

EDU527: Literacy I

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Dear State Department Member:

Our two literacy courses, EDU527: Literacy I and EDU528: Literacy II, are currently under revision (i.e., the content author has recently commenced work on the development). EDU527 will be released to students in October, 2011 and EDU528 will be released to students in December, 2011.

Please review the revision requirements beginning on page 23 of this document.

We have an extensive list of required readings, all based on scientifically-based reading research.

The courses will be revised to more rigorously align to the following standards:

- National Council for Accreditation of Teacher Education (NCATE) standards
- Association for Childhood Education International (ACEI) standards
- National Council for Teacher Quality (NCTQ) standards
- Colorado Performance Based Standards
- Colorado Elementary Endorsement Standards
- Colorado literacy standard elements

http://www.cde.state.co.us/EdPrepProgram/downloads/license_review/R-5.01_literacy_MATRIX.doc This matrix was revised in 2009 with extensive guidance from Dr. Timothy Shanahan.

Upon request, the SoE is willing to email the completed syllabi for these courses when they are finished. The estimated date of syllabi completion is: July, 2011. Please email us with this request if you deem it necessary.

Course Description

This course presents scientifically based teaching methods, models, strategies, and approaches for teaching oral and written language skills. The course content provides a foundation for and discusses strategies for best practices in:

- Teaching the five components of reading: comprehension, vocabulary, fluency, phonemic awareness, and decoding/phonics
- Teaching writing and reading to emerging language learners
- The application of personal and cognitive developmental theories

The course project, Work Sample Portfolio Part I: Designing and Implementing Literacy Lessons, allows candidates to implement curriculum they design, integrating pre-assessment information and post-implementation reflection.

Candidates prepare lesson plans for teaching phonemic awareness, phonics, spelling, and vocabulary, and then choose one lesson plan to implement with K-12 students.

Overview

The primary goal of this course is to build a cohesive bridge between educational theory and teaching strategies that can be applied in a variety of classroom settings. The objective is to assist the educator in moving from theory to practice, and to enhance present knowledge in reference to this process.

Learning Objectives

Upon successful completion of this course, each candidate will:

- Apply research that supports current views of best practices regarding children's acquisition of literacy through phonology.
- Design instruction based upon the Colorado Model Content Standards in reading and writing.
- Integrate processes and factors of literacy development and effective strategies to promote literacy acquisition through an understanding of orthography and morphology.
- Demonstrate an understanding of how reading and writing are reciprocal, comprehension-building, problem-solving processes through lesson planning and implementation.
- Identify the use of phonics, phonemic awareness, and phonemic segmentation as critical components of language development and literacy.
- Effectively examine factors involved in vocabulary development.
- Integrate vocabulary development and word identification strategies and techniques in literacy lessons.
- Incorporate and apply criteria for the phases of process writing.
- Develop effective lessons that facilitate classroom learning, understanding, and ability related to process writing and literacy activities.
- Design and implement literacy lessons that target specific components of effective literacy programs via the field experience.



Required Materials

Texts

- Freeman, D., & Freeman, Y. (2004). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar*. Portsmouth, N.H.: Heinemann.
- Peregoy, S. (2008). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners*. (5th ed.). New York, NY: Pearson Education.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

NOTE: The APA Publication Manual is a required resource that you will use throughout your degree program. It is listed as a required text in all JIU courses. You only need to purchase it once.

Jones e-global library® Readings

This course includes readings from electronic textbooks and/or journal articles available through the Jones e-global library®. These resources are available free of charge and you will access them from the Readings page in each module.

- Buckland, C., & Fraser, H. (2008, February). Phonological literacy: Preparing primary teachers for the challenge of a balanced approach to literacy education. *Australian Journal of Language and Literacy*, 31(1), 59-73. Available in the Academic Search Premier database.
- Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2) 18-25. Available in the HW Wilson Web database.
- Schuele, M., & Boudreau, D. (2008). Phonological awareness intervention: Beyond the basics . *Language, Speech, and Hearing Services in Schools*, 39(1), 3-20. Available in the Academic Search Premier database.



