EDRD 831 Section 001
Theory, Research, and Practice in Literacy: Early Adolescence through Young Adulthood
3 credits
Spring 2019
Mondays, 4:30 – 7:10
Thompson Hall 1507

PROFESSOR: Dr. Bill Brozo
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PREREQUISITES/COREREQUISITES

Recommended: EDUC 800 and EDRS 810

UNIVERSITY CATALOG COURSE DESCRIPTION

Theory, Research, and Practice in Literacy: Early Adolescence through Young Adulthood explores youth culture and socio-historical constructions of adolescence; literacy in the lives of culturally and linguistically diverse learners; multimodal literacy; international literacy contexts; adolescent literacy policy and leadership; content area and disciplinary literacy; literacy needs of special learners; and adult literacy. Individual projects will connect adolescent literacy to students' areas of interests. Offered by Graduate School of Education. May not be repeated for credit.

COURSE OVERVIEW

Not Applicable

COURSE DELIVERY METHOD

This course will be taught from an inquiry-oriented perspective. Lecture, class discussion, and role plays will be employed to understand and critique literacy theory, research, policy, and practice as these relate to adolescents. In consultation with the professor, students will also have the opportunity to develop and explore their own questions about adolescent literacy that are meaningful to them, given their work to this point in the doctoral program.

LEARNER OUTCOMES OR OBJECTIVES

This course is designed to enable students to do the following:
1. Read, critique, and synthesize theoretical and research literature
2. Engage in critical class discussion on required course readings
3. Craft a proposal to present at an international or national conference
4. Write a term paper based on course options and student's own interests and give a short presentation on what was learned.

PROFESSIONAL STANDARDS

Not Applicable

REQUIRED TEXTS

The syllabus lists required readings, which may be accessed through GMU Library electronic databases.

Recommended text:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor.

Important Note: Regardless of the assignment you choose, your paper must be original for this course. If relevant, you may draw on ideas from previous work, but only 10% of a paper completed for another course may comprise the overall content of the paper you write for EDRD 831.

Assignments and/or Examinations

I. Article Discussion Leadership – 20% of overall grade
Each student will be responsible for interpreting and engaging her/his peers in discussion around one of the required readings. (See assignment details in syllabus)

II. Term Paper & Presentation – 60% of overall grade
Each student will choose to write one paper from a set of required options focusing on some aspect of adolescent literacy (See options below). Each option will be explained in class and each student will be given individual support in the development of the paper. The choice for individual projects should be based on what has already been accomplished in previous graduate coursework as well as goals that have been set in the doctoral portfolio. The specific nature of each project will be determined through consultation with the professor. Papers should be 15 – 25 pages in length, not including a reference section, and include a title, and logical subheadings. Citations and references should conform to APA style. All students will present a brief oral summary of what they learned and accomplished through the paper during the final class sessions.

II. Conference Proposal – 10% of overall grade
Write a proposal to give either a paper or do a roundtable or poster session at a national or international conference. The focus of the conference should be literacy or related to your field of interest. The proposed paper must include a literacy component. Submit the proposal according to the conference guidelines. You are not required to attend the conference if the proposal is accepted; however, you are strongly encouraged to do so.

IV. Class Participation – 10% of overall grade
Students are expected to attend all classes and participate actively. If an absence is necessary, please discuss it with the professor.

Grading

Assignment	Due Dates	Point Value
Term Paper & Presentation	**2/18 – form and topic** **4/8 -- 1st complete draft** **4/29 - final draft** **4/29 & 5/6 - presentations**	**60**
Article Discussion Leadership	**As assigned by professor**	**20**
Conference Proposal & Submission	**Rolling dates depending on conference proposal submission deadlines**	**10**
Class Participation	**Each class session**	**10**
	TOTAL	**100 pts**

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

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A   = 93% - 100%        93 -100 pts
A-  = 90% - 92%         90 – 92 pts
B+  = 87% -  89%        87 – 89 pts
B   = 80% -  86%        80 – 86 pts
C   = 79% -  60%        79 – 60 pts
F   = 59%-   lower      59 – fewer pts
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*Written assignments will be submitted electronically. Redrafted assignments must include tracked changes.

