TEACHING MCCARTHY'S *ALL THE PRETTY HORSES* IN THE (TEXAS) HIGH SCHOOL ENGLISH CLASSROOM

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Abstract: The following article recommends Texas high school English teachers to select *All the Pretty Horses* (McCarthy, 1992), the critically acclaimed, best-selling novel by Cormac McCarthy, as a reading option for students. Set in rural Texas and Mexico, *All the Pretty Horses* provides an engaging reading experience that would likely connect to the lives of many Texas high school students. In addition to the rural setting and bilingual dialogues, the novel offers relatable teenage characters with diverse cultural, socioeconomic, and linguistic backgrounds similar to the diverse student populations in Texas schools. The novel also addresses developmentally appropriate themes including independence, identity, and career. Likewise, students with various reading levels will be able to comprehend the text. The present article discusses how *All the Pretty Horses* is an example of a relevant, accessible, and high-interest text for adolescents. In addition, the article provides high school teachers with suggestions for meaningful literacy activities that correspond to Boardman and colleagues' (2008) five central components of adolescent literacy.

Keywords: adolescent literacy instruction, high-interest literature, popular fiction literature, high school English curriculum

As literacy educators, we recommend that high school English teachers, especially those in Texas, utilize Cormac McCarthy's All the Pretty Horses (1992) in their classrooms, as the novel is a relevant, accessible, and high-interest text for adolescents. The settings of Texas and Mexico can provide an immediate draw for Texas students in particular. Awarded both the National Book Award and the National Book Critics Circle Award, the best-selling novel has earned not only broad critical appeal but also popular appeal, which led to the novel's adaptation into a Hollywood film. McCarthy later went on to win a Pulitzer Prize and to become widely considered as one of the most prominent 20th-century American authors. Since his recent passing in the summer of 2023, McCarthy's work, including All the Pretty Horses,

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has gained renewed attention for its contributions to the American literary canon (Garner, 2023; O'Rear, 2023; Salem Press, 2023; Wood, 2023).

All the Pretty Horses chronicles the coming-of-age story of a Texas teen, John Grady Cole, who embarks on an adventure to Mexico by horseback. In Mexico, Cole acquires his dream job as a horse trainer on a sprawling ranch and falls in love with a wealthy rancher's daughter, Alejandra. Cole later discovers that his romanticized version of the Old West has its own challenges. With dialogues in English and Spanish, characters from culturally and socioeconomically diverse backgrounds, and coming-of-age themes, the novel is a rich, relatable book for high school language arts classrooms. Due to the novel's pop-culture appeal, many Texas teens will find the novel interesting. Furthermore, the novel is accessible to high school students of various reading levels.

The present article discusses how teachers can incorporate the novel in the high school English classroom. In particular, the article considers how teachers could apply Boardman et al.'s (2008) framework of effective adolescent literacy instruction that argues for direct instruction related to the areas of motivation, word study, vocabulary, fluency, and comprehension. As such, the authors of the article, who are former and current classroom teachers, provide ideas for research-based, instructional activities in each of these five areas of adolescent literacy that would be applicable to the novel.

The Five Components of Adolescent Literacy Instruction

According to Boardman et al.'s (2008) conception of adolescent literacy, effective adolescent literacy instruction should include direct instruction in five principal areas: motivation, word study, vocabulary, fluency, and comprehension. These components grow both writers and readers of varying skill levels, and they make a classroom more instructionally balanced, focusing on skills instead of content. Our example vehicle happens to be the novel *All the Pretty Horses*, but one could consider how to apply the same elements to any work in classrooms.

