

| Tools   | Description   | Links/Resources   |
|---|---|---|
| <b>Literacy New Mexico</b>                              | Provides literacy resources for teachers, parents, and administrators; includes professional development modules. (links from PED A-Z)  | <a href="http://literacynewmexico.org/">http://literacynewmexico.org/</a>   |
| <b>Reading Rockets</b>                                  | Reading Rockets is a national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills. | <a href="http://www.readingrockets.org/">http://www.readingrockets.org/</a>   |
| <b>Reading Rockets Parents</b>                          | Reading Rockets Parents page offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better.   | <a href="http://www.readingrockets.org/audience/parents">http://www.readingrockets.org/audience/parents</a>   |
| <b>Colorín Colorado</b>                                 | Colorín Colorado is a national multimedia project that offers a wealth of bilingual, research-based information, activities, and advice for educators and families of English language learners (ELLs).   | <a href="http://www.colorincolorado.org/">http://www.colorincolorado.org/</a>   |
| <b>Colorín Colorado</b>                                 | Colorín Colorado es un proyecto nacional de multimedia que ofrece una gran riqueza de información basada en la investigación, actividades y consejos bilingües para maestros y familias de estudiantes del idioma inglés (ELLs, por sus siglas en inglés).  | <a href="http://www.colorincolorado.org/es">http://www.colorincolorado.org/es</a>   |
| <b>Colorín Colorado Families</b>                        | Colorín Colorado Families page offers a wealth of bilingual, research-based information, activities, and advice for families of English language learners (ELLs).   | <a href="http://www.colorincolorado.org/families">http://www.colorincolorado.org/families</a>   |
| <b>Colorín Colorado Families (Spanish)</b>              | La página de Colorín Colorado Families en español ofrece una gran cantidad de información bilingüe, basada en investigación, actividades y consejos para familias de estudiantes de inglés (ELLs).  | <a href="http://www.colorincolorado.org/es/familias">http://www.colorincolorado.org/es/familias</a>   |
| <b>Reading is Fundamental (RIF): Tips and Resources</b> | For 50 years, RIF has used its experience and expertise to motivate and inspire young children to read. The website offers tips and resources for families and educators to connect children with books and to promote literacy success.  | <a href="http://www.rif.org/books-activities/tips-resources/">http://www.rif.org/books-activities/tips-resources/</a>   |
| <b>NAEYC for Families: Reading and Writing</b>          | NAEYC for Families is a website operated by the National Association for the Education of Young Children. The Reading and Writing page offers resources and tips to support language and literacy development in children birth to age 8.   | <a href="http://families.naeyc.org/learning-and-development/reading-writing-view">http://families.naeyc.org/learning-and-development/reading-writing-view</a> |

|   |  |   |
|---|--|---|
| <b>Zero to Three: Family Connections last a lifetime</b>                            | Learning to read and write doesn't start in kindergarten or first grade. Developing language and literacy skills begins at birth through everyday loving interactions, such as sharing books, telling stories, singing songs and talking to one another. Learn how adults—parents, grandparents, and teachers—play a very important role in preparing young children for future school success and helping them become self-confident and motivated learners.  | <a href="https://www.zerotothree.org/early-learning/early-literacy">https://www.zerotothree.org/early-learning/early-literacy</a>   |
| <b>New Mexico PreK</b>  | This website offers a large variety of one-page resources for educators and families of young children through their kindergarten year, including many to promote early language and literacy development.   | <a href="https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsOnPageResources&amp;cachefix=2724">https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsOnPageResources&amp;cachefix=2724</a> |
| <b>New Mexico PreK</b>  | These one-page resources are designed for families of children age 3 through kindergarten and provide tips and activities to help young children get ready for success in school. All are available in Spanish and English.  | <a href="https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsParent&amp;cachefix=6657">https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsParent&amp;cachefix=6657</a>                   |
| <b>New Mexico PreK</b>  | This webpage contains policy briefs on topics important to educators and families of young children, including school readiness. The <b>New Mexico Early Learning Guidelines</b> , the standards and developmental benchmarks for young children birth through kindergarten, are also available on this page. Documents are available in Spanish.  | <a href="https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy&amp;cachefix=963">https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy&amp;cachefix=963</a>                     |
| <b>CELL: The Center for Early Literacy Learning.</b>                                | The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and sustained use of evidence-based early literacy learning practices. This site has resources for early childhood intervention practitioners, parents, and other caregivers of children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. This site has multiple tip sheets, videos, and practice inventories for all parents and teachers of infants, toddlers, and preschools. | <a href="http://www.earlyliteracylearning.org/">http://www.earlyliteracylearning.org/</a>   |
| <b>Frank Porter Graham Child Development Institute</b>                              | The mission of the Frank Porter Graham Child Development Institute (FPG) is to enhance the lives of children and families through interdisciplinary research, technical assistance, professional development, and implementation science. FPG generates knowledge, informs policies, and supports practices to promote positive developmental and educational outcomes for children of all backgrounds and abilities from the earliest years.  | <a href="http://fpg.unc.edu/search/apachesolr_search/literacy">http://fpg.unc.edu/search/apachesolr_search/literacy</a>   |
| <b>Frank Porter Graham Child Development Institute; Wisconsin Master Class page</b> | Resources for teachers of children age 3-9, covering language and literacy, social emotional development, approaches to learning, etc.   | <a href="http://fpg.unc.edu/presentations/wi-master-class">http://fpg.unc.edu/presentations/wi-master-class</a>   |

