

Quality Educational Programs, Inc.

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Differentiation and Literacy: Teaching Reading and Writing

A Distance Learning Graduate Course

Course Syllabus

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Every teacher who wants to be a facilitator of learning must also be a reading teacher, because reading is an essential component of learning in every subject.

Carolyn Chapman
*Differentiated Instructional Strategies
for Reading in the Content Areas*

The written word is used more today than ever before. Individuals are no longer passive, but instead are active communicators, using electronic tools including e-mail and faxes. Writing is a key form of communication. Students *must* know how to write.

Carolyn Chapman
*Differentiated Instructional Strategies
for Writing in the Content Areas*

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Dr. Carol Ann Tomlinson

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Rationale

Classrooms grounded in best-practice education, and modified to be responsive to student differences, benefit virtually all students. Differentiation addresses the needs of struggling and advanced learners. It addresses the needs of students for whom English is a second language and students who have strong learning style preferences. It addresses gender differences and cultural differences. It pays homage to the truth that we are not born to become replica of one another.

Dr. Carol Tomlinson
*The Differentiated Classroom:
Responding to the Needs of All Learners*

A photograph I saw in *Reading Today*, captured an adolescent girl with a backpack hanging over her left shoulder, walking along a grassy path. The caption underneath this photograph read, "The future of today's adolescents may depend on how educators address their special literacy needs". The "path" to adolescent literacy education has many bumps, curves, and forks, much like the path of adolescence itself. No two middle schoolers have the same path ahead or behind them either.

Students in the middle grades represent a broad range of abilities, backgrounds, and motivations making literacy education particularly challenging at this level. Some students have preferred authors and genres, while others prefer not to read at all. Because of this broad range, middle school reading educators should be responsive to individual differences. Some students struggle, others are academically advanced, and some have an unstable home life. Yet learning standards, which never take into account student variance, continue to be mandated and enforced.

Donna E. Werderich
*Individualized Responses:
Using Journal Letters as a Vehicle
for Differentiated Reading Instruction*

Most teachers fully support the idea that all students should be successful. What trips up the process is that most high school teachers feel unprepared for their role in differentiated classroom. And yet most teachers will find that, when they apply simple tips and suggestions, differentiation in a high school classroom isn't just easy; it is actually a very enjoyable event.

Kathie F. Nunley
*Differentiating the High School Classroom:
Solution Strategies for 18 Common Obstacles*

Video Instructor

Dr. Carol Ann Tomlinson

Much of the video for this course was taped at a three day Differentiated Instruction Best Practices Institute held on the campus of the University of Virginia and conducted by Dr. Carol Ann Tomlinson. Part of the participants learning experience in this course will be as virtual attendees to this conference taught by one of the foremost experts in differentiated instruction.

Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher, including 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently Professor of Educational Leadership, Foundations and Policy. Also at U.Va., she is Co-Director of the University's Institutes on Academic Diversity. Dr. Tomlinson was named Outstanding Professor at Curry School of Education in 2004. Special interests throughout her career have included curriculum and instruction for struggling learners and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Dr. Tomlinson is a reviewer for eight journals and a section editor for one. She is author of over 100 articles, book chapters, books, and other professional development materials. For ASCD, she has authored *How to Differentiate Instruction in Mixed Ability Classrooms*, *The Differentiated Classroom: Responding to the Needs of All Learners*, *Providing Leadership for Differentiated Schools and Classrooms*, the facilitator's guide for the video staff development sets called *Differentiating Instruction*, and *At Work in the Differentiated Classroom*, as well as a professional inquiry kit on differentiation and most recently co-authored a book with Jay McTighe titled *Integrating Differentiated Instruction and Understanding by Design: Connected Content and Kids*. For Corwin Press, she is co-author of *The Parallel Curriculum Model: A Design to Develop High Potential and Challenge High Ability Learners*. Dr. Tomlinson's books on differentiation have been translated into eight languages. She works throughout the U.S. and abroad with teachers whose goal is to develop more responsive heterogeneous classrooms.

Course Title

Differentiation and Literacy:
Teaching Reading and Writing

Course Description

"Differentiation and Literacy: Teaching Reading and Writing" is a three semester (five quarter) hour graduate course designed to give K-12 teachers an overview of the theory and research behind differentiated instruction and how it can be applied in literacy instruction. Participants will engage in various learning activities through which they will learn and implement teaching strategies designed to individualize their approach to teaching reading and writing to take advantage of each student's strengths, interests, and readiness.

