

# INDEX

## A

- Academic vocabulary, 136
- Accountable talk, 15–17; active forms of, 80; critical or creative thinking through discussion, 16–17; digital and media fluency, 17–19; elaborate phase, 71–72; engage phase, 71; peer discussion, 16; progress monitoring, 77–78; represent phase, 73–74; respond phase, 71; revisit phase, 73–77; synthesizing reading, 77; used to make sense of a text, 16; using to interpret data, 71–78
- Adolescent learning, 25–26; vision of, 166–167
- Adolescent literacy, 1–22; prepared adolescent, 3–8; twenty-first-century classroom, 1–3
- Adolescent reading difficulties, 131–151; *See also* Supported Literacy Intensive tutorials; concluding segment, 148; conferring with other teachers, 145; dysfluent reading, 133–134; Edward puzzle, 131–132; indicators of difficulties, 134; indicators of student’s growth, 150; limited vocabulary, 133–134; observing, 138; phonemic awareness, 133–134; phonemic awareness lesson segment, 146–147; phonics lesson segment, 147; phonics skills, 133–134; progress, demonstrating, 150–151; recommendations to content area teacher, 145; recommendations to reading teacher, 144–145; sight word lesson segment, 148; sight word vocabulary, 133–134; student’s grade levels, 144; student’s individual reading profile, 144; student’s strengths/weaknesses, 143–144; Supported Literacy intensive tutorials, 140–148; weak comprehension, 133–134; weak foundation reading skills, 133–134
- America’s Perfect Storm: Three Forces Changing Our Nation’s Future* (ETS), 3–4

## B

- Beckham, David, 4
- Black Boy* (Wright), 96
- Blogs, 10, 16, 153; and building of literacy, 97; defined, 2; using to learn content, 62
- Bogus or Believe It? statements, 79, 152, 184
- Bogus or Believe It? value line, 82, 153

## C

- Capital, movements of, 4
- Carbon flux, 73
- Carbon flux process cards, sample, 72

- Change, group planning to support, 119–120
- Clear vision, developing/articulating, 173–174
- Climate Change unit lesson outline, 56–57
- Cognitive disabilities, teaching a novel to students, 118
- Collaboration, 154; effective, 6–7; ethical, 7
- Collaboration and communication phase, 6; “How Far Would You Go to Fit In?” unit, 93
- Collaborative curriculum design, 165–168
- Communication: effective, 6; “How Far Would You Go to Fit In?” unit, 93
- Comparison and contrast: Anna’s essay, 128–129; elaborate phase, 125–126; engage phase, 121–122; Kevin’s essay, 129; represent phase, 128; respond phase, 122–123; revisit phase, 126–128; as text pattern, 11; using the Meaning-Making Cycle to teach, 121–128; verbal, interactive scaffolding during the respond phase, 123–124; as a way to organize writing, 14
- Comprehension strategies, 135
- Computer-supported collaborative learning (CSCL) tools, 18
- Conceptual understanding, 6; “How Far Would You Go to Fit In?” unit, 93
- Conferencing about students’ reading needs, 145
- Content, synthesizing, 78
- Content areas, and critical thinking conversations, 17
- Content inquiry, teaching writing as tool for, 113–115
- Creative thinking, 7; “How Far Would You Go to Fit In?” unit, 93
- Creative writing activities: and critical thinking, 114
- Critical consumers of Internet data, 79–82; elaborate phase, 80–81; engage phase, 79; multiliteracies, using to evaluate solutions to global warming, 83–85; progress monitoring, 82; represent phase, 81–82; respond phase, 80–81; revisit, 81–82; social action, considering, 85
- Critical inquiry, 5, 85; multiliteracy tools for, 153
- Critical thinking, 6; and creative writing activities, 114; “How Far Would You Go to Fit In?” unit, 93
- Curriculum unit, structuring, 95–96

## D

- Data: making inferences from, 76
- Decodable text, 149
- Diagnostic Assessments of Reading-2 (DAR-2), 144

Digital and media fluency, 17–19; compose with digital and media tools, 19; represent complex concepts in multiple ways, 19; sort, categorize, and attribute information, 19

Digital and multimedia tools, 158, 199–201; and collaboration/communication, 7; using to engage students, 59–62

Discourse of science, 85

Discourses, 10

Discussion, as a tool/medium for engaging a prepared adolescent, 17

Dysfluent reading, 133–134, 137–138; and Meaning-Making Cycle process, 138

## E

E-book readers/devices, 143

E-mail, 16, 153

Education Development Center, Inc. (EDC), xiii

Educational Testing Service (ETS), 4

Effective collaboration and communication, 6

Elaborate phase, 200–201; accountable talk/graphics, 71–72; comparison and contrast, 125–126; critical consumers of Internet data, 80–81

