

Adolescent Literacy Resource Menu: A Guide for Instructional Leaders

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PACT  **PLUS**

PROMOTING ADOLESCENTS' COMPREHENSION OF TEXT

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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> • 0 M

Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan

<https://iris.peabody.vanderbilt.edu/module/beh1> • 0 M

Classroom Management: Teachers Modules

www.apa.org/education/k12/classroom-mgmt.aspx • 0 M

Course Enhancement Modules Overview: Classroom and Behavior Management

<http://cedar.education.ufl.edu/cems/classroom-and-behavior-management> • 0 M

Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

<https://iris.peabody.vanderbilt.edu/module/fba> • 0 M

Online Resources

Behavior (resource collection):

<https://buildingrti.utexas.org/resource-categories/behavior> • 0 B

Behavior Management (brochure)

<http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/05/IRIS-Behavior-Brochure-DL-100513.pdf> • 0 B

Behavior Modification in the Classroom

www.ldonline.org/article/6030 • 0 B

Behavior-Specific Praise

https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/fss/pdfs/2018/fss_behaviro_specific_praise.pdf • 0 B

Classroom Management (resource collection)

www.ldonline.org/indepth/classroom • 0 B

Classroom and Teacher Influences on Behavior

<https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p03> • 0 B

Function-Based Intervention Strategies

<http://cedar.education.ufl.edu/wp-content/uploads/2014/09/Handout-16-Function-Based-Intervention-Strategies.pdf> • 0 B

Increasing Positive Behavior (toolkit)

<https://greatmiddleschools.org/toolkits/dropout-prevention/increasing-positive-behavior> • 0 M

Preventing and Addressing Problem Behaviors: Tips From the What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/addressingbehaviorproblems1> • 0 B

Teacher Behavioral Strategies: A Menu

www.interventioncentral.org/behavioral-interventions/challenging-students/teacher-behavioral-strategies-menu • 0 B

Videos

Creating a “Comfortable” Classroom Environment

www.teachingchannel.org/video/building-a-comfortable-classroom • 0 B

How to Manage Behavior in the Classroom: Praise

www.youtube.com/watch?v=ud4y-V9QBzU • 0 B

I Want to Get Better at ... Classroom Management

www.teachingchannel.org/blog/2017/06/14/classroom-management • 0 B

New Teacher Survival Guide: Classroom Management

www.teachingchannel.org/video/new-teacher-classroom-management • 0 B

Setting and Achieving High Expectations

www.teachingchannel.org/video/prioritizing-classroom-management • 0 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 (form)

<http://vkc.mc.vanderbilt.edu/etoolkit/wp-content/uploads/ABCchart.pdf> • 0 B

A-B-C Chart (video)

www.youtube.com/watch?v=QOE5GUfSpVM • 0 B

Behavior Strategies to Support Intensifying Interventions

<https://intensiveintervention.org/intervention-resources/behavior-strategies-support-intensifying-interventions> • 0 B

Observing Behavior Using A-B-C Data

www.iidc.indiana.edu/?pageId=444 • 0 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

www.teachingchannel.org/video/encourage-student-debate-getty • **O** **B**

Facilitating Academic Discourse

www.teachingchannel.org/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> • 0 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 • 0 M

Revised Bloom's Taxonomy: Question Starters

<https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf> • 0 B

Videos

The Art of Questioning: Content, Meaning, and Style

www.teachingchannel.org/video/structuring-questioning-in-classroom • 0 B

Checking in With Questions

www.teachingchannel.org/video/checking-in-with-questions • 0 B

Inquiry-Based Teaching: Asking Effective Questions

www.teachingchannel.org/video/questions-for-inquiry-based-teaching • 0 B

Structure Learning With Essential Questions

www.teachingchannel.org/video/structure-learning-essential-questions • 0 B

TALA Videos: Generating Questions (Comprehension)

www.meadowscenter.org/library/resource/tala-videos-generating-questions-comprehension • 0 B

