American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC612
Foundations of Reading and Literacy Instruction
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC503 (May be taken concurrently)

Classroom Observation is required in this course. Up to 10 hours will be devoted to observation-related activities in an APUS approved site school.

Instructor Information

Instructor: APUS Faculty

Course Description (Catalog)

This course is designed to assist teachers in the teaching of reading and language arts. We will focus on reading, writing, listening, and speaking. The emphasis will be on creating environments conducive to developing all students’ skill in the four language arts using research-based instructional strategies. The course also focuses on differentiating instruction for students of varying literacy levels.

Course Scope

This course focuses on the interrelationships among reading, writing, listening, and speaking. We will be integrating assessment and instruction to reflect this interdisciplinary approach. The development of the language arts is a major means by which ideas are expressed and shared. In this course, you will be challenged to possess a working knowledge of these language arts. You will leave this course with an understanding of what to teach, when to teach, and the best strategies for teaching the language arts. You will have a sound understanding of how language arts instruction works, the way language develops over time, and how you, as an educator, assist children learning it.

This course provides students with strong, research-based teaching practices and develops teachers who are knowledgeable of the foundations and theoretical basis for literacy education, the developmental characteristics of students as readers and writers, and the instructional practices that best serve them. The coursework reflects standards advocated by the National Board for Professional Teaching Standards (NBPTS), National Council for Accreditation of Teacher Education (NCATE), and the International Reading Association (IRA).

Each course in the Masters of Education program, including EDUC 612, will require a minimum of 10 (ten) hours of classroom observations and/or participatory activities (the latter if allowed by the cooperating mentor and school district).
These observations or activities will result in a product that can be included in your ePortfolio. Additional guidelines will be provided for this assignment.

### Course Objectives

After successfully completing this course, you will be able to:

1. Analyze differences in literacy models of teaching and learning literacy. (NCATE/IRA Standards 1, 2)
2. Define, classify, and demonstrate classroom implications of specific theories in literacy achievement and learning. (NCATE/IRA Standards 1, 2)
3. Compare and Contrast emerging literacy practice with those of traditional reading readiness programs. (NCATE/IRA Standards 1, 2)
4. Select appropriate learning experiences that enhance the development of reading, writing, listening, and speaking skills. (NCATE/IRA Standards 1, 3, 4)
5. Explore the relationship between reading and writing and demonstrate the use of specific strategies to implement this interrelationship. (NCATE/IRA Standards 1, 2)
6. Assess and develop the different stages of writing and reading. (NCATE/IRA Standard 1, 3, 4)
7. Implement a variety of instructional strategies and methods of teaching language growth, reading, and writing through a broad use of a wide variety of children’s literature in a classroom setting. (NCATE/IRA Standard 1, 2, 4, 5)
8. Provide instruction designed to develop independent, strategic, motivated readers and writers. (NCATE/IRA Standards 1, 3, 4)
9. Design, plan, and implement reading and writing instruction that employs a combination of materials to meet the needs of students in whole groups, dynamic flexible small groups, and independently. (NCATE/IRA Standards 1, 3, 4)
10. Use technology for the purpose of teaching reading and writing. (NCATE/IRA Standards 1, 4)
11. Understand the range of reading, writing, and speaking difficulties. (NCATE/IRA Standards 1, 3)
12. Administer formal and informal assessments of reading and writing literacy. (NCATE/IRA Standards 1, 3)
13. Integrate classroom instruction with assessment. (NCATE/IRA Standards 1, 4)
14. Support reading, writing, speaking, and listening within and beyond the classroom. (NCATE/IRA Standards 1, 4, 5)

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of each week and include Forum Board questions (accomplished in groups through a threaded forum board), individual homework assignments, Instructional/Observational Project, and lesson plans. Assigned faculty will support the students throughout this sixteen-week course.

### How the Course Works

**Instructor Announcements:** At the beginning of each week’s lesson there will be announcements from me to you. The announcements are important to review and note as they will provide you with a brief highlight of the week’s topics and learning objectives, offer additional guidance on the assignments for the week, and provide reminders for upcoming due dates.

**Reading Assignments:** Every week you be assigned readings from your different textbooks. I would strongly encourage you to keep up with the reading as many of your assignments will be directly correlated with the texts. It will also be beneficial for you to utilize the excellent resources provided by the textbook. Additional readings will also be assigned for the course. These readings will provide you with additional information and offer different perspectives on focus topics throughout the course.

