EDU528: Literacy II

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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 continues to cover 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 within the context of reading and writing in content areas

- Formal and informal assessment strategies and techniques in reading and writing

The course project, Work Sample Portfolio Part II: Designing and Implementing Literacy Lessons Within Content Areas, allows candidates to implement curriculum they design, integrating pre-assessment and post-implementation reflection within specific content areas as well as an individual literacy plan. Candidates prepare literacy lesson plans using formal and informal assessment information, and then implement the lesson 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.

Candidates enrolled in JIU's School of Education will work with sponsors for their professional synthesizing projects to ensure their work addresses the authentic needs of specific learning communities. It is important for candidates to identify a sponsor early in the course in order for the sponsor to collaborate on the project.

Learning Outcomes

Upon successful completion of this course, each candidate will:

- Apply research and methods that support current views of best practices regarding children's acquisition of literacy in reading, writing, and content area instruction.

- Integrate the processes and factors of literacy development and effective strategies that promote literacy across the curriculum.

- Demonstrate an understanding of how reading and writing are reciprocal, comprehension building, problem solving processes when applied to literacy and content area instruction.

- 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 a variety of formal and informal assessment strategies in literacy and content area instruction.

- 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.

- Apply specific evaluation criteria for selecting print and electronic-based materials and resources appropriate for literacy and content area instruction.

- Examine and analyze assessment data in order to inform planning, assessment, and lesson design.

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.). Boston, MA: Addison Wesley Publishing Company.

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.

Web-based Readings

This course includes required online readings. You will access them from links within each module where they are assigned. A complete list of required online readings is included on the Readings page in each module.

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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	• Windows XP or Mac OSX	
RAM	• 256 MB of RAM	• 1 GB of RAM or above
Storage		• 4 GB or better
Monitor	• 15" VGA • High color (16 bit) • 1024 X 768 Resolution	• 17" SVGA Monitor • True color (24 bit) • 1024 X 768 resolution or higher
Internet Connection	• 56K Modem	• Broadband
Browser **(only 1 needed)***	• Internet Explorer 6.0 or newer (PC) • Firefox (PC and Mac) • Safari (Mac)	
Software	• Microsoft Office 2000 or newer	
Plugins	• Ebrary Reader • Adobe Acrobat Reader • Macromedia Flash Player	
Peripherals	• CD-ROM • Sound Card • Printer	
Browser Settings	• 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: Content Area Reading

This module introduces you to aspects of content literacy. In order to promote content literacy, a variety of pre-reading, during reading, and post-reading activities will be explored. We will also examine the SIOP (Sheltered Instruction Observation Protocol) model and the Cognitive Academic Language Learning Approach (CALLA). The SIOP and CALLA are designed to promote literacy and activate prior knowledge to assist English language learners in content area instruction.

Module 2: English Syntax and Collocations

In this module, we will review syntax and introduce you to collocations in the context of language learning and teaching. You will explore the Lexical Approach to teaching collocations, and will discuss the difficulties that some students experience when learning and using collocations.

Module 3: Using Formal Assessments to Inform Reading and Literacy Instruction

During this module, you will examine formal assessment instruments and standardized testing. You will also examine several score reports from different formal assessments. Issues regarding testing and standardized tests will be discussed. You will also explore the comprehensive assessment program in place in Colorado. The Colorado Basic

Literacy Act is discussed and you will be encouraged to consider the importance of the Individual Literacy Plan for students who are reading below grade level.

Module 4: Using Informal Assessment Strategies and Tools in Literacy and Reading

In this module, you will continue discussing assessment strategies as you explore informal assessment strategies, techniques, and tools. After an introduction to informal assessment, you will consider the purpose of informal assessment and targeted skills that may be assessed to chart student progress. You will identify types of informal assessments, specific tools to assess fluency and comprehension, and informal reading inventories.

Module 5: Formal and Informal Assessment for Writing Instruction

In this module, you will explore formal and informal assessment techniques and strategies for assessing writing. Information regarding formal, standardized testing is discussed. You will examine examples of student writing, and consider analytic and holistic scoring as well as a variety of related items that are typically included on standardized writing assessment tests. You will also explore informal strategies such as using portfolios as possible components of informal assessment in writing. The module examines rubrics as one effective tool in writing assessment.