PROFESSIONAL DISPOSITIONS

See https://cehd.gmu.edu/students/polices-procedures/

CLASS SCHEDULE

Session	Topic	Assignments Due
1. **1/28**	Course Introduction & Requirements	Bring copy of syllabus to class
2. **2/4**	The Landscape of Adolescent Literacy	IRA (2012) Carnegie Council on Advancing Adolescent Literacy (2010)
3. **2/11**	The Landscape of Adolescent Literacy	Faggella-Luby, Ware, & Capozzoli (2009) Moje, Overby, Tysvaer, & Morris (2008)
4. **2/18**	Disciplinary & Content Literacy	Shanahan, T., & Shanahan, C. (2012) Brozo, et al. (2013) **ADL**
5. **2/25**	Disciplinary & Content Literacy	Dunkerly-Bean & Bean (2016) Goldman et al. (2016) **ADL**
6. **3/4**	Consultations on Term Papers	
3/11	**SPRING BREAK – NO CLASS**	

7. **3/18**	Multiliteracies in the Everyday Lives of Youth	Clarke & Besnoy (2010) Alvermann et al (2012) Skerret & Bomer (2011) **ADL**
8. **3/25**	Struggling & Diverse Adolescent Readers	Greenleaf & Hinchman, (2009) Faggella-Luby et al. (2012) Brozo (2009) **ADL**
10. **4/1**	Struggling & Diverse Adolescent Readers	Janzen (2008) Tatum (2008) **ADL**
11. **4/8**	Adolescents and Writing	Applebee & Langer (2011) Gillespie et al. (2014) **ADL**
12. **4/15**	Adolescents and Writing	Schwartz (2015) Dredger et al. (2010) **ADL**
13. **4/22**	Individual Consultation on Term Papers	
14. **4/29**	**Presentation of Term Projects**	**Term Papers due**
15. **5/6**	**Presentation of Term Projects**	**Term Papers due**
16. **5/13**	**TBA**	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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: http://cehd.gmu.edu/values/.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

ARTICLE DISCUSSION LEADERSHIP

Assignment

The purpose of this assignment is to provide you the opportunity to read, analyze, and interpret the research articles from the course readings for your peers. You will work with a colleague from class on this assignment.

Completion Procedures

1. Identify one article over which to lead discussion. The article should be taken from the course readings and must not be one already assigned. There will be no overlap.

2. Read, analyze, and format its presentation around the following aspects of the article:

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

3. 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.

4. PowerPoint slides, overheads, and/or handouts should accompany the article presentations and discussions.

6. Article discussion leaders should plan 30 minutes for their article discussions.

Evaluation

Article discussants will be evaluated based on (a) how well they planned and coordinated 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 discussants used engaging techniques for bringing all students into critical conversation about the article.

Research Project/Paper

The purpose of this assignment is to provide you the opportunity to conduct a scholarly exploration of an area of interest in adolescent literacy. A report will be written as a result of your exploration.

1. Identify an issue/aspect of adolescent literacy to research

This should be something that concerns/interests you at the present time. It may be related to something that has evolved out of your teaching experience, or it may be something that has piqued your interest from the course readings.

2. Seek Knowledge

There are many sources for acquiring information about your research concern. First and foremost, review the related literature. Consult journals, books, year-books, etc.

3. Plan and Implement Research

Based on your research concern, plan specific steps to carry out with groups or individuals. To refine your plan, it's helpful to pose questions that the research might answer or form hypotheses to be confirmed or disconfirmed.

Your research might involve trying out strategies, administering criterion tasks, meeting with students, teachers, administrators for interviews, gathering verbal reports, administering interest and attitude scales, and/or observing students within genuine learning contexts.

4. Reflect on Research Results

In this phase you should gather all the data related to your research concern and make interpretations relative to your research questions/hypotheses. All interpretations and assertions should be supportable by the data.