### Course Materials
**Required Course Textbooks:**


**Required Course Materials:**

1. Developing Early Literacy: Report of the NELP (pdf document)
2. Family Literacy Interventions On Child Acquisition of Reading (pdf document)
4. Literacy Assessment information from the Southwest Educational Development Lab: [http://www.sedl.org/reading/rad](http://www.sedl.org/reading/rad)

**Websites**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Website URL/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCTE and IRA Standards</td>
<td><a href="http://www.ncte.org/standards">http://www.ncte.org/standards</a></td>
</tr>
<tr>
<td>Teacher Resources and Lesson Plans</td>
<td><a href="http://www.atozteacherstuff.com/Lesson_Plans/Literature_Activities/">http://www.atozteacherstuff.com/Lesson_Plans/Literature_Activities/</a></td>
</tr>
<tr>
<td>Teaching Methods</td>
<td><a href="http://www.mhhe.com/socscience/education/methods/resources.html#subject">http://www.mhhe.com/socscience/education/methods/resources.html#subject</a></td>
</tr>
<tr>
<td>Reading 101: Podcasts from PBS’ Launching Young Readers</td>
<td><a href="http://www.readingrockets.org/podcasts/classroom">http://www.readingrockets.org/podcasts/classroom</a></td>
</tr>
</tbody>
</table>
Evaluation Procedures

Homework Assignments

Throughout the semester you will write responses to posted assignment questions. These responses will involve analyses of readings, comparing and contrasting the views of authors and practitioners of best practices in the fields of language arts instruction, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3 – 5 pages in length, and may require lesson plans. These assignments and activities will result in different products that can be included in your ePortfolio. Additional guidelines will be provided for each assignment.

Papers should be written in APA format. For those not familiar with APA format for writing and publishing, please review this website http://www.apastyle.org/ and consider the purchase of the APA Publications Manual http://www.apastyle.org/pubmanual.html.

Final Project: Creating an “Ideal” Language Arts Classroom: For this project, you will be given an undetermined budget. With this budget, you will be required to establish materials/listings/resources/etc. for your ideal language arts classroom. Be sure to create a print rich environment that encompasses all 4 areas of the language arts.

Instructional/Observational Project: For this component of the course, your goal is to observe an experienced teacher in their own classroom environment, gather ideas of best teaching practices, describe what you saw and discuss which practices are exemplary and why? Record your observations and analyze which “Look-Fors” were present and how they might apply to your own future teaching experiences. How does your observation match with your view of an “ideal” language arts classroom? Did you see and hear what you expected? The more you consider and understand the reasoning behind a particular teaching strategy or classroom procedure, the better prepared you will be when you meet challenges in your own teaching practice.

Case Study (3): Using the knowledge you have gained from your readings and further research if necessary, analyze the information in the case studies presented in this course.

Forums (Due Weekly): The Forums will be employed as a forum for discussing issues of interest to the class through the web. Students are required to post their biography (in the Forums section, no points awarded for biography) (week 1) and participate each week in a Forums thread (weeks 1 – 8). Postings should be a minimum of 250 words that follow appropriate “netiquette” and academic rigor. Review of this Netiquette link will be of assistance in your posts: http://www.albion.com/netiquette/corerules.html

Forums will generally begin with questions I have posed from the content discussed that week. We should work to achieve conversational exchanges with each other, as well as constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings and posted comments.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Homework Assignments (9 at 30 points each)</td>
<td>27%</td>
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<tr>
<td>Forums Participation (17 at 30 points each)</td>
<td>51%</td>
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<tr>
<td>Case Study1 (40 points)</td>
<td>4%</td>
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<td>Case Study2 (40 points)</td>
<td>4%</td>
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<tr>
<td>Case Study3 (40 points)</td>
<td>4%</td>
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<td>Classroom Instructional/Observation Paper (50 points)</td>
<td>5%</td>
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<td>Final Project (50 points)</td>
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<td>TOTAL</td>
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The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by author, and to bring to the group your questions and concerns about their theses and positions into the Forums groups. Prior to each class I will post Announcements and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.

