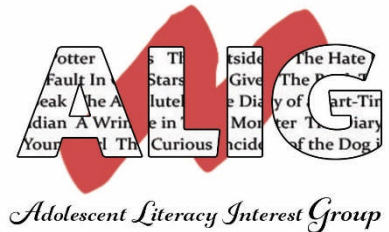


# The Exchange

*A Newsletter of the Adolescent Literacy Interest Group of the  
International Literacy Association*  
Summer/Fall 2019 Volume 31, Issue 1



## Message from the ALIG President Terry McHugh, ALIG President

Greetings literacy friends,

When we last met as an interest group at the ILA Conference in Austin, TX in summer of 2018, we were known as the Secondary Reading Interest Group. As we quickly approach ILA 2019 in New Orleans, I am happy to announce that we have officially become the Adolescent Literacy Interest Group (ALIG). Our name change has been in the making for several years now, having first been discussed among the membership at the ILA conference in St. Louis in 2015.

After additional conversations at subsequent conferences in Boston, MA and Orlando, FL, the name change was formally adopted by our membership. The rationale for the change really rested on two major points. First, incorporating literacy into our group's name better represents our group's full mission. The name change reflects efforts beyond a singular focus on reading. As literacy professionals, we recognize and embrace the importance of writing, speaking and listening. We understand the impact of the no longer "emerging" digital media. These digital literacies are here to stay!

Secondly, changing the name of our interest group better reflects the unique nature of adolescent learners. Our parent organization addressed this unique nature in the ILA's Adolescent Literacy Position Paper (revised 2012). They recognized that:

Adolescents have many opportunities to work with print and nonpoint materials to make meaning and build relationships in their academic and social worlds. Understanding how to best support these students' literacy development is essential.

Adolescents navigate a complex world. Our schools are complex social organizations. Learning is a complex process. Factors such as social-emotional learning, motivation and engagement, growth mindset, identity development, etc. all factor into an adolescent's learning experiences. As educators, we need to be attuned to these factors and address them in our instructional design. I like how one of my (increasingly successful) students put it, "adolescent literacy is a thing!"

So, thank you to the Secondary Reading Interest Group for all that you have accomplished and all that you have meant to members, past and present. To the Adolescent Literacy Interest Group, best wishes on continuing a legacy of professional contributions.

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# Adolescent Literacy Thought Leader Awards 2019

## Conference Session Preview

### Creating a Culture of Literacy: Adolescent Literacy Thought Leader Award Recipients Reflect on Power of Adolescent Literacy

Friday, October 11, 2019 from 4:00 PM - 6:00 PM

New Orleans Ernest N. Morial Convention Center, Room: 276

*We are proud to recognize exceptional contributors to the field of adolescent literacy. On October 11<sup>st</sup>, we will honor our Adolescent Literacy Thought Leaders at the ILA Annual Conference in New Orleans, LA. We are proud to announce this year's honorees.*

## Donalyn Miller and Dr. Carol Santa



**Donalyn Miller**  
Colleyville, TX

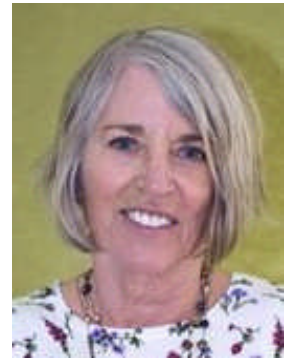
To describe Donalyn Miller as a fierce advocate for independent reading as the means to developing proficient readers would be an understatement. In all her work, Donalyn challenges us to ask whether we are truly instilling lifelong reading habits in our students. Once challenged, she provides us with practical strategies on how to develop, encourage and assess lifelong reading habits. As thousands of educators can attest, her passion for reading is contagious.

Donalyn's professional contributions are as varied as they are numerous. She is the author or co-author of several books about creating engaging and inclusive reading communities for all children, including *The Book Whisperer*, *Reading in the Wild* and *Gamechanger*. She has facilitated the literacy community blog, Nerdy Book Club, and supports numerous literacy-based Twitter chats. Her own Twitter account is a must follow for all the latest on children's and YA books. Her articles about teaching and reading have appeared in publications such as *Education Week*, *The Reading Teacher*, *Literacy Today*, *Educational Leadership* and *The Washington Post*.

Donalyn now travels the globe sharing her expertise and through her presentations, workshops, school visits, publications, and online collaborations helps shape the culture of literacy in countless classrooms and communities.

