Adolescent Literacy Resource Menu: A Guide for Instructional Leaders

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PACT PLUS

PROMOTING ADOLESCENTS' COMPREHENSION OF TEXT

Contents

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Adolescent Literacy Resource Menu: A Guide for Instructional Leaders

To build a schoolwide adolescent literacy model, teachers should implement evidence-based literacy practices across content areas and in supplemental intervention settings (Wanzek et al., 2013; Wexler, Swanson, Vaughn, Shelton, & Kurz, in press). However, due to a variety of factors, teachers often struggle to effectively integrate literacy practices into their instruction. To support teachers as they experience common implementation challenges, many schools rely on instructional leaders (i.e., coaches). To effectively and efficiently support teachers, instructional leaders need access to high-quality resources that can be shared with teachers to target their specific implementation challenges.

How This Document Can Help

This guide is organized by commonly experienced challenges (e.g., lack of modeling) to teachers implementing evidence-based adolescent literacy practices with fidelity. Also provided are an explanation of each challenge and resources from established organizations and research centers that instructional leaders can use to address these challenges.

Some of these resources are brief documents that a teacher can quickly scan; others are lengthier and may require more time to read and make sense of. Many of the resources are free (e.g., online resources), and some have an associated cost (e.g., books). This guide provides an estimate of the cost and time associated with each resource by using the following key.

Cost

0 Free

1 Less than $25

2 More than $25

Time

B Brief (less than an hour)

M Moderate (1–2 hours)

E Extended (more than 2 hours)

How to Use This Document

Locate a teacher's specific challenge. Choose a corresponding resource. Determine whether to use the resource to support the teacher or to have the teacher use the resource independently. Use the resource collaboratively with the teacher or provide it to the teacher to use independently.

Behavior Management

Behavior management is a common struggle for teachers (Hulac & Briesch, 2017). Students with challenging behaviors are less likely to focus on instruction, which can lead to poor achievement. Therefore, effective behavior management is essential for learning.

Online Modules

Behavior Strategies to Support Intensifying Interventions
https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions • **O** **M**

Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan
https://iris.peabody.vanderbilt.edu/module/beh1 • **O** **M**

Classroom Management: Teachers Modules
www.apa.org/education/k12/modules-classroom-management • **O** **M**

Course Enhancement Modules Overview: Classroom and Behavior Management
http://ceedar.education.ufl.edu/cems/classroom-and-behavior-management • **O** **M**

Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan
https://iris.peabody.vanderbilt.edu/module/fba • **O** **M**

Online Resources

Behavior (resource collection):
https://buildingrti.utexas.org/resource-categories/behavior • **O** **B**

Behavior Management (brochure)
http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/05/IRIS-Behavior-Brochure-DL-100513.pdf • **O** **B**

Behavior Modification in the Classroom
www.ldonline.org/article/6030 • **O** **B**

Behavior-Specific Praise
https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_behaviro_specific_praise.pdf • **O** **B**

Classroom Management (resource collection)
www.ldonline.org/article/Behavior_Modification_in_the_Classroom • **O** **B**

Classroom and Teacher Influences on Behavior
https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p03 • **O** **B**

Function-Based Intervention Strategies
http://ceedar.education.ufl.edu/wp-content/uploads/2014/09/Handout-16-Function-Based-Intervention-Strategies.pdf • **O** **B**

Preventing and Addressing Problem Behaviors: Tips From the What Works Clearinghouse
https://ies.ed.gov/ncee/wwc/addressingbehaviorproblems1 • **O** **B**

Teacher Behavioral Strategies: A Menu
www.interventioncentral.org/behavioral-interventions/challenging-students/teacher-behavioral-strategies-menu • **O** **B**

Videos

Creating a "Comfortable" Classroom Environment
https://learn.teachingchannel.com/video/building-a-comfortable-classroom • **O** **B**

How to Manage Behavior in the Classroom: Praise
www.youtube.com/watch?v=ud4y-V9QBzU • **O** **B**

I Want to Get Better at … Classroom Management
www.teachingchannel.com/blog/classroom-management • **O** **B**

New Teacher Survival Guide: Classroom Management
https://learn.teachingchannel.com/video/new-teacher-classroom-management • **O** **B**

Setting and Achieving High Expectations
https://learn.teachingchannel.com/video/prioritizing-classroom-management • **O** **B**