In all participation and assignments I am looking for evidence of:
- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, i.e., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and classroom management of schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.
# Course Outline

## 8 Week Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</thead>
</table>
| 1    | Issues, Models, and Perspectives in Language Arts | 1. Analyze differences in literacy models of teaching and learning literacy. (NCATE/IRA Standards 1, 2)  
2. Define, classify, and demonstrate classroom implications of specific theories in literacy achievement and learning. (NCATE/IRA Standards 1, 2)  
3. Compare and Contrast emerging literacy practice with those of traditional reading readiness programs. (NCATE/IRA Standards 1, 2)  
4. Select appropriate learning experiences that enhance the development of reading, writing, listening, and speaking skills. (NCATE/IRA Standards 1, 3, 4) | Donoghue: Chapters 1 & 2  
Pressley, Billman, Perry, Reffitt, & Reynolds: Chapters 1, 2, and 9  
Special Educator's Job Description: Developing Early Literacy: Report of the NELP | Forum Post 1: Introduction  
Forum Post 2: Ways to Teach Your Favorite Literature  
Assignment 1: “Ideal” Language Arts Instruction |
| 2    | The Assessment and Communication of Student Progress in the Language Arts | 12. Administer formal and informal assessments of reading and writing literacy. (NCATE/IRA Standards 1, 3)  
13. Integrate classroom instruction with assessment. (NCATE/IRA Standards 1, 4)  
14. Support reading, writing, speaking, and listening within and beyond the classroom. (NCATE/IRA Standards 1, 4, 5) | Donoghue: Chapters 3 & 4  
Pressley et al: Chapter 3  
Please review the list of Additional Resources within the classroom to supplement your work and learning. | Forum Post 3: Assessment Word Study  
Forum Post 4: School and Community Relations  
Assignment 2: Student Learning Assessment  
Assignment 3: Home/School Literacy Connection |
<table>
<thead>
<tr>
<th>Week</th>
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<th>Reading(s)</th>
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<tbody>
<tr>
<td>3</td>
<td>The Common Thread of Language Arts</td>
<td>4. Select appropriate learning experiences that enhance the development of reading, writing, listening, and speaking skills. (NCATE/IRA Standards 1, 3, 4)&lt;br&gt;5. Explore the relationship between reading and writing and demonstrate the use of specific strategies to implement this interrelationship. (NCATE/IRA Standards 1, 2)&lt;br&gt;6. Assess and develop the different stages of writing and reading. (NCATE/IRA Standard 1, 3, 4)&lt;br&gt;7. Implement a variety of instructional strategies and methods of teaching language growth, reading, and writing through a broad use of a wide variety of children’s literature in a classroom setting. (NCATE/IRA Standard 1, 2, 4, 5)&lt;br&gt;8. Provide instruction designed to develop independent, strategic, motivated readers and writers. (NCATE/IRA Standards 1, 3, 4)&lt;br&gt;9. Design, plan, and implement reading and writing instruction that employs a combination of materials to meet the needs of students in whole groups, dynamic flexible small groups, and independently. (NCATE/IRA Standards 1, 4, 5)&lt;br&gt;14. Support reading, writing, speaking, and listening within and beyond the classroom. (NCATE/IRA Standards 1, 4, 5)</td>
<td>Donoghue: Chapter 5&lt;br&gt;File Download: Web Quest Lesson 3&lt;br&gt;Lionni, L. (1974). <em>Alexander and the wind-up mouse</em>. New York, NY: Dragonfly Books.&lt;br&gt;Please review the entire list of <em>Additional Resources</em> within the classroom to supplement your work and learning.</td>
<td><strong>Forum Post 5</strong>: Word Study Vignette&lt;br&gt;&lt;br&gt;<strong>Forum Post 6</strong>: Vocabulary Development Beyond the Classroom&lt;br&gt;&lt;br&gt;<strong>Assignment 4</strong>: Vocabulary Research and Planning&lt;br&gt;&lt;br&gt;<strong>Assignment 5</strong>: Case Study: Frank the First Grader</td>
</tr>
<tr>
<td>Week</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
<td>Reading(s)</td>
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| 4    | **How Literacy Develops: The Integrated Principles and Approaches to Teaching Literature** | 1. Analyze differences in literacy models of teaching and learning literacy. (NCATE/IRA Standards 1, 2)  
 2. Define, classify, and demonstrate classroom implications of specific theories in literacy achievement and learning. (NCATE/IRA Standards 1, 2)  
 3. Compare and Contrast emerging literacy practice with those of traditional reading readiness programs. (NCATE/IRA Standards 1)  
 6. Assess and develop the different stages of writing and reading. (NCATE/IRA Standard 1)  
 7. Implement a variety of instructional strategies and methods of teaching language growth, reading, and writing through a broad use of a wide variety of children’s literature in a classroom setting. (NCATE/IRA Standard 1, 2, 4, 5)  
 8. Provide instruction designed to develop independent, strategic, motivated readers and writers. (NCATE/IRA Standards 1, 3, 4)  
 9. Design, plan, and implement reading and writing instruction that employs a combination of materials to meet the needs of students in whole groups, dynamic flexible small groups, and independently. (NCATE/IRA Standards 1, 4, 5) | Donoghue: Chapters 6 & 7  
 Pressley, et al: Chapters 4, 5 & 10  
 File Download: Put Reading First  
