George Mason University
Graduate School of Education
****
EDRD 631-6R1 (3 credits)
Advanced Literacy Foundations and Instruction,
Adolescence through Adulthood
Mondays, 4:30-7:10, Arlington Campus, Founders Hall 468

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Hours: by appointment

CATALOG DESCRIPTION
Advanced study of literacy theory, research, and practice as it relates to adolescents and adults. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Includes reading, writing, and oral communication. Prerequisite: EDRD 630 or permission of the program coordinator.

This is a required course for teachers seeking a Virginia Reading Specialist License, K-12.

IRA STANDARDS (2010 Standards for Reading Professionals): 1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3

1:1 – Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs

LEARNER OUTCOMES
As a result of this course, students will be able to:

1. Design appropriate strategies for facilitating the acquisition of academic language for English learners and non-standard dialect users **(Virginia Standard 2c).**
2. Demonstrate understanding of a range of word attack and word learning strategies including morphological analysis, affixes and roots, inflections, definitional and contextual approaches **(Virginia Standard 3b)**
3. Demonstrate understanding of and design appropriate strategies for developing reading comprehension of content text through meaning making processes such as predicting, questioning, summarizing, and clarifying **(Virginia Standard 3e,g)**
4. Demonstrate the ability to integrate a variety of types of literature and text into lesson and unit planning **(Virginia Standard 3h).**
5. Promote independent reading through book talks **(Virginia Standard 3i)**
6. **Demonstrate an understanding of varying degrees of learning disabilities (Virginia Standard 6d).**

Nature of Course Delivery
This course will be conducted in a face-to-face context and taught through a combination of lecture, discussion, supervised practical experience working with adolescents.

Program and Course Policies and Requirements

Performance-Based Assessments
Satisfactory completion of each PBA as well as posting to TaskStream is required to complete this course. The Taskstream assessment system can be found at https://www.taskstream.com/pub/. Students are required to submit the designated PBA so that the assignment can be evaluated when the assignment is due. No final grades for EDRD 631 will be posted until ALL required PBAs are posted to TaskStream.

Late Assignment Policy
All assignments are to be completed and delivered on their due dates. Any late assignment will have points automatically deducted at the professor's discretion.

Class Participation Policy
Students are expected to attend all class sessions and conferences. Absences may have a negative effect on performance due to missing important assignment information and guidance.

Course Requirements and Evaluation
The following course requirements will be explained in detail during class meetings:

Assignment	Due Date	Point Value
Article Discussion Leadership		25
Term Project		
Adolescent Interview and Instruction		25
Content Area Alternative Texts Collection		25
Literacy Strategy Demonstration		25
	TOTAL	**100**

Final grades are calculated as a percent of total points earned:

A   = 95% - 100%   100 – 95 pts.
A- = 94% - 90%   94 – 90
B+ = 89% -   85%   89 – 85
B   = 84% - 80%   84 – 80
C   = 79% and lower   79 –

Required Textbook/Readings

Brozo, W.G., & Simpson, M.L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence.* Upper Saddle River, NJ: Merrill/ Prentice Hall.

Students are expected to read all articles in preparation for Article Discussion Leadership

TaskStream Requirements
Every student registered for any Literacy course <u>with a required performance based assessment</u> is required to submit this assessment, Emergent Literacy Scenario, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate mainor). Evaluation of the performance based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GENERAL INFORMATION

Email Access

Students must have access to email and the Internet, either at home, work, or on the GMU campus. GMU provides students with free email accounts that must be accessed for information sent from the university or the Graduate School of Education. Go to http://mason.gmu.edu/ for information on accessing email.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

1. GMU Policies and Resources for students
a.   Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
b.   Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
c.   Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
d.   The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
e.   Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
f.   Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g.   The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
2. Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times.
3. Core Values Commitment The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

4. For additional information on the College of Education and Human Development,
   Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Other university policies

The University Catalog, http://catalog.gmu.edu, is the central resource for university
policies affecting student, faculty, and staff conduct in university academic affairs. Other
policies are available at http://universitypolicy.gmu.edu/. All members of the university
community are responsible for knowing and following established policies.