Teacher Uses Questioning Techniques to Engage Students

www.engageny.org/resource/teacher-uses-questioning-techniques-engage-students-example-15 • 0 B

Writing Higher-Order Questions

www.teachingchannel.org/video/developing-better-questions • 0 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/toolkits/reading/generating-leveled-questions> • 0 M

Generating Questions (section of larger module)

<https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q3/p13> • 0 B

Wrap-Up Strategy

<https://iris.peabody.vanderbilt.edu/module/csr/cresource/q2/p08/#content> • 0 B

Videos

Generating Leveled Questions (Videos section of toolkit)

<https://greatmiddleschools.org/toolkits/reading/generating-leveled-questions> • 0 B

Higher-Order Questions: A Path to Deeper Learning

www.teachingchannel.org/video/teaching-higher-order-thinking-skills • 0 B

TALA Videos: Generating Questions (Comprehension)

www.meadowscenter.org/library/resource/tala-videos-generating-questions-comprehension • 0 B

Writing Higher-Order Questions

www.teachingchannel.org/video/developing-better-questions • 0 B

Print Resources

Berkeley, 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> •  

Differentiated Instruction: Maximizing the Learning of All Students

<https://iris.peabody.vanderbilt.edu/module/di> •  

Using Data to Differentiate Intervention Instruction: A Middle School Example

<https://buildingrti.utexas.org/modules/using-data-to-differentiate-intervention-instruction-middle-school-example> •  

Online Resources

Differentiated Instruction for Reading

www.ldonline.org/article/22801 •  

Differentiated Instruction for Writing

www.ldonline.org/article/22263 •  

Instructional Strategies: Differentiating Instruction

www.ldonline.org/educators/strategies/differentiating •  

Integrating a Layered Curriculum to Facilitate Differentiated Instruction

www.ascd.org/ascd-express/vol3/324-colding.aspx •  

Videos

Differentiating Instruction, 6–12, Part I: Student Choices and Multiple Modes of Learning

www.youtube.com/watch?v=akvDT9KFZPw •  

Differentiating Instruction, 6–12, Part II: Tiered Assignments and Flexible Grouping

www.youtube.com/watch?v=1ob4eGz04G4 •  

Differentiating With Learning Menus

www.teachingchannel.org/video/differentiating-instruction-strategy •  

Getting Started on Differentiated Instruction

www.youtube.com/watch?v=LGYa6ZacUTM •  

I Want to Get Better at ... Differentiation

www.teachingchannel.org/blog/2018/06/08/get-better-at-differentiation •  

New Teacher Survival Guide: Differentiating Instruction

www.teachingchannel.org/video/differentiating-instruction • 0 B

Understanding Differentiated Instruction

<https://buildingrti.utexas.org/videos/understanding-differentiated-instruction> • 0 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> • 0 M

Teaching English Language Learners: Effective Instructional Practices

<https://iris.peabody.vanderbilt.edu/module/ell> • 0 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 • 0 B

Best Practices for ELLs: Peer-Assisted Learning

www.readingrockets.org/article/best-practice-ells-peer-assisted-learning • 0 B

Best Practices for ELLs: Vocabulary Instruction

www.readingrockets.org/article/best-practice-ells-vocabulary-instruction • 0 B

Colorín Colorado: Guides and Toolkits

www.colorincolorado.org/guides-toolkits • 0 B

CREATE Project: Resources

www.cal.org/create/resources/index.html • 0 B

Differentiated Instruction for English Language Learners

www.ldonline.org/article/41025 • 0 B

ELL Starter Kit for Educators

www.colorincolorado.org/guide/ell-starter-kit-educators • 0 M

Reading Instruction for English Learners

www.texasgateway.org/sites/default/files/resources/documents/9Brief_ELs.pdf • 0 B

Response to Intervention in Reading for English Language Learners

www.rtinetwork.org/learn/diversity/englishlanguagelearners • 0 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 • 0 B