Another important aspect of the reflection phase of research is to consider the implications of the findings. Focus your attention on how the research has contributed to you as a researcher, how the results might contribute to our knowledge in the field, and direction future research might take by you and/or others.

The research report should be written according to the following sections:

- **Research Question and Rationale**
- **Review of Literature**
- **Research Design**
- **Findings**

- **Discussion and Implications**

The paper should be at least 15 to 25 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.

Research Proposal Paper

The purpose of this assignment is to provide you the opportunity to propose a research study of an area of interest in adolescent literacy.

1. Formulate a research question that is simply stated and clear. This question should be related to adolescent literacy and that concerns or interests you at the present time. Be sure to discuss why an answer to your particular research question is worth seeking; in other words, what would it mean in terms of the advancement of our knowledge of literacy and literacy practices.

2. Review the literature likely to address this question. The information gleaned from your sources should support the need for further research on the question, whether in the form of replication/refinement of previous studies or new directions of inquiry based on previous work.

3. Formulate your research design by including the following information:

- description of subject(s)
- description of all materials and how they would be utilized
- description of any instruments you would use, such as checklists, surveys, naturalistic assessments, written protocols, etc. and how they would be used
- thorough discussion of the procedures you would use to collect data and what would be required of your subject(s)
- how you would evaluate and interpret data

Be sure to thoroughly describe exactly what the subject(s) would do over the course of the study. For instance, if you design a quasi-experiment you will need to specify how the activities of the "treatment/intervention" group differ from the "control" group. Be very clear here.

4. Discuss the implications of your potential findings. Speculate on what it would mean if your data pointed in one direction versus another. Focus your discussion on implications relative to the advancement of knowledge about literacy and literacy practices.

5. Include a complete list of references in correct APA format.

6. Append all appropriate materials.

The research proposal should be written according to the following sections:

- **Research Question and Rationale**
- **Review of Literature**
- **Research Design**
- **Potential Implications**

The paper should be at least 15 to 25 double-spaced pages in length excluding references and appendices. You are also required to give a short presentation of your work to the class.

Problematizing Practice Paper

The purpose of this assignment is to provide you the opportunity to problematize conventional thinking about instructional practices in adolescent literacy practices. What are the so-called "givens" in adolescent literacy? What strategies and practices have become instructional folkways. Even where evidence might exist for certain practices, can they still be challenged with counter-evidence and scholarly opinion? These are the central questions guiding the production of this paper.

1. Identify such a strategy or practice widely advocated in adolescent literacy. Do not be afraid to take on the "experts."

2. Describe it and provide its justification from research and/or scholarly opinion.

3. Explore and describe challenges to the strategy or practice from alternative evidence using research and scholarly opinion.

4. Conclude by deciding based on contravening evidence whether the strategy or practice should be modified or capitulated.

The paper should be at least 15 to 25 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.

Adolescent Literacy Policy Paper

The purpose of this assignment is to provide you the opportunity to advocate a set of policies related to an issue in adolescent literacy based on evidence. What areas of adolescent literacy are receiving too little attention or being neglected by policy makers? This is the central question to guide the production of this paper.

1. Identify an issue in adolescent literacy. This is an objective description of a problem or concern.

2. Offer a perspective on the issue. A perspective requires taking a position on the problem or concern (e.g., advocacy for literacy supports for adolescent males or for immigrant youth)

3. Provide research support and scholarly opinion in evidence to support the perspective.

4. Lay out a set of policy recommendations tied to the evidence that could be followed by relevant players in the field (e.g., local, state, national politicians; local, state, national education officers)

The paper should be at least 15 to 25 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.

Critique of Theory Paper

In Gary Thomas's 1997 article in the *Harvard Educational Review* he makes a provocative argument against the use of theory in educational inquiry. This perspective seems nearly heretical to most education scholars as well as doctoral students of education. And yet, each theory must be given a full and continuous critique to ensure its viability. Karl Marx is purported to have said, "Practice without theory is blind, theory without practice is sterile." But how do we know if a theory is "sterile"? That is the central question to guide the production of this paper.