NOTE: To determine whether the campus is closed due to inclement weather, call 703-
993-1000 or go to www.gmu.edu.

ARTICLE DISCUSSION LEADERSHIP

Assignment

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the research articles and readings in the course pack for your peers.

Completion Procedures

1. Find a classmate to work as a team on the ADL assignment.

2. Identify one article over which to lead discussion. The article should be taken from the list of additional course readings.

2. Make the article available to the class at least one week in advance of your scheduled ADL (digital link, pdf file, scanned copy, or hard copy)

3. Read, analyze, and format the presentation around the following aspects of the Article (***This portion of the ADL should comprise about 10 minutes.***):

   - purpose
   - main points
   - type of research and methodology, if relevant
   - conclusions
   - implications for research and practice
   - personal responses and reactions

4. Discussants should also devise ways of engaging the class in critical conversation and reflection on the article. Demonstrations, simulations, role-plays, and debates are recommended (***This portion of the ADL should comprise about 20 minutes.***).

5. PowerPoint slides, overheads, and/or handouts should accompany the article presentation and discussion.

6. Article discussion leader should plan 30 minutes for the article discussion.

Evaluation

Each article discussant will be given a grade based on (a) effective planning and coordinating of the presentation and discussion of the article; (b) how succinctly and understandably key information from the article was presented; and (c) the extent to which the discussant used engaging techniques for bringing all students into critical conversation about the article.

ARTICLE DISCUSSION LEADERSHIP EVALUATION FORM

NAME:_____

1. Did the discussants provide a summary of the article addressing its key aspects?

To a great extent…………………………………………………..To a limited extent

2. Did the majority of the ADL include the opportunity for engaged class discussion over the article?

To a great extent………………………………………………….To a limited extent

3. Did the discussants use appropriate support material for the article summary and discussion such as handouts, overheads, and PowerPoint slides?

To a great extent………………………………………………….To a limited extent

4. Was there an appropriate balance between summarizing the article and discussing it as a class?

To a great extent………………………………………………….To a limited extent

THE ADOLESCENT LITERACY TERM PROJECT
NCATE Assessment #3 Planning

IRA Standards Addressed: 2 (Curriculum and Instruction), 4 (Diversity), 5 (Literate Environment) and 6 (Professional Learning and Leadership)
IRA Elements Reading Specialists/Literacy Coaches: (**1.1, 2.2, 2.3, 4.1, 4.2, 5.2, 6.2, 6.3).**
Please note that in rubrics, numbers and letters (e.g. 2.1a) indicate alignment with the specific evidence suggested in the IRA Standards Chart for Reading Specialists/Literacy Coaches

Overview

In this integrated semester-long assignment candidates are asked to do the following: (a) conduct a comprehensive interview of an adolescent struggling reader from a diverse background and link findings to three major theoretical constructs; (b) prepare, teach, and share with the adolescent's teacher a collection of alternative texts appropriate to the adolescent; (c) provide class colleagues a professional development experience with an evidence-based practice designed to meet the needs of the struggling diverse adolescent.

Directions to Candidate

Part A: *Adolescent Interview (IRA Standard 1.1)*
In this assignment you will conduct a comprehensive interview of an adolescent struggling reader from a diverse background and write a paper which organizes the findings around three major constructs: psychological/motivational, sociological, and linguistic.

You will:
1. Identify an adolescent to interview. The youth must be a struggling reader *and* from a culturally and/or linguistically diverse background.
2. Collect data: conduct a comprehensive interview with the youth, focusing on psychological/motivational (outside-of-school interests; reading and writing interests; skills and strategies; literate identity); sociological (preferred instructional context; funds of knowledge; culture); and linguistic (second language development and its relationship to academic literacy and achievement) issues.
3. Analyze data: summarize the youth's responses to the interview questions by clustering them around the three constructs of concern: psychological/motivational, sociological, and linguistic.
4. Theory/research: describe what the professional literature says about adolescent literacy development from a psychological/motivational, sociological, and linguistic perspective. Include at least three relevant and timely sources for each construct.

