

## References

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- 2 Based on J. Madeleine Nash, "Fertile Minds," *Time*, 149, (5), (New York, NY: Time-Warner, February 3, 1997) and Amy Markezich, "Learning Windows and the Child's Brain," *SuperKids Educational Software Review*, (www.superkids.com, September 1996).
- 3 *Checkpoints in Reading*, Council for Educational Development and Research, Washington, DC, 1996.
- 4 Keith Stanovich, "Romance and Reality (Distinguished Educator Series)," *Reading Teacher*, 47(4), (Newark, DE: International Reading Association, 1993-94), 280–91.
- 5 *Checkpoints in Reading*, Council for Educational Development and Research, Washington, DC, 1996.
- 6 Based on Linda B. Gambrell, "Creating Classroom Cultures that Foster Reading Motivation," *The Reading Teacher*, 50 (1), (Newark, DE: International Reading Association, September 1996), 16.
- 7 Adapted from Beth Herrmann, editor, *The Volunteer Tutor's Toolbox* (Newark, DE: International Reading Association, 1994) 5–6 and Diane A. Wilbur, *Tips on Tutoring* (Washington, DC: I Have a Dream Foundation, 1994) 3–4.
- 8 Based on Blanche Desjean-Perrotta, "On Becoming a Whole-Language Teacher," *Young Children*, 52, (1), (Washington, DC: National Association for the Education of Young Children, November 1996) 12.
- 9 Based on Linda B. Gambrell, "Creating Classroom Cultures that Foster Reading Motivation," *The Reading Teacher*, 50, (1), (Newark, DE: International Reading Association, September 1996), 14–25.

- 10 “National Association for the Education of Young Children Position Statement: Responding to Linguistic and Cultural Diversity—Recommendations for Effective Early Education,” *Young Children*, 5, (12), (Washington, DC: National Association for the Education of Young Children, January 1996) 12.
- 11 Based on Richard L. Venezky, *The READ\*WRITE\*NOW Partners Tutoring Program Tutoring Guide* (Washington, DC: U.S. Department of Education and Hadassah, 1995) 8–9.
- 12 Edward Fry, *How to Teach Reading for Teachers, Parents, and Tutors* (Laguna Beach, CA: Laguna Beach Educational Books, 1995).
- 13 Adapted from Beth Herrmann, editor. *The Volunteer Tutor’s Toolbox* (Newark, DE: International Reading Association, 1994) 30.
- 14 Council for Educational Development and Research, *What We Know About Reading Teaching and Learning* (Washington, DC: Council for Educational Development and Research, 1997) 21.
- 15 Based on Linda Gibson, *Literacy Learning in the Early Years: Through Children’s Eyes* (New York, NY: Teachers College Press, 1989) 128–130.
- 16 Adult Basic Education Office, District of Columbia Public Library, *A Feel for Books, Book Discussions for Adult Developing Readers: A Resource Manual* (Washington, DC: Adult Basic Education Office, District of Columbia Public Library, 1993) pp. 3–4.
- 17 Based in part on Beth Herrmann, editor, *The Volunteer Tutor’s Toolbox* (Newark, DE: International Reading Association, 1994) 6–10 and Marcia Klenbort, *Tutoring Questions: Checklist for Planners Intent on Success* (Center for School Success, Southern Regional Council, 1996).
- 18 Gay Su Pinnell and Irene C. Fountas, *Help America Read: A Handbook for Volunteers*, and *Help America Read: Coordinator’s Guide* (Heinemann, Portsmouth, NH, 1997).
- 19 Corporation for National Service, *Principles for High Quality America Reads National Service Program Initiatives* (Washington, DC: Working Draft, May 30, 1997).



## Appendix A: Glossary

### *America Reads Challenge*

A national initiative that calls on all Americans—schools, preschool programs, libraries, religious institutions, universities, college students, the media, cultural organizations, business leaders, national service programs, and senior citizens—to ensure that every child can read well and independently by the end of third grade.

