





## Aligns to IDEA, Part B


The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. According to the website, IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. (Please see <http://idea.ed.gov/explore/home> for access to regulations, legislation, and more information.)


The following chart shows how *THE 10* paperback libraries can support children with disabilities under IDEA, based on some of the key criteria and recommendations. The criteria include the Response to Intervention (RtI) framework for allocating instructional services and resources in response to students' needs.


Key Criteria for IDEA Funding	 <i>THE 10</i>
<p>1. Provide research-based and scientifically validated interventions, to the extent possible</p> <div data-bbox="173 1570 607 1845" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>If you have any questions about <b><i>THE 10</i></b> or would like to place an order, please call your sales representative at <b>800-387-1437</b> or fax to <b>877-242-5865</b>.</p> </div>	<p><b><i>THE 10</i></b> is a collection of 100 exciting books in magazine format, chocked full of colorful photos, fact boxes, and content-related questions used to motivate and educate students while they build their vocabulary, critical thinking and comprehension skills. Based on the "Top 10" countdown format, <u>books are written at the sixth-grade reading level, but interest children in Grades 6-12.</u></p> <p><u><b><i>THE 10</i></b> is based on the teaching experience and research of Dr. Jeffrey D. Wilhelm, who served as the Series Editor. A classroom teacher for fifteen years, Dr. Wilhelm is currently Professor of English Education at Boise State University. He works in local schools as part of the Professional Development Site Network, and teaches middle and high school students each spring. He is the founding director of the Maine Writing Project and the Boise State Writing Project. He is also an award-winning author of texts about literacy teaching.</u></p> <p>Designed to help <u>improve adolescent literacy and deepen students' content-area knowledge</u>, <b><i>THE 10</i></b> uses <u>inquiry-based learning</u> to build students' comprehension and content-area vocabulary while scientifically, socially, and artistically exploring key content-area concepts and themes.</p> <p style="text-align: right;"><i>(continued)</i></p>


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<p>Provide research-based and scientifically validated interventions, <i>Continued</i></p>	<p>Dr. Wilhelm has found that, “Research in nearly every discipline shows that when we teach curricular topics and learning strategies through inquiry, students become both more engaged and more competent as readers and learners. They do better on standardized tests. They complete more assignments. They achieve understanding that they retain over time, and many other benefits accrue as well.”</p> <p>In the Program Guide, Dr. Wilhelm presents an overview of the pedagogical strategies for <u>teaching adolescent learners, including those students reading below their grade level</u>. The research that supports these strategies includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Numerous studies have demonstrated that it is most helpful to teach comprehension strategies, text structures, and word-level strategies while students are engaged in <u>reading challenging, content-rich texts</u>. Such skills don’t stick when practiced for their own sake. Rather, students learn those skills best when they have <u>compelling reasons</u>—such as the desire to make sense of interesting materials—to use them. (Alvermann, 2002; Guthrie and Wigfield, 1997; Vacca and Vacca, 1999; Wilhelm and Smith, 2002)</li> <li>• Effective literacy education leads students to <u>think deeply about texts and use them to generate ideas and knowledge</u>. Students can be taught to think about their own thinking, to understand how texts are organized, to consider relationships between texts, and to comprehend complexities. (NCTE, Principles of Adolescent Literacy Reform, 2006)</li> <li>• Students must be shown how to <u>cultivate a climate of debate, questioning, and multiple interpretations</u>. (Calkins, 2001)</li> <li>• <u>Accountable Talk</u> sharpens students’ thinking by reinforcing their ability to use and create knowledge. (Michaels and O’Connor, 2001)</li> <li>• Having a large vocabulary, being able to choose the correct grammatical form to communicate a message, sustaining a conversation, and being motivated to use language in problem-solving contexts are important oral <u>language components</u> that contribute to a child’s foundation for formal instruction. (Snow, Burns, &amp; Griffin, 1998)</li> <li>• The <u>amount of reading</u> is a strong predictor of reading comprehension, <u>outweighing intelligence, economic background, and gender</u> (Reutzel &amp; Gikkubgsworth, 1991)</li> </ul>


