Auburn University

College of Education

Department: Department of Curriculum & Teaching

Course Title: Developmental Reading, K-12

Course Number: CTRD 6700/06 RD 1

Course Credit: 3 hours

Semester: Fall 2017

Instructor: Mary Jane McIlwain, PhD

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Office Hours: Mondays, Tuesdays; 1:00-3:00 & by appointment

Schedule: Face to face/Synchronous Participants:

Tuesdays, 6:00-8:00

Asynchronously (see posting schedule in

Attendance section)

Classroom: Face to face: LRC, HC 3400

Online

Prerequisite: Admission to teacher education

**Catalog Description**

Developmental Reading K­12 addresses how to guide students' literacy development as they progress through the developmental stages throughout the elementary and secondary school curricular years. Theoretical and research foundations for a balanced approach to reading assessment and instruction are reviewed. Our emphasis will be on explicit instruction in which teachers explain strategies in simple language, model strategies by dramatizing how to solve reading problems, arrange carefully graduated reading practice, and assess progress to keep reading challenging rather than frustrating.

**Texts**

Pinnell, G. S. & Fountas, I. C. (2017). The Continuum of Literacy Learning, Grades PreK-8—A

Guide to Teaching. Heinemann, Portsmouth, NH. Expanded edition.

Various articles located on Canvas

**Course Goals**

Those who successfully complete the requirements of CTRD 6700/ 6706 will demonstrate a basic understanding of:

* Readers' general course of literacy development, and specific ability to recognize words, in terms of stages or phases that suggest past achievements and present challenges.
* Theories and models of oral and written communication and of language and literacy development, which help us understand the complexity and diversity of language and communication learning with children of varying learning needs.

**To apply this knowledge, students will be able to:**

* Design explicit lessons that include developmentally appropriate explanations, modeling that reveals how a strategy is carried out, simplified practice allowing every student to succeed, extended practice reading connected text, and valid assessment that reveals learning and provides direction for further instruction.
* Give book talks and read aloud illustrated storybooks with a manner and pace that communicates with young children and encourages interaction and learning.
* Teach phoneme awareness lessons that enable beginners to recognize phonemes in spoken words.
* Teach letterbox lessons that help children learn useful correspondences and read unfamiliar words.
* Teach explicit phonics lessons that give beginners decoding tools to unlock the identities of words and add them to their sight vocabularies.
* Scaffold oral reading in decodable text to help novice readers learn words, gain fluency, comprehend stories, and enjoy reading.
* Teach fluency lessons involving repeated readings of decodable text, and encourage students to read voluntarily.
* Guide readings of children's literature and encourage students' aesthetic responses to reading.
* Teach semantically related vocabulary words to students in ways that establish their meanings for use in comprehension and expression.
* Teach explicit comprehension lessons that give students strategies for learning from challenging text.
* Use text structures and high­level questioning to guide students' reading of expository text.
* Help students use writing to study and remember the content of expository text.
* Select and administer tests to assess students' reading ability, identify possible causes of reading breakdown, and determine instructional goals.

**COURSE REQUIREMENTS**

**Attendance**

This course is offered in a variety of ways giving students options from which to choose. First, we meet face to face on Tuesdays from 6:00-8:00. Distance students can Zoom in during that time for synchronous participation or they can view the recorded session and participate asynchronously. Face to face students and distance students will participate in the same discussion board, making initial posts to readings before 6:00 each Tuesday and then responding to one another after class by Thursday, extending our conversation. Each new module will open on Wednesday. These posts will mark attendance for the semester. Class attendance and engaged participation are essential to achieving the goals of this course. Excused absences are defined in the AU Bulletin: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). If your absence is excused, any assignment will be due the following weekday and will begin to incur late penalties on the second weekday unless you provide daily updates of continuing excusing information.

**Grading Plan**

Semester grades will be calculated by determining the percentage of the total number of available points. The final grade for the course is based on the following:

90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

Please note that this is only a plan; point totals for course achievements may change during the course of the semester if assignments are added or deleted.

Course Assignments: All timelines and due dates are included in the schedule of

readings, located towards the end of the syllabus.

* **Weekly Discussion and Discussion Posts (20%)**

Students will post a 3-part discussion based on the readings for each week using the following format and deadlines:

*Initial Post* to be posted by Tuesday evening by all students: The initial post is to include:

1. A synthesis paragraph connecting and applying the readings.
2. A critique paragraph of the articles’ strengths and limitations.
3. A discussion prompt to which other students will respond.