Print Resources

Hulac, D., & Briesch, A. (2017). *Evidence-based strategies for effective classroom management.* New York: NY: Guilford Press. • **2** **E**

Lee, D., & Axelrod, S. (2005). *Behavior modification: Basic principles.* Austin, TX: PRO-ED. • **2** **E**

Vaughn, S., & Bos, C. (2012). *Strategies for teaching students with learning and behavior problems.* New York, NY: Pearson. • **2** **E**

Special Topic: Antecedent, Behavior, Consequence (A-B-C) Resources

A-B-C Chart (video)
www.youtube.com/watch?v=Q0E5GUfSpVM • **O** **B**

Behavior Strategies to Support Intensifying Interventions
https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions • **O** **B**

Observing Behavior Using A-B-C Data
www.iidc.indiana.edu/irca/articles/observing-behavior-using-a-b-c-data.html • **O** **B**

Classroom Discussion

Effective teacher-led discussions enhance students' understanding (Vaughn et al., 2013). Classroom discussions are common across the content areas. Leading a class discussion can be challenging for a variety of reasons, including when students are not actively engaged or are reluctant to speak in a group (Fisher, Frey, & Rothenberg, 2008).

Online Resources

Effective Classroom Discussions
www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Effective-Classroom-Discussions.aspx • **O** **B**

Extended Discussion of Text Meaning and Interpretation
www.adlit.org/article/27741 • **O** **B**

Listen-Read-Discuss
www.adlit.org/strategies/19781 • **O** **B**

Reciprocal Teaching
www.adlit.org/strategies/19765 • **O** **B**

Seed Discussion
www.adlit.org/strategies/22737 • **O** **B**

Teaching With Discussions
https://teachingcenter.wustl.edu/resources/teaching-methods/discussions/teaching-with-discussions • **O** **B**

Podcasts

Establishing Expectations for Open Dialogue
www.meadowscenter.org/files/pact/Podcast_1-Norms_and_Expectations.MC1.mp3 • **O** **B**

Scaffolding Student Discussions for Students With Diverse Needs
www.meadowscenter.org/files/pact/Podcast_2-Student_Discussion.MC1.mp3 • **O** **B**

Videos

Encouraging Student Debate
https://learn.teachingchannel.com/video/encourage-student-debate-getty • **O** **B**

Facilitating Academic Discourse
https://learn.teachingchannel.com/video/how-discussion-enhances-learning • **O** **B**

Putting the Common Core Into Practice: Facilitating Student-Led Discussions
www.gpb.org/education/common-core/facilitating-student-led • **O** **M**

Print Resources

Fisher, D., Frey, N., & Rothenberg, C. (2008). *Content-area conversations*. Alexandria, VA: ASCD. • **1** **E**

Walsh, J., & Sattes, B. (2015). *Questioning for classroom discussion: Purposeful speaking, engaged listening, deep thinking*. Alexandria, VA: ASCD. • **1** **E**

Teacher-Generated Questions

Teachers can use questioning to facilitate discussions. Teachers can also use students' answers to informally assess comprehension. Teachers may ask students to answer questions during and after reading to scaffold their understanding. When planning instruction, teachers should develop stimulating questions to engage students in discourse and follow-up questions to provide continuity and extend the discussion (Kamil et al., 2008). Developing a range of questions—from those with answers explicitly stated in a text to those that require students to make inferences—can be a challenging task for teachers (Tankersley, 2005).

Online Module

Answering Questions (section of larger module)
https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p12/#content • O B

Online Resources

Improving Adolescent Literacy: Effective Classroom and Intervention Practices (see pages 22–25, 45–50)
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf • O M

Revised Bloom's Taxonomy: Question Starters
https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf • O B

Videos

The Art of Questioning: Content, Meaning, and Style
https://learn.teachingchannel.com/video/structuring-questioning-in-classroom • O B

Checking in With Questions
https://learn.teachingchannel.com/video/checking-in-with-questions • O B

Inquiry-Based Teaching: Asking Effective Questions
https://learn.teachingchannel.com/video/questions-for-inquiry-based-teaching • O B

Structure Learning With Essential Questions
https://learn.teachingchannel.com/video/structure-learning-essential-questions • O B

TALA Videos: Generating Questions (Comprehension)
www.meadowscenter.org/library/resource/tala-videos-generating-questions-comprehension • O B

Teacher Uses Questioning Techniques to Engage Students
www.engageny.org/resource/teacher-uses-questioning-techniques-engage-students-example-15 • O B

Writing Higher-Order Questions
https://learn.teachingchannel.com/video/developing-better-questions • O B

Student-Generated Questions

Teaching students to generate their own questions about a text can enhance comprehension (Klingner & Vaughn, 1998). However, this strategy is not as easy as it might seem, and teachers may struggle.