|   |   |   |
|---|---|---|
| <b>Early Childhood Technical Assistance Center (ECTA)</b> | The Early Childhood Technical Assistance Center is funded by the Office of Special Education Programs to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.  | <a href="http://ectacenter.org/topics/literacy/literacy.asp">http://ectacenter.org/topics/literacy/literacy.asp</a>   |
| <b>US Dept. of Education, Early Literacy</b>              | This site is designed to provide educators, administrators, policymakers and community stakeholders with basic information about the importance of effective reading instruction in the early grades, and focuses on the steps schools might take to ensure that kindergarten and first-grade students receive the supports they need to read on grade level by third grade. This site will showcase: the tools and resources to improve reading instruction. | <a href="http://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html">http://www2.ed.gov/about/inits/ed/earlyliteracy/tools.html</a>                                     |
| <b>US Dept. of Education: Too Small to Fail</b>           | As the result of a commitment made at the White House Summit on Early Education convening focused on increasing the quantity and quality of words that children learn, the U.S. Departments Education and Health and Human Services, in partnership with Too Small to Fail, have created the "Talk, Read, and Sing Together Every Day" tip sheets. Resources are available in English and Spanish.  | <a href="http://www.ed.gov/early-learning/talk-read-sing">http://www.ed.gov/early-learning/talk-read-sing</a>   |
| <b>Get Ready to Read</b>                                  | Resources for parents to help their preschool child learn essential early literacy skills. Includes a Transitioning to Kindergarten Toolkit.  | <a href="http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy">http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy</a> |
| <b>ReadWorks</b>  | The nonprofit ReadWorks provides K-12 teachers with what to teach and how to teach it—online, for free, to be shared broadly. The website boasts the largest, highest-quality library of curated nonfiction and literary articles in the country, along with reading comprehension and vocabulary lessons, formative assessments, and teacher guidance.   | <a href="http://www.readworks.org/">http://www.readworks.org/</a>   |
| <b>National Center for Families Learning</b>              | The National Center for Families Learning understands that families today can learn together anytime, anywhere. Learning is no longer confined within classroom walls. In fact, in order to adequately prepare families for the 21 <sup>st</sup> century workforce, learning must occur everywhere. Website offers tools for parents and children to learn together.  | <a href="http://www.familieslearning.org/">http://www.familieslearning.org/</a>   |
| <b>Read, Write, Think</b>                                 | A website of the National Council of Teachers of English features literacy resources and professional development for teachers and parents of children K-12, including videos of best practices.  | <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a>   |
| <b>Unite for Literacy</b>                                 | Free e-books for children with optional narration in 36 languages, including American Sign Language.  | <a href="http://www.uniteforliteracy.com/">http://www.uniteforliteracy.com/</a>   |
| <b>PBS Kids</b>   | PBS Kids offers free games, e-books, and activities to promote reading skills. Parent pages offer resources to help children succeed in school.   | <a href="http://pbskids.org">http://pbskids.org</a>   |

|  |  |   |
|--|--|---|
| <b>Children of the Code</b>  | This website offers resources for teachers and administrators including free online videos as well as interviews with national reading experts . Dvds with additional content can be purchased, but much of the content is free. The mission of the Children of the Code Project is to help educators and policy makers develop a deeper first-person understanding of: who's at risk, what's at stake, and what's involved in learning to read.   | <a href="http://www.childrenofthecode.org">http://www.childrenofthecode.org</a>   |
| <b>Children of the Code, Parents Page</b>                                      | This section of the website is a work in progress that is intended to be a guided introduction for parents who are new to learning disabilities and child advocacy. Links included for individual topics provide basic information for the uninitiated and collected links to existing information arranged to be used as resources for learning.  | <a href="http://www.childrenofthecode.org/parents/index.htm">http://www.childrenofthecode.org/parents/index.htm</a>                       |
| <b>AdLit: All About Adolescent Literacy</b>                                    | Resources for parents and educators of students in grades 4--12  | <a href="http://www.adlit.org/">http://www.adlit.org/</a>   |
| <b>Iowa Reading Research</b>   | The purpose of the Iowa Reading Research Center is to improve the literacy proficiency of PK-12 students. The website includes articles for parents, educators, and researchers.   | <a href="http://www.iowareadingresearch.org/">http://www.iowareadingresearch.org/</a>   |
| <b>Florida Center for Reading Research</b>                                     | <p>The center's mission:</p> <ul style="list-style-type: none"> <li>-To conduct basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throught the nation.</li> <li>-To disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade.</li> <li>-To conduct applied research that will have an immediate impact on policy and practices related to literacy instruction in Florida and throughout the nation</li> </ul> | <a href="http://www.fcrr.org/">http://www.fcrr.org/</a>   |
| <b>California Department of Education: Preschool English Language Learners</b> | This resource guide, Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning (Second Edition), provides teachers with the knowledge and tools they seek to educate preschool English learners most effectively. It was developed by a group of experts who collectively brought strong practical, academic, and research backgrounds to the topic of educating young English learners.  | <a href="http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf">http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf</a> |

