



Literacy Insights: A Curated Collection of Academic Articles

TEACHING AND READING COMPLEX TEXTS

This collection of *Journal of Adolescent & Adult Literacy (JAAL)* articles and resources explores the challenges associated with teaching and reading complex texts at the secondary and college levels, offering strategies for teachers to effectively teach and prepare students for these complex texts to ensure the success of all students.

Articles

Choi, M., & Todaro, J.N. (2022). [From considerate to challenging texts: A four-tiered text approach to thematic reading](#). *Journal of Adolescent & Adult Literacy*, 65(6), 457–467.

A four-tiered approach to reading instruction (foundational, expansion, opposing point-of-view, and expert's point-of-view) progressively builds upon a reader's background knowledge in order to improve comprehension and engagement with complex texts.

Glasswell, K., Madda, C.L., & Glasswell, N. (2022). [Redesigning reading in and for the disciplines](#). *Journal of Adolescent & Adult Literacy*, 66(2), 122–133.

Paired Wide Reading fosters collaborative engagement as partners read together a diverse range of texts centered around a specific topic.

Theriault, J.C. (2022). [College students' conceptualizations of academic reading: What metaphors suggest about the important role of purpose in college reading and learning](#). *Journal of Adolescent & Adult Literacy*, 66(1), 15–22.

Metaphor analysis reveals how students perceive academic reading, illustrating the importance of teacher clarity regarding reading purposes and the need to create reading assignments that align with those purposes.

Additional Resources

[A Four-Tiered Text Approach to Thematic Reading with Dr. Choi and Dr. Todaro](#) [YouTube]

[Four-Tiered Text Approach with Dr. Choi & Dr. Todaro](#) [JAAL Podcast]

[Paired Wide Reading with Dr. Glasswell](#) [JAAL Podcast]

[Reading Metaphors With Dr. Theriault](#) [JAAL Podcast]

Discussion Starters

- What challenges do students face when it comes to reading complex texts, and how might educators help scaffold students' background knowledge to support active engagement with such texts?
- How might metaphor analysis be used to better understand students' views of academic reading, and what are some implications of this approach for instructional design?
- How might the four-tiered approach to reading instruction proposed for adult learners be adapted and integrated with instructional innovations like Paired Wide Reading (PWR) to support literacy learning in high schools, and what challenges or opportunities might arise in this process?

Share your thoughts with colleagues around the world by posting them to the [Literacy Teaching and Learning discussion group on LinkedIn](#).