

Bean, T., & Readence, J. (2002). Adolescent literacy: Charting a course for successful futures as lifelong learners. *Reading Research and Instruction*, 4, 203-210.

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Summary: This review provides a brief history of the adolescent literacy movement, and offers advice to extend the movement. The authors explain globalization and adolescent identity as keys toward facilitating adolescent life-long reading development.

Assumptions:

- Moje (2000) holds that researchers need to examine the connections between the everyday discourses of adolescents and the academic discourses they participate in as part of their school experiences.
- Hinchman (1998) details a case study of three white males and looks at the degree of race, class, and gender evident in their literary expression.
- Stevens (2002) describes the transition from the use of the terms *secondary* and *content reading* to the use of the term *adolescent literacy*.

Results:

- The emphasis on adolescent literacy came into fruition with a volume of research articles organized by Donna Alvermann from University of Georgia. This volume became a vehicle for conceptualizing the role of literacy in the lives of adolescents.
- Under the direction of the International Reading Association, the Adolescent Literacy Commission was formed to help raise awareness about the needs of adolescents. Its 1999 position statement highlights the need for a stronger link between adolescents' out-of-school knowledge and in-school literacy development across content areas.
- The *Journal of Adolescent and Adult Literacy* is a resource for those interested in adolescent literacy.

Conclusions:

- Adolescents and adolescent literacy are areas that need to be further researched, and an appropriate curriculum needs to be developed in these areas.
- So their students can compete globally, schools need to prepare students for the globalized media and technological needs of our ever-changing society.
- Adolescent curriculum should be connected to the adolescents' real life experiences.

Suggestions for Teachers:

- Connect literacy activities to things that students are interested in such as the internet, cell phones, video games, and CD ROMs to make literacy applicable to real life situations and prepare students to compete globally.
- Invite students to reflect about their own situations in order to connect them with what they are reading.

- Make the classroom a safe haven, and read books containing themes that relate to the dilemmas students face in their lives.

Suggestions for Literacy Leaders:

- Recognize the expanded 21<sup>st</sup> century definitions of literacy and support teachers' inclusion of them in literacy instruction.
- Provide resources and support for inclusion of new literacies and media in adolescent literacy curricula.