ED 4308 The Teaching of Reading
Spring 2022 Syllabus

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Course Description

Intensive study of the foundations of reading readiness, beginning reading, remedial reading, reading assessment, reading devices, and the use of audiovisual aids in reading instruction. Topics presented in this course will provide an understanding of reading pedagogy, best practices for reading assessment, and foundational skills for reading development. This course serves as a foundation to the reading component and is encouraged to be taken as the first course of the reading component.

Marketable Skills

All students completing the SRSU-RGC Interdisciplinary Studies program will attain the following marketable skills:

1. Students will understand human growth and development and can recognize the influence of diverse social-cultural factors in that development.
2. Student will demonstrate use of multiple methods and strategies to achieve a goal.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Students will demonstrate the effective use of technology in educational practices.

Performance Standards, Goals, and Learning Objectives

Student Learning Outcomes:

SLO 1—Students will observe and identify the range of individual developmental differences that characterize student in early childhood through grade 6.

SLO 2—Students will identify assessments to analyze children's strength and needs for planning instruction.

SLO 3—Students will identify and select pertinent materials and resources including technological resources to enhance students learning and engagement in the planning process.

STR Standards and Competencies:

- Domain 1: Comp. 1 (001.A, 001.B, 001.C, 001.D, 001.E, 001.D, 001.F., 001.G, 001.H, 001.I, 001.J, 001.K, 001.L, 001.M, 001.N, 001.O, 001.P, 001.Q, 001.R., 001S) Comp. 2 2 (002.A, 002.B, 002.D, 002.I, 002.J)

- Domain II: Comp. 3 (003.A, 003.B, 003.C, 003.D, 003.E, 003.F, 003.G, 003.H, 003.I, 003.J, 003.K, 003.L); Comp. 4 (004.A, 004.B, 004.C, 004.D, 004.E, 004.F, 004.G, 004.H, 004.I, 004.J), Comp. 5 (005.A, 005.B, 005.C, 005.D, 005.E, 005.F, 005.G, 005.H, 005.I,

005.J, 005.K), Comp. 6 (006.A, 006.B, 006.C, 006.D, 006.E, 006.G), Comp. 7 (007.A), Comp. 8 (008.A , 008.B, 008.C, 008.D, 008.E, 008.F, 008.G., 008.H, 008.I, 008.J)
- Domain III: Comp. 9 (009.E, 009.F, 009.G)
- Domain IV: Comp. 13 (013.A, 013.B, 013.C, 013.D)

Required Text

Moats, L.C., Glaser, D., & Tolman, C. (2005–to 2014). Language Essentials for Teachers of Reading and Spelling (LETRS). Modules 1-2. Voyager Sopris Learning. *Units 1-4 are purchased together and will cover requirements for EDUC 4308.

**You must order your text materials through the bookstore. Your order will come with a textbook and a one-year digital license to the LETRS online materials. You need to order your textbook ASAP (no later than Jan. 24th) to ensure you do not fall behind in this course.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Supplemental module readings will be provided.

**Students need to have a full copy of the Science of Teaching Reading Standards in a binder. The domains and competencies noted above will be covered in this class.

Course Format

- This is a 16-week face-to-face course, with a mix of face-to-face, Blackboard Collaborate, and online learning activities.
- A variety of approaches will be included in the online course delivery that includes synchronous discussion, online discussion, small collaborative group work, student presentations, lecture, gathering of assessment data, and observation. Your ability to devote a minimum of 6-8 hours per week to your course work is critical for success.
- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. It is advised that candidates use Smarthinking for written assignments.
- Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. Every submission you make is considered a final draft and your very best work!

Course Assignments

Vocabulary Interactive Notebook (100 Points)

Candidates will maintain a vocabulary interactive notebook throughout the course. Candidates will be expected to include key vocabulary words in the notebook as well as summary entries for article readings (and any other important information). The journal will be submitted at the end of each module to be checked (20 points per module).

Participation Grade (100 Points)

Candidates are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.

Personal Narrative: How I learned to Read (50 Points)
Candidates will write a personal narrative reflecting on and describing how you learned to read.
Include individuals who were influential and what you remember about transitioning from the home
literacy environment to a more formal educational literacy environment (public/private school). The
minimum acceptable length for this assignment is 400 words.

Motivation to Read Profile (150 Points)
Candidates will administer the Motivation to Read Profile to an elementary student and create a
400-word report communicating results and sharing relevant resources and research-based strategies
for parents to incorporate at home.

Phonological Awareness Skills Test (150 Points)
Candidates will administer the PAST assessment to a Pre-K or kindergarten student and create a
400-word report communicating results and sharing research-based strategies for phonemic and
phonological development.