Online Resources

Generating Leveled Questions (toolkit)
https://greatmiddleschools.org/generating-questions • **O** **M**

Generating Questions (section of larger module)
https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p13 • **O** **B**

Wrap-Up Strategy
https://iris.peabody.vanderbilt.edu/module/csr/cresource/q2/p08 • **O** **B**

Videos

Generating Leveled Questions (Videos section of toolkit)
https://greatmiddleschools.org/generating-questions • **O** **B**

Higher-Order Questions: A Path to Deeper Learning
https://learn.teachingchannel.com/video/teaching-higher-order-thinking-skills • **O** **B**

TALA Videos: Generating Questions (Comprehension)
www.meadowscenter.org/library/resource/tala-videos-generating-questions-comprehension • **O** **B**

Writing Higher-Order Questions
https://learn.teachingchannel.com/video/developing-better-questions • **O** **B**

Print Resources

Berkelely, S., & Taboada Barber, A. (2015). *Maximizing effectiveness of reading comprehension and instruction.* Baltimore, MD: Brookes. (see Chapter 5) • **2** **M**

Klingner, J., Vaughn, S., Boardman, A., & Swanson, E. (2012). *Now we get it: Boosting comprehension with Collaborative Strategic Reading.* Indianapolis, IN: Jossey-Bass. (see pages 11–15) • **2** **M**

Differentiated Instruction

A typical classroom contains students with varying abilities and needs. Teachers need to differentiate instruction and/or materials that do not meet all students' learning needs. Differentiation allows all students to access the information and maximizes learning (Nieves, 2018). Teachers differentiate instruction by presenting the same content or task in different ways and at different levels in a classroom (Irujo, 2005). Many teachers struggle with this process.

Online Modules

Differentiated Instruction: Key to Student Success
https://buildingrti.utexas.org/modules/differentiated-instruction-key-to-student-success • **O** **M**

Differentiated Instruction: Maximizing the Learning of All Students
https://iris.peabody.vanderbilt.edu/module/di • **O** **M**

Using Data to Differentiate Intervention Instruction: A Middle School Example
https://buildingrti.utexas.org/modules/using-data-to-differentiate-intervention-instruction-middle-school-example • **O** **M**

Online Resources

Differentiated Instruction for Reading
www.ldonline.org/article/22801 • **O** **B**

Differentiated Instruction for Writing
www.ldonline.org/article/22263 • **O** **B**

Instructional Strategies: Differentiating Instruction
www.ldonline.org/educators/strategies/differentiating • **O** **B**

Integrating a Layered Curriculum to Facilitate Differentiated Instruction
www.ascd.org/ascd-express/vol3/324-colding.aspx • **O** **B**

Videos

Differentiating Instruction, 6–12, Part I: Student Choices and Multiple Modes of Learning
www.youtube.com/watch?v=akvDT9KFZPw • **O** **B**

Differentiating Instruction, 6–12, Part II: Tiered Assignments and Flexible Grouping
www.youtube.com/watch?v=1ob4eGz04G4 • **O** **B**

Differentiating With Learning Menus
https://learn.teachingchannel.com/video/differentiating-instruction-strategy • **O** **B**

Getting Started on Differentiated Instruction
www.youtube.com/watch?v=LGYa6ZacUTM • **O** **B**

I Want to Get Better at … Differentiation
www.teachingchannel.com/blog/differentiation • **O** **B**

New Teacher Survival Guide: Differentiating Instruction
https://learn.teachingchannel.com/video/differentiating-instruction • **O** **B**

Understanding Differentiated Instruction
https://buildingrti.utexas.org/videos/understanding-differentiated-instruction • **O** **B**

Print Resources

Mastropieri, M., & Scruggs, T. (2018). *The inclusive classroom: Strategies for effective differentiated instruction*. New York: NY: Pearson. • **2** **E**

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: ASCD. • **2** **E**

Meeting the Needs of English Language Learners

All students in a classroom have unique academic needs. Students also have widely differing cultures, languages, and background experiences. To support the needs of a diverse student population, including English language learners (ELLs), teachers need to consider the students' English language proficiency and other learning factors when planning for differentiated instruction (Fairbairn & Jones-Vo, 2010).