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<p>2. Provide access to the general core curriculum taught to regular-education students</p> <p><i>and/or</i></p> <p>Use supplemental instructional materials, where appropriate, to strengthen the efficacy of the comprehensive core curriculum</p>	<p><b>THE 10</b> develops critical thinking and comprehension skills through engaging and exciting titles that focus on science, social studies, and the arts topics. Through inquiry-based learning, students build comprehension and content-area vocabulary while scientifically, socially, and artistically exploring key content-area concepts and themes.</p> <p>For example, <b>THE 10</b> includes these high-interest titles:</p> <ul style="list-style-type: none"><li>○ <i>The 10 Most Defining Moments of the Civil War Era</i></li><li>○ <i>The 10 Coolest Wonders of the Universe</i></li><li>○ <i>The 10 Deadliest Sea Creatures</i></li><li>○ <i>The 10 Most Extreme Jobs</i></li><li>○ <i>The 10 Greatest Movies from Books</i></li></ul> <p>Whether used as part of the general core curriculum or as supplemental instruction, <b>THE 10</b> helps students develop the following:</p> <p><u>Content Knowledge</u> – <b>THE 10</b> focuses on discovering and “uncovering” science, social studies, and the arts and culture through the use of inquiry-based, high-interest text. Students learn or relearn the content-area concepts and knowledge not only by reading the books, but also through essential questions specific to each domain and topic. These engage students in teacher-led, independent, and collaborative learning opportunities that ask students to use critical-thinking skills and make connections across the curriculum.</p> <p><u>Vocabulary</u> – <b>THE 10</b> series offers a multi-faceted approach to building vocabulary knowledge, focusing on helping students build a rich lexicon of words that they can use in varied contexts. The program teaches two types of words that are essential for reading comprehension:</p> <ul style="list-style-type: none"><li>• Content-area words, which are boldfaced in color in various articles throughout the book</li><li>• Topic-related words listed on the Teaching Card and in the associated Vocabulary Mini-Lesson that students can learn and apply across subject areas</li></ul> <p>In addition, two instructional approaches are used to teach vocabulary:</p> <ul style="list-style-type: none"><li>• <u>In context</u> – Students learn targeted words in the context of the article in the book. Learning is scaffolded by the word being boldfaced in color and also defined in a callout printed on the same page.</li><li>• <u>Explicit instruction</u> – Teachers explicitly teach the definitions of the topic-related vocabulary words using the program’s Vocabulary Mini-Lesson flexible routine. Educators can view a sample mini-lesson at <a href="http://www.scholastic.com/the10">www.scholastic.com/the10</a>.</li></ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Provide access to the general core curriculum <i>and/or</i> use supplemental instructional materials, <i>Continued</i></p>	<p><u>Fluency</u> – Books in <b>THE 10</b> are written at approximately a sixth-grade reading level and are meant to offer independent reading opportunities for students in Grades 6-12. Research has found that when students read easy books of their own choosing, they read more, enjoy it, and develop fluency.</p> <p><u>Comprehension</u> – <b>THE 10</b> develops comprehension skills and reinforces them with a multimodal, scaffolded approach.</p> <ul style="list-style-type: none"><li>• Each title-specific Teaching Card features a comprehension skill and probing questions to practice and reinforce it within that book.</li><li>• If students need more support with a comprehension skill, Teaching Cards direct teachers to the mini-lessons found at <a href="http://www.scholastic.com/the10">www.scholastic.com/the10</a>. There are seven comprehension mini-lessons on the following skills:<ul style="list-style-type: none"><li>○ Make inferences</li><li>○ Ask questions</li><li>○ Compare &amp; contrast</li><li>○ Visualize</li><li>○ Summarize</li><li>○ Make predications</li></ul></li><li>• Student Guides for each title provide graphic organizers to help students analyze and understand facts from the book.</li><li>• The Student Guide provides comprehension strategies to use while students read the book, such as flagging pages with sticky notes on which they write their ideas and questions they generate</li></ul> <p><u>Writing</u> – <b>THE 10</b> exposes students to a wide variety of topics, encouraging students to write about ideas that are meaningful to them. Writing opportunities are included in the Teaching and Student Cards.</p> <p>The series also contains real-world models of writing and a variety of genres for students to use as scaffolds for their own thinking, helping shape their own ideas and concerns.</p> <p><u>Oral Communication</u> – With <b>THE 10</b>, students engage in meaningful conversations about the various topics, concepts, and ideas in the subject areas. The program is designed to engage students in learning through talk. While the text is written at an independent reading level that allows for development and refinement of literacy skills, the content and concepts progressively become more complex. Through this progression, <b>THE 10</b>'s "talk curriculum" is developed.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Provide access to the general core curriculum <i>and/or</i> use supplemental instructional materials, <i>Continued</i></p>	<p><b>THE 10</b> offers the following two purchasing options:</p> <ul style="list-style-type: none"> <li>• <u>Teacher Pack</u> – 10 books (10 titles; 1 copy each), Program Guide, Classroom Poster</li> <li>• <u>Classroom Pack</u> – 40 books (10 specific titles; 4 copies each), Program Guide, Classroom Poster, Quick Start Guide, Teaching Cards (one per title), Student Cards (one per title), Professional Book – <i>Engaging Readers &amp; Writers With Inquiry</i>, by Jeffrey D. Wilhelm</li> </ul>
<p>3. Educate students in the least restrictive environment consistent with their educational needs</p>	<p><b>THE 10</b>, developed for the interest levels of students in Grades 6-12, is written at approximately a sixth-grade reading level. The series' three leveled libraries can meet the needs of students with a variety of reading abilities:</p> <ul style="list-style-type: none"> <li>○ Library A (Grades 6-7)</li> <li>○ Library B (Grades 7-8)</li> <li>○ Library C (Grades 8-9+)</li> </ul> <p>Each library contains three sets, each one containing books in science, social studies, and arts &amp; culture. Educators can flexibly integrate the series' content-area themes and reading instruction into the regular and special education curriculum goals and objectives.</p> <p>The high-interest, appealing, content-rich materials engage and motivate all students in the classroom to read and learn. The series' strong visual and instructional scaffolding helps Special Education inclusion students participate in the program and build confidence that they can progress with the rest of the class.</p> <p>The Program Guide offers a comprehensive overview of the pedagogical strategies for teaching adolescent learners, including those students reading below their grade level. Guidance for developing content knowledge, comprehension skills, and vocabulary are included in the Teaching Cards. These can be used to differentiate instruction within a regular classroom to best meet students' learning styles and requirements.</p> <p>The series can also be used to increase content knowledge and reading skills of special education students in a pullout program or in a self-contained classroom with students who can read at the sixth-grade level.</p>

