

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
EDCI 664, Course Syllabus Summer, 2023

Instructor: Dr. Sharon L. Russell
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Office Hours: By Appointment
Course Number: EDCI 664

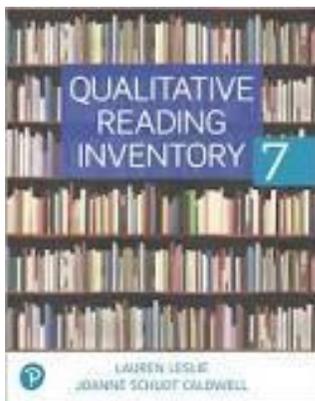
Graduate
3 credit hours
Field/Clinical: 15 hours

Course Title: Intervention and Assessment in Literacy for the Secondary Learner

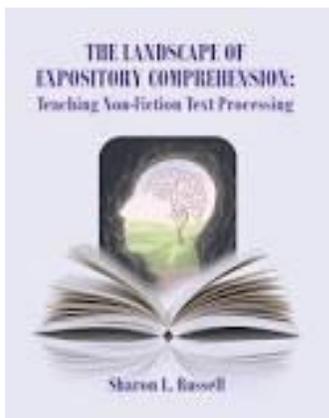
Department: Curriculum and Instruction

Required Texts:

Caldwell, J., & Leslie, L. (2021). *The Qualitative reading inventory-6*. Boston: Pearson.
(You may use an older version of the QRI – Editions 4, 5, or 6 are fine.)



Russell, S.L. (2023). *The landscape of expository comprehension: Teaching nonfiction text processing*. Kendall Hunt: Innovative Ink.



Catalog Description:

This course focuses on a comprehensive approach to the teaching of reading and best practices in interventions and assessments for the secondary learner. It provides students with the knowledge and skills they need to implement these methods in their own classrooms. The course will address research and theory related to the difficulties faced by struggling readers at the secondary level. It will focus on specific reading strategies, interventions, and assessments that are appropriate for those readers. The 15-hour lab component of this course requires the participant to implement the assessment/instructional process with one elementary school aged child who is identified as a struggling reader, and to effectively document and present literacy progress.

The Prerequisites for this course are:

EDCI 560 or EDCI 523 and any two of the following: 563, 564, 566, 567, or 561.

Fees and Charges: May incur field trip fees.

Effective Catalog Date for this master syllabus: Fall 2020

Course Content: Participants will engage in the diagnostic process of informal reading assessment, and use that initial assessment as well as the ongoing principles of the assessment-instruction loop to provide targeted, intervention instruction based on the strengths and needs of a secondary struggling reader. Teachers will demonstrate and practice intervention pedagogy that seamlessly incorporates all five pillars of literacy as necessary for their student. Candidates will also document assessment and ongoing progress of their student in case-study format. Special attention will be paid to assessment of text difficulty as well as to close and critical reading strategies, particularly in relationship to appropriate informational text and pedagogy for secondary students.

Required technology:

- Access to high speed internet will enable students to meet the course objectives and electronic requirement
- Establish account at YouTube education page www.YouTube.com/education (see instructions on setting up account and uploading videos in your ANGEL course account on the Resource page)
- Submit electronic recordings of one-on-one tutoring sessions Access to a recording device (i.e. Smart Phone, video camera, webcam, etc.) to record 30-minute segments

Course and field/clinical experience objectives (including knowledge, skills and dispositions):**Ohio State Reading Endorsement Standards (2018)**

5.3 Candidates know, model, and can assist colleagues in the selection of texts for different purposes (i.e., close reading, locating facts, independent reading, and reading for enjoyment) and have knowledge of strategies for motivating and supporting students to read both informational and fictional

texts in a variety of genres and modes of discourse.

5.4 Candidates know and can assist colleagues in understanding the key dimensions of text complexity (i.e., qualitative, quantitative, reader, and task) and the importance of considering these dimensions when selecting a wide body of appropriate literary and non-fiction texts, and other resources that reflect various content areas and disciplines.

5.5 Candidates know and can assist colleagues in understanding the specific demands of reading literary texts, content and discipline-specific texts, textbooks, websites, social media, etc., and the accompanying text structures that students commonly encounter in these.

5.6 Candidates understand and can assist colleagues in understanding literary texts from various genres, cultures, and time periods and how to use evidence and main ideas, among other features, as the basis for interpretation.

5.7 Candidates know and model various methods for promoting and expanding academic, disciplinary, and content-related vocabulary development of all learners.

5.8 Candidates know and model strategies for promoting content-area and disciplinary knowledge through reading and for improving research habits and study skills.