In addition, participants learn about assessment approaches that support differentiated instructional practices. Teacher will also demonstrate proficiency in teaching reading and writing skills to all students but in ways that engage them at learning levels appropriate to their abilities.

Course Goals

The goals of this course are to have participants develop an understanding of non-negotiable elements of differentiated instruction and to guide participants in exploring the use of differentiated instructional strategies applied in their own classrooms to enhance their literacy instruction.

Course Outline

In the following outline, the term "Course of Study" refers to a study plan that includes required reading, video viewing, worksheets, application assignments and progress reports.

Session #1: Differentiating Literacy Instruction: An Introduction

Objective: To have participants understand the scope and sequence of this course, to expose them to key concepts, to have them preview course videos and lessons, and to have them set a course goal.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and setting

of a learning goal for the course.

Session #2: Differentiating and Literacy: Tailoring Instruction

Objectives: To have participants develop an understanding of differentiation in terms of Sternberg's intelligence preferences; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #3: Differentiating and Literacy: A Growth Mindset

Objectives: To have participants develop an understanding of differentiation as a planned approach rather than a reactive approach to teaching; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Course of study activities; video viewing or research activity; and the creation and evaluation of a lesson or unit.

Session #4: Differentiating and Literacy: Personal Connections

Objectives: To have participants develop an understanding of the importance of mindsets and effective instruction; to have participants learn how to use R.A.F.T. activities; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #5: Differentiating and Literacy: Caring Communities

Objectives: To have participants develop an understanding of why a trusting relationship with students is essential for learning to take place; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course of study, viewing

of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #6: Differentiating and Literacy: A Meaningful Curriculum

Objectives: To have participants develop an understanding of how a sense of community in the classroom fosters learning; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #7: Differentiating and Literacy: Classroom Application

Objectives: To have participants develop an understanding of the role meaningful curriculum plays in effective literacy differentiation; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #8: Differentiating and Literacy: Effective Assessment

Objectives: To have participants develop an understanding of how to effectively use assessment strategies before, during, and after their use of differentiated instruction; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course text and readings.

Assignments and Activities: Required reading in course text, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #9: Differentiating and Literacy: Student Profiles

Objectives: To have participants develop and understand the use of student readiness, learning profiles, preferences and strengths when differentiating their instruction; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #10: Differentiating and Literacy: Practical Pre-Assessment

Objectives: Consultant Rhonda Clevenson demonstrates how effective preassessment can ensure that instruction is both meaningful and engaging for all students; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Reading and activities in the course of study; video viewing or research activity; and the creation and evaluation of a lesson or unit.

Session #11: Differentiating and Literacy: Visual Narratives

Objectives: A team of teachers from The School at Columbia University show how to use graphic novels to raise enthusiasm for reading and improving writing skills; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #12: Differentiating and Literacy: Real World Documents

Objectives: With this presentation by Rhonda Clevenson, participants will learn how to enrich their reading and writing instruction with the use of the primary sources including the Library of Congress; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Required reading in course of study, viewing of video, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #13: Differentiating and Literacy: Using Differentiation

Objectives: To have participants develop an understanding of how to use various strategies for differentiating their literacy lessons and units; to have participants create, implement, and evaluate a lesson or unit based either on the techniques demonstrated in the video or strategies suggested in the course readings.

Assignments and Activities: Reading and activities in the course of study; video viewing or research activity; and the creation and evaluation of a lesson or unit.

Session #14: Differentiating and Literacy: Applying Strategies

Objectives: To have participants review the material presented in the previous three lessons and to select one technique demonstrated and design a lesson or activity based on it; to have participants implement their lesson or activity and evaluate its effectiveness.

Assignments and Activities: Required reading in course of study, viewing of videos, course of study supplementary reading and activities, and the creation and evaluation of a lesson or unit.

Session #15: Reflection, Synthesis, and Planning

Objectives: To have participants reflect on their course experience and on insights gained in the course; to have participants identify those course concepts that most apply to their teaching situations; to have participants develop a plan for the future use of the knowledge and skills gained in this course.

Assignments and Activities: Required reading in course of study, review of videos and assignments, discussions with study team, and the creation of a plan for the future use of the knowledge and skills gained in this course.

Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through twelve. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

Instructional Materials

Instructional materials for this course include:

a.) Text: In order to cover a broad range of teaching situations from grades kindergarten through high school, in place of one textbook, participants will read a collection of relevant articles supplied in the Course of Study book. These readings include:

Agirdag, O. (2009). "All Learners Welcomed Here." *Educational Leadership* Volume 66, Number 7, Pages 20-22.