Videos

Deep Dive: English Language Learners (links to multiple videos)

www.teachingchannel.org/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)

www.teachingchannel.org/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

www.teachingchannel.org/video/multilingual-classroom-teaching • 0 B

What Does Language-Rich, Content-Based Instruction Look Like for ELLs? (links to multiple videos)

www.teachingchannel.org/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 •  

Flexible Grouping (section of larger module)

https://iris.peabody.vanderbilt.edu/module/ell/cresource/q2/p09/ell_09_link_flexible_grouping •  

Grouping Students (section of larger module)

<https://iris.peabody.vanderbilt.edu/module/csr/cresource/q3/p10/#content> •  

Online Resources

Classroom Strategies: Paired Reading

www.adlit.org/strategies/23354 •  

Grouping Students Who Struggle With Reading

www.adlit.org/article/203 •  

Groupings That Work for Students With Disabilities

www.readingrockets.org/article/groupings-work-students-disabilities •  

Instructional Grouping Practices in Reading

www.texasgateway.org/sites/default/files/resources/documents/7Brief_GroupingPractices.pdf •  

Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide

<https://files.eric.ed.gov/fulltext/ED531907.pdf> •  

Partner Reading: An Evidence-Based Practice • Teacher's Guide

www.meadowscenter.org/files/resources/PartnerReadingBrief_final.pdf •  

Team-Based Learning Collaborative (links to multiple resources)

www.teambasedlearning.org •  

Videos

Choosing Collaborative Groups

www.teachingchannel.org/video/choosing-collaborative-groups •  



Team-Based Learning Knowledge Application

<https://vimeo.com/201866773/77745e97b0> •  

Using Expertise to Group Students

www.teachingchannel.org/video/regrouping-students •  

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 •  

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> •  

Study Skills Strategies (Part 2): Strategies That Improve Students' Academic Performance

<https://iris.peabody.vanderbilt.edu/module/ss2> •  

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 •  

Direct, Explicit Comprehension Strategy Instruction

www.adlit.org/article/27740 •  

Explicit Instruction (website)

<https://explicitinstruction.org> •  

Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide

<https://files.eric.ed.gov/fulltext/ED531907.pdf> •  

Recommendations for Improving Adolescent Literacy

www.adlit.org/article/27737 •  

Videos

I Do, We Do, You Do

www.teachingchannel.org/video/modeling-strategy-getty •  

High-Leverage Practice 16: Use Explicit Instruction

<https://highleveragepractices.org/701-2> •  

TALA Videos: Explicit Instruction

<https://www.meadowscenter.org/library/resource/tala-videos-explicit-instruction> •  

Print Resource

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

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> •  

Online Resources

Modeling: Essentials for Learning

www.edutopia.org/blog/modeling-essential-for-learning-karen-lea •  

Think-Alouds

www.adlit.org/strategies/22735 •  

Using Think-Alouds to Improve Reading Comprehension

www.adlit.org/article/102 •  

Video

TALA Videos: Anticipation-Reaction Guides (Comprehension)

www.meadowscenter.org/library/resource/tala-videos-anticipation-reaction-guides-comprehension •  

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> • 0 B

Online Resources

Providing Specific Feedback

<https://iowareadingresearch.org/providing-specific-feedback> • 0 B

Teaching Tips: Effective Feedback in the Classroom

<https://cirt.gcu.edu/teaching3/tips/effectivefeed> • 0 B

Using Classroom Data to Give Systematic Feedback to Students to Improve Learning

www.apa.org/education/k12/classroom-data • 0 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> • 0 B

TALA Videos: Positive and Corrective Feedback

www.meadowscenter.org/library/resource/tala-videos-explicit-instruction • 0 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 •

0 B

Helping Your Child Succeed in School

www2.ed.gov/parents/academic/help/succeed/succeed.pdf • 0 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 •

0 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 • 0 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 • 0 B

Motivating Children to Do Their Homework: Parent's Guide

www.meadowscenter.org/library/resource/motivating-children-to-do-their-homework-parents-guide • 0 B

Three Tech Tips for Parent Newsletters

<https://greatmiddleschools.org/3-tech-tips-for-parent-newsletters> • 0 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 • 0 B