IRA Standards Assessed
Standard 1 – Foundational Knowledge
*(**1.1**) Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading writing connections.*

Part B: *Content Area Alternative Text Collection and Related Instruction*
(IRA Standards 2.2, 2.3, 4.1, 4.2, 5.2)

In this assignment you will compile a collection of texts in one discipline that will be engaging and accessible to the adolescent you interviewed. You will share and discuss this collection with your youth and teach him/her an evidence-based strategy for reading/comprehending one of the sources. In teaching the strategy, you will use a variety of appropriate instructional approaches that focus on developing critical thinking and reading/writing connections. You also will make the collection available to his/her teacher and share instructional suggestions related to use of multiple sources with diverse populations.

You will:
1. Reflect on the discoveries you made about the youth you interviewed in terms of her/his interests, ability, etc.

2. Identify a disciplinary topic (e.g., manifest destiny – history; biomes – science, etc.) that your youth will encounter in school in the next few months.

3. Collect the following reading pieces **related to this disciplinary topic** that will likely be of high interest to the youth you interviewed. *Sources should be no older than 15 years, unless historical or archival documents.* Listed are the minimums. If, in your search, you find other pieces you would like to include you are welcome to do so; however, you must include:
   - At least one reading from the perspective of a person of non-white/European background
   - At least one reading from the perspective of an English language learner or nonstandard English speaker
   - At least one reading from the perspective of a woman
   - Two magazine articles (from popular and/or content-specific magazines for adults or teens)
   - Two newspaper articles
   - Two Web sites
   - One nonfiction book
   - One young adult novel
   - One comic book or graphic novel

4. Write a paper with the following components/subheadings:

   a. ***Citations, Annotations & Rationales*** – provide a full bibliographic citation for each source using APA format; briefly describe each source and its connection to the disciplinary topic and why you think it will appeal to your adolescent.

   b. ***Strategies for Teaching with the Sources*** – propose some approaches and strategies you would use for engaging the youth you interviewed with these alternative texts. Use strategies from your course texts or from other reputable published sources.

   c. ***Instructional Strategy and Alternative Text Try-Out*** – meet with your youth a second time. Show him/her the text collection (the actual texts as well as your list) and discuss which texts he/she finds most interesting and why. Also teach the youth one of the strategies (see instructions Part C2 of this document) you have proposed, using one of the texts in your collection. Also discuss with the youth whether he/she feels the strategy helps their learning, and whether they would use it in the future, and why or why not. Describe in writing what occurred and how the youth responded.

   d. ***Teacher sharing*** – Discuss the collection with classmates and describe how it could be used to increase engagement, reading, and learning for the adolescent as well as the teacher's diverse class as a whole. In particular, explain your selections and discuss ways that the varied texts could be used to differentiate instruction for students of different backgrounds/skill levels and to provide choices for students. Provide a copy of your paper to the adolescent's teacher, and encourage him or her to share with school colleagues. (Also note below that you will be providing a copy of your instructional strategy paper to the teacher as well – Part C4).

IRA Standards Assessed
Standard 2 – Curriculum and Instruction

(***2.2****) Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.*

(***2.3****) Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources*

Standard 4 – Diversity
(***4.1****) Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.*

(4.2) Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

Standard 5 – Literate Environment
(5.2) Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write.

<u>**Part C**</u>**:** *Literacy Strategy Demonstration*

Part C is linked to Part B, above. In this assignment (Part C) you present to your class colleagues the literacy strategy lesson you designed for the youth you interviewed. You will also provide your colleagues a professional development experience with the strategy and share the strategy with your youth's teacher.

You will:

1. First, refer back to Part B of this document. In this demonstration you will present to your colleagues the same strategy you shared with your youth. In deciding on a strategy, reflect on the youth's needs and identify an evidence-based literacy strategy that would be motivating to her/him for learning about the content area topic. The strategy must also be culturally and linguistically responsive to the youth's reading and learning needs. The strategy may be taken from any chapter in the course text or other acceptable source.