Online Modules

Cultural and Linguistic Differences: What Teachers Should Know
https://iris.peabody.vanderbilt.edu/module/clde • **O** **M**

Teaching English Language Learners: Effective Instructional Practices
https://iris.peabody.vanderbilt.edu/module/ell • **O** **M**

Online Resources

10 Key Policies and Practices for Teaching English Language Learners
www.meadowscenter.org/library/resource/10-key-policies-and-practices-for-teaching-ells • **O** **B**

Best Practices for ELLs: Peer-Assisted Learning
www.readingrockets.org/article/best-practice-ells-peer-assisted-learning • **O** **B**

Best Practices for ELLs: Vocabulary Instruction
www.readingrockets.org/article/best-practice-ells-vocabulary-instruction • **O** **B**

Colorín Colorado: Guides and Toolkits
www.colorincolorado.org/guides-toolkits • **O** **B**

CREATE Project: Resources
www.cal.org/create/resources/index.html • **O** **B**

Differentiated Instruction for English Language Learners
www.ldonline.org/article/41025 • **O** **B**

ELL Starter Kit for Educators
www.colorincolorado.org/guide/ell-starter-kit-educators • **O** **M**

Response to Intervention in Reading for English Language Learners
www.rtinetwork.org/learn/diversity/englishlanguagelearners • **O** **B**

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf • **O** **B**

Videos

Deep Dive: English Language Learners (links to multiple videos)
https://learn.teachingchannel.com/ells • **0** **M**

English Language Learners: Sheltered Instruction
https://iris.peabody.vanderbilt.edu/video-vignette/english-language-learners-sheltered-instruction • **0** **B**

How Can I Collaborate With Colleagues to Support ELLs? (links to multiple videos)
https://learn.teachingchannel.com/ells/collaborate • **0** **B**

Janette Klingner: Realizing the Potential of RTI: Considerations When Implementing RTI With English Language Learners
www.rtinetwork.org/professional/videos/podcasts/janette-klingner-realizing-the-potential-of-rti-considerations-when-implementing-rti-with-english-language-learners • **0** **B**

The Multilingual Classroom
https://learn.teachingchannel.com/video/multilingual-classroom-teaching • **0** **B**

What Does Language-Rich, Content-Based Instruction Look Like for ELLs? (links to multiple videos)
https://learn.teachingchannel.com/ells/ell-instruction • **0** **B**

Print Resources

Books for Professionals (links to purchase multiple books)
www.colorincolorado.org/books-authors/books-professionals • **2** **E**

Fairbairn, S., & Jones-Vo, S. (2010). *Differentiating instruction and assessment for English language learners: A guide for K–12 teachers.* Philadelphia, PA: Caslon. • **2** **E**

Vaughn, S., & Linan-Thompson, S. (2007). *Research-based methods of reading instruction for English language learners.* Alexandria, VA: ASCD. • **2** **E**

Grouping Practices

One way to differentiate instruction is to strategically use a variety of grouping practices. For example, teachers may place students in small groups or pairs, and each type of group may have a different purpose and implication for instruction. Careful grouping can help teachers meet the needs of all students in a classroom, including those with disabilities (Mastropieri & Scruggs, 2010).

Online Modules

Examples of Instructional Groupings (section of larger module)
https://iris.peabody.vanderbilt.edu/module/srs/cresource/q2/p08/srs_08_link_groupexamples • **O** **B**

Flexible Grouping (section of larger module)
https://iris.peabody.vanderbilt.edu/module/ell/cresource/q2/p09/ell_09_link_flexible_grouping • **O** **B**

Grouping Students (section of larger module)
https://iris.peabody.vanderbilt.edu/module/csr/cresource/q3/p10/#content • **O** **B**

Online Resources

Classroom Strategies: Paired Reading
www.adlit.org/strategies/23354 • **O** **B**

Grouping Students Who Struggle With Reading
www.adlit.org/article/203 • **O** **B**

Groupings That Work for Students With Disabilities
www.readingrockets.org/article/groupings-work-students-disabilities • **O** **B**

Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide
https://files.eric.ed.gov/fulltext/ED531907.pdf • **O** **B**

Partner Reading: An Evidence-Based Practice • Teacher's Guide
www.meadowscenter.org/files/resources/PartnerReadingBrief_final.pdf • **O** **B**

