



# Adolescent Literacy: Turning Promise into Practice

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This is the time to think boldly about adolescent literacy. So much of what we know about adolescents and their learning has changed in the last decade, and since then both the world of education and the world at large have become very different places. *Adolescent Literacy* convenes a conversation among today's most important educational thinkers and practitioners to address crucial advances in research on adolescent learning, to assess which of our current practices meets the challenges of the twenty-first century, and to discover transformative ideas and methods that turn the promise of education into instructional practice.

In *Adolescent Literacy* renowned educators Kylene Beers, Bob Probst, and Linda Rief lead twenty-eight of the most important and widely read educators across the country in a conversation about where we are in the teaching of literacy to adolescents and how best to move forward. From researchers to classroom teachers, from long-treasured voices to important new members of the education community, *Adolescent Literacy* includes the thoughts of central figures in the field today.

*Adolescent Literacy* discusses the most provocative issues of our time, including:

- English language learners
- struggling readers
- technology in the classroom
- multimodal literacy
- compelling writing instruction
- teaching in a "flat world"
- young adult literature.

Each of its chapters builds on the previous to create a unified story of adolescent literacy that will help all middle and secondary teachers and administrators envision literacy instruction in exciting new ways. In addition *Adolescent Literacy*'s assessment rubrics for teachers, administrators, and staff developers make it an ideal resource for schoolwide and districtwide professional development, while its accompanying study guide is perfect for small-group

discussions.

Now is indeed the time to create a powerful vision of how to teach adolescents. The research on their learning has reached a critical mass, modern technology has allowed them to engage in a far wider range of literate behaviors than ever before, and their world has become increasingly connected, increasingly competitive, and increasingly polarized. Read *Adolescent Literacy*, consider the thoughts of leading educators, and join a conversation about what it means to teach and learn in this dynamic new environment. And do it soon, because the need to turn education's promise into classroom practice has never been more urgent.

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### Editorial Review

#### About the Author

Kylene Beers, Ed.D., is a former middle school teacher who has turned her commitment to adolescent literacy and struggling readers into the major focus of her research, writing, speaking, and teaching. She is author of the best-selling *When Kids Can't Read/What Teachers Can Do*, co-editor (with Bob Probst and Linda Rief) of *Adolescent Literacy: Turning Promise into Practice*, and co-author (with Bob Probst) of *Notice and Note: Strategies for Close Reading and Reading Nonfiction*, *Notice & Note Stances, Signposts, and Strategies* all published by Heinemann. She taught in the College of Education at the University of Houston, served as Senior Reading Researcher at the Comer School Development Program at Yale University, and most recently acted as the Senior Reading Advisor to Secondary Schools for the Reading and Writing Project at Teachers College. Kylene has published numerous articles in state and national journals, served as editor of the national literacy journal, *Voices from the Middle*, and was the 2008-2009 President of the National Council of Teachers of English. She is an invited speaker at state, national, and international conferences and works with teachers in elementary, middle, and high schools across the US. Kylene has served as a consultant to the National Governor's Association and was the 2011 recipient of the Conference on English Leadership outstanding leader award. Kylene is now a consultant to schools, nationally and internationally, focusing on literacy improvement with her colleague and co-author, Bob Probst.

Robert (Bob) Probst is the author of *Response and Analysis*, he is coeditor (with Kylene Beers and Linda Rief) of *Adolescent Literacy: Turning Promise into Practice*, and coauthor (with Kylene Beers) of *Notice and Note: Strategies for Close Reading*, and *Reading Nonfiction, Notice & Note Stances, Signposts, and Strategies* all published by Heinemann. Bob has also published over one hundred articles, chapters, and monographs in national and international publications. Bob began his teaching career as high school English teacher and then became a supervisor of English for a large district in Maryland. He spent most of his academic career at Georgia State University where he is now Professor Emeritus of English Education. After retiring from Georgia State University, he served as a research fellow for Florida International University. Bob is now a consultant to schools, nationally and internationally, focusing on literacy improvement. He works in schools with his colleague and co-author, Kylene Beers. Bob has served as a member on the Conference on English Board of Directors, an NCTE journal columnist, a member of the national advisory board to American Reading Company, and a member of the NCTE Commission on Reading. In 2004 he was awarded the NCTE's Exemplary Leadership Award, presented by the Conference on English Leadership.

Linda Rief is the author or coeditor of five Heinemann titles, including *Inside the Writer's-Reader's Notebook*, *The Writer's-Reader's Notebook*, *Adolescent Literacy*, *Vision and Voice*, and *Seeking Diversity*, as well as the author of *100 Quickwrites*. She is an eighth-grade teacher at Oyster River Middle School in Durham, New Hampshire, and an instructor in the University of New Hampshire's Summer Literacy Institute. She is also a national and international consultant on issues of adolescent literacy. In 2000 she was the recipient of NCTE's Edwin A. Hoey Award for Outstanding Middle School Educator in the English/Language Arts. Her classroom was featured in the series *Making Meaning in Literature* produced by Maryland Public Television for Annenberg/CPB. Read a *New York Times* article that shows how Linda and Oyster River Middle School are responding to increased high-stakes testing pressures.

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**Mark Johnson:**

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