

## **Pedagogical Possibilities of Content Area Classrooms**

*WOW Stories: Connections from the Classroom* is excited to present our second issue featuring recipients of Worlds of Words Global Literacy Communities grants. These grants were funded by the Longview Foundation for World Affairs and International Understanding, an organization that has been helping young people in the United States learn about world regions and global issues since 1966.

In this issue the Willamette Valley Literacy Community shares their work using global and multicultural literature with middle and high school students in a variety of content areas. We begin with an overview and a description of the theoretical framework used by this literacy community in a vignette written by Marie LeJeune and Tracy Smiles. Next, Jennifer Hart Davis describes integrating global literature and science in a unit on water in an eighth grade Earth Science classroom. Eryn Willow helps her seventh and eighth grade students use literature circles and text sets to explore post-war Afghanistan. Mariko Walsh introduces her ninth grade language arts students to other cultures through literature circles with multicultural and global young adult literature. Finally, Mallory Marquet works with sixth grade struggling readers as they complete a global biography project.

As you read this issue of *WOW Stories: Connections from the Classroom*, think about how you connect students of all ages with literature in ways that promote intercultural understandings. Consider sharing your innovative practices by submitting a vignette to *WOW Stories*. We are interested in descriptions of interactions with literature in classrooms and libraries at preschool through graduate levels. [See our call for manuscripts and author guidelines for more information.](#)

Janine M. Schall

Editor, *WOW Stories: Connections from the Classroom*

### **Examining Adolescents' Literate Lives**

By Marie A. LeJeune and Tracy Lynn Smiles

As former teachers of adolescents, we are fully aware of the multi-faceted, complex, and often messy nature of adolescents' literate lives and identities. We are also aware that we are *former* teachers of adolescents and that in the span of the several years since we have left our middle and high school classrooms, adolescents' lives, identities, and literate practices have exploded with the advent of new digital literacies and social networking platforms such as blogging, texting, Facebooking, Tweeting, etc. Additionally, today's secondary students are more culturally and linguistically diverse than they have ever been, both in their own backgrounds as well as within the