Menu
This Menu gives you quick access to all the content for Adolescent Literacy. It will also keep track of your progress as you work your way through the program’s video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1: Introduction
This topic is: 0% Complete
Topic A: Introduction | Hide Content

1. Program Overview: "Adolescent Literacy" | 03:00

Module 2: The Literacy Classroom: Grades 4-8
This topic is: 0% Complete
Topic A: Creating a Literacy Rich Classroom Environment | Hide Content

1. The essential components of a middle school literacy rich classroom | 06:00

This topic is: 0% Complete
Topic B: Effective Differentiation | Hide Content

1. A classroom example of middle school linguistic instruction | 04:40
2. Encouraging critical thinking through reading and visualization | 05:55
3. Encouraging organization through the use of student planners | 01:10
4. A sample group activity to promote adolescent reading and comprehension | 03:15
5. Grouping adolescent readers | 05:00

This topic is: 0% Complete
Topic C: Effective Assessment | Hide Content

1. Multiple techniques to assess a student's reading proficiency | 06:15
2. An example of a teacher / student reading interview | 03:50
3. A classroom example of partner reading - Part 1 | 04:20
4. A classroom example of partner reading - Part 2 | 05:20

This topic is: 0% Complete
Topic D: Word Study | Hide Content

1. Assessing the word knowledge of an adolescent student | 03:50
2. A middle level classroom example of group word study - Part 1 | 05:15
3. A middle level classroom example of group word study - Part 2 | 07:15

This topic is: 0% Complete
Topic E: Comprehension Strategies | Hide Content

1. Five methods to keep middle school students interested in reading | 04:30
Module 3:
Supporting the Struggling Adolescent Reader

This topic is: 0% Complete

Topic A:
Panel Discussion of Dayton | Hide Content

1. An expert panel on struggling readers | 01:25
2. Effectively identify struggling readers | 03:10
3. Building a community of learners, readers and writers | 04:25
4. Identifying struggling versus uninterested readers | 01:55
5. What type of classroom environment inspires students to read? | 03:15
6. Strategies for using fiction and non fiction | 05:35
7. How struggling reading affects other academic areas | 06:35
8. What makes a good reader? | 03:00
9. Reading instruction beyond elementary school | 07:30
10. Nurturing reading at school and at home | 02:50

Assessment:
Supporting the Struggling Adolescent Reader

Module 4:
Reading to Learn

This topic is: 0% Complete

Topic A:
Guided Reading | Hide Content

1. How do I integrate all of the reading strategies with my students? | 02:10
2. Helping students look for patterns | 03:35
3. Helping students gain meaning from their reading | 02:45
4. Unlock student potential through self monitoring and correction | 02:00
5. Strategies to process text | 07:00
6. Model a reading strategy to encourage student engagement | 02:40
7. Teaching students about context cues | 03:45
8. Rating student word knowledge in advance of a reading assignment | 02:00
9. The six basic text structures and text features | 05:35
10. The difference between text structures and text features | 04:45
11. Teaching students about text features | 06:15
12. The profound impact prior knowledge has on reading | 04:15
13. Helping students make reading more meaningful | 04:15
14. Getting kids excited about reading | 02:10

This topic is: 0% Complete

Topic B:
Managing Guided Reading Groups | Hide Content

1. Introducing text to a guided reading group | 03:00
2. Helping readers make connections with the text | 07:55
3. An example of an interference from what text doesn't say | 06:30
4. An example of developing a present parallel from the text | 03:50
5. An example of a guided reading group discussing their interpretation of text | 03:50
6. Reflecting on the importance of respectful listening in guided reading | 02:30
7. Encouraging students to "add on" to other group member comments | 01:00
8. Strategies to guide the conversation of the reading group | 03:55
9. Reflecting on the deliberate guidance provided by the teacher | 05:25
10. What type of notes should a teacher take during guided reading? | 02:30
11. Organizing teacher notes from a guided reading lesson | 03:50
### Topic C: Guided Reading Modeled Lessons

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<tr>
<th>Number</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Using guided reading and curriculum maps to meet your objectives</td>
<td>05:40</td>
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<tr>
<td>2</td>
<td>What is an ideal guided reading group?</td>
<td>03:55</td>
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<td>3</td>
<td>Leveling and matching text to the appropriate students</td>
<td>04:05</td>
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<td>4</td>
<td>Balancing guided &amp; independent reading simultaneously</td>
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<td>5</td>
<td>Can guided reading work in middle and high school?</td>
<td>06:10</td>
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<td>6</td>
<td>A common lesson format for all guided reading</td>
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<td>7</td>
<td>A poor book introduction can doom your guided reading lesson</td>
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<td>8</td>
<td>Critical guidelines to focus your readers</td>
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<td>9</td>
<td>Teaching students to &quot;self monitor&quot; during their reading</td>
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<td>10</td>
<td>Encouraging guided reading discussions that reference the text</td>
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<td>11</td>
<td>Reading extension: less is more</td>
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<td>12</td>
<td>Teaching before, during and after reading</td>
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<td>13</td>
<td>How assessment patterns provide input for meaningful mini lessons</td>
<td>04:40</td>
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<td>14</td>
<td>Balancing fiction and non fiction for guided reading</td>
<td>01:35</td>
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<td>15</td>
<td>Can substitute teachers lead guided or shared reading groups?</td>
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<td>16</td>
<td>Key questions to consider when planning for guided reading</td>
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<td>17</td>
<td>Creating a framework for guided reading</td>
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<td>18</td>
<td>What is reciprocal teaching?</td>
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<td>19</td>
<td>Estimated student reading times</td>
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<td>20</td>
<td>Tracking forms to record student reading progress</td>
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### Topic D: Science Lesson

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<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Teaching science class students about schema &amp; picture clues</td>
<td>05:20</td>
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<tr>
<td>2</td>
<td>A science class activity to promote reading, synthesizing and visualization</td>
<td>05:10</td>
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<tr>
<td>3</td>
<td>Developing awareness before reading the text</td>
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<td>4</td>
<td>Students synthesize during their reading</td>
<td>03:45</td>
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<tr>
<td>5</td>
<td>Integrating science instruction with reading reflection</td>
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### Topic E: Math Lesson

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<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>A classroom example of an integrated math / reading lesson - Part 1</td>
<td>04:10</td>
</tr>
<tr>
<td>2</td>
<td>A classroom example of an integrated math / reading lesson - Part 2</td>
<td>05:45</td>
</tr>
<tr>
<td>3</td>
<td>Using a picture book for a middle level read aloud</td>
<td>02:40</td>
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