

Performance Six  
Annotated Bibliography

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ENGL 444 Methods in Teaching 5-12  
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## Print Sources Bibliography

**Beers, G. Kyle, Robert E Probst, and Linda Rief. *Adolescent Literacy*. Portsmouth, NH: Heinemann, 2007. Print.**

*Adolescent Literacy* compiles the thoughts of classroom teachers, researchers, and important members of the education community concerning a wide variety of topics encompassed within adolescent learning, particularly in regards to literacy. The text focuses the discussion around issues including teaching English language learners, helping struggling readers, technology in the classroom, multimodal literacy, compelling writing instruction, and young adult literature. Each of its chapters builds on the previous to create a unified story of adolescent literacy that will help all middle and secondary teachers envision literacy instruction in new ways. *Adolescent Literacy* also includes assessment rubrics for teachers, administrators, and staff developers, which makes it a useful resource for professional development.

**Center for Applied Linguistics. *English Language Learners with Special Education Needs: Identification, Assessment, and Instruction*. Chicago, IL: Delta Publishing, 2002. Print.**

Until very recently many districts had not implemented a concrete way of identifying and assessing English language learners with special education needs. In many schools, it would be assumed that if they were behind it was due to language proficiency.

Simultaneously, students were being referred to special education due to their language proficiency and not a developmental delay. *English Language Learners with Special Education Needs* then aims to provide systematic ways and tips on identifying, assessing,

and providing meaningful instruction for English language learners with special education needs. Ideas discussed include collaboration among special education and mainstream teachers, school psychologists and counselors, speech pathologists, and diagnosticians, as well as the ESL/ELL department.

**Colombo, Michaela & Dana Furbash. *Teaching English Language Learners: Content and Language in Middle and Secondary Mainstream Classrooms*. Thousand Oaks, CA: Sage, 2008. Print.**

Adapting content for older English language learners can be particularly challenging for teachers because of each student's unique needs. *Teaching English Language Learners* is an effective guide to implementing and assessing high level, content-area instruction for ELL students. This book begins with a comprehensive overview of second language acquisition theories, as well as the variables involved and strategies, units and lessons that may be effective for students with these challenges. This book addresses each of the subjects of the core curriculum, including English/language arts. This book also includes a chapter on differentiating summative assessments, sample lessons and mini lessons, and tips such as reflection, journaling, and discussion. This book is an excellent resource for mainstream teachers.

**Freeman, Yvonne, et all. *Diverse Learners in the Mainstream Classroom: Strategies for Supporting all Students Across Content Areas, English Language Learners, Students with Disabilities, Gifted and Talented Students*. Portsmouth, NH: Heineman, 2008. Print.**

One of the most researched factions of education is diversity in the classroom. Current educational trends are now including English language learners, students with disabilities, students in pull out resource classes, and gifted and talented students in the mainstream classroom. All these students have unique and diverse needs. *Diverse Learners in the Mainstream Classroom* provided strategies and approaches for working effectively and efficiently with these learners. This book provided a general overview of the principles, demonstration scenarios, ready-to-use application, ideas for incorporating technology, and a multiple intelligence framework to help differentiate and scaffold instruction to catch all these learners with the same net. This practical guide will help educators find functional solutions to these challenges.

**Herrell, Adrienne. *Fifty Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson/Prentice Hall, 2007. Print.**

For many teachers of English language learners, finding strategies and practices to help their students is an ongoing search. *Fifty Strategies* is endorsed by and aligned with TESOL standards and have been field tested in diverse classroom. Each strategy included an explanation, step-by-step instructions for planning and use, and scenarios demonstrating how to differentiate for various levels. Strategies included in this book are improving student involvement, vocabulary knowledge, communication games, culture studies, close activities, comprehension, and assessment ideas. A DVD is also included with this book, which has many of the strategies illustrated in a classroom with English language learners.

**Hogan, Walter. *Humor In Young Adult Literature*. Lanham, Md.: Scarecrow Press, 2005. Print.**

This text focuses on books aimed at young adults, but with a happier or lighter message than what is generally associated with young adult fiction. The book examines eight different issues that are relevant to readers of this age group and helps teachers find the texts that they might use in their classrooms to address these perennial issues. The topics covered include family and friends, bullies, authorities and adversaries, “What’s wrong with me?” and coming of age.

**McKenna, Michael C, and Richard David Robinson. *Teaching Through Text*. Boston, MA: Pearson/Prentice Hall, 2013. Print.**

In *Teaching Through Text*, middle and secondary school teachers get a core set of instructional techniques that are evidence-based and practical for use in the classroom. This resource is designed to help teachers incorporate reading-related approaches in their classrooms, which are easy to follow, clearly laid out, feature a strong empirical base and reflect the latest thinking in the field. Each chapter is structured with the objectives of the chapter clearly listed at the beginning, followed by the content that is the focus of the chapter, and closes with a summary and practical ways to involve the content in one’s classroom.

**Polette, Keith. *Teaching Grammar Through Writing*. Boston: Pearson/A & B, 2008. Print.**

This book is written for teachers of grades four through twelve, with a clear focus on incorporating all grammar elements into writing. This book provides exercises, strategies, and examples to guide teachers and help students to expand their writing skills. The book is organized so that teachers are able to follow the curriculum in the order that it is presented

or so that they can pick and choose lessons as are appropriate for their students. The book could also function simply as a reference tool for students and teachers alike. Aside from covering the basic grammatical elements, this book also addresses sentence building, combining, and imitation, writer's voice, word play, poetry, editing, and guided or process writing.