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<p>4. Implement a multitiered strategy designed to provide increasingly intensive interventions to those students who are not making adequate progress in the core curriculum (RtI)</p>	<p><b>THE 10</b> can be flexibly implemented as part of a multitiered strategy. Whether it is used in Tier I as a complement to the core program or in Tier 2 as a supplemental curriculum, this program provides opportunities for cross-curricular reading and learning and development of strategic reading skills.</p> <p><u>Cross-curricular</u> – Aligned to standards in English language arts, science, social studies, and the arts and culture, the graphically rich books from <b>THE 10</b> embed content-area learning into exciting and relevant topics. They can be used for independent reading to reinforce and extend learning, and for small-group instruction where more teacher support is needed.</p> <p><u>Strategic Reading Skill Development</u> – <b>THE 10</b> uses a multimodal scaffolded approach to reinforce comprehension and critical thinking skills. The following resources can be utilized as more intensive intervention is needed:</p> <ul style="list-style-type: none"> <li>• <u>Program Guide</u> – This comprehensive overview guides teachers in how to use the pedagogical strategies for teaching adolescent learners, including those students reading below their grade level.</li> <li>• <u>Teaching Cards</u> – Each title-specific card supports the development of content knowledge, comprehension, and vocabulary.</li> <li>• <u>Student Cards</u> – Each title-specific card provides sample questions, writing prompts, and easy comprehension strategies that teachers can use as a springboard to help students generate their own ideas and opinions.</li> </ul>
<p>5. Provide ongoing progress monitoring of students' response to high-quality, research-based intervention and use it to guide the Individualized Education Program (IEP)</p>	<p>Each book in <b>THE 10</b> contains embedded features that not only support readers, but also provide teachers with opportunities to make informal assessments of each student's reading comprehension, critical thinking, and other literacy skills. The Program Guide suggests the following formative assessment techniques that can be used as students read:</p> <ul style="list-style-type: none"> <li>• <u>Observations</u> – Teachers can gather evidence of students' learning as they observe how students interact with books, discuss what they've learned, and justify their reasoning.</li> <li>• <u>Inquiries</u> – Through classroom activities, teachers can support and observe students' abilities to ask critical questions, think deeply, and reason through texts. One example is an "Inquiry Wall," where students post new inquiries and research avenues they are investigating.</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