The Adolescent Literacy Interest Group is proud to award Donalyn Miller the 2019 Adolescent Literacy Thought Leader Award.

**Dr. Carol Santa**  
**Marion, MT**



Dr. Carol Santa has spent a lifetime dedicated to teaching and learning. Her interests in cognitive psychology and neuroscience have informed her education and literacy work, making significant advances in our thinking about adolescent literacy.

Early in her career, Dr. Santa took an action research project by a group of content areas teachers and grew it into Project CRISS, a pedagogical framework that combines powerful literacy-based learning strategies with student-centered metacognitive processes that truly make an impact on student learning.

Dr. Santa served as the President of the International Reading Association (now ILA) when our parent organization issued its groundbreaking Adolescent Literacy Position Paper in 1999. Under her leadership, the emerging field of adolescent literacy was solidified.

Dr. Santa is also the co-founder of the Montana Academy, a therapeutic boarding school for struggling teenagers. Montana Academy recognizes the need to engage students' sense of self to enable them to feel competent, an important concept for all adolescents.

The Adolescent Literacy Interest Group is proud to award Dr. Carol Santa the 2019 Adolescent Literacy Thought Leader Award.

## **Adolescent Literacy Thought Leader Award Recipients**

### **2015**

Doug Buehl, Wisconsin  
Carol Jago, California  
Jeff Wilhelm, Idaho

### **2017**

Judith Irvin, Florida  
Cris Tovani, Colorado

### **2016**

Doug Fisher, California  
Nancy Frey, California

### **2018**

Kelly Gallagher, California  
Donna Alvermann, Georgia

Nominate a future Adolescent Thought Leader with [the online nomination form!](#)

# Spark a Culture of Reading: Building Students' Reading Identities through Relevance, Equity and Access

Carol Jago, ALIG President-elect



In an interview with Michiko Kakutani shortly after he left office, President Barack Obama said, “When so much of our politics is trying to manage this clash of cultures brought about by globalization and technology and migration, the role of stories to unify—as opposed to divide, to engage rather than to marginalize—is more important than ever.”

We affect children’s lives by what we say about books, by what we offer students to read, by the books we surround them with, by what they see us doing and not doing. Teachers make a difference. We must decide the kind of difference we want to make.

Later in the interview President Obama asserted that reading fiction helped him to imagine what was going on in other people’s lives. He went on to explain:

There’s been the occasion where I just want to get out of my own head. Sometimes you read fiction just because you want to be someplace else. There’s something particular about quieting yourself and having a sustained stretch of time that is different from music or television or even the greatest movies.

And part of what we’re all having to deal with right now is just a lot of information overload and a lack of time to process things. So, we make quick judgments and assign stereotypes to things, block certain things out, because our brain is just trying to get through the day...

I think that what one of the jobs of political leaders going forward is, is to tell a better story about what binds us together as a people. And America is unique in having to stitch together all these disparate elements—we’re not one race, we’re not one tribe, folks didn’t all arrive here at the same time. What holds us together is an idea, and it’s a story about who we are and what’s important to us.

No less should our classrooms be held together by an idea: the establishment of a cohesive community of readers. Within this community it is the responsibility of the teacher to foster an atmosphere of decency, fairness, and intellectual safe haven. It is a place where students say interesting things and then have those ideas challenged. It is an environment where readers demand peers offer evidence in support of their views, a culture where controversy may rage but respect for one another triumphs.

Though teenagers have many other things going on in their lives—football practice, math tests, Saturday night—members of a thriving community of readers are always on the lookout for something to read. After all, what if your plans for Saturday night fall apart? A second responsibility of the teacher, the community elder, is to maintain the pipeline of books, providing easy access to a dizzying collection of titles new and old, classic and contemporary. Without having to be told, students talk to one another about what they are reading, sliding books across the table to a friend with a note, “I think you’ll like this.”

The third responsibility of the teacher is to select the books the community will read in common. Consulting with colleagues as well as with the community itself about these titles only makes good sense. Few mayors declare their One City One Book selection without careful consultation with pertinent stakeholders. These books become part of the community's shared history. They offer a context for conversations about issues young members of the community are keen to explore but hesitant to raise. Fictional characters are invaluable facilitators of dialogue concerning delicate topics.