Motivation

According to the extant literature (Irvin et al., 2007; Ivey & Broaddus, 2007; Wolters et al., 2017), adolescent literacy programs should foster students' reading engagement. If students can make personal connections to texts and can see a purpose for their reading, students will have increased motivation to read and write about texts (Irvin et al., 2007). Students who possess motivation for reading are more likely to read for pleasure in their free time and place increased amounts of importance on assigned literacy activities (Wolters et al., 2017). Another

way to engage students in reading and writing activities involves providing access to high-interest literature. Opportunities to read high-interest literature are the most important factors in adolescent students' decision to read (Ivey & Broaddus, 2007). Yet, many students report having a lack of access to high-interest literature in the school setting (Worthy et al., 1999, as cited in Ivey & Broaddus, 2007). High-interest adolescent literature can include popular young adult fiction, adventure fiction, and popular culture texts that not only appear in physical print but also appear across other media such as film, television, and the internet (Alvermann et al., 2007; Becnel & Moeller, 2015; Clark & Foster, 2005). Students can identify themselves within popular culture texts, and students often feel that they are asserting power over their reading choices by having the opportunity to read these texts. Struggling readers especially benefit from having access to popular culture texts that appear across various media because the opportunity to read high-interest texts makes students more likely to engage in literacy activities in their leisure time (Alvermann et al., 2007, as cited in Del Nero, 2019).

Word Study

Adolescents further benefit from targeted word study that teaches individual words and word-learning strategies (Boardman et al., 2008; Hennings, 2000; Marchand-Martella et al., 2013). Word study instruction includes direct instruction of specific word parts such as root words, prefixes, and suffixes. Additionally, word study instruction focuses on how to break multisyllabic words into individual syllables and how to read multisyllabic words (Boardman et al., 2008; Hennings, 2000; Marchand-Martella et al., 2013).

Vocabulary Instruction

Various research studies discuss the benefits of providing adolescent students with explicit instruction in vocabulary (Boardman et al. 2008; Kamil et al., 2008; Marchand-Martella et al., 2013). Students' vocabulary knowledge directly relates to their overall reading comprehension abilities. If students know the meanings of most of the words in a text and can approximate the meanings of unfamiliar words using learning strategies, students have increased textual comprehension (Boardman et al., 2008). According to Beck et al. (2013), teachers should focus on teaching Tier II words, which are words that often appear in academic texts but rarely appear in everyday conversations. Tier II words prove essential to understanding texts and appear in various contexts and content areas. When students develop an increased depth of knowledge of a word's meaning, students better understand how to use the word in an appropriate context and the various connotations of the word (Beck et al., 2013).

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Fluency

Fluency-related instruction proves particularly important for adolescents (Clemens et al., 2017). Reading fluency involves the ability to decode words and to identify words with automaticity. When a reader can identify words accurately and effortlessly, a reader has increased reading comprehension abilities, since additional cognitive energy can be devoted to understanding the text (Perfetti, 1985; Silverman et al., 2013; both as cited in Clemens et al., 2017). To improve students' reading fluency and overall reading confidence, students should read accessible texts, written at students' reading level. The "just right" reading level occurs when students read texts that prove challenging, but not frustrating. When students read texts at an accessible and appropriate reading level, students develop additional reading skills and capabilities (Nugent et al., 2019).

Comprehension

As Helder et al. (2013) detail, students' ability to comprehend text plays a pivotal role in their academic achievement. To comprehend text, students must be able to analyze text elements and features to form conclusions about the text. Reading comprehension also relies on students' ability to relate textual information to their prior knowledge. Students need adequate orthographic and phonological skills to have a literal understanding of the text. Furthermore, reading comprehension skills also include higher-order processing skills such as the ability to form inferences and the ability to interpret text structure and/or genre features. In a similar vein, students' working memory, executive functioning skills, and amount of background knowledge affect students' overall reading comprehension. Unsurprisingly, students with higher levels of working memory, executive functioning, and background knowledge have increased reading comprehension. Students with a large repertoire of reading comprehension skills, likewise, have greater comprehension (Helder et al., 2013). Thus, effective adolescent literacy instruction should feature direct instruction of strategies such as summarization, making inferences, character analysis, determining themes in literature, and other reading comprehension strategies (Boardman et al. 2008; Kamil et al., 2008; Marchand-Martella et al., 2013).