1. Identify a popular theory framing adolescent literacy scholarship today.

2. Describe the theory and the perspective of its advocates.

3. Review the theory through a practical lens and critique its value. Are practices of adolescent literacy directly relatable to the theory? To what extent has the theory been "field tested" in the real world? How has it fared? In spite of the reputation and conviction of the owner(s) of a theory, do not be afraid to take on the "experts".

4. Propose a research agenda that could (further) test the viability of the theory as a guide to practice. Also, think about how the theory might be modified to create a closer match to practice and, consequently, be more influential.

The paper should be at least 15 to 25 double-spaced pages in length excluding references. You are also required to give a short presentation of your work to the class.

REQUIRED COURSE READINGS

Alvermann, D.E., Marshall, J. D., McLean, C. A., Huddleston, A. P., Joaquin, J., &
Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and
skill development. *Literacy Research and Instruction*, *51*(3), 179-195.

Applebee, A., & Langer, J. (2011). *The National Study of Writing Instruction: Methods
and procedures*. Albany, NY: Center on English Learning & Achievement.
Retrieved from
https://www.albany.edu/cela/reports/NSWI_2011_methods_procedures.pdf

Brozo, W.G. (2009). Response to intervention or responsive instruction? Challenges and
possibilities of response to intervention for adolescent literacy. *Journal of
Adolescent & Adult Literacy*, *53*, 277-281.

Brozo, W., Moorman, G., Meyer, C. & Stewart, T. (2013). Content area reading and
disciplinary literacy. A case for the radical center. *Journal of Adolescent & Adult
Literacy*, *56*(5), 353–357.

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. Retrieved from
https://www.carnegie.org/media/filer_public/8c/8d/8c8dfd82-b5fc-4bb9-8bd1-
bb262175eaf4/ccny_report_2010_tta_agenda.pdf

Clarke, L.W., & Besnoy, K. (2010). Connecting the old to the new: What "technology-
crazed" adolescents tell us about teaching content area literacy. *The Journal of
Media Literacy Education*, *2*(2), 47-56.

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, *2*(2), 85-101.

Dunkerly-Bean, J. & Bean, T.W. (2016). Missing the savoir for the connaissance:

    Disciplinary and content area literacy as regimes of truth. *Journal of Literacy*

    Research, *48*(4), 448-475.

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.

Faggella-Luby, M.N., Ware, S.M., & Capozzoli, A. (2009). Adolescent literacy—

    Reviewing adolescent literacy reports: Key components and critical questions.

    Journal of Literacy Research, *41*(4), 453-475.

Gillespie, A., Graham, S., Kiuhara, S., Hebert, M. (2014). High school teachers' use of

    writing to support students' learning: A national survey. *Reading and Writing*,

    27(6), 1043-1072.

Goldman, S.R., Britt, M.A., Brown, W., Cribb, G., George, M., Greenleaf, C., Lee, C.D.,

    Shanahan, C. & Project READI (2016). Disciplinary literacies and learning to

    read for understanding: A conceptual framework for disciplinary literacy.

    Educational Psychologist, *51*(2), 219–246.

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*, 4-13.

International Reading Association. (2012). *Adolescent literacy: A position statement of the International Reading Association*. Retrieved from http://www.reading.org/Libraries/resources/ps1079_adolescentliteracy_rev2012.pdf

Janzen, J. (2008). Teaching English language learners in the content areas. *Review of Educational Research*, *78*(4), 1010–1038.

Moje, E. B., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review, 78*(1), 107-154.

Schwartz, L.H. (2015). A funds of knowledge approach to the appropriation of new media in a high school writing classroom. *Interactive Learning Environments*, *23*(5), 595-612.

Shanahan, T., & Shanahan, C. (2012). What is disciplinary literacy and why does it matter? *Topics in Language Disorders*, *32*(1), 7-18.

Skerrett, A., & Bomer, R. (2011). Borderzones in adolescents' literacy practices: Connecting out-of-school literacies to the reading curriculum. *Urban Education*, *46*(6), 1256-1279.