JIU Technology Requirements

JIU Browser Checker - An easy way to check your browser and plug-ins is to use the [JIU Browser Checker](#), a web-based application that automatically checks to determine whether your browser and plugins meet the requirements for JIU courses.

	Minimum:	Recommended:
Operating System	<ul style="list-style-type: none"> • Windows XP or Mac OSX 	
RAM	<ul style="list-style-type: none"> • 256 MB of RAM 	<ul style="list-style-type: none"> • 1 GB of RAM or above
Storage		<ul style="list-style-type: none"> • 4 GB or better
Monitor	<ul style="list-style-type: none"> • 15" VGA • High color (16 bit) • 1024 X 768 Resolution 	<ul style="list-style-type: none"> • 17" SVGA Monitor • True color (24 bit) • 1024 X 768 resolution or higher
Internet Connection	<ul style="list-style-type: none"> • 56K Modem 	<ul style="list-style-type: none"> • Broadband
Browser (only 1 needed)*	<ul style="list-style-type: none"> • Internet Explorer 6.0 or newer (PC) • Firefox (PC and Mac) • Safari (Mac) 	
Software	<ul style="list-style-type: none"> • Microsoft Office 2000 or newer 	
Plugins	<ul style="list-style-type: none"> • Ebrary Reader • Adobe Acrobat Reader • Macromedia Flash Player 	
Peripherals	<ul style="list-style-type: none"> • CD-ROM • Sound Card • Printer 	
Browser Settings	<ul style="list-style-type: none"> • Cookies must be allowed in your browser 	

***Note:** The registration portal at my.jiu.edu may not function properly if you are using a non-supported browser. Recommended browsers include Internet Explorer 6 and Safari 1.2. All other JIU websites including the My Courses/Dashboard pages and JIU courses support most modern browsers. Recommended browsers include Internet Explorer, Firefox and Safari.



Help Desk

For the following issues, you should first contact Technical Support:

- Server issues (site not available, server is slow)
- Course access (login problems, course not available)
- Technical problems (forum malfunctioning, any course delivery software function not working properly)

Contact Information:

- Toll-Free from U.S. and Canada: 1.888.560.4951
- International Calls: +1.416.494.6622
- [Online Help](#)



Diversity Policy

JIU professors seek and value the active participation of all students. Professors value diversity in students' ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, ethnicity, etc. Importantly, JIU professors respect students' diverse talents and ways of learning and provide flexibility by offering students multiple pathways to success. Professors encourage students to choose deliverables—in pursuit of learning objectives—that are personally and professionally meaningful.



Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should visit the website for the [Office of Disabilities Services](#) at JIU. Here, you will find information regarding our policy and the procedure for requesting an accommodation.



Course Engagement Policy

JIU student participation in online discussions and projects are part of JIU teaching and learning models. Substantive and frequent interaction helps students to solidify and extend learning. All students are required to actively participate in and contribute to course discussions.

JIU will confirm course engagement as of the “census date.” The census date is the third Sunday of a course, up to 11:59 p.m. Mountain Time. Course Engagement is determined by active participation through the course and professor’s evaluation of the student’s level of engagement in the course.

Students who are not actively engaged in a course by the census date will be dropped from the course and will receive a grade of NDR with a 100% tuition refund for that course. The course will not count as an attempted course.

Please review the course engagement policy in the [JIU Student Handbook](#) for details.



Academic Honor Statement

All JIU students are expected to adhere to the JIU Academic Honor Statement, which states:

In accordance with the JIU “Academic Code of Conduct” (found in the Student Handbook), I am solely responsible for all of my assignments (unless the assignment specifically allowed me to work with others). I have not plagiarized (represented the work of another as my own), nor have I violated copyright or other applicable U.S. laws. JIU holds that the respect for ideas and intellectual property rights is a critical value in academic communities. As a member of this community, I share responsibility in ensuring that the authentic expression of ideas is observed.