### *AmeriCorps*

A national service program that allows people of all ages and backgrounds to spend a year in full-time or part-time service to a community program and earn an education voucher. More than 25,000 AmeriCorps members serve in over 430 programs. AmeriCorps is administered by the Corporation for National Service and by State Commissions.

### *Basal Reader*

A published reading text designed for a grade or age group that supports a comprehensive approach to teaching specific reading skills.

### *Big Book*

Enlarged versions of popular picture books that allow children to easily see and talk about the text and pictures.

### *Bilingual*

Able to communicate in two languages.

### *Choral Reading*

A joint reading technique that helps a child become a more fluent reader by the tutor using a slightly louder tone of voice and slightly faster pace than that of the child.

### *Consonants*

All letters that are not vowels. With the exception of c and g, which have hard and soft sounds, consonants are pronounced consistently in English words.

### *Consonant Blends*

Two or three consecutive consonants, pronounced so that each letter has its own distinct sound (e.g., str, pr, fr, br).

### *Consonant Digraphs*

Two consecutive consonants that represent a single sound (e.g., ch, wh, ck, th). Th can be spoken (*there*) or silent (*thin*).

### *Conventional Reading and Writing*

A term used to describe reading and writing as performed by competent readers and writers who conform to standard rules of grammar, punctuation, and language use.

### *Cues*

The information used by readers to understand the meaning in a written text. Language cueing systems include phonics, semantics, syntax, and visual.

***Decoding***

Using strategies to figure out new words in text.

***Drop Everything and Read (DEAR)***

A time when every adult and child in the classroom, and sometimes the entire school, stops what they are doing and picks up a book to read for a specified amount of time.

***Emergent Literacy***

The gradual ongoing process through which young children learn to listen, speak, read, and write.

***Fluency***

The ability to speak, read aloud, and write language with ease.

***High Frequency Sight Words***

Words that appear frequently in text such as the, and, be, and are.

***Home Language***

The first language a child learns and uses at home and in the community.

***Invented Spelling***

A system used by young children to write words by using some of the sounds heard in spoken words.

***Learn and Serve America***

A Corporation for National Service grants program that supports teachers and community members who involve young people in service that relates to studies in school. More specifically, Learn and Serve America funds service learning programs in elementary and high schools and in post-secondary settings.

***Our Time to Enjoy Reading (OTTER)***

A classroom time when children can read books of their own choosing, share their reading with others, and ask questions.

***Phonics***

The identification of words by their sounds.

***Phonemes***

The smallest units of speech.

***Phonemic Awareness***

Recognizing the smallest units of sound that make up spoken language.

***Phonograms***

Combinations of letters such as ide, ight, tion.

***READ\*WRITE\*NOW***

The U.S. Department of Education initiative on reading and writing that is designed to assist families in fostering children's literacy and assist schools and other organizations in improving children's reading and writing abilities. READ\*WRITE\*NOW includes a special focus on reading during the summer.

***Ready★Set★Read***

An America Reads Challenge Early Childhood Kit, including booklets for families and caregivers, that focuses on language and literacy activities for children from birth through age five.

***Reading is Fundamental (RIF)***

The nation's largest and best-known non-profit literacy organization that ensures all children have access to books and the motivation to read them.

### *Reading Recovery*

A one-on-one reading intervention program used by highly trained teachers with first-graders who are having difficulty learning to read.

### *Reading One-One*

A structured reading program designed to increase children's reading performance through one-on-one tutoring provided by trained university students and community volunteers.

### *Scaffolding*

Providing assistance and support incrementally in ways that challenge a child to use his or her skills and knowledge to learn.

### *Semantics*

A cuing system that focuses on the meaning of text and its connection to the reader's prior knowledge.

