California State University San Marcos
COLLEGE OF EDUCATION

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community October, 1997)*

EDMX 622
Literacy Education for Education Specialists

(Please note that approximately 50% of this course is on WebCT)

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PREREQUISITES

EDMX 521 or CA Multiple Subjects credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program.

INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See "Authorization to Teach English Learners Competencies."
(Approved by CCTC in SB 2042 Program Standards, August 02)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet

with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE DESCRIPTION

This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive K-12 classroom environments.

This course is supplemented by an online site, which may be accessed at www.courses.csusm.edu. You will be required to do certain classes and assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a *username and password* to access the online components, which will be the equivalent of approximately 50% of the course.

To avoid penalty for late assignments, communicate immediately with the instructor via regular email (thood@csusm.edu) if you have any difficulty accessing the site at any time during the course.

REQUIRED TEXTS and WEB SITES

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools.* California Department of Education.
3. Lenski, S., Wham, M., and Johns, J. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt. **(Note to students: This is your only new text if you were in the summer program.)**
4. NCCSE or SDCOE Special Education Forms Manual (for San Diego Interns only)
5. Council for Exceptional Children Website: www.cec.sped.org
6. Managing RICA PowerPoint: http://courses.csusm.edu/ricastudy/module01/Managingrica.htm
7. Literacy Link: http://www.csusm.edu/literacy/websitebib.html
8. Reading Instruction Portfolio: http://www.csusm.edu/Quiocho/rip.html
9. Thousand, Villa, & Nevin (2002) *Creativity and collaboration: The practical guide to empowering students, teachers, and families.* Baltimore: Brookes.

RECOMMENDED

1. American Psychological Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, D.C.: Author. (a.k.a. "The APA Manual") www.apastyle.org
2. Cary, S. (1997) *Second language learners.* York, ME: Stenhouse.
3. Cunningham, P. (2000). *Phonics they use: Words for reading and writing.* New York: Longman.
4. Cunningham, P., & Allington, R.L. *Classrooms that Work: They All Can Read and Write*
5. Johns, J. L. (2001). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments (8th ed.)*. Dubuque, IA: Kendall/Hunt.
6. Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.
7. Tompkins, G.E. (2001). *Literacy for the 21st century: A balanced approach.* Upper Saddle River, NJ: Merrill.
8. Walter, T. (1996). *Amazing English: How-to handbook*. Reading, MA: Addison-Wesley
9. Wilde, S. (1992). *You kan red this*. Portsmouth, NH: Heinemann.

CHILDREN'S BOOKS

The following is a list of some of the books that may be shared in class. While purchase of these books is not required, they are among the many books and stories that illustrate the power of using children's literature in classrooms of students at all levels – even in teacher

credential programs! Several of the books could be used thematically to represent learners who struggle with language and literacy. These books are generally available at your local library, or you may want to purchase them for your personal or professional library.

- Abeel, S.   Reach for the Moon
- Bunting, E.   The Wednesday Surprise
- Carroll, L.   Jabberwocky
- Giff, P.   Today Was a Terrible Day
- Levine, E.   I Hate English
- Mosel, A.   Tikki Tikki Tembo
- Polacco, P.   Thank You, Mr. Falker
- Whiteley, O.   Opal: The Journal of an Understanding Heart
- Young, E.   Seven Blind Mice
- Tsuchiya, Y.   Faithful Elephants

OTHER TEXTS YOU MIGHT FIND USEFUL

1. Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse.

2. California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.

3. Herrell, Adrienne L. (2000). *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice-Hall.

4. Schoenbach, Ruth, et.al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

ACTIVITIES AND METHODS FOR REALIZING COURSE OBJECTIVES

class discussions   group work   lectures   readings   videos   demonstrations & simulations   guest speakers   observation of students   assessments of students   written reflections   online activities

EVALUATION OF ATTAINMENT OF COURSE KNOWLEDGE BASES AND SKILLS

attendance/participation/punctuality   collaborative activities   theme exhibit   projects & presentations   comment cards   written reflections   best practices report   APA skill development   online activities   person-first language use

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COLLEGE OF EDUCATION ATTENDANCE POLICY
Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time (which includes online classes), or s/he may not receive a passing grade for the course at the discretion of the instructor.

PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

- Attend all class sessions, including online sessions.
- Be on time for campus classes, stay for the entire session, and contact the instructor and your class buddy when you must miss all or part of class.

- Use "person-first" language in all written and oral assignments and discussions (e.g., "student with autism" rather than "autistic student").
- Word process and keep copies of all written work (for potential use as professional portfolio entries).
- Submit all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor know. Any time you have questions or concerns, please contact your instructor immediately.
- Participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.

CONTENT AND PERFORMANCE GOALS

The candidates will:

Goal 1. develop a sensitivity to and appreciation for children with special learning needs.

Goal 2. examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.

Goal 3. gain an understanding of how patterns of typical and atypical language development influence students academically, socially and behaviorally in today's classrooms.

Goal 4. become familiar with current approaches to the teaching of reading and writing of children with special learning needs.

Goal 5. understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.

Goal 6. become sensitive observers of children's language-using behaviors.

Goal 7. become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction.

Goal 8. become familiar with informal language and literacy assessments, such as portfolios, performance and presentation options, and their usefulness in designing appropriate instruction.

Goal 9. demonstrate the ability to design and adapt instruction and classroom environments which are responsive to all learners.

Goal 10. translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.

Goal 11. understand middle and secondary language and literacy issues in today's classrooms.

Goal 12. develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.

Goal 13. develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.

Goal 14. develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.

Goal 15. develop a respect for each students, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	**I. Theories and Methods of Bilingual Education**	**I. The Nature of Culture**
A. The sound systems of language (phonology)	**A.** Foundations	**A.** Definitions of culture
B. Word formation (morphology)	**B.** Organizational models: What works for whom?	**B.** Perceptions of culture
C. Syntax	**C.** Instructional strategies	**C.** Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	**II. Theories and Methods for Instruction In and Through English**	**D.** Physical geography and its effects on culture
E. Language in context	**A.** Teacher delivery for both English language development and content instruction	**E.** Cultural congruence
F. Written discourse	**B.** Approaches with a focus on English language development	**II. Manifestations of Culture: Learning About Students**
G. Oral discourse	**C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	**A.** What teachers should learn about their students
H. Nonverbal communication	**D.** Working with paraprofessionals	**B.** How teachers can learn about Their students
(5 Theories and Factors in First- and Second- Language Development	**III. Language and Content Area Assessment**	**C.** How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** Purpose	**III. Cultural Contact**
B. Psychological factors affecting first- and second-language development	**B.** Methods	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** State mandates	**B.** Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	**D.** Limitations of assessment	**C.** The dynamics of prejudice
E. Political factors affecting first- and second-language development	**E.** Technical concepts	**D.** Strategies for conflict resolution

Participation	20%
Reading Comments	10%
Strategies Presentation (Lenski)	10%
Facts about Learning Challenges	5%
Partner Learning Lesson Plan	20%
Best Practices Report	20%
Portfolio	15%

CLASS PARTICIPATION
(20 POINTS)

As it is a critical and expected behavior in this profession, regular, punctual attendance is required in all face-to-face and online classes,. The experiences, activities and discussions of class meetings are difficult to recreate on your own. Attendance alone does not constitute points awarded. In addition to the assignments that follow, you will be expected to fully participate in all of your classes. You will also be expected to demonstrate professional behaviors consistent with dispositions of the profession of teaching at all times.

One of your first Participation tasks is to post a "How Do you Do?" response on the Discussion Board prior to the next class session. See WebCT for instructions.

READING COMMENTS
(10 POINTS: Sent to Instructor via Class Mail in online course supplement)

It is expected that you will do all assigned readings and will come to class prepared to discuss them. To come prepared, write at least two (2) reflective comments (approximately one paragraph in length) from the readings (texts and websites) for that session, *as noted on the class schedule*. (There may be certain classes for which no comments are due.)

Do not summarize what you have read. If the readings due are from more than one source, comment on more than one source. The comments should be posted to the Discussion Board of the online supplement **prior to class**. *Please reference the source of your comments and questions.*

Completion of every reading comment is expected, and will affect your participation points, as well.

FACTS ABOUT LEARNING CHALLENGES
(5 POINTS: Posted to Discussion Board in online course supplement)

During the first week of class, you will be assigned a learning challenge to investigate.