**Stover, Lois T, and Stephanie F Zenker. *Books For You*. Urbana, IL: The Council, 1997.**

**Print.**

This resource contains annotations for nearly 1,400 different titles, all aimed at Senior High students. It manages to capture the essence of each book's plot as well as noting which books are suited for less advanced readers. The works annotated in this book are written by authors from a variety of countries and many feature characters that are multicultural. This booklist is divided into 40 chapters covering a myriad of topics, including "Adventure and Survival," "College, Education, and Careers," "Death and Dying," "Family Relationships," "History, Geography, Archeology, and Anthropology," "Holocaust," "Human Rights," "Religion, Cults, and Inspiration," etc.

**Wilde, Sandra. *Funner Grammar*. Portsmouth, NH: Heinemann, 2012. Print.**

*Funner Grammar* is not the typical grammar textbook or workbook. Rather than focusing on repetitive workbook exercises, this resource provides teachers with sample lessons and alternative ways of approaching teaching grammar, the conventions of written English, usage, and linguistics, as well as differentiating instruction for English Language Learners. This book also incorporates and coordinates with the Common Core State Standards, making it easier for teachers to ensure that their students are meeting existing standards.



## Website Bibliography

**Beach, Richard et al. "Teaching Literature". *Teachingliterature.org*. N.p., 2016. Web. 28 Jan. 2016.**

This website is meant to accompany a written textbook, but can also be quite useful without any supplementary materials. The website summarizes and highlights the main issues of each chapter of the textbook, and suggests activities that could be used in the classroom. The website also features links to a variety of high-quality resources. These links are organized into sections including: nonfiction, poetry, critical lenses, story response, assessment, censorship, media/technology, literary genres, YA literature, Shakespeare, drama/speech, lesson plans, American literature, British literature, and perhaps most usefully, multicultural/women's/world literature. The links featured in this last section include a variety of webquests and highlight the literary works by male and female writers, of a variety of ethnicities, as well as resources for teachers concerning how to approach teaching non-european literature.

**Beard, Carla. "Web English Teacher". *Webenglishteacher.com*. N.p., 2016. Web. 28 Jan. 2016.**

This site has a variety of resources for all English teachers. The content includes articles, resources, handouts, and guides organized into broad topics including teaching drama, writing, vocabulary, literacy, and grammar, but also much more narrow topics including book reports, Shakespeare, and mythology. "Web English Teacher" also functions as a tool to help teachers find more specific tools and resources through providing a variety of links, organized by topic.



**Folger Education,. "Teaching Shakespeare!". N.p., 2016. Web. 28 Jan. 2016.**

This website aims to promote an approachable and engaging experience with Shakespeare for students. Users have access to a variety of teaching modules focusing on everything from pre-reading any play to a close examination of particular soliloquies. Each module was contributed by a teacher who had used the module with success in their own classroom. Each module clearly states the objective, the time required, the materials and a detailed explanation of the process. The Common Core standards addressed by the lesson are also noted, as well as possible methods of assessment.

**Luminarium.org,. "Luminarium: Anthology Of English Literature". N.p., 2016. Web. 28 Jan. 2016.**

"Luminarium" is a website that has compiled biographies, quotes, works, essays and articles, and study resources based on the major literary figures in Medieval Literature, Renaissance Literature, 17th Century Literature, and Restoration & 18th Century Literature. All of the content is taken from authoritative sources, including *The Norton Anthology of English Literature*, *The Encyclopaedia Britannica*, and *The Cambridge Guide to Literature in English*. This website is a great resource for both teachers and students, particularly when used to get a better understanding of the context surrounding literary works.

**Poets.org,. "Tips For Teaching Poetry | Academy Of American Poets". N.p., 2016. Web. 28 Jan. 2016.**

This website is an aid for teachers who will be having their students engage with poetry. This particular website focuses on four particular areas of teaching poetry including

preparation, reading, writing, and other activities for the classroom. Teachers can also find success stories about poetry in the classroom and tips that will help their students to be equally successful.

**Project Gutenberg. "Project Gutenberg". N.p., 2016. Web. 28 Jan. 2016.**

“Project Gutenberg” is a website that has easy and unlimited access to literary works that are in the public domain. It includes a wide variety of types, styles, and eras of literature. This website would make it very easy to find and share literature with students.

**Readwritethink.org. "Essay Map". N.p., 2016. Web. 28 Jan. 2016.**

This website provides an interactive tool that would help students with essay planning. Students are able to make an account and save the work. Using this tool would make outlining an essay more enjoyable and engaging for students.

**Spellingcity.com. "Figurative Language". N.p., 2016. Web. 28 Jan. 2016.**

This website is an aid for both teachers and students. It features video lessons, enrichment strategies, games, and figurative language overviews. There are also sample worksheets for practicing specific types of figurative language, organized to be age appropriate.

**Teacherplanet.com. "Teacher Planet". N.p., 2016. Web. 28 Jan. 2016.**

“Teacher Planet” features sample lesson plans, worksheets, rubrics, unit themes, and various other teacher tools for a variety of subject areas. It can also be a tool for teachers to find jobs or apply for grants. The resources on this website would be a great starting point to work from as I begin to develop my own unit plans and lessons.

**Teach-nology.com. "Worksheets, Lesson Plans, Teacher Resources, And Rubrics".**

**N.p., 2016. Web. 28 Jan. 2016.**

“TeAchnology” provides easy to use resources for teachers dedicated to improving the education of today's students. The website features lesson plans, printable worksheets, rubrics, teaching tips, webquests, and a variety of other resources for teachers (K-12). The aim of this website is to enable teachers to be as effective as possible in a world driven by technology and to provide high quality tools for designing instruction, in order that teachers are able to save time and energy. Finally, it provides links to valuable and useful information relative to current and best practices in the field of education.