### *Senior Corps*

The National Senior Service Corps includes the Foster Grandparent Program, Retired Senior Volunteer Program (RSVP), and the Senior Companion Program. Administered by the Corporation for National Service, these programs tap the talents of seniors age 55 and over.

### *Shared Reading*

A method for using a shared text (Big Book, language experience chart, or other written material) as a reading learning experience for a group of children or for a tutor with one child.

### *Silent Consonants*

Consonants that have no sound in spoken English (e.g., *h* in *ghost*, *g* in *gnat*).

### *Sustained Silent Reading (SSR)*

A time of the day when every adult and child in the classroom, and sometimes the entire school, reads silently for a specified period of time.

### *Syntax*

A cuing system that focuses on grammar, how sentences are formed, and the order of the words in a sentence.

### *Title I*

The part of the Federal Improving America's School Act of 1994 that funds extra educational services in basic and advanced skills. Title I is sometimes called Chapter I.

### *Vowels*

The letters a, e, i, o, and u and sometimes y. Some vowels are long (e.g., *ate*, *ice*), some are short (e.g., *am*, *us*).

### *Vowel Digraphs*

Two consecutive vowels pronounced as a single sound (e.g., *mail*, *pie*, *boat*, *toe*).

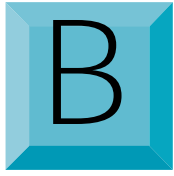
### *Vowel Diphthongs*

Two consecutive vowels pronounced with the tongue starting in one position and quickly moving to another (e.g., *oil*, *out*).

### *Whole Language*

A holistic perspective on education that acknowledges the connections between listening, speaking, reading, and writing; encourages children to develop skills by building on what they already know, uses quality children's literature, and actively involves children in meaningful reading and writing tasks.





## Appendix B: Resources for Tutoring Programs

### Publications

*America Goes Back to School, A Place for Families and the Community, Partners' Activity Guide*, U.S. Department of Education, Washington, DC, 1995. (Call 1-800-USA-LEARN or download from <http://www.ed.gov/Family/BTS/>.)

*Becoming a Nation of Readers: The Report of the Commission on Reading*, R.C. Anderson, E.H. Hiebert, J.A. Scott, and I.A.G. Wilkinson, U.S. Department of Education, Washington, DC, 1985.

*Becoming a Nation of Readers: What Parents Can Do*, Marilyn R. Binkley, U.S. Department of Education, Washington, DC, March 1988.

*Becoming Literate, The Construction of Inner Control*, Marie M. Clay, Heinemann, Portsmouth, NH, 1991.

*A Celebration of Neurons: An Educator's Guide to the Human Brain*, Robert Sylvester, Association for Supervision and Curriculum Development, Alexandria, VA, 1995.

*Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition*, Sue Bredekamp and Carol Copple, Editors, National Association for the Education of Young Children, Washington, DC, 1997.

*Emerging Literacy: Young Children Learn to Read and Write*, Dorothy S. Strickland and Lesley Mandel Morrow, Editors, International Reading Association, Newark, DE, 1989.

*Family Literacy, Directions in Research and Implications for Practice*, L. Ann Benjamin and Jerome Lord, Editors, U.S. Department of Education, Washington, DC, 1996.

*The First R, Every Child's Right to Read*, Michael F. Graves, Paul Van Den Broek, and Barbara M. Taylor, Editors, International Reading Association, Newark, DE and Teacher's College Press, NY, 1996.

*Generation to Generation: Realizing the Promise of Family Literacy*, Jack. A. Brizius and Susan A. Foster, sponsored by the National Center for Family Literacy, High Scope Press, Ypsilanti, MI, 1993.

*Help America Read: A Handbook for Volunteers and Help America Read: Coordinator's Guide*, Gay Su Pinnell and Irene C. Fountas, Heinemann, Portsmouth, NH, 1997.

*Innovations in Parent and Family Involvement*, J. William Rioux and Nancy Berla, Eye on Education, Princeton Junction, NY, 1993.