Tatum, A.W. (2008). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. *Harvard Educational Review*, *78*(1), 155-180.

GUIDELINES FOR REQUIRED COURSE READINGS

Be prepared for class discussion with each required course reading by being able to:

1. Articulate the point of the article; what motivated the author to write the piece; why was the research conducted?

2. Describe the main points the author makes in the article

3. Describe the basic steps of the research process employed by the author

4. Raise questions, doubts, and challenges based on the article

5. Articulate how the knowledge gained from the article contributes to your own scholarship and professionalism

ADL READINGS

Adams, A. E. & Pegg, J. (2012). Teachers' enactment of content literacy strategies in secondary science and mathematics classes. *Journal of Adolescent & Adult Literacy, 58*(2), 151-161.

Ajayi, L. (2015). Vocabulary instruction and Mexican–American bilingual students: How two high school teachers integrate multiple strategies to build word consciousness in English language arts classrooms. *International Journal of Bilingual Education and Bilingualism*, *18*(4), 463-484.

Andermann, E., Andrezejewski, C, & Allen J. (2011). How do teachers support students' motivation and learning in their classrooms? *Teachers College Record*. *113*(5), 969–1003.

Arya, D.J., & Maul, A. (2012). The role of the scientific discovery narrative in middle

school science education: An experimental study. *Journal of Educational Psychology*, *104*(4), 1022-1032.

Barth, A.E., Tolar, T.D., Fletcher, J.M., & Francis, D. (2014). The effects of student and text characteristics on the oral reading fluency of middle-grade students. *Journal of Educational Psychology*, *106*(1), 162-180.

Berkeley, S., Mastropieri, M.A., & Scruggs, T.E. (2011). Reading comprehension strategy instruction and attribute retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities*, *44*(1), 18-32.

Bok, E. (2013). Multiliteracies and participatory learning in English language learner's fanfiction writing. *Foreign Language Education*, *20*(4), 1-28.

Brozo, W.G. (2006). Tales out of school: Accounting for adolescents in a literacy reform community. *Journal of Adolescent & Adult Literacy*, *49*(5), 410-418.

Brozo, W.G., & Mayville, M. (2012). Reforming secondary disciplinary instruction with graphic novels. *New England Reading Association Journal*, *48*(1), 11-21.

Brozo, W.G., Sulkunen, S., Shiel, G., Garbe, C., Pandian, A., & Valtin, R. (2014). Reading, gender, and engagement: Lessons from five PISA countries. *Journal of Adolescent & Adult Literacy*, *57*(7), 584-593.

Bugg, J.M., & McDaniel, M.A. (2012). Selective benefits of question self-generation and answering for remembering expository text. *Journal of Educational Psychology*, *104*(4), 922-931.

Cantrell, S.C., Almasi, J.F., Carter, J.C., Rintamaa, M., & Madden, A. (2010). The

impact of a strategy based intervention on the comprehension and strategy use of struggling adolescent readers. *Journal of Educational Psychology*, *102*(2), 257-280.

Cantrell, S.C., & Carter, J.C. (2009). Relationships among learner characteristics and adolescents' perceptions about reading strategy use. *Reading Psychology*, *30*(3), 195-224.

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.

Cervetti, G., & Pearson, P.D. (2012). Reading, writing, and thinking like a scientist. *Journal of Adolescent & Adult Literacy*, *55*(7), 580-586.

Cervetti, G., Bravo, M., Hiebert, E., Pearson, P.D., & Jaynes, C. (2009). Text genre and science content: Ease of reading, comprehension, and reader preference. *Reading Psychology*, *30*, 487–511.

Colby, S.R. (2009). Contextualization and historical empathy seventh-graders' interpretations of primary documents. *Curriculum and Teaching Dialogue*, *12*(1&2), 69–83.

Commission on Reading of the National Council of Teachers of English. (2008). *On reading, learning to read, and effective reading instruction: An overview of what we know and how we know it*. Urbana, IL: National Council of Teachers of English. Retrieved from http://www.ncte.org/positions/statements/onreading

Diakidoy, I-A, Mouskounti, T., & Ioannides, C. (2011). Comprehension and learning from refutation and expository texts. *Reading Research Quarterly*, *46*(1), 22-38.