Electronic text (e-text), 199

Engage phase, 200; accountable talk/graphics, 71; comparison and contrast, 121–122; critical consumers of Internet data, 79

Essential questions, 26, 167; “How Far Would You Go to Fit In?” unit, 92, 94, 185–190; “Understanding Climate Change” unit, 54, 181–184; “War and Families” unit, 33

Ethical collaboration, 7

Ethical mind, 7

Exploratory writing, 113

## F

Facebook, 5

Fiction, preparing students for inquiry into, 120–121

Fiction unit, 87–115

*First Crossing: Stories About Teen Immigrants* (Gallo), 170

Fishbowl format, 1–2

Fluency, 137

Fossil fuels, formation/combustion of, 72

Foundation Science: Earth Science Curriculum Project, 53–54

Friendster, 5

## G

Gates, Bill, 18

*Global Imperative, A: The Report of the 21st Century Literacy Summit* (New Media Consortium), 4

Globalization, challenges/opportunities presented by, 4–5

Google Earth, 19

Gradual release, 43

Graphics, using to interpret data, 71–78

Gray Oral Reading Tests (GORT-4), 144

Greenhouse effect, 64; elaborate phase, 66–67; engage phase, 64; light energy, 64, 68–69; represent phase, 70; rereading, 70; respond phase, 64, 66; revisit, 68, 70; visualizing a reading about, 66

Group writing, 41, 97, 114

*Gulliver's Travels*, 114

## H

“How Far Would You Go to Fit In?” unit, 130, 155; and adolescents with moderate disabilities, 118; assessment, 94; collaboration and communication phase, 93; conceptual understanding, 93; creative thinking, 93; critical thinking, 93; curriculum unit, structuring, 95–96; essential questions, 92, 94, 185–190; lesson outline, 94–95; lesson topics, 95; Meaning-Making Cycles, 92; multiliteracies, 93; outcomes for, 93; pre-assessment writing assignment, 96; teaching and learning resources, 92–93; twenty-first-century outcomes, 93–94; vision of adolescent learning, 92

## I

Inferences, from data, 76

International Reading Association (IRA), 34

Internet, 10

## J

Journal prompts, embedding comprehension strategies in, 170–171

Journaling, 30, 98–100, 113; progress monitoring, 103–104; using to comprehend a reading, 98–100

## K

Knowledge Forum, 18

## L

Lack of fluency, 137–138

Landscapes (British Broadcasting Center), 19

Leadership, for Supported Literacy, 172–176; arranging for/provide ongoing professional development, 174–175; clear vision, 173–174; engaging in monitoring and evaluation, 175–176; engaging in planning and providing resources, 174; responding effectively to emerging concerns/issues, 176

Light energy, 68–69; following the path of, 65

Limited vocabulary, 133–134, 136–137; academic vocabulary, 136; identifying, 137; words specific/not specific to a content area, 136–137

Literacy, as core area of competence, 8

Literacy Leadership Team, 174–175

Literacy skills, 5  
 Literacy tools, 2  
 “Living model” of Supported Literacy: adolescent learning, vision of, 166–167; assessments of student understanding, 172; essential questions, 167; Meaning-Making Cycles, 168–170; teaching and learning resources, 170–171; twenty-first-century outcomes, 171  
 Lynne, Gillian, 7

## M

Matsuzak, Daisuke (Dice K), 5  
 Meaning: elusiveness of, 12; using oral language activities to build, 101–104; writing to build and express, 12–15  
 Meaning-Making Cycles, 27–31, 89, 157–158; body of research, 28; deep understanding, building, 28; defined, 28; elaborate phase, 125–126; embedding assessment within, 158; engage phase, 121–122; integration of multiliteracy tools, 52; multiliteracies supporting, 29–30; represent phase, 128; respond phase, 122; revisit, 126–128; teaching multiliteracies within, 31; teaching with, 46; using to support professional learning, 160–162; using to teach comparison and contrast, 121–128  
 Metacognition, 30  
 Metacognitive awareness, 11  
 Millennials, 5  
 Misconceptions, 63  
 Motivations, 63  
 Multiliteracies: benefits of using for science inquiry, 85–86; benefits of using to learn history or literature, 46–47; challenges of using, 41; and content, 53; “How Far Would You Go to Fit In?” unit, 93; teaching within the Meaning-Making Cycle, 30; using to synthesize readings, 36–41  
 Multiliteracy, as core area of competence, 8  
 Multiliteracy skills, explicit instruction in, 42; teaching, 43; understanding areas of, 154  
 Multiliteracy tools, 6  
 Multimedia tools, 10; and Meaning-Making Cycle, 200–201  
 Multiple literacies, 10  
*My Brother, My Sister, and I* (Watkins), 24, 162  
 MySpace, 5

