
- Graham, S., Harris, K. R., & Chambers, A. B. (2016). Evidence-based practice and writing instruction: A review of reviews. In MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds), *Handbook of Writing Research, 2nd Edition* (pp. 211-226). New York: Guilford Press.
- Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review, 81*(4), 710-744.
- Graham, S., Liu, X., Bartlett, B., Ng, C., Harris, K., Aitken, A., Barkel, A., et al. (2018). Reading for writing: A meta-analysis of the impact of reading interventions on writing. *Review of Educational Research, 88*(2), 243–284.
doi:10.3102/0034654317746927
- Graham, S., & Rijlaarsdam, G. (2016). Writing education around the globe. *Reading & Writing: An Interdisciplinary Journal, 29*, 781-792.
- MacArthur, C. A. (2011). Strategies instruction. In K.R. Harris, S. Graham, & T. Urdan (Eds.), *Educational Psychology Handbook, Vol. 3, Applications of educational psychology to learning and teaching*, (pp. 379-401). Washington, DC: American Psychological Association.
- National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
- Nystrand, M. (2006). The social and historical context for writing research. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research*. (pp. 11-27). New York: Guilford Press.
- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review, 66*(1), 60–92.
- Philippakos, Z. A. & Moore, N. (2017). The Literacy Coach’s Role in Supporting Teachers’ Implementation of the Common Core State Standards in Writing. In Lawrence, S. (Ed.), *Literacy Program Evaluation and Development Initiatives for P-12 Teaching*, (pp. 114-137). IGI-Global. Doi: 10.4018/978-1-5225-0669-0.ch007
- Shanahan, T. (2006). Relations among oral language, reading, and writing development. In MacArthur, C. A., Graham, S. & Fitzgerald, J. (Eds.). *Handbook of Writing Research* (pp. 171-183). New York: Guilford.
- Troia, G. A., & Graham, S. (2016). Common core writing and language standards and aligned state assessments: a national survey of teacher beliefs and attitudes. *Reading and Writing: An Interdisciplinary Journal, 29*(9), 1719-1743

Focus on Writing

This **Focus on Writing** for ARF 2019 is an invitation to come together to share the ways in which our work in the areas of reading and writing literacy provide opportunities for writing to be applied across the curriculum as a critical thinking practice and not as a discreet skill. Writing and considerations of practice for students with disabilities, second-language learners, as well as digital writing beyond composing and across the writing process should be discussed! ARF 2019 is the space for the start of a writing revolution that would address policy, responsibilities of schools of education, teachers, stakeholders, and literacy leaders.

Intention for Interactive/Continuous Exchange

At American Reading Forum 2019, we seek to create a space for discussion and exchange among classroom educators, researchers, and policy writers and makers. While papers, open forums, keynotes, and other standard conference attributes are certainly part of that conversation, they constitute merely an opening for discussion. We will offer multiple opportunities throughout the conference for participation online; thus, we will use Twitter to communicate and share ideas during the conference. Further, we will utilize other social media for members to communicate and share impressions, thoughts, and comments. Throughout the week, at various points, the conference chairs and keynote speakers will offer moments to reflect and build on the discussions that are occurring. Finally, ARF will provide an ongoing forum to continue the conversation until we are able to meet again next year. Through this event and in preparation for this year's conference we all have the opportunity to give voice to Writing as a component of Literacy and advocate for its presence in classrooms to address needs of students with disabilities, culturally and linguistically diverse classrooms, digital literacies, reading and writing and writing taught by content-area teachers. It is our responsibility to the Citizens of Tomorrow we all prepare!

Themes and Subthemes

Considering that the **American Reading Forum** values the work and perspectives of a diverse array of stakeholders in the literacy field, we encourage practitioners, administrators, literacy coaches, researchers, and scholars to submit proposals that speak to the overall conference theme including but not limited to the following sub-themes:

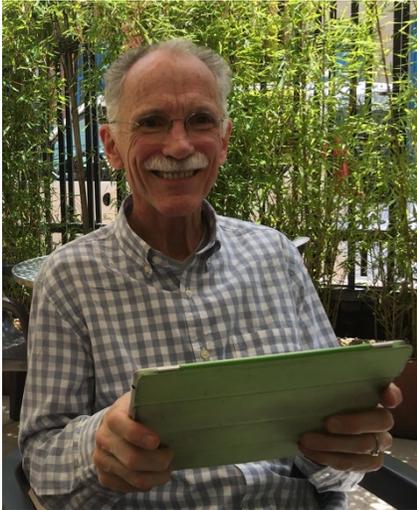
- Writing instruction across K-12 and postsecondary
- Writing intervention across disciplines
- Equity in literacy and writing
- Reading and writing connections
- How reading interventions support writing instruction
- How writing instruction supports reading performance
- Teacher preparation on reading and writing tasks
- Teacher professional development
- Teacher efficacy and motivation regarding writing
- Student motivation to write

- Policy and writing

Participants are encouraged to submit proposals that may not match the theme but do address Literacy topics.