Englert, C. S., Mariage, T. V., Okolo, C. M., Shankland, R. K., Moxley, K. D., Courtad, C., Jocks-Meier, B. S., O'Brien, J. C., Martin, N. M., Chen, H.-Y. (2009). The learning-to-learn strategies of adolescent students with disabilities: Highlighting note taking, planning, and writing expository texts. *Assessment for Effective Intervention*, *34*(3), 147-161.

Fang, Z., & Pace, B.G. (2013). Teaching with challenging texts in the disciplines. *Journal of Adolescent & Adult Literacy*, *57*(2), 104-108.

Fang, Z., & Wei, Y. (2010). Improving middle school students' science literacy through reading infusion. *The Journal of Educational Research*, *103*, 262-273.

Fulmer, S.M., D'Mello, S.K., Strain, A., & Graesser, A.C. (2015). Interest-based text preference moderates the effect of text difficulty on engagement and learning. *Contemporary Educational Psychology*, *41*(1), 98-110.

Gillis, V. (2014). Disciplinary literacy: Adapt not adopt. *Journal of Adolescent & Adult Literacy*, *57*(8), 614-623.

Goldman, S.R. (2012). Adolescent literacy: Learning and understanding content. *Literacy Challenges for the 21st Century*, 22(2), 89-116. Retrieved from http://www.projectreadi.org/wp-content/uploads/2014/10/GoldmanFOC_2012.pdf

Graham, S. & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. Retrieved from https://www.carnegie.org/media/filer_public/9d/.../ccny_report_2010_writing.pdf

Guthrie, J.T., Klauda, S.L., & Ho, A.N. (2013). Modeling the relationships among

reading instruction, motivation, engagement, and achievement for adolescents. *Reading Research Quarterly*, *48*(1), 9–26.

Haneda, M. (2014). From academic language to academic communication: Building on English learners' resources. *Linguistics and Education*, *22*(1), 126-135.

Hebert, M., Gillespie, A., & Graham, S. (2013). Comparing effects of different writing activities on reading comprehension: A meta-analysis. *Reading and Writing*, *26*(1), 111-138.

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*, 512–545.

Jun, S.W., Ramirez, G., & Cumming, A. (2010). Tutoring adolescents in literacy: A meta-analysis. *McGill Journal of Education*, *45*(2), 219-238.

Klingner, J.K., Boardman, A.G., Eppolito, A.M., & Schonewise, E.A. (2012). Supporting adolescent English language learners' reading in the content areas. *Learning Disabilities: A Contemporary Journal*, *10*(1), 35-64.

Lee, C.D., & Spratley, A. (2010). *Reading in the disciplines: The challenge of adolescent literacy*. New York: Carnegie Corporation. Retrieved from https://www.carnegie.org/media/filer_public/88/05/880559fd-afb1-49ad-af0e-e10c8a94d366/ccny_report_2010_tta_lee.pdf

Lockhart, T., & Soliday, M. (2016). The critical place of reading in writing transfer (and beyond): A report of student experiences. *Pedagogy*, *16*(1), 23–37.

Loveless, T. (2015). *The 2015 Brown Center Report on American Education: How well*

are American students learning? Retrieved from,

http://www.brookings.edu/~/media/research/files/reports/2015/03/bcr/2015-brown-center-report_final.pdf

Melinee, L.K. (2014). Policy, pedagogy, and research: Three issues affecting content area literacy courses for secondary-level teacher candidates. *Literacy Research and Instruction*, *53*(1), 50-71.

Moje, E. B. (2015). Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise. *Harvard Educational Review*, *85*(2), 254–279.

Nokes, J. D. (2010). Observing literacy practices in history classrooms. *Theory and Research in Social Education, 38*(4), 515-544.

Paige, D. D. (2011). Engaging struggling adolescent readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading proficiency, comprehension, and academic achievement. *Reading Psychology*, *32*(5), 395-425.

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