 File Download: Guided Readings PDF files, in Folder  
 File Download: Guided Reading Web Quest  
 Please review the list of *Additional Resources* within the classroom to supplement your work and learning. | **Forum Post 7:** Developing Lifelong Readers  
 **Forum Post 8:** Reading, a Passive Process?  
 **Forum Post 9:** Interpretations and Critiques  
 **Assignment 6:** Children’s Literature Database  
 **Assignment 7:** Read Aloud Lesson Plan |
<table>
<thead>
<tr>
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| 5    | **Teaching Writing and the Relationship between Reading and Writing** | 4. Select appropriate learning experiences that enhance the development of reading, writing, listening, and speaking skills. (NCATE/IRA Standards 1, 3, 4)  
5. Explore the relationship between reading and writing and demonstrate the use of specific strategies to implement this interrelationship. (NCATE/IRA Standards 1, 2)  
6. Assess and develop the different stages of writing and reading. (NCATE/IRA Standard 1, 3, 4)  
7. Implement a variety of instructional strategies and methods of teaching language growth, reading, and writing through a broad use of a wide variety of children’s literature in a classroom setting. (NCATE/IRA Standard 1, 2, 4, 5)  
8. Provide instruction designed to develop independent, strategic, motivated readers and writers. (NCATE/IRA Standards 1, 3, 4)  
9. Design, plan, and implement reading and writing instruction that employs a combination of materials to meet the needs of students in whole groups, dynamic flexible small groups, and independently. (NCATE/IRA Standards 1, 4, 5) | Donoghue: Chapter 8  
Pressley, et al: Chapters 6 & 8  
File Download: Reading And Writing Connection Folder  
**Forum Post 11**: Integrating Reading and Writing  
**Case Study 1**: Student Development Over Time  
**Case Study 2**: A Snapshot of Reading and Writing |
| 6    | **The Writer’s Workshop: A Different Way to Teach Writing** | 4. Select appropriate learning experiences that enhance the development of reading, writing, listening, and speaking skills. (NCATE/IRA Standards 1, 3, 4)  
7. Implement a variety of instructional strategies and methods of teaching language growth, reading, and writing through a broad use of a wide variety of children’s literature in a classroom setting. (NCATE/IRA Standard 1, 2, 4, 5)  
8. Provide instruction designed to develop independent, strategic, motivated readers and writers. (NCATE/IRA Standards 1, 3, 4)  
9. Design, plan, and implement reading and writing instruction that employs a combination of materials to meet the needs of students in whole groups, dynamic flexible small groups, and independently. (NCATE/IRA Standards 1, 4, 5) | Donoghue: Chapters 9 & 10  
Website: Guide to Grammar and Writing website  
Please review the list of **Additional Resources** within the classroom to supplement your work and learning. | **Forum Post 12**: Teaching Manuscript  
**Forum Post 13**: Writer’s Workshop  
**Case Study 3**: Writer’s Workshop  
**Assignment 8**: Bank of Writing Rubric |
<table>
<thead>
<tr>
<th>Week</th>
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<th>Reading(s)</th>
<th>Assignment(s)</th>
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<tr>
<td>7</td>
<td>Listen and Speaking: The other Language Arts</td>
<td>1. Analyze differences in literacy models of teaching and learning literacy. (NCATE/IRA Standards 1, 2)</td>
<td>Donoghue: Chapters 11 &amp; 12</td>
<td><strong>Forum Post 14:</strong> Dramatic Presentations</td>
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<td>2. Define, classify, and demonstrate classroom implications of specific theories in literacy achievement and learning. (NCATE/IRA Standards 1, 2)</td>
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<td><strong>Forum Post 15:</strong> Demographic Effects on Language</td>
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<td>3. Compare and Contrast emerging literacy practice with those of traditional reading readiness programs. (NCATE/IRA Standards 1, 2)</td>
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<td>Classroom Instructional/Observation Project</td>
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<td>4. Select appropriate learning experiences that enhance the development of reading, writing, listening, and speaking skills. (NCATE/IRA Standards 1, 3, 4)</td>
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<td>Assignment 9: Biography Presentation</td>
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<td>10. Use technology for the purpose of teaching reading and writing. (NCATE/IRA Standards 1, 2)</td>
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<td>11. Understand the range of reading, writing, and speaking difficulties. (NCATE/IRA Standards 1, 3)</td>
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<tr>
<td>8</td>
<td>Barriers to Literacy Learning</td>
<td>LO #’s: 1, 2, 3, 4, 5, 6, 7, 8, and 9</td>
<td>No Required Readings</td>
<td><strong>Forum Post 16:</strong> Language Diversity Effect</td>
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<td><strong>Forum Post 17:</strong> Response to Intervention</td>
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<td><strong>Forum Post 18:</strong> Implications of this Course</td>
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<td>Final Project: Creating an “Ideal” Language Arts Classroom</td>
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</tbody>
</table>
Selected Bibliography/E-Bibliography