Armstrong, T. (May 2009). *Literacy, Multiple Intelligences and the Brain*. ASCD Chapter 1. Alexandria, VA: Association for Supervision and Curriculum Development. <http://www.ascd.org/publications/books/102280.aspx>

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Muroski, M. (November 2008) "What Are the Most Effective Teaching Strategies?" Ezine Articles. <http://ezinearticles.com/?What-Are-the-Most-Effective-Teaching-Strategies?&id=1721587>

Preston, C. (January 2009). "Authentic Assessment in the Classroom." Ezine Articles. <http://ezinearticles.com/?Authentic-Assessment-in-the-Classroom&id=1893812>

Pritchard , A. (February, 2009)" Reflective Practice - A Tool For Self Improvement." Ezine Articles. <http://ezinearticles.com/?Reflective-Practice---A-Tool-For-Self-Improvement&id=2037658>

Robb, L. (March, 2008) "Why Differentiate Reading Instruction?" Ezine Articles. <http://ezinearticles.com/?id=1077287>

Salmon, H. (March 2009). "The Value of Comic Books in Teaching Literacy and Art Appreciation." Ezine Articles. <http://ezinearticles.com/?The-Value-of-Comic-Books-in-Teaching-Literacy-and-Art-Appreciation&id=2163367>

Sasson, D. (February, 2009) “New Teacher Report – Simple Steps to Successful Teaching – It All Begins With a Mindset!” Ezine Articles.
<http://ezinearticles.com/?New-Teacher-Report---Simple-Steps-to-Successful-Teaching---It-All-Begins-With-a-Mindset!&id=2010561>

Sasson, D. (November, 2008). Teaching Tips on Differentiated Instruction. Ezine Articles. <http://ezinearticles.com/?Teaching-Tips-on-Differentiated-Instruction&id=1676369>

Schuyler, G. (March, 2009) “What is Good Teaching?” Ezine Articles.
<http://ezinearticles.com/?What-is-Good-Teaching?&id=2073366>

Tomlinson, C. (November, 2008) “The Goals of Differentiation.” *Educational Leadership*. Volume 66, Number 3, Pages 26-30.

Tomlinson, C. (January, 2008) “Learning to Love Assessment.” *Educational Leadership*. Volume 65, Number 4, Pages 8-13.

Tomlinson, C., Brimijoin, K., & Narvaez, L. (2008). “Setting the Stage for Differentiation” in *The Differentiated School. Making Revolutionary Changes in Teaching and Learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C., & Strickland, C. (2008). Differentiating Affect. *Differentiation in Practice*. . Alexandria, VA: Association for Supervision and Curriculum Development.

Waxler, A. (May, 2009) “Using Differentiated Instruction Activities to Meet the Needs of ALL Your Students.” Ezine Articles.
<http://ezinearticles.com/?Using-Differentiated-Instruction-Activities-to-Meet-the-Needs-of-ALL-Your-Students&id=2324922>

Whyte, Robyn (April, 2007) “Self-Knowledge As a Key Concept in Teaching Reading.” Ezine Articles. http://EzineArticles.com/?expert=Robyn_Whyte

b.) Course Media (All videos produced in 2009):

Video: Differentiating Literacy Instruction: An Introduction

Video: Differentiating Literacy Instruction: Tailoring Instruction

Video: Differentiating Literacy Instruction: A Growth Mindset

Video: Differentiating Literacy Instruction: Personal Connections

Video: Differentiating Literacy Instruction: Caring Communities

Video: Differentiating Literacy Instruction: A Meaningful Curriculum

Video: Differentiating Literacy Instruction: Classroom Application

Video: Differentiating Literacy Instruction: Effective Assessment

Video: Differentiating Literacy Instruction: Student Profiles

Video: Differentiating Literacy Instruction: Practical Preassessment

Video: Differentiating Literacy Instruction: Visual Narratives

Video: Differentiating Literacy Instruction: Real World Documents

c.) Course of Study.

This book contains articles, summaries of course content, pre-video viewing activities, discussion questions, group activities, individual activities, worksheets, classroom application assignments, and learning reports.

d.) Bibliography.

e) Internet Resources

Learning Activities

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:

a.) Read the assigned reading in the course of study.

b.) Participate in a study/preparation activity with a colleague.

NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.

c.) View instructional videos.

d.) Discuss (see above note) course material in terms of participants' own students.

e.) Record summary of discussion activities in progress report

f.) Design, implement, and evaluate an application of course content in their teaching situation.

NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.

1. If they choose to design a classroom lesson or activity for their project, they design it for a class that they have had in the past.

2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.

3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.

g.) Summarize classroom application design, application experience, and evaluation in progress report.

2. Submit a final paper.

Course Outcomes

As a result of their work in this course, participants will be able to:

- 1.) Demonstrate the use of differentiated instructional techniques to create lessons that engage students in learning.
- 2.) Demonstrate proficiency in analyzing and evaluating differentiated lessons taught by other teachers.
- 3.) Demonstrate proficiency in assessing their students' learning styles and preferences.
- 4.) Develop, implement, and evaluate various differentiated instructional strategies designed to maximize learning.
- 5.) Develop a systematic plan to achieve an instructional goal set at the beginning of the course.
- 6.) Develop and describe an action plan to implement and evaluate their systematic plan.
- 7.) Evaluate and reflect upon their course experience and plan for the future use of knowledge and skills gained in this course.

Progress Reporting and Assessment

Participant achievement will be measured by a combination of the following:

- A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, and 4.)

Each progress report will be evaluated for:

- completeness and quality of responses.
- accuracy of information.
- appropriateness of classroom application.
- quality of reflection.

- B. An evaluation of participant's professional paper. (Outcomes 5, 6, and 7.)

The professional paper will be evaluated for:

- inclusion of required components.
- synthesis and analysis of course concepts.
- presentation in an organized, professional manner.

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Internet Resources

Differentiation Resources

Differentiation Central

<http://www.differentiationcentral.com/>

A site hosted by the University of Virginia (where Dr. Carol Tomlinson teaches) and is dedicated to helping teachers and administrators ensure that every learner is reached every day. A superb resource.

Differentiated Assessment Resources

Toward Authentic Assessment

<http://members.tripod.com/~ozpk/assess.html>

This resource lists sites that reflect educators' efforts to assess deeper levels of understanding, higher levels of thinking, and student performance on more life-like tasks.

Online Assessment Resources for Teachers

<http://www.uwstout.edu/soe/profdev/assess.shtml>

Here you will find an index of authentic assessment resources. Good information about performance assessment, rubrics, negotiable contracting, and electronic portfolios.

Authentic Assessment Toolbox

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>

Many ideas about authentic assessment including what it is, why use it, and how do you use it. There is also information about rubrics, portfolios, and standards.

Understanding Authentic Classroom-Based Literacy Assessment

<http://www.eduplace.com/rdg/res/litass/>

Several articles about types of assessment and how assessment can enhance instruction.

Performance Assessment

<http://www.ascd.org/portal/site/ascd/menuitem.4427471c9d076deddeb3ffdb62108a0c/>

ASCD's resources for performance assessment: a measure of assessment based on authentic tasks such as activities, exercises, or problems that require students to show what they can do.

Performance Assessment Organization

<http://performanceassessment.org/>

This is the site of The New York Performance Standards Consortium that represents 28 schools across New York State. Formed in 1997, the Consortium opposes high stakes tests arguing, that "one size does not fit all."

What Do Tests Test?

http://www.education-world.com/a_issues/issues098.shtml

Howard Gardner, the John H. and Elisabeth A. Hobbs professor in cognition and education at the Harvard Graduate School of Education and the "father" of multiple intelligences theory, weighs in on the issue of high-stakes testing in this commentary.

Differentiated Instruction Resources

The Tiered Curriculum Project

http://www.doe.in.gov/exceptional/gt/tiered_curriculum/welcome.html

This excellent web resource provides sample lessons for math, science, and language arts at each grade level from K-12. The lessons are designed to address the same key concept but differentiated by readiness, interests, and learning styles.

Enhance Learning with Technology

<http://members.shaw.ca/priscillatheroux/differentiatingstrategies.html>

Provides a wealth of information about differentiation with a specific focus on strategies for differentiated instruction. Lots of links to other sites, both on differentiating instruction and other related topics such as brain biology, learning styles, constructivism, sample lesson plans, project base learning, and much more.

What Is Differentiated Learning?

http://www.scusd.edu/gate_ext_learning/differentiated.htm

A brief, focused definition of differentiated learning from the Sacramento City Unified School District.

How to Differentiate Instruction

<http://www.teach-nology.com/tutorials/teaching/differentiate/planning/>

A commercial site from Teach-Nology with things to sell, it still has good information with useful links to topics such as cooperative learning, lesson plans, inquiry based learning and so forth.