Using resources you may have from other/previous classes, plus the web sites provided through the Resources Links page on the Course Menu, you will post the following information on the Discussion Board on or before the second class. These postings should include the following information:

- A specific definition of the learning challenge, with any known statistics

- Examples of ways in which this challenge may affect or create special problems in language and literacy achievement, interest, performance, and/or growth and development

- At least 2 ideas for remediating or supporting the student whose learning challenge is interfering with his/her language and literacy achievement, interest, performance, and/or growth and development (Feel free to use Choate or Lenski for ideas!)

Type and *save* your response in a word-processing document first (Word), and then copy and paste (not attach!) it onto the Discussion Board. In that way, you will be able to spell and grammar check your response before you post it (which you will NOT be able to do if you type it directly onto a Discussion Board message). Additionally, you will then have a copy of your message if something goes wrong!

LENSKI PARTNER PRESENTATIONS:
STRATEGIES FOR MIDDLE AND HIGH SCHOOL LEARNERS
(10 POINTS)

Using the Lenski, Wham, and Johns text as your primary resource, during a designated class session you will present **with a partner** a 10-15-minute lecturette about reading and learning strategies for middle and high school students. Your team will demonstrate at least **two strategies** that would be useful when working with students with special learning needs in an inclusive classroom setting. Accompany your lecturette with **two overheads and a brief handout** (2 pages max per team) of your topic and the strategies demonstrated.

- Provide the instructor with the overhead and a copy of your handout when you do the presentation.
- Also distribute a copy of the handout to each class member at the time of your presentation.

PARTNER LEARNING LESSON PLAN
(20 POINTS)

I. Following instruction regarding the development of lesson plans using Universal Design, you will, with given partners, create a language arts lesson plan for a heterogeneous 10th grade English class that incorporates partner learning/peer support structures at the secondary level. The Lesson Plan Format will be provided in class and in the WebCT course supplement. (10 points)

II. Following discussion with your partners, you will select a given lesson plan done by another group, and will analyze it in terms of the Circle of Courage, with particular attention to how the lesson and its design empowers learners in their sense of Belonging, Mastery, Independence, and Generosity. (10 points)

BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT
(20 POINTS)

Note: **You will be using the information from the Case Study of "Mark" on the RICA Scenario page (http://courses.csusm.edu/ricastudy/old/scenarios.html) for this assignment. If any essential information appears to be missing from this Case Study, you may "make up" details to conform to your assessment.**

Part I: Assessing Mark's Reading and Writing Behaviors
Using the information given, respond to these questions:
What would you determine to be Mark's strengths? What would you determine
to be Mark's weaknesses? What is your evidence to support your conclusions?

Create a grid for this section. Go to "Table, and Insert a Table into your paper with 4 columns and two rows. The first row is for your column titles. Example:

Mark's Strengths	Evidence of Strengths	Mark's Weaknesses	Evidence of Weaknesses
List of Mark's strengths would go in this column.	Etc.	Etc.	Etc.

Part II: Two Best Practices (approx. 4-6 pages)
Investigate two (2) teaching strategies that are, according to your research, experiences, and observations, effective in teaching reading and/or writing to struggling learners. Feel free to use Lenski and Choate for ideas. Supplement those ideas with additional investigation.

Part III: Instructional Plan (approx. 2-4 pages)
Based upon your investigation, describe an instructional plan you would develop for Mark to improve his reading, writing, spelling and response to literature? Your plan should demonstrate how you would differentiate instruction, curriculum, and/or assessment for Mark.

Your research and observation report should be in **APA format** (check www.apastyle.org or the APA manual), and should include ALL of the following:

- name and brief description of identified strategies,
- text synopsis and internet discoveries of identified strategies
- direct contact with and interview of /discussion with teachers about the strategies, OR observation of strategies in use and overall impressions of effectiveness
- suggested uses for and/or adaptations of strategies reported

Part IV: Best Practices Statements (one page)
To conclude your report, you must be able to demonstrate through your research, observation, interview/discussion with teachers and/or your own professional and informed opinions, exactly **WHY** you consider these to be "Best Practices." Please make a simple statement relating to each practice that demonstrates your confidence that your choices are, indeed, "Best Practices."