6.1 Candidates have knowledge of specific reading disabilities (e.g., dyslexia), including the cognitive/neurological basis of these and related learning disabilities that can impact literacy learning (i.e., language disabilities, ADD/ADHD, dysgraphia, autism), and can demonstrate this knowledge by creating reading instruction that effectively meets the needs of children with a variety of reading and learning profiles.

6.2 Candidates understand that reading and writing difficulties exist on a continuum of severity and change as learners develop over time. Candidates are adept at providing research-based, developmentally-appropriate instruction to address the needs of struggling readers and writers.

6.3 Candidates understand federal and state laws that pertain to reading disabilities and can serve as resources to other school staff and families in IEP planning and implementation as needed.

6.4 Candidates understand “best practices” in diagnosing a reading disability, including requirements for including intervention data as part of the eligibility decision-making process.

6.5 Candidates understand and can articulate the importance of early identification and proper evidence-based intervention for the amelioration of reading difficulties.

7.1 Candidates understand and appropriately use formal and informal techniques for assessing reading and writing development, and demonstrate proficiency in commonly-used assessments for screening, benchmarking, diagnosing, and monitoring literacy needs and achievement.

7.2 Candidates demonstrate knowledge of the technical adequacy (i.e., reliability, validity) and the

statistical components (i.e., standard deviation, raw/scaled/standardized score, percentile rank, grade equivalent) of assessments and can effectively communicate results and assist families, students, and other stakeholders in their understanding of literacy assessments.

7.3 Candidates use assessment data to plan and guide instruction and intervention for literacy learners at all skill levels, and to monitor student progress to determine the effectiveness of specific intervention practices at the individual, grade, and building levels.

7.4 Candidates demonstrate knowledge of and can select from a wide variety of intervention strategies to address reading and/or writing difficulties, promote literacy achievement, and advocate for effective literacy practices.

7.5 Candidates demonstrate skills in integrating technology to improve assessment processes and enhance intervention practices.

7.6 Candidates are able to identify students who are exceeding grade level expectations and are able to use data from both standardized and local assessments to plan appropriate instruction and demonstrate growth in learning.

KNOWLEDGE:

1. Identify characteristics and qualities of effective teaching of literacy at the secondary level.
2. Employ developmentally appropriate procedures and assessments for impacting the progress of students at the secondary level.
3. Identify and discuss current theories of language development as they relate to age, culture, and economic background.
4. Identify the role of observation and other informal assessment procedures in planning and monitoring student learning in language arts.
5. Utilize observation and other informal assessment procedures in planning and monitoring student learning in language arts.
6. Select English Language Arts Common Core Standards based on student strengths and weaknesses to plan intervention for the secondary student.
7. Employ the reflective process as it evolves during the pre-assessment of a student's learning, lesson implementation, and lesson modification.
8. Utilize a range of materials and instructional strategies available for accommodating individual differences in reading and writing for the secondary at-risk/struggling reader
9. Utilize effective planning and implementation of intervention literacy instruction plans.

SKILLS:

1. Design instructional activities based on initial and ongoing assessments of a reader's attitudes, knowledge, motivation, and performance with a variety of age appropriate assessment protocols.

2. Identify strategies and practice instructional methods grounded in researched-based strategies for teaching word study (phonemic awareness, phonics), fluency, vocabulary, and comprehension.
3. Describe and apply the process of reading as interactive involving reader, text, and contextual factors.
4. Demonstrate an understanding of assessment measures available for evaluating literacy achievement at the middle/secondary level.
5. Combine information from multiple sources of achievement assessments to identify a student's reading strengths and weaknesses.
6. Implement lessons and assess at-risk/struggling reader's needs in a developmentally appropriate manner.
7. Demonstrate an understanding of the English language learner and the diverse needs of at-risk/struggling students.
8. Document a student's progress through anecdotal observations, student work samples, formal, and informal assessments.

DISPOSITIONS:

1. Recognize the strengths and prior knowledge that the learner brings to literacy situations.
2. Value reflection as a means of identifying effective strategies and assessments to develop a deeper understanding of the needs of at-risk/struggling students.
3. Recognize the specific literacy needs for the secondary student.
4. Value the role of assessment in the instructional process.
5. Recognize that ELL students need authentic opportunities to communicate in the classroom.
6. Value home-school relationships to foster literacy growth.
7. Recognize developmentally appropriate practices for secondary students.
8. Value technology as an instructional tool for literacy.
9. Value the use of diverse, ongoing, and multiple literacy assessments for planning and reporting.
10. Value the input of colleagues, parents, community, and other stakeholders in instructional planning and development of reading programs.