All the Pretty Horses as a High-Interest, Relevant, and Accessible Text for Texas Adolescents

For the reasons detailed below, the authors believe many Texas adolescents will consider *All the Pretty Horses* high-interest literature. The novel has been featured on the national bestseller list and was adapted into a Hollywood film (Davies, 2010; Woodward, 2005). According to Del Nero's (2019) definition of a popular culture text, the novel's wide audience, significant commercial appeal, and appearance in multiple media, such as physical print, electronic print, and film, qualify the novel as a high-interest, popular culture text. Moreover, many students will particularly appreciate *All the Pretty Horses* for its realistic fiction and adventure-based storyline. Spanish speakers, who make up a substantial percentage of Texas students, might also appreciate the integration of Spanish in many of the novel's dialogues. Over 29% of Texans speak Spanish at home (U.S. Census Bureau, 2015) and 70% of U.S. students take Spanish foreign language courses in high school (National Center for Education Statistics, 2018). Furthermore, native Spanish speakers might also transfer their understanding of the novel's Spanish dialogues to aid their overall reading comprehension of the novel. Research indicates that when teachers provide core content instruction, curriculum resources, and content applications in students' native language, emergent bilingual students' overall content learning and comprehension grows (Collier & Thomas, 2017).

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In addition, the novel addresses developmental themes relevant to many adolescents. According to the educational psychologist Erik Erikson (1950, 1959/1980), adolescents place particular importance on reflecting on the future and reflecting on their values and interests (McLeod, 2018). The novel discusses emotional and identity themes by chronicling a teenage boy's struggle to define his own identity and to establish independence. After his parents abandon him to fend for himself, the main character, Cole, ventures to rural Mexico to fulfill his dream of working on a horse ranch. Cole relies on his two friends and later, a new girlfriend, Alejandra, for support. Many adolescents can relate to Cole's struggle to determine his identity as many adolescents experience similar emotional changes. Indeed, according to Erikson (1950, 1959/1980), adolescents, in general, experiment with new identities and pay close attention to feedback received from influential peers and social forces. Adolescents also go through the ritual process of identifying with a group of peers or other identity groups rather than with their parents (Erikson, 1950, 1959/1980, as cited in Austrian, 2008). Many teens can further identify with Cole's decision to travel across borders to pursue his dream of working with horses. Since

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95% of teenagers indicate that they view working in a career that they enjoy as "extremely or very important" (Horowitz & Graf, 2019, para. 6), many adolescents will relate to Cole's choice to pursue his career dreams of working on a horse ranch.

Likewise, many Texas high school students will connect to the plot's discussion of cross-cultural relationships, bicultural themes, and diverse socioeconomic backgrounds. To begin, Texas high school students are socially and culturally diverse. Latinx students form the majority of students in Texas (53% of the total student population), and students of color—African-American, Latinx, Asian, Native American, Asian Pacific Islander, and multiracial students—compose 73% of the K-12 student population (Texas Education Agency, 2019b). *All the Pretty Horses* features culturally and linguistically diverse characters including characters of Western-European American, Latinx, Chicana/o, and Mexican descent. The main character, Cole, was raised in a multicultural environment that influences his interests and language use. Although not explicitly detailed in the novel, Cole appears to have Western-European ancestry. However, Cole was raised by the Chicana/o workers who worked on Cole's family farm and speaks Spanish and English fluently. As literary critic Herlihy-Mera (2015) argues, the nature of Cole's upbringing, the traditions he follows, and the location where he grew up, San Angelo, Texas—on the edge of the Mexican-U.S. cultural borderlands—help form Cole's Mexican-American cultural identity. When he travels to Mexico, Cole utilizes his bilingual abilities in Spanish and English to translate for his American monolingual companions.

The novel also depicts characters from diverse sociocultural backgrounds. On his journey to find work, Cole receives help from Mexican subsistence farmers and farm workers (*campesinos*). Cole later works for a wealthy Mexican ranch owner. In a similar vein, the socioeconomic diversity exemplified in the novel is similar to the economically diverse communities in which many adolescents reside. In terms of socioeconomic background, 51% of Texas families are middle class, 30% of families are working class, and 19% of families are upper class (Bennett et al., 2020). Over 60% of Texas public school students live in economically disadvantaged households (Texas Education Agency, 2019b). Throughout *All the Pretty Horses*, Cole's socioeconomic status transitions from middle class to low income to working class. Cole begins the novel living an apparently middle-class lifestyle on his family-owned ranch that has several employees. However, after the death and illness of various family members, Cole's family experiences economic hardship and must give up their ranch. When Cole refuses to move to San Antonio to be with his mother, he becomes homeless. In fact, as both Aldridge (1994) and Lincoln (2009) note, Cole's working-class background and ability to survive corrupt social and legal systems on his tortuous journey exemplify how *All the Pretty Horses* is a picaresque novel. Cole plays the role of a *pícaro* in the novel, an impoverished and itinerant antihero who outlasts unjust social systems and norms through his intelligence and his willingness to resort to any means necessary, a central component of picaresque novels (Alvarado, 2021). Despite the socioeconomic barriers of poverty that Cole experiences at the beginning of the novel, Cole is able to utilize his intellect and natural talents with horses to survive a precarious journey riddled with encounters with corrupt officials and aristocrats. He is even able to win the heart of Alejandra, the privileged daughter of one of these exploitative elites.