Part V: Reference Page (approx. one page)
Please cite all resources used, including personal interviews, web sites, texts, journals, and personal experiences. **Use APA format for citations (www.apastyle.org).**

CONTENT AND PERFORMANCE GOALS: PORTFOLIO CONFERENCE
(15 POINTS)
During a class toward the end of the semester, we will have small group Portfolio Conferences, at which time you will share your EDMX 622 Portfolio to demonstrate the Content and Performance Goal competencies required by your program.

Part I:
During the semester, you will compile in a three-ring binder evidence that relates to each of the **15** Content and Performance Goals of this course. The evidence must be based upon the class sessions, assigned readings, your classroom experiences, your personal views and other experiences. You may also include information from professional journals or other sources in areas in which you feel you need more information.

Part II: Self-Evaluation
Locate the Self-Evaluation on the online Course Supplement. Follow the directions given there, and **bring a copy of the completed Self-Evaluation to the Portfolio Conference**. Place a copy of the Self-Evaluation in your Portfolio Section #15. You will receive feedback on your Self-Evaluation during our final class session. If there are any suggested amendments, re-do your Portfolio Self-Evaluation to reflect the amendments, so that when you present your portfolio, it will be your BEST work!

RUBRIC FOR ASSIGNMENTS

4 points: highest range of achievement; on time; complete; exhaustive; significant evidence of critical thinking and reflection, application of new information, and analysis, synthesis, or evaluation of course content; significant effort to extend learning to highest levels

3 points: high range of achievement; on time; complete; significant evidence of knowledge and comprehension of course content; some evidence of ability to analyze and generalize new information; noticeable effort to extend learning to high level

2 points: mid-range achievement; on time; several gaps/incomplete; generally solid work; some evidence of knowledge and comprehension of course content; inconsistent effort in most parts

1 point: low range achievement; on time or late; numerous gaps/incomplete; cursory; sketchy; little evidence of knowledge and comprehension of course content; minimal/hasty effort overall

0 points: no work submitted, or work submitted excessively late.

TENTATIVE CLASS SCHEDULE: CONCURRENT STUDENTS

Note: This schedule is subject to change.

CLASS # + C= campus OL= online	DATE	TOPICS	READINGS, ETC.	DUE TODAY
1 C	9/2	Introductions; Syllabus; Online Components; Class Norms; Formation of Groups and Partnerships *Jabberwocky* **ELL Competencies 1: I, 11; 2:I, II**	Choate (C): Ch. 2	***Purchase books*** Secure Cal State Email Account (for WebCT) Meet with partners/groups to set goals
2 OL	9/4	Typical and Atypical Language Development	LWJ: Ch. 2 C: 4 &5	Discussion Board Activities
3 C	9/9	The CA K-12 Language Arts Frameworks *Thank You, Mr. Falker* *Today was a Terrible Day*	*F: 3, 4, 5* LWJ: 1	BRING FRAMEWORKS TO CLASS! Lenski pres. #1 & #2 **db:** Post "How do you do" **db:** Post Learning Challenges Facts **cm:** Reading Comments
4 OL	9/11	Reading Engagement & Comprehension **ELL Competencies** *1: I; 3:I, II, III*	*LWJ: 2* C: 4 &5	**cm:** Reading Comments Discussion Board Activities
5 C	9/16	Oral & Written Communication *Opal: The Journal of an Understanding Heart* *I Hate English!* **ELL Competencies** *1: I, II, III; 2: III*	*C: 6, 8, 9* LWJ: 3	BRING CHOATE TEXT!! **Lenski pres. #3 & #4** **cm:** Reading Comments
6 OL	9/18	Language Diversity, Difference, & Dysfunction **ELL Competencies** *2: I, II, III*	C: 7 F: pp. 232-236 LWJ: 4	Discussion Board Activities **cm**: Reading Comments