While this kind of a classroom environment cannot come into being automatically, a community of readers can be developed. This is a strategy. Not in the oft-misused sense of a strategy as a quick-fix trick but an approach to teaching that a general rather than a junior officer would employ. That is, a strategy that dictates the objective and charts the course the campaign, or community, will follow.

Creating a community of readers is work worth doing. Whilst the community will have its own momentum, the teacher can define or reset the preferences at any point. It is a genuinely creative endeavor, one that encourages growth in both teacher and in students.

The best thing about teaching is that it matters. The hardest thing is that it matters every day.

**Carol Jago** has taught English in middle and high school for 32 years and is associate director of the California Reading and Literature Project at UCLA. She served as president of the National Council of Teachers of English and has published many books with Heinemann including *The Book in Question: Why and How Reading Is in Crisis*. Carol is the President-elect of the Adolescent Literacy Interest Group.

## Keys to a Culture of Literacy: Equity, Access, Relevance, and Joyful interaction

Adolescent Literacy Interest Group Treasurer Julie Scullen penned an article in the July/August issue of the ILA's *Literacy Today*, in which she addresses factors necessary to build a culture of literacy within our schools. Scullen writes:

“A lasting culture of literacy isn't created with contests and rewards and it isn't measured in test scores. It's about equity, access, relevance, and joyful interaction. It's about enthusiasm and a commitment by all staff—not just the English language arts (ELA) teachers—to ensure that all students have a text in their hands that they are excited to read. Staff must value student choice as well as believe in the power of reading beyond the traditional, one-size-fits-all definition.”

Julie's full article, [“Keys to a Culture of Literacy,” can be accessed at ILA's \*Literacy Today\*.](#)

**Julie Scullen** is a teaching and learning specialist for secondary reading in the Anoka-Hennepin School District in Minnesota, working with teachers of all content areas to foster literacy achievement. Julie is the Treasurer of the Adolescent Literacy Interest Group.



## Adolescent Literacy Institute Preview

Each year, the Adolescent Literacy Interest Group is proud to host an ILA Institute Day session at the ILA Conference, focusing on the needs of adolescent learners and those who teach them. This year, we have a very special program planned with exceptional presenters set to guide our learning for the day. We look forward to sharing ideas and information from the institute session in a future issue of *The Exchange*.

### ***Spark a Culture of Literacy: Build Positive Adolescent Reading Identities Through Relevance, Equity, and Access***

**Thursday, October 10, 2019: 8:00 AM - 4:00 PM**  
New Orleans Ernest N. Morial Convention Center, Room: 292

Literacy leaders strive to build literacy communities based on excitement and joy, yet teachers and literacy leaders face disinterested, distracted, and dormant adolescent readers in an instructional environment often directed by testing and regimented curriculum. Engage with rising and established literacy leaders to learn tips and protocols for building positive reading identities among adolescent students, teaching relevant strategies, and creating middle and high school classrooms driven by equity, opportunity, and cultural access. Leave inspired, recharged, and ready to be a game changer.

*Presenters include Julianne Scullen, Cornelius Minor, Donalyn Miller, Carol Jago, Julia Torres, Minjung Pai*

**INTERNATIONAL  
LITERACY  
ASSOCIATION**

**INSTITUTE DAY AT #ILA19**

**Thursday, October 10 | 8:00 AM–4:00 PM**

### **INSTITUTE 08**

**Spark a Culture of Literacy: Build Positive  
Adolescent Reading Identities  
Through Relevance, Equity, and Access**

**Julianne Scullen, Cornelius Minor, Donalyn Miller, Carol Jago,  
Julia Torres, Minjung Pai & Terry McHugh**

## Adolescent Literacy Takes Center Stage at #ILA19 in New Orleans!

There are many sessions at the upcoming ILA 2019 Conference in New Orleans that will be of interest to those focused on adolescent literacy. Your friends at ALIG have compiled this list of adolescent literacy focused sessions to make your search through the ILA program a bit easier. *Compiled by Julie Meltzer, Adolescent Literacy Interest Group Past-President and current Membership Chair.*