Face to face and synchronous distance students will not need to post again.

*Second Post* to be posted by Thursday, midnight by asynchronous distance students: Each student will respond to one of the discussion prompts provided in a colleague’s initial post. Response should show growing knowledge an awareness of various perspectives.

*Third Post* to be posted by Sunday, midnight, by asynchronous distance students: Each student will validate, critique and extend the thoughts shared in response to their discussion prompt.

* **Case Study Project (30%)**

Each graduate student will target one PK-12th grade student to assess and teach (thus collecting additional assessment data) to create a case to present to the class. If any graduate student cannot access a PK-12th grade student, then a mock case will be provided and a slightly different lesson planning expected. The case study project involves 6 steps that align with the schedule of topics throughout the course.

* **Initial assessment and write up:** Students will conduct the assessments studied that are most applicable to the age and developmental stage for the targeted student (writing, word knowledge, oral reading/fluency, comprehension) and write up the analysis according to the guidelines provided in class.
* **Word work lesson:** Students will plan and conduct a theoretically sound word work lesson, teach this lesson, record informal observations throughout the lesson, and reflect on the lesson. A scaffold for this work will be provided.
* **Guided reading lesson:** The student will repeat the above sequence for a guided reading lesson that integrates two pillars of instruction based on the student’s needs (phonological awareness, phonics, fluency, vocabulary, comprehension).
* **Interactive read aloud lesson:** The student will repeat the above sequence for an interactive read aloud lesson integrating comprehension and oral language needs (vocabulary, structures and/or academic language).
* **Independent activities:** The students will describe three independent activities for three student needs in three separate pillars of instruction (phonological awareness, phonics, vocabulary, fluency, comprehension). At least one should be tried and observations recorded.
* **Final presentation:** Students will organize the artifacts from the above bullets into a developmental case to be presented to the class so we get a sense of the different developmental stages in PK-12 and how individual strengths and needs can be addressed. A template for the organization and presentation of the final case study will be provided.
* **Annotated Bibliography (25%)**

Each student will research a literacy topic from class discussions (topics stated on the class schedule). *Since this class focuses on literacy from PK-12, the topic must address literacy learners in this age range.* The research needs to draw from multiple sources (including library resources (see below the suggested list of literacy related journals) and assigned in-class readings) and address your understanding of the literacy needs of the diverse families and children. Details about the project will be provided and discussed in class. Criteria for evaluation will be based on the bullets below. Each student will also make a 5-minute informal class presentation on her/his topic to the class via Vlog or synchronously.

* *Introduction and thesis statement:* a one page, single spaced, detailed synthesis statement that explains the overall message in the articles and how they relate and support each other
* *Annotated Articles:* 10 related, peer-reviewed research articles and provide annotated bibliographic information for each. A template for this information will be provided.
* APA style & mechanics
* **Self Study Project (15%)**

Self-study is “teachers’ systematic and critical examination of their actions and their context as a path to develop a more consciously driven mode of professional activity” (Samaras & Freese, 2006). Self-study as a habit of mind may facilitate our (professors/teachers and pre-service teachers) conscious understanding of how the AU Educate Alabama standards come together to empower professionals who ensure high quality teaching and learning no matter the context. In other words, self-study may influence individual teacher efficacy—“a teacher’s belief system and confidence in his or her ability to promote students’ learning” (Samaras & Freeze, 2006). There is a four-step process to this project highlighted below, which is further detailed in the Self Study Project Guide located in Canvas-Assignments. You will ***submit ONLY the mind map and cover sheet.*** The steps are only meant to guide you to that product.