Keynote Speakers for the 2019 Conference

Dr. Charles MacArthur, Professor, University of Delaware, Newark, DE

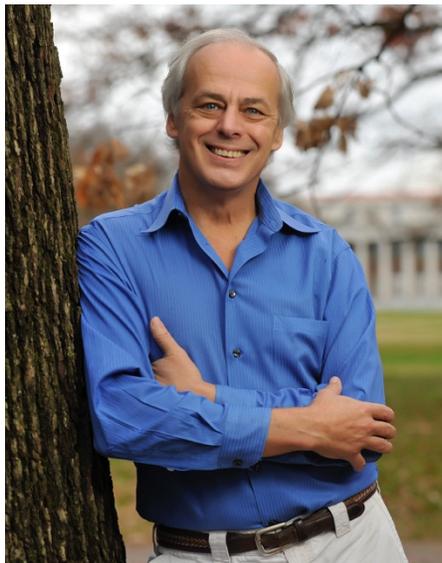


MacArthur is Professor of Literacy and Special Education in the School of Education at the University of Delaware. His major research interests include writing development and instruction for struggling writers, development of self-regulated strategies, adult literacy, and applications of technology to support reading and writing. He has conducted research on writing development and instruction for over 25 years and directed or co-directed ten federally funded research projects on writing or reading instruction. Major funded research projects have focused on writing strategy instruction with college basic writers and elementary students, development of multimedia tools to support reading and writing in content areas, speech recognition as a writing accommodation, project-based learning in social studies in inclusive classrooms, and first-grade writing instruction. He is

co-editor of the *Journal of Writing Research* and serves on the editorial boards of several journals. He has published over 125 articles and book chapters and co-edited or written several books, including the *Handbook of Writing Research*, *Best Practices in Writing Instruction*, and *Adult Education Literacy Instruction: A Review of the Research*, and *Developing Strategic Writers through Genre Instruction-2* books for grades 3-5 [2015] and K-2 [in press].

Dr. Steve Graham, Mary Emily Warner Professor, Arizona State University

Graham is the Warner Professor in the Division of Educational Leadership and Innovation in Mary Lou Fulton Teachers College at Arizona State University and Research Professor in the



Learning Science Institute at the Australian Catholic University, Brisbane. He is the former editor of *Exceptional Children*, *Contemporary Educational Psychology*, and *Journal of Writing Research* and current editor of *Journal of Educational Psychology*. His publications include *Handbook of Learning Disabilities*, *APA Handbook of Educational Psychology*, *Writing Better: Powerful Writing Strategies for All Students*, and *Making the Writing Process Work*. Author of three influential Carnegie Corporation reports: *Writing Next*, *Writing to Read*, and *Informing Writing*, he chaired the What Works Clearinghouse guide *Teaching Elementary School Students to Be Effective Writers* and was a member of the National Research Conference committee on

adolescent and adult literacy. He is a renowned expert on self-regulated strategy instruction, the core foundation of the *Supporting Struggling Writers* intervention.

Dr. Douglas Kaufman, Associate Professor, School of Education, Connecticut University
Kaufman is Associate Professor of Curriculum and Instruction at the University of



Connecticut's Neag School of Education and a University of Connecticut Teaching Fellow. He received his doctorate from the University of New Hampshire, where he worked with distinguished literacy educators Donald Graves, Donald Murray, Jane Hansen, and Thomas Newkirk. His publications include *Conferences & Conversations: Listening to the Literate Classroom*; *Beyond the Boundaries: A Transdisciplinary Approach to Learning and Teaching*; and several articles and chapters examining the characteristics of exemplary writing teachers and effective writing classrooms. His upcoming book is entitled *Teacher, Inventor: How to Take Your Teaching Back from the Pre-Packaged Writing Curriculum*. He has served as the Co-Lead Editor of the *Journal of Literacy Research*, and he currently directs an international education program through

which students teach and learn in Cape Town, South Africa. His current work examines connections between writing education and issues of equity and social justice, classroom teachers who assume identities as writers, and the role of the teacher as listener.