Teaching in a Mixed Ability Classroom

<http://www.weac.org/kids/1998-99/march99/differ.htm>

An article by Mary Ann Hesse that provides a basis and rationale for differentiating instruction and covers a lot of useful information. Includes a bibliography with links.

Differentiated Instruction

<http://www.cast.org/nac/DifferentiatedInstruction2876.cfm>

A detailed guide to differentiating instruction from the National Center on Assessing the General Curriculum, this site provides a lot of good information. Includes an extensive annotated bibliography with links to other useful sites.

Differentiated Instruction Hot List

http://www.frsd.k12.nj.us/rfmslibrarylab/di/differentiated_instruction.htm

Provides a wide variety of links to topics that are associated with differentiated instruction, including learning styles, multiple intelligences, critical and creative thinking, layered curriculum, assessment, and many others.

Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom. ERIC Digest E536.

<http://eric.ed.gov>

An ERIC Digest report on differentiating instruction at the middle school level, based on Tomlinson's work. Offers a rationale for differentiating and research support for the strategy.

Preparing Teachers for Differentiated Instructions

<http://www.ascd.org/portal/site/ascd/menuitem.8835d3e3fbb1b0cddeb3ffdb62108a0c/>

An Educational Leadership article by John H. Holloway, it discusses the key elements of putting differentiated instruction into practice, and focuses on barriers to doing this and how they can be overcome.

Mapping a Route Toward Differentiated Instruction

<http://www.ascd.org/portal/site/ascd/menuitem.fdd976cd7e54fccddeb3ffdb62108a0c/>

An Educational Leadership article by Carol Ann Tomlinson, it provides a detailed look at two classrooms and the methods used for instruction.

From Theory to Practice: The Challenges of Heterogeneous Classrooms

<http://www.weac.org/kids/1998-99/march99/differ2.htm>

An article that discusses clustering as a strategy for differentiating the heterogeneous classroom. Susan Winebrenner is cited as a resource.

What is Differentiated Instruction?

<http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/>

Lesson 1 of a series of lessons from ASCD on differentiating instruction, with many links to related articles and other resources. At the bottom is a link to Lesson 2, so this may become an in-depth study if desired.

Accelerated and Enriched Mathematics

<http://search.mcps.k12.md.us/query.html?qp=&qt=accelerated+and+Enriched+Mathematics&qs=&qc=&pw=100%25&ws=0&la=&qm=0&st=1&nh=10&lk=1&rf=0&oq=&rq2=0#skip>

A site dedicated to differentiating math, it has many excellent suggestions and links to other web resources.

Teaching Mathematics to Gifted Students in a Mixed-Ability Classroom

<http://www.teachervision.com/lesson-plans/lesson-3778.thml>

Provides background about differentiation and specific information about working in the area of math.

Guidelines to Differentiated Instruction

<http://www.cedu.niu.edu/tedu/portfolio/diffclass.htm>

A simple and effective template for thinking about differentiated instruction.

Literacy Instruction Resources

Read, Write, Think

<http://www.readwritethink.org>

This site is affiliated with the International Reading Association and is dedicated to providing educators and students to high quality practices and resources in reading and language arts resources. The following web sites have been compiled from those recommended on this site.

100 Best Books for Kids

<http://www.teachersfirst.com/100books.htm>

This list was selected by the National Education Association, is posted on the TeachersFirst.com website, and recommends best books for kids grouped by age level. There are also site links to Reading Resources, Storytelling Resources, and Reading Lessons.

4Teachers.org

<http://www.4teachers.org>

4Teachers.org is a free, multifaceted site that includes a variety of fast, easy-to-use tools for teachers and students. Among the website's offerings are the popular RubiStar and QuizStar, as well as links to professional development research and WebQuests. A separate registration is required for each Star tool.

A to Z Teacher Stuff

<http://atozteacherstuff.com/>

A to Z Teacher Stuff provides teachers with free lesson plans, thematic units, printables, and other resources. The active discussion forums allow teachers to exchange ideas and give advice on a variety of issues.

Aesop's Fables

<http://www.aesopfables.com/>

This online collection of Aesop's fables includes a total of 655+ fables, indexed in table format, with morals listed.

America's Story From America's Library

<http://www.americaslibrary.gov/>

America's Story from America's Library is created by the Library of Congress. Games, activities, and a reading list are added to historical collections featured in the Library of Congress.