2. Second, after teaching this strategy to your student (Part B), conduct a 15 minute professional development session for your colleagues in class. This will include a PowerPoint or similar technology presentation as well as a handout. Explain the rationale for the strategy and the evidence to support it. Allow your colleagues to simulate the experience of engaging in the strategy. At the end of the presentation, invite input and suggestions as well as reflections on the utility of the strategy in other contexts and with other students. Also share your PowerPoint with teachers in your school or field placement by emailing it to them or posting it on a website.

3. Third, write a description of the strategy and how it would be taught in a content classroom that included the youth you interviewed. (In this discussion you can refer to your youth's response to the strategy as well as your subsequent sharing with the youth's teacher in Part B). Use first-person narrative. Use the following subheadings and description:

   - **Instructional Context**
     Briefly describe the strategy and where it was taken from the textbook. Describe why the strategy would be helpful to the youth you interviewed.
   - **Steps in Conducting the Strategy**
     Describe the sequence of steps from start to finish necessary to conduct the strategy in an actual classroom.

- **Reflections on effectiveness**
  Indicate how effective you believe the strategy was for motivating your student to become a more engaged reader and learner and how the student responded to using the self-selected text from the text collection with your strategy. Be sure to include both positive and negative reactions as well as your youth's explanation of his/her response.
- **Attachments**
  Provide actual lesson material and a sample of your youth's actual work.

4. With classmates, share the strategy and the adolescent's reaction to it. Discuss the potential for the strategy to increase engagement and learning for the adolescent as well as others in his/her class. Include in your discussion opportunities for modeling positive dispositions with respect to valuing reading both in school and out of school. Provide a copy of the paper to the adolescent's teacher (this can be the same sharing as in Part B, above).

IRA Standards Assessed

Standard 6 – Professional Learning and Leadership
   (6.2) Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
   (6.3) Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

The Adolescent Literacy Term Project Rubric

IRA Standards/Elements	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension,	**a)** Effectively interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. **d)** At a sophisticated and critical level, reads and understands the literature and research	Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts. Reads and understands the literature and research about factors that contribute to reading success.	Interprets some theories of reading and writing processes and development to understand the needs of some readers in diverse contexts. Reads and understands some of the literature and research about factors that contribute to reading success.	Does not interpret theories of reading and writing processes. Does not read and understand the literature and research about factors that contribute to reading success.	

strategic knowledge, and reading-writing connections Part A	about factors that contribute to reading success.				
2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. Part B	**a)** Effectively uses varied instructional approaches supported by literature and research for providing appropriate in-depth instruction for readers and writers who struggle. **d)** Effectively adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Uses varied instructional approaches supported by the literature and research for providing in-depth instruction for readers and writers who struggle. Adapts instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Uses some instructional approaches supported by the literature and research for providing instruction for readers and writers who struggle. Makes some adaptations of instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.	Instructional approaches are not supported by the literature and research. Adaptations of instructional materials and approaches are not made.	
2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources Part B	**b)** Effectively supports classroom teachers in building and using a quality accessible classroom library of materials collection that meets the specific needs and abilities of all learners	Supports classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.	Provides some support to classroom teachers in building and using a classroom library and materials collection for all learners.	Classroom teachers are not provided support for building and using a classroom library and materials collection for all learners.	
4.1 Recognize, understand, and	Effectively assists teachers	Assists teachers in developing	Provides some assistance to	Does not provide	

value the forms of diversity that exist in society and their importance in learning to read and write Part B	in developing reading and writing instruction that is responsive to diversity.	reading and writing instruction that is responsive to diversity.	teachers in developing reading and writing instruction responsive to diversity.	assistance to teachers in developing reading and writing instruction responsive to diversity.	
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. Part B	Effectively supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Supports classroom teachers in providing differentiated instruction and developing students as agents of their own literacy learning.	Provides some support to teachers in differentiating instruction and developing students as agents of their own learning.	Differentiated instruction to address aspects of diversity is not provided.	
5.2 Design a social environment that is low-risk, includes choice, motivation and scaffolded support to optimize students' opportunities for learning to read and write Part B	In work with learner, gave evidence of creating a highly positive social, low-risk environment.	In work with learner, gave evidence of creating a positive social, low-risk environment	In work with learner, gave evidence of creating a somewhat positive social, low-risk environment	In work with learner, gave little or no evidence of creating a highly positive social, low-risk environment	