*Just Add Kids, A Resource Directory of Learning Partners, Reading Sites, and Other Literacy Organizations that Serve Children and Their Families*, U.S. Department of Education, Washington, DC, 1996. (Download from <http://www.ed.gov/Family/Just Add Kids/> or call 1-800-USA-LEARN.)

*Learning to Read, Reading to Learn*, The National Center to Improve the Tools of Educators, Univeristy of Oregon, for the U.S. Department of Education, Washington, DC, 1996.

*Literacy's Beginnings, Supporting Young Readers and Writers*, 2nd Ed., Lea M. McGee and Donald J. Richgels, Allyn and Bacon, NY, 1996.

*The Master Tutor; A Guidebook for More Effective Tutoring*, Ross B. MacDonald, Ph.D., The Cambridge Stratford Study Skills Institute, Williamsville, NY, 1994.

*The New York Times Parent's Guide to the Best Books for Children*, Eden Ross Lipson, Editor, The New York Times, NY, 1991.

*Parent's Guide to Literacy for the 21st Century*, Janie Hydrick, National Council of Teachers of English, Urbana, IL 1996.

*Raising a Reader; Make Your Child a Reader for Life*, Paul Kropp, Doubleday, NY, 1996.

*Reaching All Families: Creating Family-Friendly Schools*, U.S. Department of Education, Washington, DC, 1996. (Call 1-800-USA-LEARN or download from <http://www.ed.gov/pubs/ReachFam/>.)

*The Read Aloud Handbook*, 4th ed., Jim Trelease, Penguin, NY, 1995.

*Reading Recovery, A Guidebook for Teachers in Training*, Marie M. Clay, Heinemann, Portsmouth, NH, 1993.

*Ready★Set★Read for Caregivers* and *Ready★Set★Read for Families*, the Corporation for National Service, the U.S. Department of Education, and the U.S. Department of Health and Human Services, Washington, DC, 1997. (Call 1-800-USA-LEARN, or download from the America Reads Challenge web site, <http://www.ed.gov/inits/americanreads/>.)

*READ\*WRITE\*NOW\*! Partners Tutoring Program, Activities for Reading and Writing Fun and Play on Paper*, the U.S. Department of Education, Washington, DC, 1996. (Call 1-800-USA- LEARN, or download from <http://www.ed.gov/inits/americanreads/>.)

*The RIF Guide to Encouraging Young Readers*, Ruth Graves, Editor, Doubleday, NY, 1987.

*Standards for the English Language Arts*, International Reading Association, Newark, DE and National Council of Teachers of English, Urbana, IL, 1996.

*State of the Art, Transforming Ideas for Teaching and Learning to Read*, Anne P. Sweet, U.S. Department of Education, Washington, DC, 1993. (Download from <http://www.ed.gov/pubs/State Art/Read> or order from U.S. Department of Education, OERI Education Information, 555 New Hersey Avenue, NW, Washington, DC 20208-5641).

*Strong Families, Strong Schools*, U.S. Department of Education, Washington, DC, 1994. (Download from <http://eric-web.tc.columbia.edu/families/> or call 1-800-USA-LEARN.)

*A Survey of Family Literacy in the United States*, Lesley Mandel Morrow, Diane H. Tracey, Caterina Marccone Maxwell, Eds., International Reading Association, Newark, DE, 1995.

*Teaching Reading, A Balanced Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three*, Reading Program Advisory, California Department of Education, Sacramento, CA, 1996. (Call 1-800-995-4099 or download from <http://goldmine.cde.gov/cilbranch/teachrd.htm>).

*Tips on Tutoring: A Guide for Committed Tutors*, Diane A. Wilbur, I Have a Dream Foundation, New York, NY, 1994 (reprinted 1997 by the Center for School Success at the Southern Regional Council).

*The Volunteer Tutor's Toolbox*, Beth Ann Herrman, Editor, International Reading Association, Newark, DE, 1994.