Total Professional Advantage 2.0®

JIU's institutional learning objectives require all JIU students to "design a personal and professional development strategy to formulate a pathway leading to future success."

To that end, JIU has created a customized career development portal and program: Total Professional Advantage® 2.0 (TPA® 2.0).

TPA 2.0 provides an array of free career development resources, including an electronic portfolio, access to a professional career advisor, and interactive workshops. All students produce three "deliverables": a résumé, a career goal statement, and a professional development plan. These deliverables are submitted at the end of your academic program in your capstone course.

We strongly encourage you to engage in TPA 2.0 *early* in your academic program. Access TPA 2.0 via the link near the top of your "My Courses" page.



Course Structure

This course consists of the eight modules outlined below:

Module 1: Introduction to Literacy and Literacy Concepts — Aspects of Language Development

This module focuses on the literacy process by exploring language, literacy, and language acquisition theories in first and second languages. We will also discuss current reading initiatives and the English Language Colorado Model Content Standards in Reading and Writing.

Module 2: Phonology, Oral Language, and Instruction

This module focuses on aspects of oral language development, and how it relates to vocabulary acquisition and reading. The processes involved in human communication are explored along with an examination of the types and functions of language.

Module 3: A Linguistic Perspective on Phonics

This module introduces aspects, approaches, and strategies to phonics instruction. You will review linguistics as related to phonics, systematic and non-systematic approaches, ongoing assessment to inform instruction, and the stages of spelling development.

Module 4: Orthography

This module explores orthography and the English spelling system. As students acquire language, they also progress through specific stages of spelling development. These stages are examined as they relate to diagnosing needs, planning instruction, and implementing lessons. The module also suggests several effective strategies for spelling instruction. Several utilize high- frequency word lists that are commonly used to assist in building spelling skills.

Module 5: Morphology

This module examines morphology as related to emergent literacy and vocabulary development. Morphology deals with the study of words and word structure. As students acquire knowledge of morphemes and words, they are better able to apply decoding skills when they encounter new words.

Module 6: Morphology and Reading

Module 6 explores morphology and the role morphology plays in reading. Two common views of reading — word recognition and sociopsycholinguistic — are explored within the context of reading instruction. There are several differences between learning to read in the first and second language that present challenges for teachers. Addressing the differences assists in meeting the needs of early readers.

Module 7: Literacy and the Foundations of Writing

In this module, we will explore writing instruction for first- and second-language learners.

Module 8: Elements of Reading Comprehension

In this final module, we will focus on strategies and techniques to promote reading comprehension. We will discuss the efferent and aesthetic stance to reading. Depending on the text structure and purpose, you will adopt one of the two stances.



Assignments Overview

Course Project

All JIU School of Education courses follow the project-based learning model. In this course, you will integrate the field experience with the final project—the Work Sample Portfolio. Components of the Work Sample Portfolio are also part of specific assignments within the course modules. This will enable you to complete components as the course progresses.

Work Sample Portfolio component assignments are designed to enable you to apply course information and theoretical aspects of reading and literacy instruction within the classroom environment. The component assignments require you to plan instructional experiences based on information and data gathered while on site in your field experience classroom. In addition, you are encouraged to share and discuss assignment guidelines with your sponsor. Therefore, it is important that you contact and secure a sponsor during the first week of class. Please download the [Sponsor Workbook](#) now and review it carefully. You will use these materials as you complete your project.

