

Lynne M. (Watanabe) Kganetso

Curriculum Vita

Assistant Professor of Teacher Education
David O. McKay College of Education
Brigham Young University

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Provo, UT 84602
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RESEARCH INTERESTS

- Early language and literacy development, learning, assessment, and instruction.
- The role of context in early language and literacy learning—particularly in diverse and/or underrepresented populations in the United States and international contexts.
- Culturally relevant/sustaining literacy pedagogy, materials, and learning.
- Connecting home, community, and school contexts to foster language and literacy learning.
- Young children’s reading and writing of different genres—particularly informational texts.

PROFESSIONAL DEGREES EARNED

Ph.D. in Educational Psychology and Educational Technology— May 2015
Specialization in Language and Literacy Education

Michigan State University

Dissertation: “Books for Botswana: Developing, reading, and writing informational texts with young children”

Nell K. Duke, Ed.D., Dissertation Director

Master of Arts in Teacher Education—Literacy Emphasis August 2008

Brigham Young University

Thesis: “Changes in kindergarteners’ writing complexity using story elements”

Kendra M. Hall-Kenyon, Ph.D., Thesis Director

Bachelor of Science—Elementary Education and Early April 2001
Childhood Education

Brigham Young University

PROFESSIONAL EXPERIENCE

2020 - Present

Assistant Professor of Teacher Education
Brigham Young University (Provo, UT)
David O. McKay School of Education
Department Teacher Education

2015 - 2020 **Assistant Professor of Literacy Education**
Arizona State University (Tempe, AZ)
Division of Teacher Education

August 2001 – May 2010 **Classroom Teacher, *Kindergarten***
Bonnevill Elementary (Orem, UT)

SELECTED HONORS, FELLOWSHIPS, AND AWARDS

MSU Graduate School Dissertation Completion Fellowship Michigan State University (East Lansing, MI)	2015
EPET Graduate Student Summer Research Funding Michigan State University (East Lansing, MI)	2014
EPET Ph.D. Student Research Development Fellowship Michigan State University (East Lansing, MI)	2014
The Cotterman Family Endowment for Education Michigan State University (East Lansing, MI)	2013
College of Education Summer Research Fellowship Michigan State University (East Lansing, MI)	2013
Graduate School Research Enhancement Award Michigan State University (East Lansing, MI)	2013
Fellowship to Enhance Global Understanding Michigan State University (East Lansing, MI)	2012
Michael Pressley Scholarship Michigan State University (East Lansing, MI)	2010
Alpine School District Teacher of the Year, Timpanogos Cluster Bonnevill Elementary (Orem, UT)	2010
Bonneville Elementary Teacher of the Year Bonnevill Elementary (Orem, UT)	2005

SCHOLARSHIP

PUBLICATIONS

PEER-REVIEWED JOURNALS

Kelly, L.B., Wakefield, W., Caires-Hurley, J., **Kganetso, L.M.**, Moses, L., & Baca, E. (in press). What is culturally responsive literacy instruction? A review of research in P-5 contexts. *Journal of Literacy Research*.

Block, M.K., & **Watanabe Kganetso, L.M.** (2017). Write early and often: Interactive writing in the preschool and early elementary classroom. *Michigan Reading Journal*, 50(1), 18-21.

Watanabe Kganetso, L.M. (2017). Creating and using culturally sustaining informational texts. *The Reading Teacher*, 70(4), 445-455. doi: 10.1002/trtr.1546

Watanabe [Kganetso], L.M., & Hall-Kenyon, K.M. (2011). Change in kindergarteners' writing complexity. *Literacy Research and Instruction*, 50, p. 272-293.

BOOK CHAPTERS

Watanabe [Kganetso], L.M., & Duke, N.K. (2013). Read all about I.T.! Informational text in the early childhood classroom. In D. M. Barone and M. H. Mallette (Eds.), *Best practices in early literacy instruction* (pp. 135 – 152). New York, NY: Guilford.

Duke, N.K., & **Watanabe [Kganetso], L.M.** (2013). Reading and writing specific genres. In B. M. Taylor & N. K. Duke (Eds.), *Handbook on Effective Literacy Instruction* (pp. 346-368). New York, NY: Guilford.

Mallette, M.H., Duke, N.K., Strachan, S.L., Waldron, C.H., & **Watanabe [Kganetso], L.M.** (2013). A quest for synergy in literacy research methodology. In D. E. Alvermann, N. Unrau, and R. B. Ruddell (Eds.), *Theoretical Models and Processes of Reading* (6th ed. pp. 91-128). Newark, DE: International Reading Association.