Description of field/clinical experiences:

Enrollees will develop a plan of assessment and instructional plan to be used with one or more children. Under the supervision of the course instructor, teachers will carry out appropriate instructional routines. Teachers will compile portfolios documenting their assessment and instructional activities as well as children's progress. If possible, teachers will implement parent outreach initiatives such as conferences, awareness sessions and informal dialogues. Course participants will have opportunities for collegial sharing of ideas.

The EDCI 664 Candidate will tutor a child struggling with English Language Arts. The candidate will document assessment results and develop a plan of intervention to implement in a series of tutoring sessions. The candidate will be required to:

1. Gather data about the child's progress by performing a variety of research based assessments, such as informal reading inventories, attitude/interest surveys, fluency measures, running records. Reflect on the child's needs/strengths in the English Language Arts.
2. Document instructional plans using the assessment data targeting areas of need.
3. Collect formative data during the tutoring sessions.
4. Reflect on the progress of the child in written form based on the data collected and how the assessments and instructions impacted the child's learning.
5. Reflect on the effectiveness of the instructional strategies for improving the child's learning.
6. Share the progress of the child with the child's caregiver.

3. Student learning outcomes for the course:

1. Develop a research-based written classroom assessment plan appropriate to a secondary grade level and teaching assignment. Include measures to assess students' fluency, comprehension, and attitude towards reading. Include frequency of data collection, administration procedures, and plans to use the information for instructional decision-making.
2. Correctly administer and analyze an individual reading inventory and use the data to plan and teach 15 hours of reading intervention with an at-risk high school student.

3. Student assessment criteria for the course:

The EDCI 664 candidate will tutor a secondary student struggling with English Language Arts for a minimum for 15 hours. This may be done within the context of a reading improvement class or at home. The student will document assessment results and develop a plan of intervention to implement in a series of tutoring sessions. This plan will be assessed by the instructor using the "Plan of Intervention Rubric". A minimum of two tutoring sessions will be observed in person by the instructor or video-recorded and submitted by the candidate to the instructor. The instructor will use the "Intervention Performance Assessment" to evaluate these lessons. The 664 candidate will be required to:

1. Gather data about the secondary student's progress by performing a variety of research based assessments, such as informal reading inventories, attitude/interest surveys, fluency measures, running records.
2. Reflect on the secondary student's needs/strengths in the English Language Arts.
3. Develop instructional plans using the assessment data targeting areas of need.
4. Collect formative data during the tutoring sessions.
5. Reflect on the progress of the student in written form based on the data collected and how the assessments and instructions impacted the child's learning.
6. Reflect on the effectiveness of the instructional strategies for improving the secondary student's learning.
7. Submit a minimum of two video-recorded lessons to the instructor for feedback and evaluation.

EDCI 664 Course Outline

- All modules start on Monday and assignments are due on Sunday before the new module
- During a regular 14-week semester, each module will last TWO weeks. During Summer 7 week course, each module will only last ONE week.
- Initial discussion posts are due Wednesday, three response posts due Sunday
- Notes for planning: You will be creating questioning and text structure lesson plans. You also need to teach these and write an analysis of the lesson before you submit. Two of these will also be your recorded videos.
- I recognize that this may change when you can submit those assignments. We can work that out.

Module/Week	Topic	Readings/Assignments
Module 1	Literacy Assessment, Administering the QRI and the MRQ	Landscape: <ul style="list-style-type: none"> - Letter from the Author - Chapter 1- The problem with core content literacy QRI Front Matter Articles as Assigned in BB Due: <ul style="list-style-type: none"> ● QRI and MRQ Administration ● Discussion Board
Module 2	Text, Text Analysis, and Comprehension	Landscape: <ul style="list-style-type: none"> -Chapter 2: The situation model and Proficient Comprehension -Chapter 3: Replacing the deficit model with the situation model -Chapter 4: Comprehension Roadblocks and the Situation Model Articles as Assigned in BB Due: <ul style="list-style-type: none"> ● Comprehension Roadblocks ● Text Analysis ● Discussion Board
Module 3	Text Structures and Comprehension	Landscape: <ul style="list-style-type: none"> -Chapter 5: The situation model and text structure Articles as Assigned in BB Due