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. Parts B and C	**b)** In working with an adolescent, his or her teacher, and graduate school colleagues, candidate very effectively models a positive attitude toward reading and writing. **d)** Candidate also very effectively demonstrates effective interpersonal communication in both one-on-one and group interactions.	In working with an adolescent, his or her teacher, and graduate school colleagues, candidate effectively models a positive attitude toward reading and writing. Candidate very effectively demonstrates effective interpersonal communication in both one-on-one and group interactions.	In working with an adolescent, his or her teacher, and graduate school colleagues, candidate models a positive attitude toward reading and writing. Candidate demonstrates effective interpersonal communication in both one-on-one and group interactions.	Candidate either does not work with the adolescent, his or her teacher, and/or graduate school colleagues, or a positive attitude toward reading and writing and effective communication is not seen.	
6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs Part C	**a)** Effectively collaborates in, leading, and evaluating professional development activities for individuals and groups of teachers.	Collaborates in, leading, and evaluating professional development activities for individuals and groups of teachers.	Attempts to collaborate in and provide some leadership and evaluation of professional development activities for individuals and groups of teachers.	Collaboration in and leadership and evaluation of professional development activities for individuals and groups of teachers does not occur.	

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TENTATIVE AGENDA

Session 1, Aug 26   **Course Introduction**
                              Assignment Explanations
                              Professor Models "My Bag"

September 2   *Labor Day Holiday*

Session 2, Sep 9   **Adolescent Literacy and Youth Culture**
                              Class "My Bags"
                              Chapter 1

Session 3, Sep 16   **Principled-Based Practices of Adolescent Literacy**
                              Comprehension Processes
                              Professor Models ADL
                              Chapters 2 & 3

Session 4, Sep 23   **Adolescent Interview****

Session 5, Sep 30   **Comprehension Processes & Study Reading**
                              ADL
                              Chapter 3 & 9

Session 6, Oct 7   **Reading and Learning from Multiple Sources**
                              ADL
                              Chapter 8
                              Part A of Term Project due

Session 7, Oct 14   **Motivation for Literacy and Learning**
                              ADL
                              Chapter 5

Session 8, Oct 21   **Adolescent Strategy Teaching****
                              Part B of Term Project due

*Session 9, Oct 28   **Expanding Word Knowledge**
                              ADL
                              Chapter 6

**Location pending; Dates may change

*Session 10, Nov 4   **Expanding Word Knowledge**
                                    ADL
                                    Chapter 6

Session 11, Nov 11   **Writing to Learn**
                                    ADL
                                    Chapter 7

Session 12, Nov 18   **Writing to Learn**
                                    ADL
                                    Chapter 7

Session 13, Nov 25   **Literacy Strategy Demonstrations**
                                    Part C of Term Project due

Session 14, Dec 2   **Literacy Strategy Demonstrations**
                                    Part C of Term Project due

Session 15, Dec 9   **TBA**

ADDITIONAL COURSE READINGS

*ADL articles must be selected from these readings

Alger, C. (2007). Engaging student teachers' hearts and minds in the struggle to address

(il)literacy in content area classrooms. *Journal of Adolescent & Adult Literacy*,

50(8), 620-630.

Anderman, E.M., Maehr, M.L., & Midgley, C. (1999). Declining motivation after the

transition to middle school: Schools can make a difference. *Journal of Research

and Development in Education*, *32*, 131-147.

Brozo, W.G. (2006). Tales out of school: Accounting for adolescents in a literacy reform

community. *Journal of Adolescent & Adult Literacy*, *49*, 410-418.

Brozo, W.G. (2009/2010). Response to intervention or responsive instruction?