Forum Discussions

Students engage in ongoing professional discussions with peers in the program about their professional reading, professional development, and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student:

- Clearly demonstrates introspection and synthesis of ideas
- Clearly demonstrates relevance to readings and class discussions
- Clearly demonstrates a deep understanding of course content
- Clearly and persuasively expresses opinions
- Uses professional language
- Uses proper grammar and punctuation
- Adheres to [JIU Netiquette Rules](#)
- Posts often throughout the week period
- Engages participants in dialogue
- Clearly offers insightful comments or questions that build on comments from peers

- Advances the discussion in a meaningful and significant way
- Responds to all questions
- Is graceful, polite, and professional when disagreeing with a peer
- Clearly demonstrates mature critical thinking
- Clearly makes arguments that are relevant, focused, logical, and well supported
- Cites relevant resources (readings, module content, and personal experience) with appropriate detail
- Clearly provides concrete examples from own experience to support opinions



TurnItIn.com

The academic leaders at Jones International University recognize that some students experience challenges when working to properly cite sources within their papers and projects.

To ensure that every student gives proper credit to a work's original author and to prevent plagiarism, JIU has contracted with TurnItIn.com® to provide students and professors with access to its "Originality Checking" software. From this point forward, students may submit assignments for every course to TurnItIn for a quality check, and then correct errors prior to submitting assignments to their professors. Students are especially encouraged to use TurnItIn prior to submitting their final projects and papers in every course.

Please note:

- TurnItIn does not check the correctness of a student's citations. The TurnItIn report only indicates that a section of text is found in another source. It is each student's responsibility to make certain s/he has properly cited others' works.
- Every student must follow APA guidelines when citing sources. Students who are unsure about APA formatting should use the numerous free resources available to them in the Resources section in JIU's courses.
- Your instructor will provide details on how to access [TurnItIn.com](https://www.turnitin.com).



Course at a Glance

Module 1: Introduction to Literacy and Literacy Concepts — Aspects of Language Development

Required Readings

- *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar* (text), chapters 1 and 2
- *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (text), chapters 1 and 2
- [What elementary teachers need to know about language](#). ERIC. (Web)
- [Colorado model content standards for reading and writing](#). Colorado Department of Education. (Web)

Assignments

- | | |
|--|----|
| • Assignment 1.1: Forum Discussion: From Theory to Practice | 25 |
| • Assignment 1.2: Developing a Working Theory of Reading Instruction | 50 |

Module 2: Phonology, Oral Language, and Instruction

Required Readings

- *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar* (text), chapters 3 and 4
- *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (text), chapters 3 and 4
- Schuele, M., & Boudreau, D. (2008). [Phonological awareness intervention: Beyond the basics](#). *Language, Speech, and Hearing Services in Schools*, 39(1), 3-20. Available in the Jones e-global library® in the Academic Search Premier database.
- Buckland, C., & Fraser, H. (2008, February). [Phonological literacy: Preparing primary teachers for the challenge of a balanced approach to literacy education](#). *Australian Journal of Language and Literacy*, 31(1), 59-73. Available in the Jones e-global library® in the Academic Search Premier database.

Assignments

- | | |
|--|----|
| • Assignment 2.1: Forum Discussion: Reflecting on Oral Language Development and Literacy | 25 |
|--|----|

<ul style="list-style-type: none"> Assignment 2.2: Designing a Pre-Test 	75
Module 3: A Linguistic Perspective on Phonics	
Required Readings	
<ul style="list-style-type: none"> <i>Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar</i> (text), Chapter 6 	
Assignments	
<ul style="list-style-type: none"> Assignment 3.1: Forum Discussion: Reflecting on Aspects of Phonics Instruction 	25
<ul style="list-style-type: none"> Assignment 3.2: Implementing the Pre-Test and Sharing Findings 	75
<ul style="list-style-type: none"> Assignment 3.3: Lesson Plan #1: Phonemic Awareness 	50
Module 4: Orthography	
Required Readings	
<ul style="list-style-type: none"> <i>Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar</i> (text), Chapter 5 	
Assignments	
<ul style="list-style-type: none"> Assignment 4.1: Forum Discussion: Exploring Orthography and Spelling 	25
<ul style="list-style-type: none"> Assignment 4.2: Lesson Plan #2: Phonics 	50
Module 5: Morphology	
Required Readings	
<ul style="list-style-type: none"> <i>Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar</i> (text), Chapter 7 	
<ul style="list-style-type: none"> <i>Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners</i> (text), Chapter 5 	
Assignments	
<ul style="list-style-type: none"> Assignment 5.1: Forum Discussion: Morphology and Vocabulary Instruction 	25
<ul style="list-style-type: none"> Assignment 5.2: Lesson Plan #3: Spelling 	50
Module 6: Morphology and Reading	