Team-Based Learning Collaborative (links to multiple resources)
www.teambasedlearning.org • **O** **B**

Videos

Choosing Collaborative Groups
https://learn.teachingchannel.com/video/choosing-collaborative-groups • **O** **B**

Team-Based Learning Knowledge Application
https://vimeo.com/201866773/77745e97b0 • **O** **B**

Using Expertise to Group Students
https://learn.teachingchannel.com/video/regrouping-students • **O** **B**

Journal Article

Vaughn, S., Hughes, M. T., Moody, S. W., & Elbaum, B. (2001). Instructional grouping for reading for students with LD: Implications for practice. *Intervention in School and Clinic, 36*(3), 131–137. doi:10.1177/105345120103600301 • ❶ Ⓑ

Explicit Instruction

Explicit instruction is effective for all students, but essential for students with learning challenges (Archer & Hughes, 2011). Explicit instruction includes providing (a) a purpose for learning, (b) clear explanations and demonstrations of the targeted skill or concept, and (c) many opportunities for scaffolded practice with feedback (Archer & Hughes, 2011).

Online Modules

Intensive Intervention Course: Features of Explicit Instruction
https://intensiveintervention.org/intensive-intervention-features-explicit-instruction • **O** **M**

Study Skills Strategies (Part 2): Strategies That Improve Students' Academic Performance
https://iris.peabody.vanderbilt.edu/module/ss2 • **O** **M**

Online Resources

Current Practice Alerts: Explicit Instruction in Mathematics
https://s3.amazonaws.com/cmi-teaching-ld/alerts/27/uploaded_files/original_DLD_Alert23_rev1.pdf?1438596491 • **O** **B**

Direct, Explicit Comprehension Strategy Instruction
www.adlit.org/article/27740 • **O** **B**

Explicit Instruction (website)
https://explicitinstruction.org • **O** **B**

Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide
https://files.eric.ed.gov/fulltext/ED531907.pdf • **O** **B**

Recommendations for Improving Adolescent Literacy
www.adlit.org/article/27737 • **O** **B**

Videos

I Do, We Do, You Do
https://learn.teachingchannel.com/video/modeling-strategy-getty • **O** **B**

High-Leverage Practice 16: Use Explicit Instruction
https://highleveragepractices.org/701-2 • **O** **B**

TALA Videos: Explicit Instruction
www.meadowscenter.org/library/resource/tala-videos-explicit-instruction • **O** **B**

Print Resource

Archer, A., & Hughes, C. (2010). *Explicit instruction: Effective and efficient teaching.* New York, NY: Guilford Press. • **2** **E**

Modeling

It is important to clearly demonstrate, or model, new concepts and skills for students. When modeling, teachers often "think aloud," or make their thought process apparent to students. Thinking aloud supports students' comprehension, including students with learning disabilities (Vaughn, Gersten, & Chard, 2000).

Online Module

Modeling and Practicing to Help Students Reach Academic Goals
https://intensiveintervention.org/modeling-and-practicing-help-students-reach-academic-goals-explicit-instruction-course-module-5 • **O** **M**

Online Resources

Modeling: Essentials for Learning
www.edutopia.org/blog/modeling-essential-for-learning-karen-lea • **O** **M**

Think-Alouds
www.adlit.org/strategies/22735 • **O** **M**

Using Think-Alouds to Improve Reading Comprehension
www.adlit.org/article/102 • **O** **B**

Video

TALA Videos: Anticipation-Reaction Guides (Comprehension)
www.meadowscenter.org/library/resource/tala-videos-anticipation-reaction-guides-comprehension • **O** **B**

Immediate, Corrective Feedback

Strategic feedback can support students acquiring a new skill or concept (Vaughn, Wanzek, Murray, & Roberts, 2012). Feedback from a teacher (or peer) should be timely and corrective so that students can employ the feedback to improve their learning.