American Folklore

<http://www.americanfolklore.net/>

This website contains numerous tales of American folklore. The site is organized around different themes, such as Famous Characters, Historical Folklore, and Regional Folktales. Along with these areas, there is also a complete alphabetical list of all the different tales on the site.

BookHive

<http://www.bookhive.org/>

BookHive is designed for students through age 12, their parents and teachers. Created by public librarians in North Carolina, the site lists good children's books arranged categorically. The lists provide a synopsis of the book, its intended audience, and occasional reviews.

Celebrating Cultural Diversity Through Children's Literature

<http://www.multiculturalchildrenslit.com/>

This site, developed and maintained by Robert F. Smith, offers annotated bibliographies of children's literature. Organized by genre these titles offer information about many cultures. Additional links are offered to many resources related to each culture covered in the site.

Center for Media Literacy

<http://www.medialit.org/>

One of the most valuable sites available to help students understand the influence of the media and advertising has on their own lives. You will find lesson plans, articles, links to other sources, and texts available for purchase or download.

Children's Books Online: The Rosetta Project Library

<http://www.childrensbooksonline.org/library.htm>

Text and illustrations from hundreds of antique books for children of all ages are available online in this library collection. The site arranges books by reader's age level and includes a search engine.

Children's Literature Reviews

<http://www.childrenslit.com/childrenslit/home.html>

Children's Literature Reviews features interviews with children's book authors and illustrators, and several sets of themed reviews archived for continued reference. The site also provides more than 1000 links to author/illustrator sites, publishers, kids, parent and teacher resources, children's literature collections, upcoming events relating to children's literature and much more.

Children's Literature Web Guide

<http://www.acs.ucalgary.ca/~dkbrown/>

Designed by David K. Brown of the Doucette Library of Teaching Resources of the University of Calgary, this site includes materials for children's and young adult's literature ranging from teaching resources to book lists.

Clickable Poems

<http://www.clickablepoems.com/>

The Internet changes how text can be organized. Poetry is no exception. This site features an online journal of hypertext poetry. This site stretches the user to think about how we use poetry and how it is written with changing technology.

CNN Student News

<http://www.cnn.com/studentnews/>

CNN Student News Web site provides news for students and resources for teachers on how to use the site. Cross curricular ideas are available for all subject areas.

Content Literacy Information Consortium

<http://curry.edschool.virginia.edu/go/clic/>

The Content Literacy Information Consortium (acronym, CLIC) is an organized set of web links of special interest to teachers and researchers interested in issues defined by "learning to read to learn." The web sites cataloged in CLIC will provide every teacher with ideas and strategies for adopting the instructional moves that empower their students to become independent, actualized learners.

Dickinson Electronic Archives

<http://www.emilydickinson.org/>

This site focuses on the work of Emily Dickinson, her writing practices, writings directly influencing her work, and critical and creative writings generated by her work. The site includes teacher resources to guide teachers and students using the online materials in the classroom.

Ebooks for Young Readers

<http://etext.lib.virginia.edu/ebooks/subjects/subjects-young.html>

From the University of Virginia's Electronic Text Center, this collection of electronic books is available in ebook, Palm, and Web versions. The collection includes such classics as *The Marvelous Land of Oz*, *Little Women*, and *Uncle Tom's Cabin*.

Educational Paperback Association

<http://www.edupaperback.org/resources.cfm>

The Educational Paperback Association provides a selected list of Web Resources for Teachers and Librarians featuring sites related to authors, illustrators, resources for teachers and librarians, journal and magazines sites, and sites for children's book awards.

Educational Web Design

<http://www.oswego.org/staff/cchamber/webdesign/edwebdesign.htm>

This website provides teachers with tools to help them successfully create dynamic websites for their students. Educational Web Design includes links to sites with free graphics, sound files, and animated gifs.

Electronic Text Center at the University of Virginia Library

<http://etext.lib.virginia.edu/>

This vast collection of online texts seeks to fulfill its mission to "build and maintain an internet-accessible collection of SGML and XML texts and images." The collection includes complete and definitive texts of many difficult-to-find and rare documents as well as texts by authors such as Mark Twain and Alfred Lord Tennyson.

Encyclopedia Mythica

<http://www.pantheon.org/mythica.html>

This online encyclopedia has entries for gods and goddesses, supernatural beings, and legendary creatures and monsters. Browse by category (mythology, folklore, etc.), or search articles by keyword.