The novel also embodies many contemporary sociopolitical themes that prove particularly meaningful to Texas adolescents. One central sociopolitical theme discussed in the novel is immigration and the immigrant experience. In the novel, Cole and his American friends initially struggle to find housing and employment in Mexico as undocumented immigrants; they quickly become victims of prejudice and exploitation at the hand of Mexican authorities and wealthy ranchers. The storyline relates to the challenges that new immigrants face such as securing employment, finding housing, accessing services, dealing with racism, and overcoming cultural barriers (MacArthur, 2018). Many Texas students can relate to the topic of immigration as one out of every six Texas residents is an immigrant. In addition, 16% of Texans born in the U.S. have at least one parent who emigrated to the U.S. from another country (American Immigration Council, 2020).

Many Latinx teens might identify with the generational and cultural friction that occurs between Alejandra and her family. Alejandra's aunt and father expect her to abandon rural Mexico and to move to France in order to live a cosmopolitan lifestyle. Although Alejandra would prefer to ride horses with Cole, she feels significant pressure to abide by her family's social and cultural expectations. Thus, Alejandra experiences substantial inner conflict during the novel as she struggles to conform to her family's expectations and her own desires. Alejandra's struggle with the social expectations of her family proves similar to the experiences of many Latinx students in the United States. According to Gonzales et al. (2018) and Lorenzo-Blanco et al. (2012), many Latinx students feel pressure to adhere to the traditional family expectations of their parents as well as their ancestors. Meanwhile, Latinx students living in the United States also receive significant cultural influences from the mainstream American culture present in the school setting. In many cases, mainstream American culture emphasizes an increased level of individuality and independence from family compared to Latinx culture. As a result, many Latinx students often feel dual pressure to conform to their family's expectations and to their peers' and teachers' social predilections (Gonzales et al., 2018; Lorenzo-Blanco et al., 2012). Many Latinx

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students might relate to the inner conflict that Alejandra experiences in the novel.

Teachers can pair teaching *All the Pretty Horses* with teaching novels by female Latinx writers such as Sandra Cisneros's (1984) *The House on Mango Street*, Erika Sánchez's (2017) *I Am Not Your Perfect Mexican Daughter*, or Julia Alvarez's (1992) *How the García Girls Lost Their Accents*. Similar to *All the Pretty Horses*, these novels are coming-of-age stories that depict female Latinx characters dealing with their conflicting cultural and social obligations. Yet, for each of those three novels, both the authors of the novels and the protagonists are Latinx females. Providing students the opportunity to read one or more of these novels with *All the Pretty Horses* would provide readers with an arguably more authentic Latinx voice as well as female voices from diverse geographic settings and time periods.

Moreover, many Texas students living in rural areas will probably make a personal connection with the primary settings of the novel—small agricultural communities in Southwest Texas and Northern Mexico. Indeed, a significant population of Texas teens attend rural schools. In fact, over one third (37%) of Texas schools are located in rural areas (Greater Texas Foundation, 2017). Texas has the largest population of rural schools in the nation, with over 2,000 rural campuses (Texas Education Agency, 2020). Apart from its rural setting, *All the Pretty Horses* discusses themes related to rural communities. One of the central themes in the novel is Cole's desire to maintain his traditional, rural, Southwest culture amid the social and economic changes that occur during the mid-20th century.