E-Bibliography
EDUC612 Issues and Models of Language Arts Education
Lead Librarian Sue Gilroy, email: ecm@apus.edu

A. Deep Web—Licensed Materials

- Journal Titles & Databases Available

  Databases
  - EBSCO: EDUCATION COMPLETE; ACADEMIC RESEARCH COMPLETE
  - PROQUEST: ABI-INFORM; RESEARCH LIBRARY
  - LexisNexis
  - PsycARTICLES
  - Directory of Open Access Journals (DOAJ)

  Journals (Conduct a Journal Title Search in the Online Library to locate.)
  - Language Arts (Education Research Complete)
  - Child language teaching and therapy (Proquest Research Library)
  - Language learning (Education Research Complete)
  - Language teaching (Proquest Research Library)
  - Early childhood research & practice (Directory of Open Access Journals)
  - Illinois Reading Council Journal (Academic Search Premier)
  - Issues in writing (Proquest Research Library)
  - Technology, instruction, cognition, and learning (Education Research Complete)
  - Weekly reader (K: Teacher's guide) (Education Research Complete)
  - Writing (Highland Park, Ill) (Proquest Research Library)
  - Writing (Teacher's Edition) (Proquest Research Library)
  - Journal of instruction delivery systems (Education Research Complete)
  - Journal of research in reading (Academic Search Premier)
  - Journal of visual literacy (Education Research Complete)
  - Journal of learning disabilities (Proquest Research Library)
  - Language & literacy (Education Research Complete)
  - Literacy today (Academic Search Premier)
  - Reading (Sunderland) (Academic Search Premier)
  - Reading psychology (Academic Search Premier)
  - Reading research quarterly (Education Research Complete)
  - Reading teacher (Academic Search Premier)
  - Scientific studies of reading (Academic Search Premier)
  - Reading & writing quarterly (Academic Search Premier)
  - Children's literature in education (Education Research Complete)
  - Early education and development (Education Research Complete)
  - Instructor (New York, N.Y.: 1999) (Academic Search Premier)
  - Journal of classroom interaction (Proquest Research Library)
  - Journal of educational measurement (Education Research Complete)
  - Journal of literacy research (Education Research Complete)
  - Journal of motor behavior (Academic Search Premier)
  - Writing (Teacher's Edition) (ABI-Inform Complete)
  - Communications in information literacy (Directory of Open Access Journals)
Online Catalog

E-books: Selected titles


JOURNAL ARTICLES


10 Strategies to Improve Writing Instruction in the Primary Grades. Preview By: Campbell-Rush, Peggy. Education Digest, Sep 2008, Vol. 74 Issue 1, p35-39, 5p; (AN 34495266)

A Wiki for Classroom Writing. Preview By: Morgan, Brian; Smith, Richard D.. Reading Teacher, Sep 2008, Vol. 62 Issue 1, p80-82, 3p, 1 chart, 1 bw; (AN 34467433)


What can I say besides "sound it out"? Coaching word recognition in beginning reading. Kathleen F Clark. The Reading Teacher. Newark: Feb 2004. Vol. 57, Iss. 5; p. 440 (10 pages)

Media: Laboratory/Simulation/Video Resources (Open and Deep Web)