7 C	9/23	Informal Assessment of Language and Literacy *Tikki Tikki Tembo* **ELL** *Competencies 2: III*	LWJ: 6 & 8	Lenski pres. #5 & #6 **cm:** Reading Comments
8 OL	9/25	Supporting Struggling Readers	LWJ: 5 C: 4 & 5	
9 C	9/30	Spelling; Journals Seven Blind Mice **ELL Competencies** *2, III*	***C: 8 & 9*** LWJ: 3	BRING CHOATE Lenski pres. #7 & #8 **cm**: Reading Comments
10 OL	10/2	Differentiating Instruction; Principles of Inclusive Instruction	***C: 3*** F: 7	Discussion Board Activities **cm:** Reading Comments
11 C	10/7	Theme Immersion; Partner Learning **The Wednesday Surprise** *Faithful Elephants* **ELL Competencies** *1, 2 & 3: I, II, III*	Thousand, Villa, Nevin: Ch. 16 & 17	Lenski pres. # 9 Lenski pres: Appendix D: Cloze **cm**: Reading Comments
12 OL	10/9	***Assessing Text Readability*** Reading in the Content Areas **ELL Competencies** *2:I; 3: I-III*	L: Appendix C C: 11 (pp. 280-289) C; 12 (pp. 304-311) C: 13 (pp. 336-347)	Discussion Board Activities **cm:** Reading Comments
13 OL	10/14	U. D. Lesson Plans w/Peer Support Structures	Thousand, Villa, Nevin: Ch. 7	Discussion Board Activities **cm**: Reading Comments
14 C	10/16	Portfolio Conferences		EDMX 622 Portfolios and Self Assessment
15 OL	10/21	Mission Prompts	COE Mission	Discussion Board Activities
16 C	10/23	Reflections; Book/Theme Sharing	Mission Prompts on Discussion Board	Course Evaluation

KEY to TEXT AUTHORS	NOTATED AS:
CA Dept. of Ed. (Frameworks)	F
Choate	C
Lenski, Wham, & Johns	LWJ

KEY to ASSIGNMENT NOTATIONS	WHERE ASSIGNMENTS ARE DUE
db	Posted to Discussion Board in online course supplement
cm	Posted in Class Mail in online course supplement
no notation	Due in class

WEB SITES FOR LITERACY EDUCATORS

(From the Homepage of Dr. Laurie Stowell, Literacy Professor)

1. International Reading Association (**http://www.ira.org/**) Online magazine: Reading Online (**http://www.readingonline.org/**

2. National Council of Teachers of English (**http://www.ncte.org/**)

3. American Library Association (**http://www.ala.org**)Association for library service to children (**www.ala.org/alcs/**) Look for Newberry & Caldecott winners announcement in late Jan. or early Feb. Also look for notable web sites for kids and 700 cool web sites for kids.

4. Children's Literature Web Guide (**http://www.ucalgary.ca/~dkbrown/index.html**) One of the best web sites for children's lit: includes best books for kids, award books, resources for writers and teachers and much more.

5. Teachers helping teachers (**http://www.pacificnet.net/~mandel/index.html**) By teachers for teachers, lesson ideas - all subjects, bibliographies, stress reducers & more.

6. K-12 Internet Resources (**gopher://informns.k12.mn.us:70/11/best-k12**) Lots of links to organizations, educational materials, projects and lessons.

7. AskERIC home page (**http://ericir.syr.edu**).

8. Young Writers Society on the WWW (**http://www.millerclan.com/YoungWriters/intro.html**) Kid's writing and kid's reviews of books.

9. Childrens Book Council (**http://www.cbcbooks.org/**)

10. Book Nook (**http://i-site.on.ca/booknook/**) Book reviews by and for kids.

11. Publishers Weekly Children's Bestseller List (**http://www.bookwire.com/pw/bsl/childrens/current.childrens.htm/**)

12. Kidopedia (**http://rdz.stjohns.edu/kidopedia/**) encyclopedia written by and for kids.

13. US Department of Education (**http://acceric@inet.ed.gov/**)

14. California Department of Education (**http://goldmine.cde.ca.gov/**)

15. Kids and Parents on the Web (**http://www.repress.com**). Over 700 education related internet resources for parents and kids.

16. Index to Children's Book Authors and Illustrators (**http://falcon.jmu.edu/~ramseyil/biochildhome.htm**)

17. Online books stores: Amazon Book Store (**http://www.amazon.com**) Barnes and Noble (**http://barnesandnoble.com/**) Includes book reviews and opportunities for anyone to write book reviews. Sometimes the author writes about the book.