Important Dates

August 1, 2019 – Deadline: proposals for papers, panels, and problems courts **due**

September 1, 2019 – Feedback on proposals will be sent out via email

October 1, 2019 – Graduate student proposals must be submitted

October 1, 2019 – Early bird conference registration ends

November 1, 2019 – Feedback on graduate student proposals will be sent out

November 2019 – Attendees must make reservations at the Sundial

November 11, 2019 – Online conference registration ends

December 11-14, 2019 – Conference @ Sundial Resort, Sanibel Island, FL

Types of Proposals

- Papers
- Symposia
- Advancing Literacy
- Problems Court
- Roundtables

General Information

Proposals for papers, symposia, problems court, round tables, and advancing literacy sessions will be considered for inclusion in the 2019 American Reading Forum Annual Conference Program if they are received by August 1, 2019. Conference proposals are peer-reviewed and all presenters are expected to register and attend the conference to present. The membership of the American Reading Forum has consistently requested that people submit proposals only if they fully believe presentation obligations can be met.

Generally, a person will appear only once as a presenter in the program, but could also appear as a discussant for one of the various sessions. It is our hope that all presenters will become active conferees. All presenters are invited to submit their papers for consideration for publication in the Yearbook of the American Reading Forum. Discussants and members of the audience are invited to write reactions for such consideration. However, if the original paper is not accepted in the peer review process, related reaction papers will be dropped from consideration.

Guidelines for Submitting Proposals (All sessions will run for 75 minutes total.)

Paper sessions. The program committee will schedule two to four papers on related topics in a session. If individuals submitting the proposal have not named a discussant, the program committee may appoint a discussant who will start the session and facilitate a 15-minute discussion about the papers, including comments and questions from the audience. The timing of sessions may be adjusted based on the number of presentations scheduled for the session.

Symposia. Those proposing a symposium should assemble a session on one topic or multiple but related topics focused on the conference theme. Symposium proposers should name their own chairs, discussants, and any others who may have a specific role in the program. Novel approaches, ways of presenting, and/or ways of involving the audience are welcome in the symposium sessions. If additional time is needed, please request additional time on the proposal cover sheet.

Problems Court. In the first 20-30 minutes of an open forum, the presenters should pose a persistent problem of practice or opportunity for growth in the field of literacy research and instruction, supported by theoretical and/or empirical evidence and connected to the conference theme. The next 20-30 minutes should be reserved for a facilitated, critical conversation with the audience about the ways in which this problem or opportunity has been treated in the past, what has advanced our progress, and what has hindered it. In the final 20-30 minutes, the emphasis of the discussion should move toward developing concrete actions items that individuals or small groups can continue to pursue in their own contexts. These might include directions for research, research-practice partnerships, or other steps to be initiated once the conference is completed. The session should close with a 5-10 minute wrap-up of the discussion by the presenters. Open

Forum proposals should identify how many presenters will be involved in the session and their specific roles (e.g., presenters, discussion facilitators, timekeepers).

Advancing Literacy. Advancing Literacy presentations should describe an ongoing study, work in the planning stages, or theoretical work. The program committee will organize the papers into groups of three so that related topics will share a space. Presenters will share for 15 minutes with 10 minutes for follow-up discussion.

Materials to be Submitted with a Proposal

PLEASE, NO NAMES ON PROPOSAL DESCRIPTIONS. NAMES SHOULD APPEAR ONLY ON THE COVER SHEET.

All proposals must be submitted electronically by August 1, 2019 to Drs. Philippakos and Vines, at [arfsubmit19@gmail.com] and must include the following:

1. One cover sheet (include name, institutional affiliation, mailing address, cell/office telephone(s), additional presenter name(s) and their institutional affiliation, email address, mailing address, cell/office telephone).
2. Description of proposal (including proposal type) following specific session guidelines (see next page).

- Submissions should be made at ARF_2019_Proposals@gmail.com

NOTE 1: Graduate Students interested in a Graduate Student Scholarship should submit their proposals by **October 1, 2019 to Nance Wilson (nance.wilson@cortland.edu)**. Information about this scholarship can be found under Graduate Student Award at <http://www.americanreadingforum.org/>.

NOTE 2: If you are interested to serve as a proposal reviewer, please indicate that in the body of your email when you submit your proposal.

Receipt of the proposal and notification of the program committee's decision will be sent electronically to the first author.