*What We Know About Reading Teaching and Learning*, Council for Educational Development and Research, Washington, DC, 1997.

## Web Sites

Bank Street College: <http://www.bnkst.edu/americanreads/americanreads.html>

**America Reads Challenge:** <http://www.ed.gov/inits/americanreads/>

Children's Literature Web Guide: <http://w.calgary.ca/~dkbrown/index.html>

KidLit: <http://isit.com/kidlit/>

The Literacy List: <http://www2.wgbh.org/MCBWEIS/LTC/ALRI/Literacylist.html>

Read Aloud!: <http://funnelweb.utcc.utk.edu/~epling/readaloud.html>

Reading Recovery Council of North America (RRCNA):  
<http://www.amihome.com/rrca/rrcna>

Urban/Minority Families: <http://eric-web.tc.columbia.edu/families>

Vandergrift's Children's Literature Page:  
<http://www.scils.rutgers.edu/special/kay/childlit.html>

**America Reads Listserv:** to subscribe e-mail [majordomo@etr-associates.org](mailto:majordomo@etr-associates.org), type in body of message: **subscribe americanreads.**

## Sources of Free or Inexpensive Children's Books

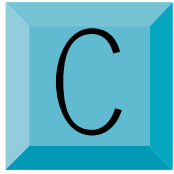
Children's Literacy Initiative  
2314 Market Street  
Philadelphia, PA 19103  
215-561-4676

First Book  
1133 Connecticut Avenue, NW  
Washington, DC 20036  
202-393-1222

Reading is Fundamental (RIF)  
600 Maryland Avenue, SW  
Suite 600  
Washington, DC 20024  
202-287-3220  
<http://www.si.edu/rif>

Rolling Readers USA  
3049 University Avenue  
San Diego, CA 92104  
1-800-390-READ  
<http://www.rollingreaders.org>





## Appendix C: Organizations that Support Literacy

### *Organization*

Barbara Bush Foundation for  
Family Literacy  
1002 Wisconsin Avenue, NW  
Washington, DC 20007  
202-338-2006

Association for Childhood Education  
International (ACEI)  
17904 Georgia Avenue, Suite 215  
Olney, MD 20832  
800-423-3563

Center for School Success  
133 Carnegie Way, Suite 900  
Atlanta, GA 30303-1024  
(404) 522-8764

Committee on the Prevention of Reading  
Difficulties in Young Children  
National Research Council, HA 178  
2101 Constitution Avenue, NW  
Washington, DC 20418  
202-334-3462  
<http://www2.nas.edu/delhp/211e.html>

### *Services*

Awards grants to family literacy initiatives.

Gives recognition to programs, teachers, volunteers,  
and students.

Publishes and distributes materials.

Supports development and education from infancy through  
early adolescence.

Publishes journals: *Childhood Education* and *Journal for  
Research in Childhood Education*.

Holds annual conference.

Provides training and technical assistance to AmeriCorps  
projects with an education focus.

Provides training and technical assistance support to the  
Seniors for Schools Initiative.

The Center is administered by the Southern Regional Council (SRC)

Conducts study of comparative effectiveness of interventions  
for young children at risk of having problems learning to read.

Reviews and translates research findings into advice and  
guidance for parents and educators.

Disseminates information through publications, conferences,  
and outreach activities.

**Council for Educational Development  
and Research**  
2000 L Street, NW, Suite 601  
Washington, DC 20036  
202-223-1593

Uses research knowledge to improve elementary and secondary education.  
Publishes newsletter, R & D Watch.  
Disseminates reports on education research and development outcomes.

**Corporation for National Service**  
1201 New York Avenue, NW  
Washington, DC 20525  
202-606-5000 or 800-942-2677  
<http://www.cns.gov>

Administers national service initiatives:  
AmeriCorps,  
AmeriCorps\*Vista, and  
AmeriCorps\* National Civilian Community Corps  
National Senior Service Corps (Foster Grandparents, Senior Companions, and the Retired and Senior Volunteer Program)  
Learn and Serve America (models and services for teachers integrating service into classrooms [kindergarten through college]).