Online Module

Model It (section of larger module)
https://iris.peabody.vanderbilt.edu/module/srs/cresource/q2/p06 • **O** **B**

Online Resources

Providing Specific Feedback
https://iowareadingresearch.org/providing-specific-feedback • **O** **B**

Teaching Tips: Effective Feedback in the Classroom
https://cirt.gcu.edu/teaching3/tips/effectivefeed • **O** **B**

Using Classroom Data to Give Systematic Feedback to Students to Improve Learning
www.apa.org/education/k12/classroom-data • **O** **B**

Videos

High-Leverage Practices 8 and 22: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior
https://highleveragepractices.org/701-2-3 • **O** **B**

TALA Videos: Positive and Corrective Feedback
www.meadowscenter.org/library/resource/tala-videos-explicit-instruction • **O** **B**

Print Resources

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching.* New York, NY: Guilford Press. (see Chapter 7) • **2** **B**

Brookhart, S. (2017). *How to give effective feedback to your students.* Alexandria, VA: ASCD. • **2** **E**

Family Resources

Parent and family involvement can improve students' attendance, educational performance, and emotional well-being (Pate & Andrews, 2006). Parents often ask how they can reinforce what their student is learning and help their student be more successful in school. Teachers can share the class content with families; however, they may not have resources readily available on effective strategies that parents can use to support their student.

Online Resources

How Can I Help My Child With Content Area Reading at Home? Five Key Strategies to Consider
www.meadowscenter.org/library/resource/how-can-i-help-my-child-with-content-area-reading-at-home • **O** **B**

Helping Your Child Succeed in School
www2.ed.gov/parents/academic/help/succeed/succeed.pdf • **O** **B**

How Can I Help to Improve My Child's Reading Comprehension? Two Useful Strategies for Reading at Home
www.meadowscenter.org/library/resource/how-can-i-help-to-improve-my-childs-reading-comprehension • **O** **B**

How Do I Engage in Partner Reading With My Child?
www.meadowscenter.org/library/resource/how-do-i-engage-in-partner-reading-with-my-child • **O** **B**

Is My Adolescent Benefiting From High-Quality Schoolwide and Classroom Behavioral Supports? 5 Key Questions to Ask
www.meadowscenter.org/library/resource/is-my-adolescent-benefitting-from-high-quality-schoolwide-and-classroom-beh • **O** **B**

Motivating Children to Do Their Homework: Parent's Guide
www.meadowscenter.org/library/resource/motivating-children-to-do-their-homework-parents-guide • **O** **B**

Three Tech Tips for Parent Newsletters
https://greatmiddleschools.org/3-tech-tips-for-parent-newsletters • **O** **B**

Selecting Text

Content area classrooms use a variety of texts (e.g., textbooks, primary source documents, supplemental texts). Though some of these texts are required by the district, teachers also choose their own texts that align with lesson objectives. Teachers need to consider text complexity, vocabulary, and student reading levels when choosing a text so that all students can access and comprehend the content (Swanson & Wexler, 2017). It can be challenging to select an appropriate text when students have wide-ranging reading levels.

Online Resources

Multiple Texts: Multiple Opportunities for Teaching and Learning
www.adlit.org/article/23052 • **O** **B**

Selecting Text for Students (link begins 6 MB download)
https://literacyonline.tki.org.nz/content/download/22368/179486/file/Text+Selection+Guidelines.pdf •
O **B**

Selection of Authentic Texts for Common Core Instruction: Guidance and a List of Resources for Text Selection
www.engageny.org/resource/selection-of-authentic-texts-for-common-core-instruction-guidance-and-a-list-of-resources • **O** **B**

Journal Articles

Leko, M. M., Mundy, C. A., Kang, H.-J., & Datar, S. D. (2013). If the book fits: Selecting appropriate texts for adolescents with learning disabilities. *Intervention in School and Clinic, 48*(5), 267–275. • **O** **B**

Swanson, E., & Wexler, J. (2017). Selecting appropriate text for adolescents with disabilities. *Teaching Exceptional Children, 49*(3), 160–167. • **2** **B**

Special Topic: Texts Differentiated by Reading Level

Newsela
https://newsela.com • **O** **B**

ReadWorks
www.readworks.org • **O** **B**

TweenTribune
www.tweentribune.com • **O** **B**

Student Engagement and Motivation

To succeed in school, students must be actively engaged and motivated to learn. Teachers can influence their students' motivation to learn by using strategies to increase student engagement (Kamil et al., 2008). However, many teachers struggle to consistently maintain student interest and to plan instruction that is engaging for all.