Finally, *All the Pretty Horses* proves an accessible text for adolescents of various reading levels. Scholastic (2021) labels students in grades 9 through 12 as the intended audience of the book. The novel's Lexile level of 940L proves similar to the current Lexile band of texts, 960L–1120L, that is used on the 9th and 10th grade State of Texas Assessments of Academic Readiness (STAAR) reading exams (Texas Education Agency, 2019a). Nevertheless, it is important to note that many dialogues in *All the Pretty Horses* contain mature language. There is significant violence depicted in the novel, which McCarthy elaborates in gritty detail. Moreover, McCarthy's writing style features long sentences void of punctuation and dialogues with little attribution to the characters. Because of the novel's mature themes and the nature of McCarthy's writing style, the authors of the present article recommend that teachers use the novel in upper-level (11th and 12th grade) English classrooms.

Suggested Instructional Activities for Teaching the Novel

The following section details specific literacy activities that teachers can use to teach *All the Pretty Horses* in the high school classroom. The authors provided high-impact activities that correspond with each of Boardman et al.'s (2008) five components of adolescent literacy.

Motivation-Building Activities

Students have increased motivation if they have opportunities to express their creativity, to participate in collaboration with their peers, and to complete meaningful tasks, such as tasks that positively impact society as a whole (Crawford, 2007, as cited in Scammacca et al., 2010). For the text *All the Pretty Horses*, one type of meaningful literacy activity that would inspire student creativity and collaboration could be group research projects. Research-based, collaborative activities such as project-based learning and service learning can grow students' reading motivation, especially if students can select their own topic, utilize critical thinking skills, and participate in authentic tasks that connect to real-world applications (Bailey & Carroll, 2010; Lawrence et al., 2017). Some example project-based learning and service-learning topics that relate to the novel include designing a program to support recent immigrants in the local community, advocating for increased animal welfare standards on ranches, establishing better conditions and pay for farmworkers, and creating a tutoring and/or mentoring program for farmworkers and their families.

Word Study Activities

As part of a unit for *All the Pretty Horses,* the teacher could review roots, prefixes, and suffixes, citing examples from the text. The teacher could also show students how to use word parts to decode and comprehend unfamiliar, multisyllabic words. Then, students could find additional examples of word parts in the text and attempt to decipher the meaning of the unknown words. Students could use a dictionary definition to verify their predictions of the words' meanings. For example, the first chapter contains the words "malignant" (p. 19), "malice" (p. 23), and "malformed" (p. 71), all of which contain the same prefix, "mal," indicating bad or evil. Teachers could provide examples of other words with the similar "mal" prefix (e.g., "maladjusted," "malevolent," and "malpractice") and then have students use the new words formed to write about the novel, thereby applying the prefix work to both their own writing skills and to their comprehension of the novel.

Vocabulary Learning Activities

According to Beck et al. (2013), teachers should select words for vocabulary instruction that primarily appear in academic texts and rarely appear in everyday conversations. Moreover, teachers should select words that prove essential to understanding the meaning of the text and that appear across various contexts and content areas (Beck et al., 2013, as cited in Lemov et al., 2016). For example, in the first

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chapter, "reverence" (p. 6) and "ardent" (p. 6) would be useful words to select since they are essential in understanding how Cole values the qualities of passion and devotion in both people and horses. Teachers working in urban schools or with significant populations of emergent bilinguals might also teach the word "saddle" (p. 9) since the word is used throughout the novel, but some students may not have the prior background knowledge of that word.

After selecting the vocabulary words, teachers should provide students with several meaningful practice opportunities with vocabulary words (Beck et al., 2002, as cited in Crosson et al., 2019). One possible vocabulary instructional activity could feature students' utilizing the Verbal and Visual Word Association Strategy (Eeds & Cockrum, 1985), which has students complete a four-square, graphic organizer. Each square has one of the following elements: the vocabulary word, a student-friendly definition, a picture visually representing the word, and a personal connection with the word (Gay & White, 2002). Figure 1 provides an example of the strategy. Another meaningful activity might include collaborative vocabulary practice in which students work together to create poems, short stories, songs, or raps with the vocabulary words. Beck et al. (2002) argue that regular opportunities to discuss, interact, and utilize words prove to be a central component of effective vocabulary instruction (as cited in Crosson et al., 2019).

saddle	
A seat used for horseback riding	I remember seeing old Western movies where the cowboys held tightly to their saddles as they rode horses.