* **Develop three focused question(s**) about your practice using the altered Educate Alabama grid below (one question for each knowledge domain represented—content, teaching and learning, diversity).
* **Determine data sources:** (Your data sources are actually built into the course requirements.)
* Pre-course sketch & reflection (completed in module 1)
* Early, mid, and end course Educate Alabama questions
* On-going Case Study Project
* ADL responses
* Thoughts while working through the Annotated Bibliograhy
* Post-course sketch & reflection
* **Data collection & analysis:**
* Decide how to house data for ongoing review & analysis:
* Begin collecting and reviewing data and reform questions; document your thinking
* Document of how you reform your Self-Study questions on chart at mid/end of semester
* Continue collecting and reviewing data and documenting your thinking
* Look across/analyze all data before final reflection.
* **Final reflection (Tell your story!):**
* Synthesize your growth and understanding of your knowledge and practice based on your questions
* Develop a digital mind map that includes texts and images and that connects your thinking across the three questions. Websites will be provided in Canvas.
* Present SS to class & turn in digitally w/ cover sheet (found in Canvas-Assignments).
* **Vocabulary Test (10%)**

To ensure students are developing the language of the field and understand vocabulary used to develop shared knowledge among colleagues, there will be multiple choice vocabulary test at the end of the semester. The terms will come from the list found on Canvas—Assignments.

**UNIVERSITY AND COLLEGE POLICIES**

**Participation**

All students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

**Unannounced Quizzes**

There will be no unannounced quizzes.

**Accommodations**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844­2096.

**Academic Honesty Policy**

All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45 am-4:45 pm.