18. School Registry (**http://hillside.coled.umn.edu.others.html**). Students can visit other school sites around the world.

19. Michigan for Public Education (**http://www.ashay.com/mpe/**) Political activist group for literacy education

20. Reading for all (**http://www.readingforall.org**) Another literacy political advocacy group

21. Classroom Connect (**http://www.classroom.net/** . Educational journal about using technology in the classroom, includes search tools and lesson plans.

22. Global Schoolhouse Net Foundation (**http://gsn.org**). Classroom projects, opportunities for collaboration, and school web pages.

23. Scholastic (**http://Scholastic.com/**). Tons of teacher resources, student projects, professional development, Instructor magazine, Goosebumps, Anamorphs, Magic Schoolbus, etc..

24. Poetry Pals K-12 Student Poetry Publishing Project. (**http://www.geocities.com/EnchantedForest/5165/**)

25. Kathy Schrock's Web Site for Educators (**http://www.capecod.net/schrockguide**) Keeps a current list of web sites which enhance curriculum and professional development for teachers.

26. Create Your Own Newspaper (**http://www.crayon.net**)

27. Heinemann (**http://www.heinemann.com**) Professional books and teaching ideas

28. School Library Hotspots (**http://www.mbnet.mb.ca/~mstimson/text/hotspots.html**) Search tools, information sites, lesson plans, book reviews, many other resources.

29. Writing Multicultural Children's Books (**http://www.users.interport.net/~hdu/multicul.htm**)

30. Carol Hurst's Children's literature Web site (**http://www.carolhurst.com**)

31. KidzPage: Poetry and Verse for children of all ages (**http://web.aimnet.com/~veeceet/kids/better.htm/**)

32. Inspiration Point Archives (**http://www.webcom.com/justcaus/archive1.htm/**)

32. Dav Pilkey's web site o'fun (**www.pilkey.com/**) Children's author with background on his books and teaching ideas. Fun site for kids.

33. Children's Literature Ring (**http://www.geocities.com/Athens/3777/ring.html**) A collection of web sites about children's literature.
34. Books Every child should read (**http://homearts.com/depts/relat/bookintr.htm**)

35. Houghton Mifflin Kids Clubhouse (**http://www.eduplace.com/kids/book/index.html**)

36. Society of Children's Book Writers and Illustrators (**http://www.scbwi.org/**)

37. Hungry Mind Review: Literature for Teens (Author's Favorite Books) (**http://www.bookwire.com/hmr/Review/recom.html**)

38. Constitutional Rights Foundation (**www.crf-usa.org/**) Their mission is to enable people to acquire a deeper understanding of citizenship. Teaching ideas and lesson plans available

39. Teacher Net (**http://www.csulb.edu/~jmcasey/**) Student Teacher Resource Page

40. GLSEN (**www.glstn.org/**) Gay Lesbian Straight Educators Network

41. United States Senate (**www.senate.gov/**)

42. Earthcam (**www.earthcam.com**) Video cameras view different parts of the world

43. Children's Book Council (**http://www.cbcbooks.org**)

44. Children's author: Jan Brett's home page (**http://www.janbrett.com/**)

45. Education Week on the web (**http://www.edweek.com/**)

46. Busy Teacher's Website (**http://www.ceismc.gatech.edu/BusyT/**)

47. Library of Congress (**http://www.loc.gov/**)

48. PBS (**http://www.pbs.org**)

49. National Geographic (**http://www.nationalgeographic.com**)

50. Jerome and Deborah's Big Page of Special Education Links (**http://www.mts.net/~jgreenco/special.html**)

51. Quotations Page (**www.starlingtech.com/quotes/**)

52. Books and book reviews (**http://home.revealed.net/albee/pges/Books.html**)

53. People for the American Way: Political action group defending democracy (**http://pfaw.org/**)

54. Southern Poverty Law Center: Combats hate, intolerance, and discrimination through education and litigation. (**http://splcenter.org** /)

55. Learning to read resources for language arts and reading research: (**http://www.toread.com/**) Good resource for learning about different aspects of literacy education and has some of the RICA practice questions on the web site.

Students: Please advise instructor if any of these Web Sites becomes unavailable. Thank you!