		<ul style="list-style-type: none"> ● Practice Text Mapping ● Discussion Board
Module 4	Using Critical Questioning	<p>Landscape: -Chapter 6: Critical Questioning and the situation model -Chapter 7: Section 1 (pp.109-116) Scaffolded Questioning. (Stop before <i>why use the critical questioning process?</i>)</p> <p>Articles as Assigned in BB</p> <p>Due:</p> <ul style="list-style-type: none"> ● Practice Assignment: Question Writing ● Discussion Board ● Two Text Structure Lesson Plans ● Video 1 due
Module 5	Reader-Text Match and Scaffolding	<p>Landscape: -Chapter 7: Scaffolded Questioning inside the CQS and Section 2 (pp. 117-136)</p> <p>Articles as Assigned in BB</p> <p>Due:</p> <ul style="list-style-type: none"> ● Text Complexity and Reader Text Match Assignment ● Discussion Board
Module 6	Differentiation	<p>Landscape: -Chapter 8: Contextualizing the Situation Model</p> <p>Articles as Assigned in BB</p> <p>Due:</p> <ul style="list-style-type: none"> ● Differentiation Paper ● Discussion Board ● Two Questioning Lesson Plans ● Video 2 (Text Structure) Due
Module 7	Adolescent Readers and Motivation	<p>Motivation Articles as Assigned on BB</p> <p>Due</p> <ul style="list-style-type: none"> ● Case Study ● Discussion Board

DEADLINES

Deadlines for assignments are critical. If an emergency does arise, you must negotiate an extension before the deadline. No late assignments will be accepted without a prior negotiation and Blackboard will stop allowing uploads at 11:30 PM of the date due.

A student must inform me when there are personal emergency circumstances preventing on-time submission of work.

ACTIVE PARTICIPATION

You are expected to take an active role in online classroom discussion boards based on responses to your reading assignments, research and presentations. **You are also expected to respond to other students' posts.**

Course Requirements - Notes

- All Written Work will be uploaded via Blackboard
- All grading rubrics can be found on Blackboard
- Graduate students are held to a higher academic standard than undergraduates for both depth of thought and writing facility.
- Detailed directions for each assignment can be found in the respective module
- **All papers are to be APA formatted**

ASSIGNMENTS:

Discussion Board Assignments One per Module – 30 points each

- Be prepared for in-class face to face discussions with thoughts and questions
- Respond to each week's reading assignments with personal thoughts, reflections or questions via Blackboard.

ORI / MRO Analysis Paper (50 Points)

You will administer the QRI/MRQ to your adolescent reader and submit a paper of the results and subsequent analysis.

Text Analysis Paper (50 points)

Select a textbook used in a secondary classroom and conduct both quantitative and qualitative readability checks. Submit the 100 word sample and information about the readability. Write a one-page (single spaced) comparison or analysis highlighting your text analysis findings.

Comprehension Roadblocks Assignment (20 Points)

This assignment is guided practice and will help you to solidify your understanding of text structure.

Text Mapping Practice Assignment (20 points). In the text structure module, you will be practicing using text structures as organizers for the author's words. You will use the text provided to try mapping it into the suggested text structures.

Two Text Structure Lesson Plans. (50 points each) You will write **and teach** two text structure lesson plans. The lesson plans will be submitted on the UBD format and require a lesson reflection and analysis. **You will use the nonfiction one for your video.**

Question Writing Practice (20 Points)

This assignment is guided practice and will help you to solidify your understanding of text structure.

Two Critical Questioning Lesson Plans (50 points each)

You will write **and teach** two text critical questioning plans. The lesson plans will be submitted on the UBD format and require a lesson reflection and analysis. **You will use the nonfiction one for your video.**

Analyzing Text Complexity and Reader Text Match Analysis (60 Points)

You will be choosing one text you want to use with your reader and analyzing it in terms of coherence, considerateness, complexity and reader-text match. You will write appropriate critical questions to help your reader with a close reading of the passage. Using that information plus knowledge of your student, you will write a reflection on reader-text match.

Differentiation Analysis Paper (50 points)

Using all data and lessons from the student you are tutoring, you will analyze his or her differentiated reading/learning needs in relationship to his/her academic reading practices and write an analysis paper.

Two Video Recordings (50 points each)

You will need to establish a You Tube education account and make two 30 minute videos of tutoring sessions. You will submit one during the first 5 hours and the second one during the last 5 hours of the 15 hours of tutoring. Make sure you record your teaching. I do not need to see the student. I need to see you teaching and using strategic actions to support at-risk readers. Think about instructional moves for before, during, and after reading.

Culminating Case Study Paper and Instructional Plan (200 points) (including the Motivation Assignment). (200 Points) Please note: The case study is the culminating project for this course. Failure to submit a case study by the due date will result in an automatic F (regardless of prior academic standing.)

Working with a child ages 13 to 18, provide one-to-one tutoring for **Fifteen** weeks – one hour session per week. You need fifteen total hours and this includes your assessments. You are required to administer the QRI and the MRQ as pre/posttest assessments. Monitor, evaluate, and keep records of all lessons and the reader's progress weekly. You are expected to design lesson plans using instructional procedures that you learned from your readings in this class. You are expected to be able to analyze lesson plans and assessments to write a case study summary.