Figure 1. Example of the Verbal and Visual Word Association Strategy for the Word "Saddle"

Fluency Activities

Reading fluency involves the ability of a reader to decode words on the page and to identify words in the text with automaticity. When a reader can identify words accurately and effortlessly, a reader has increased reading comprehension abilities devoting additional cognitive energy to comprehending the text (Perfetti, 1985; Silverman et al., 2013; both cited in Clemens et al., 2017). To develop students' fluency, the teacher could create a readers' theater based on an important chapter in the book.

Readers' theater involves students having a particular part of a play or text to read. Academic research indicates that readers' theater activities improve reading fluency among adolescent students struggling with fluency (Brandvik & McKnight, 2011; Keehn et al., 2008). Creating a readers' theater that contains character dialogue from *All the Pretty Horses* will assist students in understanding the novel since dialogues are written without attribution assigned to the character speaking each set of words. Table 1 contains a list of suggested passages that would make effective readers' theater activities.

Chapter	Page numbers	Event
I	38–40	Cole and Rawlins meet Jimmy Blevins for the first time.
II	132–137	Alejandra's aunt, the Dueña Alfonsa, indicates that she knows of Cole and Alejandra's budding romance and will work at all costs to disrupt it.
III	226–330	After leaving prison, Cole goes back to the hacienda to find Alejandra, but only finds Alejandra's aunt.
IV	248–254	Cole and Alejandra reunite for the last time.

Note. All page numbers correlate to the ebook, McCarthy, C. (1992). *All the pretty horses*. Vintage Books.

Table 1. Suggested Sections for Readers' Theater

Reading Comprehension Activities

Effective adolescent literacy programs should feature direct instruction in reading comprehension strategies (Boardman et al. 2008; Kamil et al., 2008; Marchand-Martella et al., 2013; Scammacca et al., 2007). Teachers could use the Comprehension Strategy Instruction (CSI) model to directly teach the following reading comprehension strategies to students: monitoring for comprehension, asking questions, summarizing, synthesizing several texts, activating background knowledge, evaluating importance, developing sensory images, making inferences, and predicting (National Reading Panel, 2000; Pressley, 2000; Wilhelm, 2001, as cited in Combs, 2012). When following the CSI model, teachers explain a particular strategy's importance, model the strategy's application, and provide feedback while students practice the strategy (Wilhelm, 2001, as cited in Combs, 2012).

Teachers could further utilize graphic organizers to teach learning strategies. Graphic organizers help to categorize information and model thinking processes visually (Marchand-Martella et al., 2013). Graphic organizers prove particularly beneficial for emergent bilingual students by facilitating students' comprehension of texts and content (Echevarría et al., 2008). Moreover, research indicates that graphic organizers contribute to increased

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reading comprehension for students with exceptionalities (Vaughn & Edmonds, 2006, as cited in Marchand-Martella et al., 2013). An example of a graphic organizer that helps students make inferences, derived from a graphic organizer provided by the Iowa Reading Research Center (n.d.), can be found in Figure 2.

Another beneficial activity that teachers could use with *All the Pretty Horses* involves the Questioning the Author strategy developed by Beck et al. (1997). The Questioning the Author strategy encourages students to think critically about the texts they read by examining the text's overall themes. While students read the text, students ask themselves questions to construct meaning from the text, critically analyze the text, and relate the text to their own lives (Beck et al., 1997; Scammacca et al., 2010). Teachers first model how to apply the Questioning the Author strategy and then support students' practice of the strategy (Beck et al., 1997, Scammacca et al., 2010). Some questions that students may pose could include the following:

• Why did McCarthy purposefully include bilingual dialogues in English and Spanish without any translation?

• How do Cole's experiences as an undocumented immigrant in Mexico relate to the experiences of undocumented immigrants in the U.S.?

• What was McCarthy's purpose for depicting undocumented immigrants as young, White, and native English speakers? How does this depiction of undocumented immigrants compare to depictions of undocumented immigrants in literature, contemporary politics, and in the media?

