George Mason University
Graduate School of Education
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EDRD 631 (3 credits)
Advanced Literacy Foundations and Instruction,
Adolescence through Adulthood
Summer 2012

Instructor:	Dr. Maria Cruz
Time:	4:30 – 7:10
Dates:	Mondays & Wednesdays, June 4 - July 27, 2012
Office Hours:	Before or after class and by appointment
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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.

COURSE OUTCOMES

The following Program Outcomes based o the International Reading Association "Elements" are taught and assessed in EDRD 631.

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).**

The following additional GMU outcomes are taught in EDRD 631. These outcomes are assessed in a formative manner and serve to provide a foundation for knowledge related to IRA Elements that have performance assessments in future coursework.
1. Students will describe adolescent learners' uses of literacy in school and non-school contexts.
2. Students will understand and explain strategies for teaching reading, writing, and oral communication in school settings for older learners.
3. Students will develop professional skills through participation in professional organizations, self-selection of professional materials, and participation in professional dialogue with colleagues.

NATURE OF COURSE DELIVERY
This course will be conducted in a face-to-face context and taught through a combination of lecture, discussion, and supervised practical experience working with adolescents.

PERFORMANCE-BASED ASSESSMENTS (PBAs)
PBAs provide critical indicators of students' competencies in literacy. Performance on PBAs offer faculty essential information about the extent to which course and program goals have been met, and yield data on the connection between student learning experiences and required program standards for our accrediting and approval associations (NCATE & IRA). An International Reading Association approved program is the gold standard for students intending to become a reading specialist. 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/ .
VERY IMPORTANT NOTE: *FINAL GRADES WILL NOT BE SUBMITTED UNTIL STUDENTS HAVE UPLOADED ALL REQUIRED PBA ASSIGNMENTS.*

LATE ASSIGNMENT POLICY

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

CLASS PARTICIAPTION POLICY

Students are expected to attend all class sessions. 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		Point Value
Article Discussion Leadership		25
Term Project		
Adolescent Interview		25
Content Area Alternative Texts Collection/Teaching Session		25
Motivational Literacy Strategy Demonstration		25
	TOTAL	**100**

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

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

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

George Mason University Policies and Resources for Students

Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of **Computing** [See http://universitypolicy.gmu.edu/1301ge.html].
Counseling and Psychological Services – 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/].

Office of Disability Services – 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 http://ods.gmu.edu/].

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

The Writing Center (Optional Resource) – 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/].

University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

GSE website: www.gse.gmu

TENTATIVE AGENDA

Session 1, June 4　　　　**Course Introduction**
Adolescent Literacies & Identities
Explanation of Course Assignments

Session 2, June 6　　　　**Principled-Based Practices of Adolescent Literacy Comprehension Processes**
Chapter 2

Session 3, June 11　　　　**Expanding Comprehension into Multiple Dimensions**
Professor Models ADL
Chapter 3

Session 4, June 13　　　　**Adolescent Literature**
Assigned YA novels

Session 5, June 18　　　　**Reading and Learning from Multiple Sources**
Chapter 8

Session 6, June 20　　　　**Comprehension Processes & Study Reading**
Part I of Term Project due
Chapter 9

Session 7, June 25   **Effective Literacy Assessments**
Chapter 4

Session 8, June 27   **Motivation for Literacy and Learning**
Part II(a & b) of Term Project due
Chapter 5

Session 9, July 2   **Strategy Teaching Session**
Class will be held at Oakton High School, Vienna, Virginia
NO CLASS ON WEDNESDAY (July 4) THIS WEEK

Session 10, July 9   **Motivation for Literacy and Learning**
Part II(c & d) of Term Project due

Session 11, July 11   **Expanding Word Knowledge**
Chapter 6

Session 12, July 16   **Writing as a Tool for Active Learning**
Chapter 7

Session 13, July 18   **Motivational Literacy Strategy Demonstrations**
Professor models literacy strategy demonstration

Session 14, July 23   **Motivational Literacy Strategy Demonstrations**
Part III of Term Project Due

Session 15, July 27   **Motivational Literacy Strategy Demonstrations**

ARTICLE DISCUSSION LEADERSHIP

<u>Assignment</u>
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.

<u>Completion Procedures</u>
1. Identify one article over which to lead discussion. The article should be taken from the list of additional course readings or from journals that focus on middle and high school students and must have a literacy connection. The best journals to review for this assignment are:
   Journal of Adolescent & Adult Literacy
   English Journal
   Reading Research Quarterly
   Voices from the Middle
   Journals in social studies, science, math (articles with literacy focus)

2. Make the article available to the class at least one week in advance of your scheduled ADL (PDF, 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.

<u>Evaluation</u> Each article discussion leader 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 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

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NCATE Assessment #3 Planning

THE ADOLESCENT LITERACY TERM PROJECT

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.

Part C: 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

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, strategic knowledge, and reading-writing connections Part A	**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 about factors that contribute to reading success.	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.	
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	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	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	Instructional approaches are not supported by the literature and research. Adaptations of instructional materials and approaches are not made.	

	English learners and students who struggle to learn to read and write.	learn to read and write.	to read and write.		
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 value the forms of diversity that exist in society and their importance in learning to read and write Part B	Effectively assists teachers in developing reading and writing instruction that is responsive to diversity.	Assists teachers in developing reading and writing instruction that is responsive to diversity.	Provides some assistance to teachers in developing reading and writing instruction responsive to diversity.	Does not provide 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	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	

write Part B					

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.	

ADDITIONAL COURSE 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.

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.

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., 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. (20120). Engage me: Using new literacies to create third space classrooms that engage student writers. *Journal of Media Literacy Education, 2*(2), 85-101.

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.

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.

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.

Hinchman, K., Alvermann, D., Boyd, F., Brozo, W.G., & Vacca, R. (2003/04). Supporting older students' in- and out-of-school literacies. *Journal of Adolescent & Adult Literacy*, *47*, 304-310.

Ivey, G. & Baker, M. (2004). Phonics instruction for older students? Just say no. *Educational Leadership*, *61*, 35-39.

Ivey, G., & Broaddus, K. (2007). A formative experiment investigating literacy engagement among adolescent Latina/o students just beginning to read, write, and speak English. *Reading Research Quarterly, 42*(4), 512-545.

Mastropieri, M., & Scruggs, T. (2005). Feasibility and consequences of Response to Intervention: Examination of the issues and scientific evidence as a model for the identification of individuals with learning disabilities. *Journal of Learning Disabilities*, *38*(6), 525-531.

McCoss-Yergian, T., & Krepps, L. (2010). Do teacher attitudes impact literacy strategy implementation in content area classrooms? *Journal of Instructional Pedagogies*, *4*, 1-18

Moje, E.B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, *52*(2), 96-107.

O'Brien, D., Beach., & Scharber, C. (2007). "Struggling" middle schoolers: Engagement and literate competence in a reading writing intervention class. *Reading Psychology, 28*, 51-73.

Paige, D. (2006). Increasing fluency in disabled middle school readers: Repeated reading utilizing above grade level reading passages. *Reading Horizons, 46,* 167–181.

Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. *Reading Improvement, 41,* 24–37.

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