MANUSCRIPTS UNDER REVIEW

Kganetso, L.M., Qiao*, X., & Block, M.K. Adding the Tswana in Botswana: Writing culturally sustaining informational texts. *Early Childhood Education Journal*.

MANUSCRIPTS IN PREPARATION

Kganetso, L.M. Books for Botswana: Developing, reading, and writing culturally sustaining informational texts with young children. *Literacy Research and Instruction*. Under revision for resubmission.

Kganetso, L.M., Strachan, S.L., & Block, M.K. *Reading and writing for real reasons: Incorporating authentic literacy in early childhood*.

Kganetso, L. M., & Goff, M. H. Twenty-five years of informational text: An analysis of award-winning children's books. *Elementary School Journal*. Under revision for resubmission.

Kganetso, L. M. Linear, layered, and all at once: Preschoolers' reading and writing of procedural texts.

Kganetso, L. M. Linking Literacies: Exploring home, community, and school early literacy practices in Botswana.

PEER-REVIEWED PRESENTATIONS

NATIONAL/INTERNATIONAL PEER-REVIEWED PRESENTATIONS

Kelly, L. B., **Watanabe Kganetso, L.M.**, Moses, L., Djonko-Moore, C., Wakefield, W., Hernandez, J., & Baca, E. (2019, December) What is culturally responsive literacy instruction? A review of research in P-5 contexts. Paper presented at the Literacy Research Association Annual Conference, Tampa, FL, USA.

Strachan, S. L., Block, M.K. & **Watanabe Kganetso, L.M.** (2019, November). Disciplinary Literacy: Not Just for the Big Kids. Paper presented at the National Association for the Education of Young Children Annual Conference, Nashville, TN, USA.

Watanabe Kganetso, L.M., Strachan, S. L., & Block, M.K. (2019, October). The Power of Real Reasons: How to Motivate Young Students, Value Their Literacies, and Improve Reading and Writing Achievement. Paper presented at the International Literacy Association Annual Conference, New Orleans, LA, USA.

Watanabe Kganetso, L.M., & Block, M.K. (2018, November). Adding the Tswana in Botswana: Writing Culturally Sustaining Informational Texts. Paper presented at the Literacy Research Association Annual Conference, Indian Wells, CA, USA.

Watanabe Kganetso, L.M., & Block, M.K. (2018, July). Tips and Change: Implementing Interactive Writing of Informational text in the Early Childhood Classroom. Paper presented at the International Literacy Association Annual Conference, Austin, TX, USA.

Watanabe Kganetso, L.M., & Block, M.K. (2016, December). Books for Botswana: Developing, reading, and writing informational texts with young children. Roundtable paper presented at the Literacy Research Association Annual Conference, Nashville, TN, USA.

Watanabe Kganetso, L.M., & Block, M.K. (2016, November). Tips for tots: Interactive writing in the early childhood classroom. Paper presented at the National Education of Young Children Annual Conference, Los Angeles, CA, USA.

Watanabe [Kganetso], L. M. (2015, December). *Books for Botswana: Developing, reading, and writing informational texts with young children*. Presented at Literacy Research Association annual conference, Carlsbad, CA.

- Watanabe [Kganetso], L. M.** (2014, December). *Linking literacies: Exploring home and school early literacy practices in Botswana*. Presented at Literacy Research Association annual conference, San Marco Island, FL.
- Watanabe [Kganetso], L. M.** (2013, December). *It's a how-to text: Preschoolers' reading and writing of procedural texts*. Presented at Literacy Research Association annual conference, Dallas, TX.
- Watanabe [Kganetso], L. M.** (2013, November). *Linking literacies: Exploring home, community, and school early literacy practices in Botswana*. Presented at African Studies Association annual conference, Baltimore, MD.
- Watanabe [Kganetso], L. M.** (2013, April). *When I grow up . . . Extreme parenting in Popular AMC TV shows*. Presented at American Educational Research Association annual conference, San Francisco, CA.
- Watanabe [Kganetso], L. M.** (2012, November). *Multimodal texts: Scaffolding for students and teachers*. Presented at National Council of the Teachers of English annual conference, Las Vegas, NV.
- Watanabe [Kganetso], L.M.** (2012, November). *Using procedural texts to promote reading and writing in the preschool classroom*. Presented at National Association of the Education of Young Children annual conference, Atlanta, Georgia.
- Watanabe [Kganetso], L.M., & Hastings, A. W.** (2012, June). *Building bridges between home and school*. Presented at University of Botswana and Michigan State University Academic Symposium, Gaborone, Botswana.
- Duke, N. K., Sarama, J. Clements, D. H, Strachan, S. L., Block, M. K., **Watanabe [Kganetso], L.M., & Knight, J. A.** (2012, May). *Literacy and numeracy: A match made in seven*. Presented at International Reading Association annual meeting, Chicago, IL.
- Block, M. K., & **Watanabe [Kganetso], L.M.** (2012, May). *Can we fix it? Yes we can. Building content literacy through content area instruction using project-based learning in the early elementary classroom*. Presented at International Reading Association annual conference, Chicago, IL.
- Strachan, S. L., & **Watanabe [Kganetso], L.M.** (2012, March). *Comprehension strategy instruction for first-year early childhood educators*. Michigan Reading Association 56th annual conference, Grand Rapids, MI.
- Rosaen, C., **Watanabe [Kganetso], L.M., & Meyer, A.** (2011, December). *Using inquiry to improve pedagogy and build coherence in an elementary literacy education*

