

What Adolescent Readers Need:

- Sustained experiences with diverse texts in a variety of genres and offering multiple perspectives on real life experiences. Although many of these text will be required by the curriculum, others should be self-selected and of high interest to the reader. Wide independent reading develops fluency, builds vocabulary and knowledge of text structures and offers readers the experiences they need to read and construct meaning with more challenging texts. Text should be broadly viewed to include print, electronic, and visual media.
- Conversations/discussions regarding texts that are authentic, student initiated, and teacher facilitated. Such discussion should lead to diverse interpretations of a text that deepen the conversation.
- Experience in thinking critically about how they engage with texts:
 - When do I comprehend?
 - What do I do to understand a text?
 - When do I not understand a text?
 - What can I do when meaning breaks down?
- Experience in critical examination of texts that helps them to:
 - Recognize how texts are organized in various disciplines and genre
 - Question and investigate various social, political, and historical content and purposes within texts.
 - Make connections between texts, and between texts and personal experiences to act on and react to the world.
 - Understand multiple meanings and richness of texts and layers of complexity

Source: "A Call to Action: What We Know About Adolescent Literacy and Ways to Support Teachers in Meeting Student's Needs." The National Council of Teachers of English. May 2004. 7 Jan. 2008
<<http://www.ncte.org/about/over/positions/category/read/118622.htm>>.