Required Readings

- *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar* (text), Chapter 8
- *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (text), Chapter 6
- Daniel, M. C. (2007). Authentic literacy practices for English language learners: A balanced curriculum design. *Journal of Reading Education*, 32(2), 18-25. Available in Jones e-global library® in the Wilson Select Plus (OCLC) database.

To access this article:

1. From course page, click on e-global library icon in left-hand toolbar.
2. Under "Articles and More", click on Research Databases A-Z.
3. Click on Wilson Select (OCLC).
4. Type the title of the article into the search box: Authentic literacy practices for English language learners: A balanced curriculum design
5. Click on View Full Text in PDF or View Full Text in HTML to see article.

Assignments

- | | |
|--|----|
| • Assignment 6.1: Forum Discussion: Reading in the First and Second Language | 25 |
| • Assignment 6.2: Lesson Plan 4: Vocabulary | 50 |

Module 7: Literacy and the Foundations of Writing

Required Readings

- *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (text), Chapter 7

Assignments

- | | |
|---|----|
| • Assignment 7.1: Forum Discussion: Second-Language Writers | 25 |
| • Assignment 7.2: Implementing Your Lesson | 50 |

Module 8: Elements of Reading Comprehension

Required Readings

- *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (text), chapters 9 and 10.

Assignments	
• Assignment 8.1: Comprehension and Metacognition	25
• Assignment 8.2: Final Course Project	350
Total Points Possible	1,000



Grading

Final grades for the course will be assigned based on the scale below:

Final Grade	Total Points Earned
A	900 - 1,000
B	800 - 899
C	700 - 799
U	Less than 700

Students may receive lower final grades than indicated on this scale if all required assignments are not completed and submitted.



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EDU527: Literacy I

[Home](#) > Resources

Resources

- **General**
- **Course-Specific**

Course-Specific Resources

To access web resources for a specific module, click on the module number below. To access the Glossary, click on Glossary below. Similarly, click on Bibliography to access the Bibliography for this course.

Module [1](#) | [2](#) | [3](#) | [4](#) | [5](#) | [6](#) | [7](#) | [8](#) | [Bibliography](#)

Module 1

[History of Literacy](#)

This site contains a brief history of literacy and literacy instruction in the United States.

[National Reading Panel](#)

The National Reading Panel website contains government documents pertaining to research conducted in literacy and language instruction.

Module 2

Please see bibliography section for additional print resources.

Module 3

Please see bibliography section for additional print resources.

Module 4

Please see bibliography section for additional print resources.

Module 5

Please see bibliography section for additional print resources.

Module 6

[U.S. Department of Education: No Child Left Behind](#) (NCLB)

No Child Left Behind goals, objectives, and benchmarks related to literacy instruction are included on the U.S. Department of Education site.

Module 7

Please see bibliography section for additional print resources.

Module 8

Please see bibliography section for additional print resources.

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EDU 527: Literacy I & EDU528 Literacy II-- Required Revisions

(The language below is excerpted from the approved Statement of Work (i.e., the contract) that has been accepted by the course developer)

Course Learning Objectives (CLOs) and Standards Mapping for EDU527

Upon successful completion of this course, students will be able to:

- Collaborate with a K-12 sponsor to complete a school-based teacher work sample.
- Demonstrate understanding of scientifically-based research and effective instructional practices related to K-12 student literacy development in phonological and phonemic awareness, phonics, orthography, morphology, vocabulary development, and meaning-based word identification strategies. (CDE 5.01, CDE 5.01.2, 5.01.2a, 5.01.2b, 5.01.2c, 5.01.2d, 5.01.2e, 5.01.4d)(ACEI 2.1b)
- Demonstrate knowledge of K-12 content standards (e.g., Common Core State Standards) in reading. (CDE 5.01.5).
- Research the relationships among reading, writing, oral language, vocabulary development and the structure of standard English. (CDE 5.01.4, 5.01.4c, 5.01.4d, 5.01.4e)
- Plan and organize reading instruction based on ongoing assessment of K-12 student learning. (CDE 5.01.1)
- Implement lessons that are designed to address diverse learning needs. (ACEI 3.2c)
- Create and implement a lesson plan to teach K-12 students to use multiple strategies to recognize and decode words in print. (ACEI 2.1b)

CLOs and Standards Mapping for EDU528

Upon successful completion of this course, students will be able to:

- Collaborate with a K-12 sponsor to complete a school-based teacher work sample.
- Demonstrate understanding of scientifically-based research and effective instructional practices related to K-12 student literacy development in comprehension strategies, vocabulary, oral language proficiency, and writing across the content areas. (CDE 5.01, CDE 5.01.3, CDE 5.01.3a, CDE 5.01.3b, CDE 5.01.3c, CDE 5.01.4, CDE 5.01.4c, CDE 5.01.4d).
- Demonstrate understanding of language development and reading acquisition and the variations related to diverse K-12 student populations. (ACEI 2.1a)
- Demonstrate knowledge of strategies readers use to construct meaning from print and monitor their comprehension.(ACEI 2.1c)
- Demonstrate understanding of how to create a high quality literate classroom environment that includes books, electronically-based information and locally created materials. (ACEI 2.1e)
- Demonstrate understanding of the importance of scheduling designated time for student independent reading. (CDE 5.01.3d)
- Demonstrate ability to choose developmentally appropriate and engaging texts for student use during independent reading. (CDE 5.01.3d)

- Implement lessons that provide K-12 students opportunities to develop oral language proficiency in English. (CDE 5.01.4a)
- Implement lessons that teach K-12 students how to utilize graphic organizers to develop written compositions for a range of purposes and audiences. (ACEI 2.1d)
- Implement lessons that provide K-12 students opportunities to develop effective editing practices in the structure of standard English including language usage, punctuation, capitalization, sentence structure and spelling. (CDE 5.01.4b, CDE 5.01.4e)
- Utilize K-12 academic literacy content standards in reading and writing for the improvement of K-12 instruction. (CDE 5.01.5)
- Utilize a variety of informal and formal assessments to measure K-12 student learning. (CDE 5.03, CDE 5.03.3)
- Implement lessons that are designed to address diverse learning needs. (ACEI 3.2c)
- Use assessment results as a basis for lesson planning and standards-based instruction. (CDE 5.03.5)
- Incorporate strategies and techniques that integrate research-based literacy components into reading and content area instruction for ELLs and English speaking students.
- Identify and utilize specific technology tools appropriate for reading, writing, and content area literacy instruction and demonstrate ability to incorporate technology into reading and content area instruction.

Other Important Notes:

- In addition to the alignment to standards indicated above, the courses must address the standard elements in the document titled: CDE Literacy Checklist Items for EDU527 & EDU528:
http://www.cde.state.co.us/EdPrepProgram/downloads/license_review/R-5.01_literacy_MATRIX.doc
- EDU527 & EDU528 are both sponsored courses. Candidates will be required to identify a sponsor, who is a licensed educator working onsite at the school where the candidates will be completing their required field work.
- Candidates will be required to use the approved lesson plan template for reading/comprehension found here:
<http://portaldoc.jiu.edu:125/courses/LPTReadingLanguageArtspdfversion.pdf>
- All theme content will need to be updated to align to standards and new readings.
- Supplemental readings need to be identified and should align in content / ideology to content in required readings.
- The course projects are mini Teacher Work Samples. That is, they include the following assignments: pre-testing, lesson planning, lesson delivery, and post-testing. Candidates will have the option of designing their own assessments OR using a professionally-developed standardized assessment or standardized progress monitor.
- Additional CLOs may be created. There should be no more than a total of 16 CLOs.
- CLOs need to be re-ordered. Some CLOs (and standards alignment) may be moved from one course to the next.
- Other required readings may be identified.