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<p>Provide ongoing progress monitoring, <i>Continued</i></p>	<ul style="list-style-type: none"> <li>• <u>Student recordkeeping</u> – Encouraging students to document their ideas and progress through notes, lists, writing, etc., not only helps students better understand how they learn and the progress associated with their learning, but also allows teachers to monitor students’ progress.</li> </ul> <p>The Teaching and Student Cards provide <u>ongoing progress monitoring opportunities</u> through discussion questions, research projects, writing assignments, and other activities.</p> <p><u>Feedback</u> from these assessments can be used to modify instruction and intervention, as well as guide the development of IEPs.</p>
<p>6. Include literacy instruction that targets English language learners who have not yet been identified as needing special education services (Rtl)</p>	<p><b>THE 10</b> supports literacy instruction that targets English language learners (ELLs) in the following ways:</p> <ul style="list-style-type: none"> <li>• The books in the series are centered on <u>single ideas in manageable chunks</u> that simplify learning for ELLs.</li> <li>• <u>Strong visual and varied means of teaching content</u> with high-interest, material <u>scaffolds instruction</u> and learning.</li> <li>• The Program Guide includes a section dedicated to “Ensuring Success for <i>All</i> Students.” This section explains the factors that influence second-language literacy learning, such as using differentiated instructional practices.</li> </ul> <p>The <u>scaffolded vocabulary instruction</u> builds language skills and helps ELLs build the confidence to fully engage in the language activities.</p>
<p>7. Inform parents of general education services that would be provided and strategies to support their child’s rate of learning</p>	<p>Teachers can use the research provided in the Program Guide for <b>THE 10</b> to inform parents about how the program will support their child’s rate of learning.</p> <p>Students demonstrate what they’ve learned with <b>THE 10</b> in the following ways:</p> <ul style="list-style-type: none"> <li>• Books can be brought home by students to share with their families through read-aloud time and discussions.</li> <li>• Students can proudly share how they took charge of their own learning through inquiry-based vocabulary, research, writing, and oral communication activities.</li> </ul>

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<p>8. Provide a high-quality professional development plan to support teachers providing special education services and those implementing RtI</p>	<p><b>THE 10</b> includes comprehensive teaching materials that contain instructional strategies and tools suitable for both new and experienced teachers. Resources include:</p> <ul style="list-style-type: none"> <li>• <u>Program Guide</u> – <i>THE 10 Essential Ways to Teach Students with Inquiring Minds</i> is a comprehensive overview of the pedagogical strategies for teaching adolescent learners, including those students reading below their grade level. The thought, debate, and research, which informed the 10 essential strategies featured in the guide, are culled down to the key ideas. These are designed to spark professional development and dialog on the importance of teaching adolescent literacy.</li> <li>• <u>Professional Book</u> – <i>Engaging Readers &amp; Writers with Inquiry</i> by Jeffrey D. Wilhelm, Ph.D. is a practical resource for educators interested in asking guiding questions that make content-area learning and English language arts relevant to students, as well as building critical-thinking skills.</li> <li>• <u>Teaching Cards</u>. Title-specific cards include curriculum links, comprehension skill instruction with think-aloud modeling prompts, extension activities, and vocabulary strategies.</li> <li>• <u>Quick Start Guide</u> – A concise six-panel reference guide explains how to use <b>THE 10</b> and create an inquiry-based classroom.</li> </ul>
<p>9. May coordinate with activities funded by, and carried out under, the Elementary and Secondary Education Act (ESEA)</p>	<p><b>THE 10</b> can be effectively integrated with school activities that are being funded by, and carried out under, the Elementary and Secondary Education Act (ESEA) including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Title I, Part A – Improving Basic Programs</li> <li>• Title I – Supplemental Educational Services</li> <li>• Title V, Part A – Innovative Programs</li> <li>• 21<sup>st</sup> Century Community Learning Centers</li> </ul>