**Early Childhood Technical Assistance  
Center (ECTAC)**  
301 Maple Avenue West, Suite 602  
Vienna, VA 22180  
800-616-2242  
<http://ericps.crc.uiuc.edu/nccic/nccichome.html>

Resources on America Reads, literacy development and early childhood education for children from birth through age eight and their families.  
Provides technical assistance to AmeriCorps and other national service programs funded by the Corporation for National Service.  
ECTAC is administered by Collins Management Consulting, Inc. (CMC) under a contract with the Corporation for National Service.

**Educational Resources Information  
Centers (ERIC) 800-LET-ERIC**

Operates 16 clearinghouses funded through the U.S. Department of Education.

■ **Adult Career and Vocational Education**  
Ohio State University  
1900 Kenny Road  
Columbus, OH 43210-1090  
800-848-4815  
<http://www.acs.ohio-state.edu/inits/education/cete/ericave/index/html>

Resources on adult and family literacy.

■ **Disabilities and Gifted Education**  
The Council for Exceptional Children  
1920 Association Drive  
Reston VA 22091-1589  
1-800-328-0272  
<http://www.cec.sped.org/ericec/>

Resources on best practices for meeting the educational needs of children with disabilities and children who are gifted.

■ Elementary and Early Childhood Education  
 University of Illinois, College of Education  
 9 Children’s Research Center,  
 51 Gerty Drive  
 Champaign, IL 61820-7469  
 800-583-4135  
<http://ericps.crc.uiuc.edu/>

Resources on literacy and related topics from preschool through elementary school.

■ Reading, English, and Communication  
 Indiana University  
 Smith Research Center, Suite 150  
 2805 East 10th Street  
 Bloomington, IN 47408-2698  
 800-759-4723  
[http://www.indiana.edu/~eric\\_rec](http://www.indiana.edu/~eric_rec)

Resources on the teaching of reading and language arts.

■ Urban Education  
 Institute for Urban and Minority Education  
 Box 40 Teachers College  
 Columbia University  
 New York, NY 10027  
 800-601-4868  
<http://eric-web.tc.columbia.edu>

Resources on meeting the educational needs of children living in urban environments.

Even Start Program  
 Compensatory Education Programs  
 U.S. Department of Education  
 Room 2043, 600 Independence Avenue, SW  
 Washington, DC 20202-8173  
 202-732-4682

Funds family literacy projects to help parents become partners in their children’s education and develop their own literacy skills. Local school districts in all states are eligible to apply for funds.

Head Start  
 ACYF/Head Start Bureau  
 P. O. Box 1182  
 Washington, DC 20013  
 202-205-8572  
<http://www.acf.dhhs.gov/programs/hsb>

Funds comprehensive child and family development programs for income-eligible preschool children and their families that are operated by local school systems or community-based organizations. Publishes a newsletter and training materials through a training and technical assistance network.

HIPPY USA  
 Teachers College, Box 113  
 525 West 120th Street  
 New York, NY 10027  
 212-678-3500

Helps communities create home-based early intervention programs that encourage parents to feel confident as teachers of their young children. Provides training and technical assistance to HIPPY sites.

International Reading Association  
800 Barksdale Road, P. O. Box 8139  
Newark, DE 19714-8139  
302-731-1600  
<http://www.ira.org>

Improves reading instruction and promotes literacy worldwide.  
Holds annual conference.  
Publishes journal, *The Reading Teacher*.  
Offers print and video resources and support for teaching reading.