## N

NAEP Persuasive Writing Assessment, 109  
 National Adolescent Literacy Coalition (NALC), 8  
 National Assessment of Education Progress (NAEP), 109  
 National Council of Teachers of English (NCTE), 34  
 National Institute of Child Health and Human Development (NICHD), 9

Nativism, 12; defined, 2  
 New literacy research, 10  
 No Child Left Behind legislation, 9  
*No Place to Be a Child: Growing Up in a War Zone* (Garbarino/Kostelny/Dubrow), 46  
 Nonstandardized diagnostic tests, 142, 192  
 Norm-referenced tests, 142

## O

Online discussion environments, 16  
 Open Space, 18  
 Oral language activities: to build meaning, using, 101–102; with second language learners, 103

## P

People, movements of, 4  
 Phonemic awareness, 133–134, 140; lesson segment, 146–147  
 Phonics skills, 133–134, 139–140  
 Photoshop, 18  
 Podcasts, 10, 153; using to learn content, 62  
 Poor foundation reading skills, *See* Weak foundation reading skills  
 Popular culture, movements of, 4–5  
 PowerPoint, 18, 153  
 Prepared adolescent, 3–8; accountable conversations, 15–17; conceptual understanding, 6; creative thinking, 7; critical thinking, 6; effective collaboration and communication, 7; multiliteracies, 19–20; putting vision into practice, 21–22; reading for deep understanding, 11–12; writing to build and express meaning, 12–15  
 Professional community, building, 120  
 Professional development program features, 155–156; building teaching community, 155; connecting with the classroom, 155; employing different strategies, 156; focusing on results, 156; focusing on subject matter, 155; setting clear goals, 155; valuing teachers’ expertise and experience, 155  
 Professional learning community, 154  
 Progress monitoring, 63, 77–78, 82, 94, 103–104  
 Protein Explorer, 19

## R

Reading assessment, 191–192; Assessment and Support for Struggling Adolescent Readers (table), 195; cutoff criterion, determining, 194; group/individual profiles, developing, 196; individual diagnostic testing, conducting, 194–196; screening all students, 194; steps in, 193–197; supplementary and intensive instruction, planning, 196  
 Reading for deep understanding, 11–13; critical thinking about text, 12; organization of text, 11;

- snapshot, 13; strategic reading, 11; word meaning, building, 12
- Reading difficulties, *See* Adolescent reading difficulties
- Reading specialists, 139, 141
- Represent phase, 201; accountable talk/graphics, using to interpret data, 73–74; comparison and contrast, 128; critical consumers of Internet data, 81–82; greenhouse effect, 70; Meaning-Making Cycles, 128
- Rereading, 70
- Respond phase, 200; critical consumers of Internet data, 80–81; greenhouse effect, 64, 66; Meaning-Making Cycles, 122; science literacy, 61
- Results That Matter: 21st Century Skills and High School Reform* (Partnership for 21st Century Skills), 4
- Revisit, 201
- River City Project, 19
- ## S
- Sample carbon flux process cards, 72
- Schoolwide approach to reading difficulties, 193–198; assessment system, 193–197; tutorial teachers, training, 197–198
- Science literacy, 48–86; accountable talk/graphics, using to interpret data, 71–78; blogs, 63; classroom close-up, 48–49; and climate change, 50–53; Climate Change unit lesson outline, 56–57; critical consumers of Internet data, on climate change, 79–82; digital and multimedia, 59–62; elaborate phase, 61; engage phase, 59–60; greenhouse effect, visualizing a reading about, 64; inquiry cycles, 52; literacy tools for science inquiry, 57–58; misconceptions, 63; motivations, 63; multiliteracies, benefits of using for science inquiry, 85–86; multimedia messages, 60; organizing climate lessons around inquiry process, 58; peer discussion, 62; podcasts, 63; progress monitoring, 63; regional temperatures, influences on, 68; respond phase, 61; revisit, 62; teaching science multiliteracy skills, 53; Understanding Climate Change unit, 53–56; visualization, using to comprehend a science reading, 66
- Science/technology, movements of, 4
- Seminar series, 156–165; competencies adolescents need for learning/work, 157; digital and multimedia tools, 158; embedding assessment within Meaning-Making Cycle, 159; literacy tools, 157; Meaning-Making Cycles, 157–158; teacher identification of reading difficulties, 159; theme of, 160
- Shared leadership, 154
- Shared vision, 154–156; of student competencies, 154
- Sight word lesson segment, 148
- Sight word vocabulary, 133–134, 139
- Signature practice, 152
- Skin I'm In, The* (Flake), 87–89, 96–102, 106–112, 114, 116–117
- Social action, considering, 85
- Special education students: cognitive disabilities, teaching a novel to students with, 118; comparison and contrast, using the meaning-making cycle to teach, 121–128; fostering critical thinking in every classroom, 129; “How Far Would You Go to Fit In?”, unit 116–118; meaning making with, 116–130; moderately disabled students, benefits for, 130; preparing students for inquiry into fiction, 120–121; struggling students, supporting, 124; transforming the teacher’s teaching, 118–129
- Standardized diagnostic tests, 141–142, 192
- Supported argument essay, features of, 44
- Supported argument writing, using to synthesize interpretations, 106–109
- Supported Literacy: in action, 152; designing lessons, 158; developing a “living model” of, 166–172; engaging the whole school in, 152–178; global level, 177–178; providing leadership for, 172–176; and school reform communities, 177; and struggling adolescent learners, 159; and your school, 177
- Supported Literacy framework, 8–10, 23–47, 151, 153; classroom close-up, 23, 42; components of, 8, 25–33; evolution of, 176–178; in literature, 33–46; multiliteracies identified by, 10; professional learning community, 154; schoolwide approach, 152–178; shared leadership, 154; in world history, 33–46; and writing development, 89–92
- Supported Literacy in science, *See* Science literacy
- Supported Literacy Intensive, defined, 151
- Supported Literacy Intensive tutorials, 140–148; *See also* Adolescent reading difficulties; decodable text, 149; features of an effective tutorial, 148–150; inside, 142–143; ongoing assessment of students progress, 149–150; scheduling, 196–197; tutorial size, grouping, and frequency, 148–149; your perspective on tutorials, 150
- Supported Literacy professional development approach: collaborative curriculum design, 165–168; journal prompts, embedding comprehension strategies in, 170–171; Meaning-Making Cycles, 168; phases of, 156–168; pre-lesson, 169; seminar series, 156–165; student understanding, assessments of, 172; teacher brainstorming session, notes from, 168–169; teaching and learning resources, 170; twenty-first-century outcomes, 171–172
- ## T
- Teacher community: shared vision of, 155–156
- Teacher-generated indicators of productive discussions, 161