First Hand Learning Mini Journals

<http://www.firsthandlearning.org/minijournal.html>

The site is designed to engage elementary and middle school students in writing about natural phenomena and to observe and read on their own. Teachers are encouraged to use the variety of free mini-journals to encourage students to begin keeping a science journal.

Folger Shakespeare Library

<http://www.folger.edu/>

The resource for units on the Bard's plays, the Folger Library site includes lesson plans and materials for kids and families as well as online exhibits of multimedia material related to Shakespeare and his writings.

FunBrain.com

<http://funbrain.com/>

This site by the Family Education Network provides free educational games and quizzes in math, grammar, science, spelling, and history. It also provides excellent resources for teachers and parents.

Google for Educators

<http://www.google.com/educators/>

Google provides this free site for educators which offers a teacher's guide to 12 Google products as well as a teacher's newsletter and other educational resources.

Great Web Sites for Kids

<http://www.ala.org/greatsites>

This ALA website, collected by the Children and Technology Committee of the Association for Library Service to Children, offers links to a variety of Web resources organized by subject, including a Literature and Languages section.

Grimms' Fairy Tales

<http://www.nationalgeographic.com/grimm/index2.html>

This National Geographic site for students invites students to read and hear (in some cases) stories in their original, unsoftened form. Students can choose from a menu of options to guide them through the tales.

Guys Read: A Literacy Initiative from Jon Scieszka

<http://www.guysread.com/>

This site's mission is "to offer leadership, practical solutions, a forum, and support to get guys reading." The site includes Favorite Books for Guys, What You Can Do, and Guys Speak.

High School Journalism

<http://www.highschooljournalism.org/>

Created by the American Society of Newspaper Editors, this site provides resources for high school journalists and their teachers and advisors. The resources can also come in handy for teachers working on class newspaper projects.

Internet Public Library KidSpace

<http://www.ipl.org/div/kidspace/>

The Internet Public Library KidSpace contains books, magazines, and newspapers from around the world that are freely available via the Internet.

Just One More Book! Children's Book Podcast

<http://www.justonemorebook.com/>

Listen to audio files of children's book reviews and interviews with authors, illustrators, editors, publishers, teachers, librarians and more.

Kids Can Publish University

<http://www.kidscanpublish.com>

Student authors, journalists, poets, artists, and photographers can submit their finished products for a chance to be the monthly featured writer on this site.

KidsReads.com

<http://www.kidsreads.com/index.asp>

This site promotes quality reading through book reviews, related games, author biographies and interviews, and more. Students can also find out how to set up a successful book club, along with discussion guides for select books.

LEO: Literacy Education Online

<http://leo.stcloudstate.edu/>

Created by faculty at St. Cloud State University, LEO provides detailed advice for high school and college students interested in improving their writing. Citations, grammar rules, and organization of ideas are just a few of the topics presented.

Library of Congress Webcasts

<http://www.loc.gov/today/cyberlc/index.php>

This collection of Web-based talk, discussion and conference recordings provides a rich resource for educators to tap on a range of curriculum areas, including poetry, literature, biography, history, the performing arts, and technology.

Literacy & Technology

<http://www.oswego.org/staff/cchamber/literacy/index.cfm>

Developed by the Oswego City School District in New York, this is an excellent place to begin your search for literacy resources on the Internet. This site includes links to resources that support the new literacies of the Internet as well as more traditional literacies.

Literacy Connections

<http://www.LiteracyConnections.com/>

A collection of literacy resources including materials on read alouds and how to involve adult family and community members in activities with children. The Read Aloud page is particularly useful.

Literacy Matters

<http://www.literacymatters.org>

The goal of the Literacy Matters project is to improve the literacy development of middle and secondary school students, especially those students who are struggling to succeed. The site offers content for teachers, parents, and adolescent students.

Media Literacy Clearinghouse

<http://medialit.med.sc.edu/>

This site is designed for K-12 educators to learn about media literacy and its integration into the classroom.

National Center for Children's Illustrated Literature

<http://www.nccil.org/>

Through this site, the students will really get a feel for the role that illustrators and artists play in books and literature. This site provides recognition of the artistic achievement of illustrators and includes a gallery of exhibits.

National Writing Project

<http://www.writingproject.org/>

The National Writing Project (NWP), based at the U. of California-Berkeley, is a network of 150 sites, each representing a school/university partnership. The site has a wealth of professional development resources for teachers of writing at all levels, primary through college, including online discussion lists (Urban and Rural, also Teacher Inquiry), author-led seminars, and a regularly updated "NWP Interactive."