program. Presented at Literacy Research Association annual conference, Jacksonville, FL.

Draper, R.J., Hall, K.M., Smith, L.K., Hundley, K., Smith, R., & **Watanabe [Kganetso], L.** (2008, March). *Tensions and possibilities in the action research thesis*. Presented at American Education Research Association annual conference, New York City, NY.

Watanabe [Kganetso], L. M. & Hall, K. M. (2008, December). *The change of kindergarteners' writing complexity using story elements*. Presented at National Reading Conference annual meeting, Orlando, FL.

STATE/LOCAL PRESENTATIONS

Watanabe [Kganetso], L. M. (2008). *Using story elements to teach writing in the kindergarten classroom*. Presented at Utah Early Childhood Education Conference, Orem, UT.

INVITED PRESENTATIONS

Watanabe Kganetso, L.M. (2019, July). *Let's Talk About Writing: Writing in the Early Childhood Classroom*. Webinar presented at Arizona State University, ASU Early Childhood and Special Education Scholars Program, Tempe, AZ.

Watanabe Kganetso, L.M. (2017, April). *Dissertations and data: Developing a collection/analysis plan*. Workshop presented at Arizona State University, Mary Lou Fulton Teachers College Doctoral Council, Tempe, AZ.

Watanabe Kganetso, L.M. (2016, October). *On the market: Preparing for the academic job search*. Panel discussion and presentation at Arizona State University, Mary Lou Fulton Teachers College Doctoral Council, Tempe, AZ.

Watanabe [Kganetso], L.M. (2008, 2009, 2010). *Teaching writing in the kindergarten classroom*. Presented at Brigham Young University Early Childhood Capstone Seminar, Provo, UT.

Watanabe [Kganetso], L.M. (2010). *Guided writing in the early childhood classroom*. Presented at Bonneville Elementary Faculty Presentation, Orem, UT.

Watanabe [Kganetso], L.M. (2005). *Writers' workshop in the kindergarten classroom*. Presented at new teacher training for Alpine School District, American Fork, UT.

PROFESSIONAL DEVELOPMENT WORKSHOPS

Block, M.K., & **Watanabe Kganetso, L.M.** (2018). *Conferring*. Webinar created for Newaygo RESA, Fremont, MI.

Watanabe [Kganetso], L.M. (2016, April). *A well-rounded literacy diet*. Workshops presented at the Arab Gulf Education Forum, Dubai, United Arab Emirates.

Watanabe [Kganetso], L.M. (2016, April). *Reading and writing informational texts*. Workshops presented at the Arab Gulf Education Forum, Dubai, United Arab Emirates.

Watanabe [Kganetso], L.M. (2014, November). *Read all about I.T.!: Informational text in the early childhood/elementary classroom*. Presented at Penn State Erie, the Behrend College, Class (LL ED 497C: Children's literature through picture books), Erie, PA.

Duke, N.K., Block, M.K., Knight, J.A., & **Watanabe [Kganetso], L.M.** (2011, October). *Informational text in reading and writing*. Presented at Genesee Intermediate School District teacher training, Flint, MI.

RESEARCH PROJECTS

Sibert Award Informational Texts (2018—Present)

Lynne Watanabe Kganetso & Maria Hernandez Goff

- Content analysis of the 32 Sibert Award Informational Texts found within two other major children's book awards for specific characteristics, demographics, and features of informational text.

Writing Culturally Sustaining Informational Texts (2017—2020)

Lynne Watanabe Kganetso, Xue Qiao, & Meghan Block

- Analysis of first graders' culturally sustaining informational text writing samples (informative/explanatory and procedural texts)—particularly for culturally sustaining content, the use of informational text features, and language use.