Challenges and possibilities of RTI for adolescent literacy. *Journal of Adolescent

& Adult Literacy*, *53*, 277-281.

Brozo, W.G., Shiel, G., & Topping, K. (2007). Engagement in reading: Lessons learned

from three PISA countries. *Journal of Adolescent & Adult Literacy*, *51*, 304-315.

Cantrell, S.C., & Hughes, H.K. (2008). Teacher efficacy and content literacy

implementation: An exploration of the effects of extended professional

development with coaching. *Journal of Literacy Research*, *40*(1), 95-127.

Cantrell, S.C., Burns, L., & Callaway, P. (2009). Middle- and high-school content area

teachers' perceptions about literacy teaching and learning. *Literacy Research and

Instruction*, *48*(1), 76-94.

Cappella, E., & Weinstein, R. (2001). Turning around reading achievement: predictors of

high school students' academic resilience. *Journal of Educational Psychology*, *91*, 758-771.

Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success.* New York, NY: Carnegie Corporation of New York.

Conley, M. (2008). Cognitive strategy instruction for adolescents: What we know about the promise, what we don't know about the potential. *Harvard Educational Review*, *78*(1), 84-106.

Conley, M. W., & Hinchman, K. A. (2004). No Child Left Behind: What it means for U.S. adolescents and what we can do about it. *Journal of Adolescent & Adult Literacy, 48*, 42-50.

Donahue, D. (2003). Reading across the great divide: English and math teachers apprentice one another as readers and disciplinary insiders. *Journal of Adolescent & Adult Literacy*, *47*, 24–37.

Draper, R.J. (2008). Redefining content-area literacy teacher education: Finding my voice through collaboration. *Harvard Educational Review*, *78*(1), 60-83.

Draper, R.J., Smith, L.K., Hall, K.M., & Sieber, D. (2005). What's more important-literacy or content? Confronting the literacy-content dualism. *Action in Teacher Education*, *27*(2), 12–21.

Dredger, K., Woods, D., Beach, C., & Sagstetter, V. (2010). Engage me: Using new literacies to create third space classrooms that engage student writers. *Journal of Media Literacy Education*, *2*(2), 85-101.

Faggella-Luby, M.N., Graner, P.S., Deschler, D.D., & Drew, S.V. (2012). Building a

House on sand: Why disciplinary literacy is not sufficient to replace general

strategies for adolescent learners who struggle. *Topics in Language Disorders*,

32(1), 69-84.

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.

Finders, M.J. (1998/1999). Raging hormones: Stories of adolescence and the implications

for teacher preparation. *Journal of Adolescent & Adult Literacy*, *42*, 252-265.

Fisher, D. (2001). Cross age tutoring: Alternatives to the reading resource room for

struggling adolescent readers. *Journal of Instructional Psychology*, *28*, 234-240.

Fisher, D., & Ivey, G. (2005). Literacy and language as learning in content area classes:

A departure from "every teacher a teacher of reading." *Action in Teacher

Education*, *27*(2), 3–11.

Greenleaf, C.L., & Hinchman, K. (2009). Reimagining our inexperienced adolescent

readers: From struggling, striving, marginalized, and reluctant to thriving. *Journal

of Adolescent & Adult Literacy*, *53*(1), 4-13.

Greenleaf, C., Jimenez, R., & Roller, C. (2002). Reclaiming secondary reading

interventions: From limited to rich conceptions, from narrow to broad

conversations. *Reading Research Quarterly*, *37*, 484-496.

Griffith, P.E. (2010). Graphic novels in the secondary classroom and school libraries.

Journal of Adolescent & Adult Literacy, *54*(3), 181–189.

Guthrie, J., & Davis, M. (2003). Motivating struggling readers in middle school through

an engagement model of classroom practice. *Reading & Writing Quarterly*, *19*,

59-85.

Hall, L. (2005). Teachers and content area reading: Attitudes, beliefs and change.

Teaching & Teacher Education, *21*(4), 403-414.

Heller, R. (2010/2011). In praise of amateurism: A friendly critique of Moje's "Call for

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