Online Poetry Classroom

<http://www.onlinepoetryclassroom.org/>

Online Poetry Classroom is the newest education initiative from The Academy of American Poets. Free resources include curriculum units, lesson plans, poetry, teacher forums on teaching ideas, and possible workshops.

PBS Masterpiece

<http://www.pbs.org/wgbh/masterpiece/learn/index.html>

Masterpiece is known for high-quality adaptations of classic works by authors such as Shakespeare, Dickens, Austen, Eliot, and James, as well as more contemporary literature. Browse its selection of online teacher's guides and book and film resources to help you more effectively use these films in a media-rich English classroom. The site also offers literary/author timelines, interviews, image galleries, interactive games, and a wealth of information about favorite programs and performances.

PBS TeacherSource: Arts and Literature

http://www.pbs.org/teachersource/arts_lit.htm

PBS TeacherSource provides searchable access to the various lesson plans, teaching resources, and student activities on the PBS website. The collection can be sorted by grade level and curricular areas (books, reading skills, and so forth).

Publishing with Students

<http://www.publishingstudents.com/>

This website gives practical advice to teachers interested in helping students publish their writing. The site includes links to websites that focus on student writing and publishing, a page for teachers to exchange ideas, and a list of award programs and writing competitions for students.

Reading Rainbow

<http://pbskids.org/readingrainbow/>

Reading Rainbow, PBS's award-winning children's series, offers this website which details books featured on the television show, online games and activities,

and information for adults and families. While the site complements the television show, the resources can easily stand alone, though students may need access to the books mentioned.

Reading Rockets

<http://www.readingrockets.org/>

A project of WETA, the public broadcasting station in Washington, DC, this site provides information about learning to read and strategies for supporting struggling readers. It offers news, practical information, expert advice, and resources for parents, teachers, and others.

ReadingQuest.org

<http://www.readingquest.org/>

Designed for social studies teachers, this site includes practical directions for a range of comprehension and content area reading strategies, printable handouts, masters for transparencies, and links to articles and resources.

Sesame Street

<http://www.sesameworkshop.org/sesamestreet/>

The Sesame Workshop has games, stories, music, and more for young children, all of which are engaging, educational, and built around Sesame Street's beloved characters. Teachers will also find the parenting section useful. For example, the Fun To-Go section has printable coloring sheets (sorted by letters, numbers, shapes, etc.) and a searchable activity planner.

Seussville

<http://www.seussville.com/seussville/>

Brightly animated and highly interactive, Seussville entertains children as they complete word puzzles, matching games, and other activities based on the books of Dr. Seuss. Kids can also write a story and bring it to life with fanciful characters, music, and scenery.

StoryPlace: The Children's Digital Library

<http://www.storyplace.org/>

This award-winning bilingual (Spanish and English) site, sponsored by the Public Library of Charlotte & Mecklenburg County, includes a collection of online materials for elementary students including texts and activities.

The Balanced Literacy Classroom

<http://www.teachingmatters.org/literacy/morton.htm>

TeachingMatters.org offers this virtual tour of a model balanced literacy classroom. Simply click on the various topics (e.g., Read Aloud, Interactive Writing) to see how elementary students use technology in Mrs. Morton's classroom. Users with slower

The Comic Interactive

<http://interactives.readwritethink.org/>

The Comic Creator invites students to compose their own comic strips for a variety of contexts (prewriting, pre- and postreading activities, response to literature, and so on). This tool focuses on the key elements of comic strips by allowing students to choose backgrounds, characters, and props, as well as to compose related dialogue.

Vocabulary University

<http://www.vocabulary.com/>

The site has interactive games for students to practice word etymology and word meaning, while having fun. Games have different levels of difficulty; Level 1 is for upper elementary and Level 2 is for middle school.

Webbing Into Literacy

<http://curry.edschool.virginia.edu/go/wil/home.html>

This site features downloadable nursery rhymes and alphabet books, along with related lesson plans. It also includes a list of 101 great books for children.

World Wide School

<http://www.worldwideschool.org>

Founded by Project Gutenberg, the World Wide School is an e-library that provides free access to the full text of a wide variety of books. Texts range from fairy tales and poetry to mathematical dissertations and reference materials, in addition to many of the classics required by curriculums.

Young Writers Workshop

<http://www.meddybemps.com/9.700.html>

Young Writers Workshop encourages creativity by providing printable story starters for children in preschool and primary grades.