Laubach Literacy Action  
P. O. Box 131  
1320 Jamesville Avenue  
Syracuse, NY 13210  
315-422-9121  
<http://www.laubach.org>

Provides training, resources, and materials to local member programs.  
Helps adults gain literacy and math skills.  
Partnered with the Student Coalition for Action in Literacy Education (SCALE) and Literacy Volunteers of America (LVA) to provide America Reads Challenge Start-up Training.

Literacy Volunteers of America (LVA)  
5795 Widewaters Parkway  
Syracuse, NY 13214  
315-445-8000  
<http://archon.educ.kent.edu/LVA/>

Trains tutors to teach adults to read through more than 200 affiliates.  
Provides curriculum materials and programming ideas for adult literacy.  
Partnered with SCALE and Laubach Literacy Action to provide America Reads Challenge Start-up Training.

National Association for the Education  
of Young Children (NAEYC)  
1509 16th Street, NW  
Washington, DC 20036-1426  
1-800-424-2460  
<http://www.naeyc.org/naeyc>

Advocates for appropriate services for children from birth through age eight.  
Holds annual conference. Offers print and video resources.  
Publishes journal, *Young Children*.  
Has 360 affiliate groups at local, state, and regional levels.

National Child Care Information Center  
301 Maple Avenue West, Suite 602  
Vienna, VA 22180  
800-616-2242  
<http://ericps.crc.uiuc.edu/nccic/nccichome.html>

Serves as Adjunct ERIC Clearinghouse for Child Care.  
Complements, enhances, and promotes child care linkages.  
Supports high-quality comprehensive services for children and families.  
NCCIC is administered by Collins Management Consulting, Inc. (CMC)

National Center for Family Literacy  
Waterfront Plaza, Suite 200  
Louisville, Ky 40202-4251  
502-584-1133

Operates model demonstration programs.  
Provides training and technical assistance to family literacy instructors.  
Disseminates information on family literacy.  
Publishes training materials, videotapes, and reports.

National Council of Teachers of English  
 111 W. Kenyon Road  
 Urbana, IL 6180-1096  
 217-328-3870  
<http://www.ncte.org>

Improves elementary and secondary-level English and the language arts teaching.  
 Encourages professional discourse and growth.  
 Publishes materials for educators and parents.

National Institute for Literacy  
 800 Connecticut Avenue, NW  
 Washington, DC 20006  
 202-632-1500  
<http://novel.nifl.gov>

Jointly administered by secretaries of Education, Labor, and Health and Human Services.  
 Serves as national resource for adult literacy activities.  
 Provides national hotline—800-228-8813—for literacy program referrals and information.

Parents as Teachers  
 10176 Corporate Square Drive, Suite 230  
 St. Louis, MO 63132  
 314-432-8963

Runs parent education programs that begin at birth.  
 Provides home visits, developmental screening, group meetings, and a resource network.

SER Family Learning Centers  
 100 Decker Drive, Suite 200  
 Irving, TX 75062  
 972-541-0616

Supports literacy training for Hispanic parents, preschoolers, adolescents, and senior citizens.

Student Coalition for Action in Literacy Education (SCALE)  
 140 1/2 E. Franklin Street  
 CB #3505 University of North Carolina,  
 Chapel Hill  
 Chapel Hill, NC 27599-3505  
 919-962-1542  
<http://www.unc.edu/depts/scale>

Works with college students to address literacy needs.  
 Offers technical assistance to college campuses participating in America Reads Challenge.  
 Provides training and conferences on literacy-related topics.  
 Operates a national clearinghouse.  
 Partnered with Laubach Literacy Action and Literacy Volunteers of America to provide America Reads Challenge Start-up Training.

U.S. Department of Education  
 600 Independence Avenue, SW  
 Washington, DC 20202-8173  
 1-800-USA-LEARN  
<http://www.ed.gov>

Funds numerous literacy and reading-related initiatives including READ\*WRITE\*NOW.  
 Publishes materials in support of tutoring and America Reads Challenge.  
 Sponsors research on reading and related topics.  
 Funds 28 parent and resource centers.