Developing Comprehension Questions (100 Points)
Candidates will choose a children's picture book or chapter book and construct a 400-word report to
include 1) Title and Author 2) Appropriate Age for Use 3) Summary in Own Words 4) 3 Closed
Questions 5) 3 Open Questions 6) Coding of Each Question (literal, inferential or critical).

5 Point Fluency Scale for Oral Reading (100 Points)
Candidates will administer the 5 Point Fluency Scale for Oral Reading to an elementary student and
create a 400-word report communicating results and sharing research-based strategies for targeted
intervention to build fluency.

My Philosophy of Teaching Reading (50 Points)
Over the period of 16 weeks, candidates should be gaining knowledge that influences their own
personal philosophy of teaching reading as well as an appreciation and deeper understanding of the
learning process involved in reading. After considering the content covered, along with the STR
standards and competencies, each candidate will develop a 400-word report communicating their
personal philosophy of teaching reading. The candidate's philosophy of teaching reading should be
a self-reflective statement about their beliefs about the teaching and learning of reading. It should
convey the candidates core ideas about being an effective reading teacher with specific, concrete
examples.

LETRS Units 1-4 Completed Sessions (100 Points)
Each LETRS unit is comprised of 8 online sessions with accompanying reading materials. You will
complete this training outside of class, but your completion of each unit will earn credit toward your
overall course grade. Each unit will have a due date. Completing your online session and scoring
80% or higher on the individual unit test by the due date will earn you 25 points per unit. See the
course schedule for due dates.

Midterm Exam (100 points) Midterm Exam will cover class lectures, supplemental readings, as
well as information covered in Units 1-2 of LETRS.

Final Exam (100 points) LETRS posttest score will serve as your final exam grade.

Grading Scale:

A= 990-1100 POINTS – Exceeds Expectation/highest level

B= 880- 989 POINTS – Proficient/proficient level

C= 770- 879 POINTS – Acceptable/average level

D= 660- 769 POINTS – Emerging/inadequate level

F= less than 660 POINTS – Unacceptable

Grading Policy:
- No late assignment will be accepted after its due date without prior instructor consent. Blackboard will notate if your assignment is "late". Though late work will not be calculated into your grade, you will often receive feedback on quality of work. This policy is to support marketable skill development (3).
- Candidates seeking certification are required to complete a constructed response prompt that is formatted using APA style; therefore, all style and citation requirements should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
- All assignments are due at 10 pm on the designated date.
- There are no optional assignments in this course. All assignments are representative of required skills that must be demonstrated according to certification standards. Please do not request opportunities for "extra credit" to replace assignments that are missed or poorly executed.
- Do not ask for preferential treatment regarding course grading policies or deadlines. Each student in this class has a unique set of circumstances and while it is not uncommon for you to face challenges throughout the session or semester, it is expected that you will meet the course expectations as stated. My expectation is that everyone adheres to the same policies. No student should expect treatment that would not be offered to the entire class, so please do not ask for exceptions.

University and Course Policies

Classroom Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the TEA Educator Code of Ethics. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Blackboard Collaborate Etiquette for Classes

1. Join the meeting early – Show your respect for the other meeting attendees, join the meeting up to five (5) minutes before it is scheduled to start.

2. <u>Dress appropriately</u> – One of the magical things about working remotely is the freedom to wear anything to work. It's the dream, right? Still, there is no reason to show your fellow students your PJs and bedhead. Take a few minutes to throw on a clean shirt and brush your hair. The best part of actually getting ready while attending class remotely is that you will put yourself in the right headspace to be productive.

3. <u>Be aware of your surroundings</u> – Your fellow students will not be able to hear your ideas or take you seriously when there is a pile of dirty clothes in the corner behind you. You also want to avoid looking like you work from the inside of a cave because of bad lighting. Adjust your work setup so that you face a window or are exposed to plenty of light. And make sure your background is professional and work appropriate. This means:
- ➢ No beds (unmade or made) in the background
- ➢ No messy rooms or open closets where everyone can see your clutter
- ➢ No NSFW artwork

While kids and pets are adorable (and a much needed distraction when you're feeling overwhelmed), your fellow students will not love having to talk over a screaming child or barking dog. So, be mindful of noise.

4. <u>Mute your microphone when you are not talking</u> – There is nothing more frustrating than hearing that alien echo noise from conflicting microphones. Save everyone from the ear-splitting madness by joining the meeting while on mute. Unless you live alone, your house is probably pretty noisy these days. Muting your microphone when you're not speaking gives other participants the ability to chime in and share their thoughts without distraction or frustration.