### The program for Friday, October 11, is jam packed with sessions focusing on adolescent literacy:

- *Coaching Middle School Students into Great Conversations About Books 11:00-12:00 (1 hour) Rm 277*
- *Personal Narrative Writing in Middle School 11:00-12:00 (1 hour) Rm 280*
- *Closing the Gap with Classics: Teaching Challenging Literature and Graphic Novel Adaptations in Tandem 11:00-12:00 (1 hour) Rm 294*
- *Adolescent Literacy: Engagement Within and Outside the Disciplines 11:00 am-2:00 pm (3 hours) Rm 275*
- *Rethinking Literature Circles: Defining Roles for Critical Inquiry of Multicultural and Political Texts 1:00-2:00 (1 hour) Rm 283*
- *Revolutionizing the Canon: Disrupting Dominant Narratives in a High School English Classroom 3:00-4:00 (1 hour) Rm 286-287*
- *Let Them Talk: Using Structured Discussions to Promote Academic Language and Literacy 3:00-4:00 (1 hour) Rm 283*
- *Create a Thriving Culture of Literacy: Presenting Authors Whose Books Help Students Find "Self" as Characters and Readers Share Similar Life Issues 3:00-4:00 (1 hour) New Orleans Theater B*
- *Initiating the Conversation: Text Sets for Anxious Teens 3:00-4:00 (1 hour) Rm 296*
- *Creating a Culture of Literacy: Adolescent Literacy Thought Leader Award Recipients (Donalyn Miller and Dr. Carol Santa) Reflect on the Power of Adolescent Literacy 4:00-6:00 (2 hours) Rm 276*
- *What's "Good" English Teaching? Exploring the Relationship Between Disciplinary Literacy and Social Justice 5:00-6:00 (1 hour) Rm 397*

### Check out these adolescent literacy themed sessions on Day 2 of the conference, Saturday, October 12:

- *Constructed and Deconstructed Inferences: Visual Literacy and Communication in the 21st Century 9:00-10:00 (1 hour) Rm 297*
- *A School Filled with Readers: How the Principal, Literacy Coach and Teachers Change a School's Reading Culture 9:00-10:00 (1 hour) Rm 286-287*
- *Books Build Bridges: Using YA Literature to Support Social Emotional Learning in Middle School 11:00-12:00 (1 hour) Rm 289*
- *Visualize, Create, Record: A Technology-Based Creative Writing Collaboration between Middle School Students and a Local Author 11:00-12:00 (1 hour) Rm 286-287*
- *The Literacies of "Making" Social Change: Engaging Youth Participatory Action Research In-School to Expand Adolescent Literacies 11:00-12:00 (1 hour) Rm 276*
- *Who Reads the World: Building and Using Secondary Classroom Libraries That Reflect and Grow Our Students 11:00-12:00 (1 hour) Rm 388*
- *Not Averse to Verse: Using Novels in Verse to Engage English Language Learners 11:00-12:00 (1 hour) Rm 295*
- *Close Reading: Building Purpose, Collaboration and Community in the 6-12 Classroom 1:00-2:00 (1 hour) Rm 276*
- *Empowering Readers: Affinity Group Book Clubs That Affirm Student Identities 1:00-2:00 (1 hour) Rm 289*
- *What We Read Matters: Using YA Literature as an Agent for Change 5:00-6:00 (1 hour) Rm 388*
- *Reading Aloud Beyond the Carpet Years: Supporting and Sustaining Middle Grade and Secondary Readers 5:00-6:00 (1 hour) Rm 296*



## Visit ALIG's Newly Redesigned

## Web Site

[Adolescentliteracyinterestgroup.org](http://Adolescentliteracyinterestgroup.org)

Adolescent literacy resources, newsletter archive, membership information, and more...

## Adolescent Literacy Interest Group Officers 2019~20

### President

Terry McHugh  
Middle School Teacher, IL  
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### President-Elect

Carol Jago  
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Twitter @CarolJago

### Secretary

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### Treasurer

Julie Scullen  
Teaching and Learning Specialist, MN  
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### Membership

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### Past President

Debra Franciosi  
Director, Project CRISS  
Gr 6 & 7 English Teacher, OR  
[dfranciosi@projectcriss.com](mailto:dfranciosi@projectcriss.com)



*Adolescent Literacy Interest Group*

## ALIG Membership

Joining the Adolescent Literacy Interest Group is very easy. Simply access your online [ILA account](#) and add ALIG on your [membership account page](#).

**Renewing your ILA membership soon?** Be sure to add the Adolescent Literacy Interest Group as a Special Interest Group selection.