20+ Years of Award-Winning Informational Texts (2016—2019)

Lynne Watanabe Kganetso & Maria Hernandez Goff

- Analysis of the informational texts found on three major children's book awards: The Notable Book List of the Association for Library Service to Children, the ALSC Robert F. Sibert Award, and the NCTE Orbis Pictus Award for Outstanding Nonfiction for Children.

Early Childhood Education in the Context of Mathematics, Science, and Literacy (2011-2015)

National Science Foundation

Julie Sarama, Douglas H. Clements, Kimberly A. Brenneman, and Nell K. Duke,
Principal Investigators

Research Assistant—Literacy.

TEACHING

TEACHING EXPERIENCE, HIGHER EDUCATION

Course Instructor, ECE 433: Teaching Literacy in Early Childhood Classrooms (PreK-3)

Brigham Young University (Provo, UT)

Fall 2020; Spring 2021

- This undergraduate literacy methods course focuses on the literacy content that should be taught in K-3 grades, the processes used to evaluate and monitor children's literacy learning, and effective instructional methods to teach early literacy. Students apply these methods within a practicum classroom during the course.

Course Instructor, RDG 532: Language and Literacy II

Arizona State University (Tempe, AZ)

Spring 2020

- This hybrid master's level course continues to build a foundational knowledge of literacy knowledge and pedagogical skills to teach elementary students. There is a focus on assessment in the course and making instructional recommendations based on assessment data.

Course Instructor, RDG 572: Literacy Teacher Leader

Arizona State University (Tempe, AZ)

Fall 2019

- This master's level course provides a foundation and practical application of literacy leadership for school improvement. Students learn about educational and instructional leadership and apply these principles by creating and implementing literacy workshops or professional development with practitioners.

Course Instructor, RDG 555: Formal Measures of Literacy Assessment

Arizona State University (Tempe, AZ)

Fall 2018

- This master's level course focuses on understanding, using, and evaluating literacy assessment. The role of assessment in literacy instruction and learning is emphasized. Students learn about, explore, and critique a variety of assessments.

Course Instructor, RDG 505: Developmental Reading

Arizona State University (Tempe, AZ)

Spring 2016; Spring 2017; Spring 2018

- This master's level course focuses on the development and teaching of literacy. Students explore the many dimensions of reading and writing—particularly how they develop for young learners.

Course Instructor, RDG 508: Content Area Literacy

Arizona State University (Tempe, AZ)

Fall 2016; Fall 2017

- This master's level course focuses on the development and teaching of content area/disciplinary literacy in the elementary classroom. Students explore what content area/disciplinary literacy is and how to implement it within the classroom.

Course Instructor, RDG 556: Assessment and Procedures in Elementary and Secondary Reading

Arizona State University (Tempe, AZ)
Spring 2017; Spring 2018; Spring 2019

- This master's level course focuses on the use of literacy assessment to guide and develop instruction. Students explore literacy assessment and practice it in a tutoring setting with elementary students.

Course Instructor, EED 433: Language Arts Methods, Management, and Assessment

Arizona State University (Tempe, AZ)
Fall 2015; Spring 2016; Fall 2016; Fall 2018; Spring 2019; Fall 2019; Spring 2020

- This undergraduate course focuses on the skills, strategies, and dispositions for teaching 21st century multimodal literacies to diverse learners. The emphasis is on writing and composition in the elementary classroom and includes technology infusion.

Course Instructor, TE 802: *Reflection & Inquiry in Teaching Practice I---Elementary*

Michigan State University (East Lansing, MI)
Fall 2013; Fall 2014 (urban infused section in Detroit, MI)

- This master's level literacy course for teacher candidates in their internship year focuses on teaching diverse academic subjects through the lens of literacy.

Course Instructor, TE 846: *Accommodating Differences in Literacy Learners*

Michigan State University (East Lansing, MI)
Spring 2014

- This online master's course focuses on accommodating differences in literacy instruction and assessment practices. Students identify the components of effective literacy instruction and learn how instruction and assessment can better support learning differences in areas such as: motivation, cultural or linguistic difference, and language and learning issues.

Course Instructor, TE 402/405: *Crafting Teaching Practice: Language Arts---Elementary*

Michigan State University (East Lansing, MI)
Spring 2012

- This undergraduate methods course focuses on introducing teacher candidates to teaching and learning in English language arts. A particular emphasis is placed on developing teacher candidates' knowledge base of literacy content and instructional decisions while attending to the learners in their classroom.