About.com www.learnoutloud.com
Wisconsin Online Learning Center http://www.wisc-online.com/ Registration if free. Average cost $15.
You Tube http://youtube.com Search “gifted and education”
NEOUCO http://www.neoucom.edu/audience/faculty/ProfDev/development/
MIT World's video index http://mitworld.mit.edu/browse/topic/6
The NAGC Live Learning Center http://www.nagc.org/index.aspx?id=3980
Reading Rockets http://www.readingrockets.org
Reading to Young Children. http://www.about.com/children’s_books/reading.htm
• Online Library (e.g., Style Manuals) or Professor-supplied Materials
  o Guide to Grammar and Writing: http://grammar.ccc.commnet.edu/grammar
  o Online Library (click) Tutorial and Student Studies Center (click) GENERAL STUDY SKILLS
  o Copyright. http://www.copyright.cornell.edu/public_domain/
  o Purdue's Online Writing Lab (OWL): http://owl.english.purdue.edu/owl/ . (only covers APA and MLA styles; includes copyright information)

• Textbooks (Licensed to Students—CMM adds)

• Specific Suggestions—Articles, Case Studies, etcetera
  o Great Source I Write. The six traits of effective writing. http://www.greatsource.com/iwrite/students/s_6traits.html
  o Writing Without Reading: The Decline of Literature in the ... http://www.bu.edu/literary/publications/forum_1.pdf
  o Relationship between reading/writing skills and cognitive ... http://www.springerlink.com/index/x346hk622585r414.pdfhttp://www.ksef.gazi.edu.tr/ects/ectssosal/sos32ing.pdf
  o Two or Three Things I Know For Sure About Teaching Writing http://www.nwp.org/cs/public/download/nwp_file/1412/Two_or_Three_Things_I_Know_for_Sure.pdf%3Fx-r%3Dpcfile_d
  o Critical Thinking Reading & Writing Test http://www.criticalthinking.org/files/ReadWritingTestOp1.pdf
  o Active Reading and the Teaching of Writing http://www.zzeitvericht-schreiben.eu/Beihaege/lizza_ActiveReading.pdf
  o RELATIONSHIP BETWEEN READING AND SELECTED AUDITORY ABILITIES OF ... http://islhr.asha.org/cgi/reprint/13/4/731.pdf
  o Reading & Writing Sourcebooks
  o UNSW Language Edu Primary
  o What Do We Know about the Relationship between Speaking and ... Oral and Written Relationship: A Reading Perspective. // B. M. Kroll & R. J. Vann, Eds.. http://www.linguist.org.cn/doc/uc200703/uc20070305.pdf
  o Supplement to the Massachusetts English Language Arts Curriculum ... http://www.doe.mass.edu/frameworks/ela/0504sup.pdf
  o Self Assessment: Information Literacy Quiz http://dlist.sir.arizona.edu/298/04/SelfAssess_Quiz.html
B. Open Web

- **Trusted Web Sites**
  - The Relationship Between Reading and Speaking Skills An Interview ...
    http://www.literacyminnesota.org/sites/6bc9018a-e528-403a-8c6b-ffdd2e3dd3a7/uploads/Rdg_Spkg.pdf
  - APPENDIX A Academic Standards for Reading, Writing, Speaking and ...
    http://www.pde.state.pa.us/k12/lib/k12/math.pdf
  - Sessions: Voice Lessons: Teaching Voice in Reading and Writing
    http://www.nationalliteracyproject.org/pdfs/deanPresent.pdf
  - References - The role of play in children's learning - OpenLearn - The Open University
  - Supplement to the Massachusetts English Language Arts Curriculum ...
    http://www.doe.mass.edu/frameworks/ela/0504sup.pdf
  - INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATIONA CURRICULUM FOR SCHOOLS AND PROGRAMME OF TEACHER DEVELOPMENT
    UNESCO Division of Higher Education, 2002
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  TITLE: Letter Writing: An English Language Arts Lesson For Writing ...
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  EdHELPER.COM http://www.edhelper.com. SEARCH LANGUAGE ARTS
  Read Write Think http://readwritethink.org/
  A to Z Teacher Stuff http://atozteacherstuff.com/
  Lesson Corner http://www.lessoncorner.com/account/email

• Listserves Forum groups/Blogs/Social Networking
  READING-L@LISTSERV.INDIANA.EDU http://www.lsoft.com/scripts/wl.exe?SL1=READING
  Archives of LIBREF-L@LISTSERV.KENT.EDU http://listserv.kent.edu/cgi-bin/wa.exe
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