|   |   |   |
|---|---|---|
| <b>National Clearing House for English Language Acquisition</b>                         | The Resource Library provides access to useful information that can help stakeholders learn about and advance English learner (EL) education  | <a href="http://www.ncela.us/">http://www.ncela.us/</a>   |
| <b>Center for Enhancing Early Learning Outcomes(CEELO)</b>                              | Resources for Supporting Teachers and Administrators to Improve Outcomes for Dual Language Learners in Pre-K through Third Grade  | <a href="http://ceelo.org/wp-content/uploads/2015/03/ceelo_annotated_bibliography_dll.pdf">http://ceelo.org/wp-content/uploads/2015/03/ceelo_annotated_bibliography_dll.pdf</a>                                   |
| <b>Michigan Heath System, University of Michigan</b>                                    | "Your Child Topics" is a section of this website for parents about all domains child development, including early literacy.   | <a href="http://www.med.umich.edu/yourchild/topics/reading.htm">http://www.med.umich.edu/yourchild/topics/reading.htm</a>   |
| <b>Parents' Place, Federation for Children with Special Needs, Boston Massachusetts</b> | The Literacy Resource Guide for Families and Educators seeks to bridge the gap between literacy research and the everyday lives of children. It contains numerous links to resources of interest to parents and teachers of children, both typically and atypically developing, from birth through elementary school.   | <a href="http://pplace.org/lit-guide7-71.pdf">http://pplace.org/lit-guide7-71.pdf</a>   |
| <b>Right from Birth: Eliminating the Talk Gap in Young Children</b>                     | This 2015 paper by Dr. Steven F. Warren describes the challenge presented by the huge "word gap" discovered by Hart and Risley, the summarizes a small set of strategies that research has shown can enhance young children's language development if used frequently. These strategies can be employed by family members and other caregivers to close the word gap. | <a href="https://www.lenafoundation.org/wp-content/uploads/2015/08/RightFromBirth_Warren_5.12.2015_v.3.pdf">https://www.lenafoundation.org/wp-content/uploads/2015/08/RightFromBirth_Warren_5.12.2015_v.3.pdf</a> |
| <b>PALS: Phonological Awareness Literacy Screening</b>                                  | While this website features the PALS assessment, (which must be purchased), there are many free lesson plans for phonological awareness activities for students in grades PreK-3.   | <a href="https://pals.virginia.edu/tools-activities.html">https://pals.virginia.edu/tools-activities.html</a>   |
| <b>Raising Children- Australia</b>  | This parenting website from Austalia has resources for families to support language and literacy development for each stage of a child's life, from infancy to adolescence.   | <a href="http://raisingchildren.net.au/">http://raisingchildren.net.au/</a>   |
| <b>American Speech, Language and Hearing Association</b>                                | This website for parents and educators has resources such as typical speech and language development, Emergent Literacy: Reading and Writing Development, and communication disorders.  | <a href="http://www.asha.org/public/speech/emergent-literacy/">http://www.asha.org/public/speech/emergent-literacy/</a>   |
| <b>Illinois Early Learning Project</b>  | This website of the Illinois Department of Education provides resources for educators and parents of children birth to 5, including videos of best practices, and the Tap, Click, Read Toolkit to Promote Early Literacy in a World of Screens.   | <a href="http://illinoisearlylearning.org/index.htm">http://illinoisearlylearning.org/index.htm</a>   |

|  |   |   |
|--|---|---|
| <b>IES: What Works Clearinghouse: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</b> | <p>This practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills.</p> | <a href="http://ies.ed.gov/ncee/wwc/practiceguide/21">http://ies.ed.gov/ncee/wwc/practiceguide/21</a>   |
| <b>IES: What Works Clearinghouse: Improving Reading Comprehension in Kindergarten Through 3rd Grade</b>                          | <p>This practice guide provides five recommendations for teaching comprehension skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills.</p>        | <a href="http://ies.ed.gov/ncee/wwc/PracticeGuide/14">http://ies.ed.gov/ncee/wwc/PracticeGuide/14</a>   |
| <b>National Conference of State Legislators: Strengthening the Kindergarten-Third Grade Continuum</b>                            | <p>Compendium of resources and state legislation on K-3 education policy areas, including full-day kindergarten, third grade reading proficiency, social-emotional learning, kindergarten entry assessments, family engagement, and transitions from PreK to kindergarten.</p>  | <a href="http://www.ncsl.org/research/education/strengthening-the-kindergarten-third-grade-continuum.aspx">http://www.ncsl.org/research/education/strengthening-the-kindergarten-third-grade-continuum.aspx</a> |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |
|  |   |   |