**Calendar of Modules**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topics | Book Chapters, Additional Articles & Mini Lectures | Assignments \*Due |
| 8/29,  Wk 2 | * Historical Perspectives * The Reading Process * Reading Instruction | * Alexander, P. A., & Fox, E. (2004). A historical perspective on reading research and practice. In R. B. Ruddell & N. J. Unrau (Eds.). *Theoretical models and processes in reading (5th edition*) (pp. 33-68). Newark, DE: International Reading Association. * PDF: Chapter 1-2 Reading & Learning to Read Reading Instruction | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun |
| 9/5,  Wk 3 | * Engagement & Motivation * Self-Study | * PDF: Chapter 3 Motivation and Engagement * McCabe, P. (2009). Enhancing self- efficacy for literacy. In W.E. Blanton, & K. Wood, (Eds.), *Literacy instruction for Adolescents,* (pp. 54-76*)*. New York, NY: Guilford Press. (E-reserves). * Taboada, A., Guthrie, J.T., & McRae, A. (2007) Building engaging classrooms. In R. Fink & J. Samuels (Eds.), *Inspiring Reading Success* (pp. 141-166). International Reading Association. * Mini Lecture: Developmental Stages Across 5 Pillars & Self-Study | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Self-Study Questions * Target student |
| 9/12,  Wk 4 | * Assessment | * Stiggins, R & Chapuis (2006). What a difference a word makes… * Stiggins R. (2007). Assessment through the child’s eyes…. * Stahl, K.A.D. (2009). Assessing the comprehension of young children. In S.E. Israel & G. G. Duffy (Eds.). *Handbook of research on reading comprehension* (pp 428-248). New York, NY: Routledge. * Video, Stiggins * Literacy Continuum (LC): pp 363-397 SKIM and connect with the surface structures across the developmental stages | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Begin assessments with target students |
| 9/19,  Wk 5 | * Interactive Read Aloud * Shared and Performance Reading * Gradual Release of Responsibility | * LC: Ch. 1-2; pp. 1-160 * Mini Lecture: Gradual Release of Responsibility * Block, C. C. & Lacina, J. (2009). Comprehension instruction in kindergarten through grade three. In S.E. Israel & G. G. Duffy (Eds.). *Handbook of research on reading comprehension* (pp 494-509). New York, NY: | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Continue assessments |
| 9/26,  Wk 6 | * Writing About Reading/Reader Response * Writing * Interactive Writing | * LC: pp. 161-222; review pp 363-397 * Mini Lecture: Reader Response & Interactive Writing | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Finish assessments, initial submit to Canvas for feedack |
| 10/3,  Wk 7 | * Oral Language & Word Study * Language and literacy connection * Phonological Awareness | * LC: pp. 325-397 * Helman, L. & Burns, M. (2008). What does oral language have to do with it? Helping young English-language learners acquire a sight word vocabulary. *The Reading Teacher, 62,*14-19. Doi: 10.1598/RT.62.1.2 * Ehri, L.C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading, 92,* 167-188. * Mini Lecture: Phonological Awareness & the Language-Literacy Connection | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Determine annotated bibliography topic and post to discussion * Plan and conduct interactive read aloud or shared reading lesson. Post to Canvas for feedback. |
| 10/10  Wk 8 | * Guided Reading Levels Pre A—D * Differentiating Instruction and Intervention * Emergent Literacy | * LC: pp. 399-433 * Mason, J. M., & Sinha, S. (1993). Emerging literacy in the early childhood years: Applying a Vygotskian model of learning and development. In B. Spodek (Eds.), *Handbook of research on the education of young children* (pp. 137-150). New York, NY: Macmillan. * Snow, C., Burns, S., & Griffin, P. (1998). Preventing reading difficulties before kindergarten. In C. Snow, S. Burns, & P. Griffin (Eds.), *Preventing reading difficulties in young children* (pp. 137-171). National Research Council. * Mini-Lecture: Emergent Literacy and the Language/Literacy Connection & Differentiated Instruction | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Identify 3-5 studies for annotated bibliography |
| 10/17  Wk 9 | * Guided Reading Levels E—I * More on Phonics & Developmental Word Study | * LC: pp. 434-463 * Avalos, M. A., Plasencia, A., Chavez, C., & Rason, J. (2007). Modified guided reading: Gateway to English as a second language and literacy. *The Reading Teacher,* 61, 318-329. * Amendum, Amendum, & Almond (2013). One day I kud not red a book bot naw I can: One English learner’s progress. *The Reading Teacher, 67,* 59-69. Doi:10.1002/TRTR.1183 * Mini Lecture: Developmental Word Study & Looking At Words | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Plan/conduct word study lesson. Post to Canvas for feedback. |
| 10/24  Wk 10 | * Guided Reading Levels J—M * Strategic Action on Continuous Text & Fluency * Text Selection & Text Complexity | * LC: pp. 464-495 * Kuhn, M. (2004). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher, 58 (4),* 338-344. DOI:10.1598/RT.58.4,3 * Hiebert, E. H. (2005). The effects of text difficulty on second graders’ fluency development. *Reading Psychology, 26*, 183-209. DOI: 10.1080/02702710590930528 * Mini Lecture: Strategic Action on Text & Fluency | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Plan and conduct GR lesson with targeted student. Post to Canvas for feedback. |
| 10/31  Wk 11  All on-line | * Guided Reading Levels N—Q * Vocabulary | * LC: 496-529 * Johnston, P. H., Ivey, G., & Faulkner, A. (2011). Talking in class: Remembering what is important about classroom talk. *The Reading Teacher, 64,* 232-237. DOI: 10.1002/TRTR.01033 * Beck, I.L., & McKeown, M.G. (2007). Increasing young low-income children’s oral vocabulary through rich and focused instruction. *The Elementary School Journal, 107*, 506–521. | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * 8 sources for annotated bibliography identified |
| 11/7,  Wk 12 | * Guided Reading Levels R—S * Academic Language | * LC: 530-549 * Kieffer, M. & Leseaux, N. (2010). Morphing into adolescents: Active word learning for English-language learners and their classmates in middle school. *Journal of*   *Adolescent & Adult Literacy*, 54 (1), 47-56.   * Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a Word? Using Content Vocabulary to Generate Growth in General Academic Vocabulary Knowledge. *Journal Of Adolescent & Adult Literacy*, *56*(2), 132- 140.doi:10.1002/JAAL.00114 * Mini Lecture: Academic Language | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Select three appropriate independent response & activities and submit to Canvas for feedback |
| 11/14  Wk 13 | * Guided Reading Levels T—V * Adolescent Literacy | * LC: 550-581 * Gritter, K., Beers, S., & Knaus, R. (2013). Teacher scaffolding of academic language in an advanced placement U.S. history class. *Journal of Adolescent and Adult Literacy*, 56 (5), 409-418 Routledge. * Alvermann. Exemplary Literacy Instruction in Grades 7-12:What Counts and Who’s Counting? * Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer,   M. J., Linan-Thompson, S., & Newman- Gonchar, R. (2014). Teaching academic content and literacy to English learners in  elementary and middle school. (NCEE 2014- 4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: http://ies. | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun |
| 11/20-11/24 Thanksgiving Break | | | |
| 11/28  Wk  14 | * Guided Reading Levels W—Z * The Marzano 9 & the Gradual Release | * LC: 582-629 * Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. *Journal Of Adolescent & Adult Literacy*, 57(7), 565-574. * Allington, R.L. (2002). What I’ve learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers. *Phi Delta Kappan*, 83, 740-747. * Mini Lecture: Marzano 9 & Reading Instruction Along the Gradual Release. | * Initial discussion board post by all, Tuesday @ 6:00 * Follow up postings by asynchronous students Th & Sun * Annotated Bibliography Due |
| 12/5  Wk  15 | Adolescent Literacy | * Casey, H. (2010). Engaging the disengaged: Using learning clubs to motivate struggling adolescent readers and writers**.** In R. Bean, N. Helsey, & C. Roller (eds.), *Preparing Reading Professionals*. Newark, DE: International Reading Association * Kirkland, D. E. (2011). Books like clothes: Engaging young black men with reading. *Journal Of Adolescent & Adult Literacy*, *55*(3), 199-208. doi:10.1002/JAAL.00025 | * Initial discussion board post by all, Tuesday @ 6:00 (Will include draft of case study for peer review) * Follow up postings by asynchronous students Th & Sun * Self Study Project Due * Vocabulary Test |
| 12/14 |  |  | * Revise case study and submit to Canvas as Final |