Required Readings for EDU527 and EDU528

EDU527: Speech To Print Textbook \$34.95

<http://www.brookespublishing.com/store/books/moats-70502/index.htm>

EDU527: Bringing Words to Life: Robust Vocabulary Instruction \$19.25

http://www.amazon.com/Bringing-Words-Life-Vocabulary-Instruction/dp/1572307536/ref=sr_1_1?ie=UTF8&qid=1299522259&sr=8-1

EDU527/528: Assessing Reading: Multiple Measures \$36.66

http://www.amazon.com/Assessing-Reading-Multiple-Measures-2nd/dp/1571284648/ref=sr_1_1?ie=UTF8&s=books&qid=1299522472&sr=1-1

EDU527/528: National Reading Panel Report Executive Summary

http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf

EDU527/528: Using Student Center Activities To Differentiate Reading Instruction \$0.00

<http://www.centeroninstruction.org/files/Using%20Student%20Center.pdf>

FCRR Student Center Activities \$0.00: <http://www.fcrr.org/curriculum/SCAindex.shtm>

EDU527/528: Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities \$0.00
<http://www.centeroninstruction.org/files/Lang%20and%20Rdng%20Interventions%20for%20ELLs%20and%20ELLs%20with%20Disabilities.pdf>

EDU527/528: Fact Sheet: Nation's High Schools \$0.00
<http://www.all4ed.org/files/UnitedStates.pdf>

EDU527/528: Fact Sheet: Adolescent Literacy \$0.00
<http://www.all4ed.org/files/AdolescentLiteracyFactSheet.pdf>

EDU527/528: AdLit.org \$0.00
http://www.adlit.org/strategy_library

EDU527/528: Children of the Code: Reading Crisis (video) \$0.00
<http://www.childrenofthecode.org/Tour/c1/readingcrisis.htm>

EDU527/528: Children of the Code: (other videos chosen by DC) \$0.00

EDU527/528: IES: What Works Clearinghouse: Beginning Reading programs \$0.00
<http://ies.ed.gov/ncee/wwc/reports/topicarea.aspx?tid=01>

EDU527/528: IES: What Works Clearinghouse: Adolescent Reading programs \$0.00
<http://ies.ed.gov/ncee/wwc/reports/Topicarea.aspx?tid=15>

EDU528: Comprehension Instruction: Research-Based Best Practices \$45.00
http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/block.htm&dir=edu/lit&cart_id=792890.27965

EDU528: Best Practices in Writing Instruction \$35.00
http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/graham.htm&dir=edu/lit&cart_id=792890.27965

EDU528: Academic Literacy Instruction for Adolescents \$0.00
<http://www.centeroninstruction.org/academic-literacy-instruction-for-adolescents-a-guidance-document-from-the-center-on-instruction>

EDU528: Improving Reading Comprehension in Kindergarten Through 3rd Grade \$0.00
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/readingcomp_pg_092810.pdf

EDU528: (Videos, etc.) Doing What Works Website: Provide direct and explicit comprehension strategy instruction \$0.00
http://dww.ed.gov/practice/?T_ID=23&P_ID=60
http://dww.ed.gov/learn/?T_ID=23&P_ID=60
http://dww.ed.gov/see/?T_ID=23&P_ID=60

EDU528: (Videos, etc.) Doing What Works Website: Engaging Text Discussion \$0.00
http://dww.ed.gov/practice/?T_ID=23&P_ID=61
http://dww.ed.gov/learn/?T_ID=23&P_ID=61
http://dww.ed.gov/see/?T_ID=23&P_ID=61

EDU528: Writing Next \$0.00

<http://www.all4ed.org/files/WritingNext.pdf>