Online Resources

How Can Instruction Help Adolescent Students With Motivation?
www.adlit.org/article/27895 • **O** **B**

Motivating Students
https://cft.vanderbilt.edu/guides-sub-%20pages/motivating-students • **O** **B**

Motivating Youth With Disabilities to Learn in the Science Classroom: A Guide for Educators
www.ncset.org/publications/info/NCSETInfoBrief_3.3.pdf • **O** **B**

Motivation and Engagement
www.adlit.org/article/c128 • **O** **B**

Reading Motivation: What the Research Says
www.adlit.org/article/29624 • **O** **B**

Student Motivation and Engagement in Literacy Learning
www.adlit.org/article/27759 • **O** **B**

Using Student Engagement to Improve Adolescent Literacy
https://files.eric.ed.gov/fulltext/ED489536.pdf • **O** **B**

Videos

Anita Archer: Active Participation Instruction, Seventh Grade
https://vimeo.com/6771095 • **O** **B**

Body Language: Engage and Motivate
https://learn.teachingchannel.com/video/engage-motivate-students • **O** **B**

High-Leverage Practice 18: Use Strategies to Promote Active Student Engagement
https://highleveragepractices.org/701-2-5 • **O** **B**

Making Science Engaging
https://learn.teachingchannel.com/video/making-science-engaging • **O** **B**

Time's Up! Effective Use of Instructional Time
https://learn.teachingchannel.com/video/effectively-manage-instruction-time • **O** **B**

Print Resources

Guthrie, J. T. & Wigfield, A. (2000). *Engagement and motivation in reading.* In M Kamil, P. Mosenthal, P. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. 3, pp. 403–424). New York, NY: Longman. • ❷ Ⓔ

Mastropieri, M. A., & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective differentiated instruction.* Upper Saddle River, NJ: Pearson Education. (see Chapter 9) • ❷ Ⓑ

Wexler, J., & Pyle, N. (2013). Effective approaches to increase student engagement. In C. Franklin, M. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook* (2nd ed., pp. 381–394). New York, NY: Oxford University Press. • ❷ Ⓜ

Supporting Students' Writing

Writing and composing text is a difficult task for many students, but one that is required in secondary classrooms. Nationally, only 27% of eighth-grade students are at or above the proficient level in writing (National Center for Education Statistics, 2017). Because so many students struggle with writing, teachers often need additional resources to support their students.

Online Module

Improving Writing Performance: A Strategy for Writing Persuasive Essays
https://iris.peabody.vanderbilt.edu/module/pow • ⓞ Ⓜ

Online Resources

Effective Practices for Written Instruction
http://s3.amazonaws.com/cmi-teaching-ld/assets/attachments/187/DLD_HotSheet5.pdf?1405330219 •
ⓞ Ⓑ

Evidence-Based Practices for Writing Instruction
http://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-5_FINAL_08-31-14.pdf • ⓞ Ⓜ

How Can I Support My Adolescent's Development as a Writer?
www.meadowscenter.org/library/resource/how-can-i-support-my-adolescents-development-as-a-writer •
ⓞ Ⓑ

Teacher Tools Related to Writing
www.specialconnections.ku.edu/?q=instruction/writing/teacher_tools • ⓞ Ⓑ

Teaching Secondary Students to Write Effectively
https://ies.ed.gov/ncee/wwc/PracticeGuide/22 • ⓞ Ⓑ

Teaching Writing to Diverse Student Populations
www.adlit.org/article/22323 • ⓞ Ⓑ

Write for Texas: Professional Development to Support Academic Writing Resources
www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources • ⓞ Ⓑ

Writing Better: What Teachers Can Do to Enhance Their Students' Writing (webinar)
https://intensiveintervention.org/resource/writing-better-what-teachers-can-do-today-enhance-their-students-writing • ⓞ Ⓜ

Writing Throughout the Content Areas (toolkit)
https://greatmiddleschools.org/toolkits/writing • ⓞ Ⓜ

Videos

Getting Ready to Write: Citing Textual Evidence
https://learn.teachingchannel.com/video/teaching-about-textual-evidence • **0** **B**

How Do I Promote Writing in Any Content Area That I Teach?
https://learn.teachingchannel.com/ells/promote-writing • **0** **B**

TALA Videos: Summarization
www.meadowscenter.org/library/resource/tala-videos-summarization • **0** **B**

Using Sentence Frames to Jumpstart Writing
https://learn.teachingchannel.com/video/jumpstart-student-writing • **0** **B**

Print Resources

Graham, S., Harris, K., & Mason, L. (2008). Powerful writing strategies for all students. Baltimore, MD: Brookes. • **2** **E**

Graham, S., MacArthur, C., & Fitzgerald, J. (2007). *Best practices in writing instruction.* New York, NY: Guilford Press. • **2** **E**

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