**Not a member of ILA?** Join now and add ALIG to your membership.

Your \$10 annual dues keep things going! Expenses associated with an ALIG session, the newly redesigned ALIG website, special recognition, and plaques for the Adolescent Literacy Thought Leader Awards all come from our members' dues. At \$10/per year it is a bargain! You get to be part of a network of likeminded professionals, support the work of the ALIG and get all communication related to the ALIG, *The Exchange* newsletters, and access to resources. Remember, you must be an ILA member to be a member of the ALIG.

Please share information about ILA and ALIG with adolescent literacy professionals you know and encourage them to join.





## Regular Meeting of the Secondary Reading Interest Group of the International Literacy Association

Saturday, July 21, 2018  
4:00 P.M. – 6:00 P.M.  
Convention Center: Theater – 10 AB  
Austin, TX

### Call to Order:

#### Introduction of 2016-2018 Officers

- President – Debra Franciosi
- President Elect – Terry McHugh
- Secretary – Kathy Galvin
- Treasurer/Membership Chair – Julie Meltzer
- Past President – Julie Meltzer

#### Old Business

- Approval of Minutes from July 2017 meeting in Orlando
- Treasurer's Report
- Communication
  - ✓ Website: <http://secondaryreadinginterestgroup.com/>
  - ✓ Twitter: @adoleslit
  - ✓ Facebook – Secondary Reading/Adolescent Literacy Interest Group
  - ✓ Newsletter
- Membership
  - ✓ Membership forms shared with audience
- Name Change: Adolescent Literacy Interest Group
- Adolescent Literacy Thought Leader Awards
  - ✓ Criteria for the Adolescent Literacy Thought Leader Award
    - Thought Leadership
    - Significant continuing service and impact to the field of Adolescent Literacy
  - ✓ Nomination forms shared with the audience

#### New Business

- Membership process changes coming
- Discussion of proposal to add an Executive Board position
- Motion made and approved to add the position of Membership Chair to the Executive Board.
- Vote on the 2018-2020 officers
  - President – Terry McHugh
  - President Elect – Carol Jago
  - Secretary – Kathy Galvin

- Treasurer – Julie Scullen
- Membership Chair – Julie Meltzer
- Passing of the gavel to new President
- Introduction of the 2018 Adolescent Literacy Thought Leader Award recipients:  
Donna Alvermann and Kelly Gallagher

## **Close of Business**

### **SRIG Session – The two-hour session focused on the 2018 recipients of the Thought Leader in Adolescent Literacy Award: Donna Alvermann and Kelly Gallagher**

#### **Donna Alvermann**

This year's conference theme, "Be a Changemaker", focused on ILA leaders' insights on what they know and what they still need to learn about readers and writers to effectively support their literacy development. In keeping with this theme, Alvermann's presentation, "From Change Maker to Challenge Taker: A Literacy Project for You and Me," shared with session participants how she was pulling together her experiences as both researcher and teacher to revamp her online new literacies course, to reflect findings on broadening the modes of communication in language and literacy education. Current research on how sound allows us to hear, listen, and write also provided the impetus for Alvermann to personally move from change maker to challenge taker as she shared her music lessons as an attempt to answer the call for action in teaching adolescent literacy using critical silent reading in a digital era.

#### **Kelly Gallagher**

How do you plan for responsive teaching in the ELA classroom? Gallagher asked teachers to bring responsive teaching into their classrooms by creating classes where all students actively read, write, study, create, and share every day. In order to do this, he stressed the need to respond to student learning by planning, not just ahead of time, but planning for what we as teachers can't yet know and varying our plans as we study the work of our students.

Ideas were shared on how to plan for responsive teaching in the English Language Arts classroom by bringing relevancy into the content thus increasing student interest, engagement, and achievement. Gallagher encouraged session attendees to find time in their curricula to provide students with multiple opportunities for the reading and writing of poetry by either weaving poems into existing units or creating a stand-alone unit of poetry study. Interactive classroom poetry activities, used to help students discuss timely and important issues relevant and responsive to their interests, were presented.

Drawing for Prizes

Adjournment: President Terry McHugh adjourned the meeting at 6:00 p.m.

Respectfully submitted,

Kathy Galvin, Secretary

Note: This is the final session held as the Secondary Reading Interest Group, beginning in 2019 SRIG will change its name to the Adolescent Literacy Interest Group (ALIG).

**Find us online!**

<https://www.adolescentliteracyinterestgroup.org>

Facebook: <https://www.facebook.com/AdolescentLiteracy/>

Twitter: @AdolesLit