The professor reserves the right to make changes to the readings schedule.

**Additional Optional Readings:**

**Literacy Birth to Fourth Grade**

Anderson, D. (1994). Role of the reader’s schema in comprehension, learning, and memory. In

R. B. Ruddell (Ed.) *Theoretical models and processes in reading (4th edition)* (pp. 469-482*).* Newark, DE: International Reading Association.

Duke, N. K. (2000). 3.6 minutes per day: The sarcity of informational texts in first

grade.*Reading Research Quarterly, 35,* 202–224.

Flanigan, K. (2006). Daddy, where did the words go? How teachers can help emergent readers

develop a concept of word in text. Reading Improvement, 37-49.

Flanigan, K. (2007). A concept of word in text. *Journal of Literacy Research, 39,* 37-70.

Hammett-Price, L., van Kleeck, A., & Huberty, C.J. (2009). Talk during book sharing between

parents and preschool children: A comparison between storybook and expository book conditions. *Reading Research Quarterly, 44,* 171-194. DOI:10.1598/RRQ.44.2.4

Invernizzi, M. & Hayes, L. (2004) Developmental-spelling research: A systematic imperative.

*Reading Research Quarterly, 39,* 216-228.

Parsons, A.W. (2010-2011). Interactive reading is a SNAP! *Journal of the Virginia State*

*Reading Association, 33*.

Ruddell, R. B., & Ruddell, M. R. (1994). Language acquisition and literacy processes. In R. B.

Ruddell, M. R. Ruddell, & H. Singer (Eds.). *Theoretical models and processes in reading (4th edition)* (pp. 83-103). Newark, DE: International Reading Association.

Stahl, S. A., Duffy-Hester, A. M., & Stahl, K. A. D. (1998). Everything you wanted to know

about phonics (but were afraid to ask). *Reading Research Quarterly, 33(*3), 338-356.

Yopp, H.K. & Yopp, R.H. (2000). Supporting phonemic awareness development in the

classroom. *The Reading Teacher, 54,* 130-143.

Zucker, T.A., Ward, A.E., & Justice, L.M. (2009). Print referencing during read-alouds: A

technique for increasing emergent readers’ print knowledge. *The Reading Teacher, 63*,

62-72. DOI: 10.1598/RT.63.1.6

Adolescent Literacy

Snow, C., & Moje, E. (2010). Why Is everyone talking About adolescent literacy?. *Phi Delta*

*Kappan*, *91*(6), 66-69.

IRA Position Statement on Adolescent Literacy

Goldman, S. (2012). Adolescent literacy: Learning and understanding content. *The Future of*

*Children*, 22 (2), 89-116. Retrieved at

http://futureofchildren.org/futureofchildren/publications/docs/22\_02\_06.pdf

Moje, Dillon, and O’Brien (2000). Reexamining the roles of learner, text and context in

secondary literacy. *Journal of Educational Research*, 93,165-180. Moje, Dillon, and O’Brien (2000). Reexamining the roles of learner, text and context in secondary literacy. *Journal of Educational Research*, 93,165-180.

Biancarosa, G., & Snow, C. (2004). *Reading next—A vision for action and research in middle*

*and high school literacy: A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education

Richardson, A. E. (2010). Exploring text through student discussions: Accountable talk in the

middle school classroom. *English Journal*, *100*(1), 83-88.

In *Meeting the Challenges of adolescent Literacy: Practical ideas for literacy leaders.* Newark,

DE: International Reading Association.