For submissions please complete ALL of part A and select one of the submission types from Part B. If a proposal lacks the Part A information, it will not be considered for review. You will be submitting two documents. One with PART A and one with PART B. **PART B should not include your information as proposals undergo double blind review.**

Part A

- a) provide a title and a **100 word description** of your presentation,
- b) provide a **list of three keywords** that best address your proposal,

c) provide your contact information (name, institutional affiliation, mailing address, cell/office telephone(s), additional presenter name(s) and their institutional affiliation, mailing address, cell/office telephone, and email address).

and

c) include on the subject line the type of proposal (e.g., Paper_Dr. Charles_Wright)

Part B

Select one of the following forms for your submission

Paper proposals must include a two-to-three-page, double-spaced summary of the proposal including:

- Objectives
- Perspectives or theoretical framework
- Methods and/or techniques
- Data source(s)
- Results, conclusions, point of view
- Educational or scientific importance

Symposium proposals should be outlined in a two-to-three-page, double-spaced summary including:

- Objectives
- Perspectives or theoretical framework
- Educational or scientific importance
- Key questions for discussion (or other methods of audience participation, when relevant)

Problems Court proposals should be outlined in a two-to-three-page, double-spaced summary Including:

- Statement of problem/opportunity for growth in the field of literacy
- Historical context including perspectives or theoretical framework
- Educational or scientific importance
- Key questions for discussion/ ideas for facilitation
- Initial ideas on “next steps”

Advancing Literacy proposals should be outlined in a two-to-three-page, double-spaced summary including:

- Objectives for presenting the work
- Developing Perspectives or theoretical framework
- Developing methods and/or techniques
- Key questions for discussion

Audio Visual Equipment

Data projectors will be provided; however, laptops, dongles, or other computer equipment will not be provided. Presenters are responsible for additional equipment, including adapters unique to their laptops. NOTE: Audiovisual equipment (i.e., LCD projectors, screens, speakers) are NOT provided for the Advancing Literacy sessions.

Promotion Process

We encourage applicants, ARF members, and conference attendees to promote the conference and the research presented using social media **via #ARF19**.

Tentative Program Schedule

Wednesday, Dec 11th:

- 5pm - 6:30pm Board Meeting
- 7pm - 9pm Registration and Welcome Reception

Thursday, Dec 12th:

- 8:00am - 8:30am Registration
- 8:30am - 9:00am General Session: Welcome & Introductions
- 9:00am - 10:00am Opening Address, Keynote Speaker: Charles MacArthur
- 10:00 - 10:15am Break
- 10:15am - 11:30am Paper/ Symposia/Roundtable Sessions A
- 11:30am - 1:00pm lunch (on your own)
- 1:15pm - 2:30pm Paper/Symposia/Roundtable Sessions B
- 2:30pm - 2:45pm Break
- 2:45pm - 4:00pm Paper/Symposia/Roundtable Sessions
- 2:45pm - 4:00pm Open Forum
- 5:00pm - 6:30pm Reception at pool

Friday, Dec 13th:

- 8:00am – 5:00 pm Registration
- 7:30am – 8:30am Graduate Student Meeting
- 8:30am - 10:00am Keynote Speaker, Steve Graham
- 10:00 - 10:15 Break
- 10:15 - 11:30 Paper/Symposia/Roundtable Sessions C
- 11:30am - 1:00pm Lunch and General Session with Keynote Speaker, Steve Graham
- 1:15pm - 2:30pm Paper/Symposia/Roundtable Sessions D
- 2:30pm – 2:45 Break
- 2:45pm - 4:00pm Paper/Symposia/Roundtable Sessions
- 4:15pm - 6:00pm Business Meeting

Saturday, Dec 14th:

- 6:00am-12:00pm Registration
- 8:30am - 9:45am Closing Keynote Speaker: Douglas Kauffman
- 10:00am - 11:15am Paper/ Symposium/ Roundtable Sessions E
- 11:30am - 11:45am - Closing Remarks & Adjournment

The Gary Moorman Early Career Literacy Scholar Award is given to junior American Reading Forum (ARF) members who are at the early stages of their career (generally defined as the first five years post doctorate). This annual award was established in 2017 and is named after Dr. Gary Moorman, Professor Emeritus, Appalachian State University, in honor of his leadership and mentoring of young scholars. The award includes both a monetary prize and a commemorative plaque.

Criteria for Consideration

The award targets early career ARF members. The primary criterion is engagement in innovative reading/literacy research that addresses critical questions about policy, theory, and/or instructional practice. Active participation in professional organizations, particularly ARF, will also be considered.

Applications will be reviewed by the ARF Awards Committee.

Chair

Vassiliki Zygouris-Coe, University of Central Florida

Committee Members

- Mona Matthews, Georgia State University
- Zoi A. Philippakos, University of Tennessee
- Nance Wilson, State University of New York, Cortland

Application materials include:

- (1) A nomination letter (maximum 1000 words) submitted by a current ARF member (self-nomination letters will not be accepted)
- (2) A statement about the importance of the applicant's research for the reading/literacy field (maximum of 1000 words)
- (3) A current curriculum vitae
- (4) Sample publications (maximum 2).