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Engaged literacy for all adolescents

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This presentation will begin with an overview of research conducted across several sections of a graduate course. Participants in this research are graduate teacher educators who are studying reading education. An essential part of their preparation is an awareness and understanding of the complexity of literacy in young adults. The research involved three interactions between each teacher educator and an adolescent learner. The educators' reflections served as data sources. Results showed both teachers and students have similar literacy priorities in their classrooms.

Based on the research, attendees will participate and rotate through a variety of activities, each led by one of the presenters. These will focus on adolescents' engagement with literature and will include textual lineages (Tatum, 2008) and related activities focused on relevant text selection, the importance of relationships, real-life applications for adolescent learners, and a discussion on finding diverse books that could serve as mirrors, windows, and sliding glass doors for readers (McNair, 2016). A closing discussion will be held to share thoughts on the experiences and ideas for classroom applications.