Selecting Text for Students (link begins 6 MB download)

<https://literacyonline.tki.org.nz/content/download/22368/179486/file/Text+Selection+Guidelines.pdf> • 0 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 • 0 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.

http://nde.ne.gov/CSPD/OHP/3-18-2015/Book_Fits_article.pdf • 0 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> • 0 B

ReadWorks

www.readworks.org • 0 B

TweenTribune

www.tweentribune.com • 0 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 • 0 B

Motivating Students

<https://cft.vanderbilt.edu/guides-sub-%20pages/motivating-students> • 0 B

Motivating Youth With Disabilities to Learn in the Science Classroom: A Guide for Educators

www.ncset.org/publications/info/NCSETInfoBrief_3.3.pdf • 0 B

Motivation and Engagement

www.adlit.org/article/c128 • 0 B

Reading Motivation: What the Research Says

www.adlit.org/article/29624 • 0 B

Student Behavior and Motivation (Chapter 2 of Middle School Matters Field Guide)

<https://greatmiddleschools.org/download-view/student-behavior-and-motivation> • 0 B

Student Motivation and Engagement in Literacy Learning

www.adlit.org/article/27759 • 0 B

Using Student Engagement to Improve Adolescent Literacy

<https://files.eric.ed.gov/fulltext/ED489536.pdf> • 0 B

Videos

Anita Archer: Active Participation Instruction, Seventh Grade

<https://vimeo.com/6771095> • 0 B

Body Language: Engage and Motivate

www.teachingchannel.org/video/engage-motivate-students • 0 B

High-Leverage Practice 18: Use Strategies to Promote Active Student Engagement

<https://highleveragepractices.org/701-2-5> • 0 B

Making Science Engaging

www.teachingchannel.org/video/making-science-engaging • 0 B

Time's Up! Effective Use of Instructional Time

www.teachingchannel.org/video/effectively-manage-instruction-time • 0 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. •

2 E

Mastropieri, M. A., & Scruggs, T. E. (2010). *The inclusive classroom: Strategies for effective differentiated instruction*. Upper Saddle River, NJ: Pearson Education. (see Chapter 9) • 2 B

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. • 2 M

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/#content> • 0 M

Online Resources

Effective Practices for Written Instruction

http://s3.amazonaws.com/cmi-teaching-ld/assets/attachments/187/DLD_HotSheet5.pdf?1405330219 •

0 B

Evidence-Based Practices for Writing Instruction

http://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-5_FINAL_08-31-14.pdf • 0 M

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 •

0 B

Teacher Tools Related to Writing

www.specialconnections.ku.edu/?q=instruction/writing/teacher_tools • 0 B

Teaching Secondary Students to Write Effectively

<https://ies.ed.gov/ncee/wwc/PracticeGuide/22> • 0 B

Teaching Writing to Diverse Student Populations

www.adlit.org/article/22323 • 0 B

Write for Texas: Professional Development to Support Academic Writing Resources

www.writefortexas.org/resources/professional-development-to-support-academic-writing-resources • 0 B

Writing and Writing Interventions (Chapter 1 of Middle School Matters Field Guide)

<https://greatmiddleschools.org/download-view/writing-interventions> • 0 B

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> • 0 M

Writing to Learn (toolkit)

<https://greatmiddleschools.org/toolkits/writing/writing-to-learn> • 0 M

Writing Throughout the Content Areas (toolkit)

<https://greatmiddleschools.org/toolkits/writing> • 0 M

Videos

Getting Ready to Write: Citing Textual Evidence

www.teachingchannel.org/video/teaching-about-textual-evidence • 0 B

How Do I Promote Writing in Any Content Area That I Teach?

www.teachingchannel.org/ells/promote-writing • 0 B

TALA Videos: Summarization

www.meadowscenter.org/library/resource/tala-videos-summarization • 0 B

Using Sentence Frames to Jumpstart Writing

www.teachingchannel.org/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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