*Teens, Technology, and Literacy: Or Why Bad Grammar Isn't Always Bad* (Braun), 93, 97

Three-Tier Model, 141

Tier 1, 140

Tier 2, 140–141

Tier 3, 141

*Tough Choices, Tough Times: The Report of the New Commission on the Skills of the American Workforce from the National Center on Education and the Economy* (NCEE), 4

Tutorial teachers: identifying, 196–197; training, 197–198

Twenty-first-century classroom, 1–3

Twenty-first-century outcomes, 171–172; “How Far Would You Go to Fit In?” unit, 93–94; “Understanding Climate Change” unit, 54; “War and Families” unit, 34

## U

“Understanding Climate Change” unit, 53–56, 113; adolescent learning, vision of, 54; assessment, 56; essential questions, 54, 181–184; Meaning-Making Cycles, 54; outcomes for, 55; teaching and learning resources, 54; twenty-first-century outcomes, 54

## V

Visual texts, 8, 14

Visualization, using to comprehend a science reading, 66

## W

“War and Families” unit, 23–24, 32, 33–35, 42; assessment, 34; essential questions, 33; Meaning-Making Cycles, 33; outcomes for, 35; resources for teaching and learning, 34; twenty-first-century outcomes, 34; vision of adolescent learning, 33

“War and People” unit, 113, 135, 136

Watkins, Kawashima, 24

Weak comprehension, 133–136; background knowledge, 135–136; comprehension strategies, 135

Weak foundation reading skills, 133–134, 138–140; phonemic awareness, 140; phonics skills, 139–140; sight word vocabulary, 139

Web quests, 10

Wikibooks, 18

Wikipedia, 18

Wikiquote, 18

Wikis, 18, 199

Word meaning, building, 12

World Music Web site (*National Geographic*), 19

Writing, 97; blogs, and building of literacy, 97; to build and express meaning, 12–15; Christina’s essay, 111–112; clear writing, 14; to comprehend texts, 13–14; effective writing instruction in supported literacy, features of, 90; final unit assessment, 94, 108–109; group writing, 41, 97, 114; “How Far Would You Go to Fit In?” unit, 92–94; journaling, 98–100, 113; oral language activities to build meaning, using, 101–102; oral language activities with second language learners, 103; participation challenges, 104–105; scoring guideline, 109–111; synthesizing interpretations, 106–109; teaching, 91; teaching to understand text, 87–115; to think critically about content, 14; to think critically and creatively about content, 113–114; as tool for content inquiry, 113–115; to understand texts, 113; using to support changes in practice, 163–165; writing clearly for varied purposes and audiences, 114–115; writing development, 89–92

*Writing and School Reform* (National Commission on Writing), 89

*Writing Next* (Graham/Perin), 89





