Assessment and Evaluation of Candidates:

1. Any instructor teaching this class must assign candidates to create an instructional plan for the child they tutor. ***Plan of Intervention Rubric can be found on Blackboard.**
2. The instructor must also observe each candidate tutoring his/her student and complete the “Intervention Performance Assessment” rubric below. ***Intervention Performance Assessment Rubric can be found on blackboard.**

Grade Distribution:

A 93-100%	A- 90-92%
B 82-89%	B- 80-81%
C 72-79%	C- 70-71%
D 62-69%	D- 60-61%
F Below 60%	

Course Format

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

Academic Integrity Policy

Ashland University community strives to model leadership that is based upon Christian beliefs and virtues and that will encourage, develop and sustain men and women of character to serve their professions, their communities, and the world (AU Statement of Ethical Leadership). As members of Ashland University, students hold themselves to the highest standards of academic, personal and social integrity (Ashland University Campus Creed). In keeping with the Ashland University commitment to the highest standards of academic, personal and social integrity, students are expected to abide by the academic integrity standards outlined in this policy.

In addition to plagiarism, fabrication, and cheating, stealing, buying or otherwise obtaining all or part of graded coursework is considered a violation of the Academic Integrity Policy. When a faculty member has not observed a student violating any part of the policy but possesses a firm conviction of academic dishonesty, based on competent and probative evidence, an allegation may be filed with the Director of Records and Registration. A full Academic Integrity Policy document can be found in the student handbook and on the Office of Records and Registration website (<https://www.ashland.edu/administration/office-records-and-registration>).

Academic Support Services

The Center for Academic Support is designed to be a central location where students can come to get answers to questions related to scheduling, homesickness, roommate troubles, tutoring and advising. The Center for Academic Support is located on the seventh floor of the library. For more information, visit their website at <https://www.ashland.edu/administration/center-academic-support>. Other academic support services include:

1. Tutoring Services

The Tutoring Programs Office is a part of the Academic Support Center on the seventh floor of the Library. We provide academic support for the undergraduate students with **free peer tutoring in any of the undergraduate courses and soft skills:** Time management, study skills, note taking, and test taking strategies. One-on-one tutoring can assist you, small study group, or in a drop-in help session. Please request tutoring by filling out the form on www.ashland.edu/tutor then click on Request a Tutor link. Any question: Denisia Stoops, Coordinator, dstoops@ashland.edu or 419-207-6779.

You can also use the QR below to request a tutor:



487586640. Student Accessibility Services Statement

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

C. Ashland Multiliteracy Center (AMuLit Center)

The writing center has expanded services to become the Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short.

- Receive one-on-one feedback from an AMuLit Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Location: Bixler 104
- Appointments available: M-TH 9am-9pm and F 9am-5pm (same-day appts now available)
- Go to our website - www.ashland.edu/amulit- to schedule your appointment today!

D. The AU Counseling Services and Healthy Minds App

At Ashland University, there is a place on campus that will help you pursue your academic and personal goals. Personal counseling services are FREE to all students and are designed to enhance the quality of your university experience. Ashland University provides personal, social, academic or career counseling related services to address a variety of students' needs. Students are also encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services. To contact Counseling Services at AU call 419-289-5307.

Attendance Reporting:

Students are required to participate in a course related activity within the first three days of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

Suggested instructional strategies:

Clinical modeling, direct instruction, collaborative group activities, student presentations, independent inquiry, simulations, demonstration lessons, research papers, projects and/presentations, classroom video analysis, viewing of websites and electronic resources. and supervised clinical/field experiences.

Faculty who frequently teach the course: Sharon Russell

Licensure programs in which course is required:

Reading Endorsement
Master of Education: Curriculum & Instruction: Reading & Literacy

Bibliography:

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- Walker, N., Bean, T., & Dillard, B. (2010). *When textbooks fall short*. Portsmouth, NH: Heinemann.
- Webb, A., Rozema, R. (2008). *Literature and the web*. Portsmouth, NH: Heinemann.

Internet Resources:

- National Writing Project: <http://www.nwp.org/>
- Two Writing Teachers: <https://twowritingteachers.org/>
- Readwritethink / NCTE - <http://www.readwritethink.org/>

- Michigan State Standards:
http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html
- Common Core Standards for English Language Arts:
<http://www.corestandards.org/ELA-Literacy/>
- Freedom Writers Foundation: <http://www.freedomwritersfoundation.org/>