• What aspects of the novel contributed to the novel's unique ability to appeal to both literary critics, academics, and mainstream audiences?

Conclusion

The present article provides a rationale for why high school language arts teachers in Texas should consider using *All the Pretty Horses* in their classrooms and making the text available for independent student reading. Apart from its popular culture appeal, students can appreciate the genre of the text—adventure fiction. High school students can also connect to the developmentally appropriate themes discussed in the novel. The novel features characters with diverse cultural, socioeconomic, and linguistic backgrounds, similar to the multicultural and multilingual Texas student population. Many Texas students can further relate to the novel's rural settings and themes. In addition, the novel has a reading level that would be accessible for most high school students, while keeping in mind the novel's mature themes and challenging writing style. The article concludes
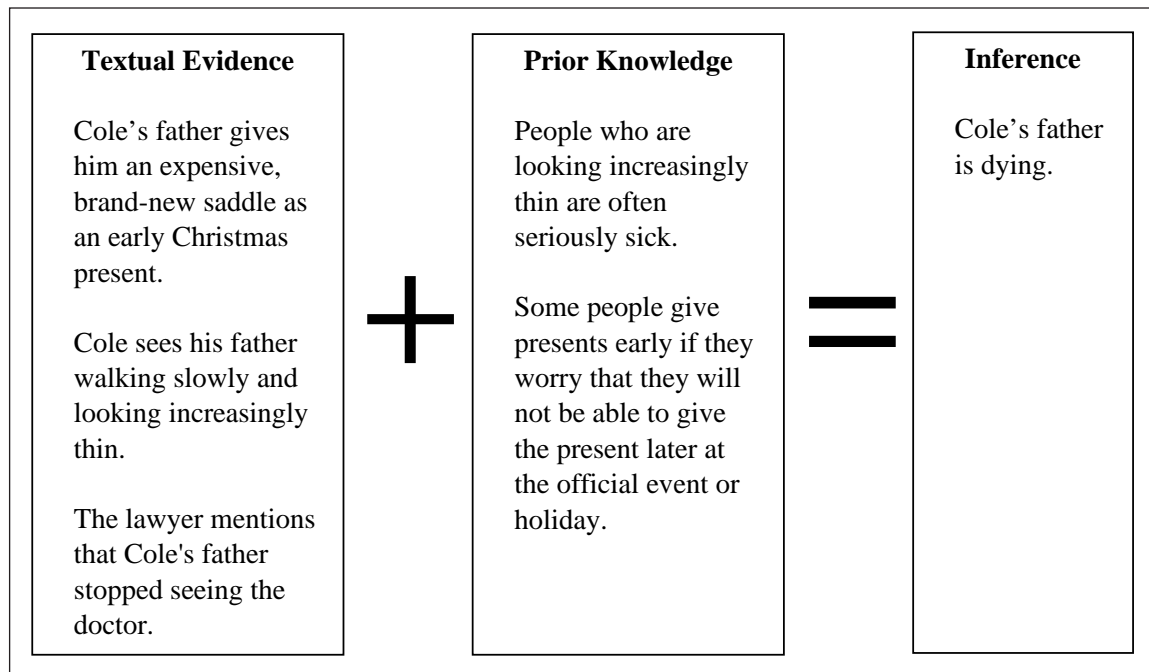

Figure 2. Example of a "Making Inferences" Graphic Organizer for *All the Pretty Horses*

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by detailing research-based, instructional activities that high school teachers can utilize in their classroom when teaching the novel. Indeed, the article provides specific teaching activities in each of Boardman et al.'s (2008) five areas of adolescent literacy—motivation, word study, vocabulary instruction, fluency, and comprehension, which many Texas high school teachers and students will find particularly meaningful and beneficial.
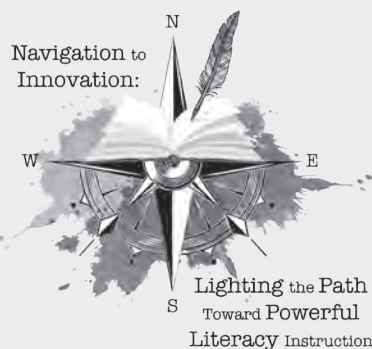
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