Course Instructor, TE 301: *Learners in Learning Context---Elementary*

Michigan State University (East Lansing, MI)
Fall 2010; Spring 2011; Summer 2011; Fall 2011; Spring 2012

- This undergraduate course focuses on literacy learning and assessment. Students learn: (1) how to learn about a child and (2) ten components of literacy including what they are, how they develop, how to assess them, and at least one instructional strategy for each component.

Course Instructor, TELL: *Second Language Acquisition*

Brigham Young University (Provo, UT)

Summer 2009, Fall 2009, Winter 2010

- This undergraduate course is a part of the Teaching English Language Learners (TELL) endorsement. The course focuses on language development concepts as well as language acquisition concepts for ELL learners.

Course Instructor, TELL: *Assessment for English Language Learners*

Brigham Young University (Provo, UT)

Summer 2008, Fall 2008, Winter 2009

- This undergraduate course is a part of the Teaching English Language Learners (TELL) endorsement. The course content includes learning general assessment concepts, learning assessment concepts specific to ELL students, and how to make accommodations for specific ELL students.

STUDENT MENTORING/SUPERVISION

Thesis Committee Member

Teacher Education M.A. Program

David O. McKay College of Education (Brigham Young University)

- Fall 2020 – Present (Amy White)
- Fall 2020 – Present (Adrianna Galtieri)
- Fall 2020 – Present (Alicia Powell)

Research Supervisor

Learning, Literacies, and Technologies Ph.D. Program

Mary Lou Fulton Teachers College (Arizona State University)

- Fall 2018 – Spring 2019 (Xue Qiao)
- Fall 2017 – Spring 2018 (Maria Hernandez Goff)

Doctoral Committee Member

Leadership and Innovation Ed.D. Program

Mary Lou Fulton Teachers College (Arizona State University)

- February 2017 – April 2019 (Eric Bucher)

Honors Thesis Advisor/Committee Member

Barrett the Honors College (Arizona State University)

Thesis Advisor

- January 2016 – May 2017 (Brianna Osman)

Thesis Committee Member

- August 2017 – May 2018 (Karlee Noe)

Honors Contract Advisor

- August – December 2019 (Andres Mendoza-Mada)
- January – May 2016 (Kimberlee Franco)
- January – May 2016 (Natasha O'Connell)
- January – May 2016 (Karlee Noe)
- August – December 2016 (Brianna Osman)

Mentor/Host Family

MasterCard Foundation (Arizona State University)
August 2015 – May 2019
Arizona State University

TEACHING / PROFESSIONAL EXPERIENCE: K-12**Classroom Teacher, *Kindergarten***

Bonneville Elementary (Orem, UT)
August 2001 – May 2010

Kindergarten Team Leader

Bonneville Elementary (Orem, UT)
(August 2004 – May 2009)

Professional Development Team Leader

Bonneville Elementary (Orem, UT)
(Winter 2004; Winter 2009; Spring 2009; Fall 2009; Winter 2010)

Mentor Teacher

Brigham Young University Early Childhood Department
(June 2004 – May 2006)

SERVICE/CITIZENSHIP**PROFESSIONAL COMMITTEES****Literacy Research Association Barr/Mosenthal Award Committee**

Committee Member
Collin Harrison, Chair
March 2018 – Present

Literacy Research Association Field Council

Field Council Representative
Dana Robertson, Chair
March 2018 – December 2019

International Literacy Association Jeanne S. Chall Research Fellowship Committee

Committee Member
Irene Gaskins, Chair
March 2011 – 2013

UNIVERSITY/COLLEGE SERVICE

Collaboration Committee Member

David O. McKay College of Education (Brigham Young University)
November 2020 – Present

Center for Advanced Studies in Global Education (CASGE) Faculty Affiliate

Mary Lou Fulton Teachers College (Arizona State University)
August 2015 – May 2020

PUBLICATION AND CONFERENCE REVIEWER

The Reading Teacher

Invited Reviewer
September 2016 – Present

Journal of Literacy Research

Invited Reviewer
June 2012 – Present

Journal of Educational Research

Invited Reviewer
May 2015 – October 2017

IBE-UNESCO

Reviewer for edited volume
April 2016

Research in the Teaching of English

Graduate Student Reviewer
February 2014 – 2015

American Reading Forum

Reviewer for the Annual Conference
April 2012

PROFESSIONAL MEMBERSHIPS

- International Literacy Association (ILA)
 - Pan-African Literacy Association
- Literacy Research Association (LRA)
- National Association for the Education of Young Children (NAEYC)