Module 6: Technology and Literacy Instruction

In this module, you will explore the role of technology in literacy instruction, the different forms of literacy, as well as the importance of information literacy in today's world. Specific tools available in most classrooms will be examined. You will also reflect on Internet-based tools and different ways to use the tools in reading, writing, and content area lessons. You will examine the components of an effective web quest and will explore different ways to integrate web quests into reading, writing, and content area lessons in order to promote literacy.

Module 7: Selecting Reading Materials for Content Area Instruction, Part I

In this module, you will explore the use of trade books in literacy and content area instruction. You will identify and discuss the types of trade books appropriate for math, science, and social studies instruction. You will examine criteria for selecting trade books for the different content areas and will explore the importance of using a variety of trade books in math, science, and social studies.

Module 8: Selecting and Evaluating Reading Materials for Content Instruction Part II

In this module, you will continue to explore selecting materials for reading and content area instruction. You will identify and discuss criteria used for selecting multicultural literature. You will also examine criteria used to select appropriate electronic resources for literacy and content instruction. Learning to scaffold the multiple reading experiences that are needed to become a literate reader is a skill. You will learn the importance of and how to scaffold reading experiences to ensure students are provided with the best research-based practices in the classroom. In addition, you will incorporate all of the areas of this course into an understanding of how and why they are important for students in developing literacy skills.

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 Part II. Work Sample Portfolio Part I was completed during EDU 527. Components of the Work Sample Portfolio Part II are also part of specific assignments within the course modules. This will enable you to complete components as the course progresses.

Work Sample Portfolio Part II component assignments are designed to enable you to apply course information and theoretical aspects of reading and literacy instruction within content areas as well as within a variety of classroom environments. The component assignments require you to plan instructional experiences, and formal and informal assessments 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.

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.

Course at a Glance

Module 1: Content Area Reading

Required Readings

- *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (text), chapters 8 and 9

Assignments

- Assignment 1.1: Forum Discussion — Exploring Content Literacy   25
- Assignment 1.2: Personal Plan for Promoting Content Literacy   75

Module 2: English Syntax and Collocations

Required Readings

- *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, grammar* (text), Chapter 9.

Assignments

- Assignment 2.1: Forum Discussion — Collocations in the Classroom   25
- Assignment 2.2: Content Area Literacy Lesson Plan   75

Module 3: Using Formal Assessments to Inform Reading and Literacy Instruction

Required Readings

- *Standardized Assessment: A Primer* (2008). Association of American Publishers. (Web)

Assignments

- Assignment 3.1: Formal Assessment for Literacy and Reading   25

- Assignment 3.2: Designing an Individual Literacy Plan (ILP)   75

Module 4: Using Informal Assessment Strategies and Tools in Literacy and Reading

Required Readings

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

Assignments

- Assignment 4.1: Informal Assessment for Reading and Literacy   25

- Assignment 4.2: Informal Reading Assessment   75

Module 5: Formal and Informal Assessment for Writing Instruction

Required Readings

- No textbook readings required for this module

Assignments

- Assignment 5.1: Exploring Formal and Informal Assessment Techniques in the Writing   25

  Classroom

- Assignment 5.2: Using Assessment Results to Inform Practice   50

Module 6: Technology and Literacy Instruction

Required Readings

- *No required readings for this module.*

Assignments

- Assignment 6.1: Exploring Technology Tools for Literacy Instruction   25

- Assignment 6.2: Lesson Implementation and Reflection   50

Module 7: Selecting Reading Materials for Content Area Instruction, Part I

Required Readings

- *No required textbook readings for this module.*

Assignments

- Assignment 7.1: Selecting Reading Materials for Math, Science, and Social Studies Lessons   25

- Assignment 7.2: Designing a Web Quest for Literacy Instruction   50

Module 8: Selecting and Evaluating Reading Materials for Content Instruction Part II

Required Readings

- *No textbook readings required for this module.*

Assignments

- Assignment 8.1: The Four Quadrants and Student Motivation   25

- Assignment 8.2: Final Project: Student Work Sample Portfolio Part II   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.

EDU528: Literacy II

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.

The Bibliography section contains online and 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