5. <u>Have your camera turned on</u> – Remember to look into the camera when talking instead of looking at yourself. If you are looking at yourself on the screen while you are talking, it will seem like your attention is elsewhere. Direct eye contact into the camera while speaking gives attendees the impression that you are looking at them rather than off to the side, which creates an environment where everyone feels engaged and present in the conversation. Again, as much as possible, position your web camera and monitor at eye level so you can look into the camera and simulate that eye-to-eye connection with other attendees. If you are sharing a screen to discuss a report, chart, worksheet, etc., try to place the image on your screen close to your webcam, this will help your eyes align with the camera.

6. <u>Speak up</u> – Don't be afraid to project your voice. Your classmates will appreciate being able to hear you without having to strain their ears or turn their volume all the way up.

7. <u>Stay seated, focused and stay present</u> – It may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't do it. You might miss out on key information or an opportunity to give input. If you are using your webcam, use attentive body language: sit up straight, do not make big extraneous movements, and do not let your eyes wander too much.

Dropping a Class. During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best

course of action, you are responsible for completing the necessary actions by January 26th, 2022 (without creating academic record), February 3rd, 2022 (for Education Block courses/receive a 'W'), or March 28th, 2022 by 4 p.m.

Course Assignments & Schedule

Module	Assignments	Due Date
Module 1: Reading Theory & Learning to Read	• Review STR Standards • Read/Summarize Module Readings • Watch Supplemental Videos- take notes • Complete LETRS Pretest • Complete LETRS Unit 1: Sessions 1-4 • **Personal Narrative: How I Learned to Read** • **Vocabulary Interactive Notebook Check**	 Jan. 22nd Jan. 29th **Jan. 22nd** **Jan. 31st**
Module 2: Early & Emergent Literacy	• Read/Summarize Module Readings • Watch Supplemental Videos- take notes • Review Oral Language Teaching Resources • Complete LETRS Unit 1: Sessions 5-8 • **Complete LETRS Unit 1 Assessment** • **Phonological Awareness Skills Test (PAST)** • **Vocabulary Interactive Notebook Check**	 Feb. 11th **Feb. 12th** **Feb. 12th** **Feb. 14th**
Module 3: The Alphabet and its Role in Early Reading	• Read/Summarize Module Readings • Watch Supplemental Videos- take notes • Review Lens on Literacy and Becoming Readers and Writers • Complete LETRS Unit 2: Sessions 1-8 • **Complete LETRS Unit 2 Assessment** • **Vocabulary Interactive Notebook Check**	 March 5th **March 14th** **March 21st**
Midterm	*Will be taken during class.*	**March 16th**
Module 4: Extending Word Knowledge to Enhance Comprehension	• Read/Summarize Module Readings • Watch Supplemental Videos- take notes • Review Building Support Systems Resources • Complete LETRS Unit 3: Sessions 1-8 • **Complete LETRS Unit 3 Assessment** • **Motivation to Read Profile (MRP)** • **Developing Comprehension Questions** • **Vocabulary Interactive Notebook Check**	 April 2nd **April 4th** **March 26th** **April 9th** **April 11th**
Module 5: Building Fluency	• Read/Summarize Module Readings • Review Building Fluency Resources • Review Strategies to Build Fluency • Complete LETRS Unit 4: Sessions 1-8 • **Complete LETRS Unit 4 Assessment** • **5 Point Fluency Scale for Oral Reading** • **Philosophy of Teaching Reading** • **Vocabulary Interactive Notebook Check**	 April 29th **April 30th** **April 16th** **April 23rd** **May 1st**
Final	• **LETRS Posttest Assessment**	**May 2nd**

Items in bold are to be turned in through Blackboard by 10PM on the due date.
This course syllabus is intended to be a guide and may be amended at any time.

Academic Integrity. Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/about/administration/university-policies/ (select SRSU Student Handbook, page 88). In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Attendance. Attending scheduled synchronous class meetings is a course requirement. There is no distinction between excused and unexcused absences.

Class Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the TEA Educator Code of Ethics.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Technical Support. The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using Blackboard. The support desk is open 24 hours a day/7 days a week for your convenience.
You can reach the support desk:
- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

SRSU Library Services. The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu.The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Alpine Disability Statement. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

RGC Disability Statement. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Diversity Statement. I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Copyright Notice. My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.30 Educator Preparation Curriculum

(a)   The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b)   The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

> (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
> (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
> (3) child development;
> (4) motivation;
> (5) learning theories;
> (6) TEKS organization, structure, and skills;
> (7) TEKS in the content areas;
> (8) state assessment of candidates ;
> (9) curriculum development and lesson planning;
> (10) classroom assessment for instruction/diagnosing learning needs;
> (11) classroom management/developing a positive learning environment;
> (12) special populations;
> (13) parent conferences/communication skills;
> (14) instructional technology;
> (15) pedagogy/instructional strategies;
> (16) differentiated instruction; and
> (17) certification test preparation.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b)   Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

> (1) oral language development;
> (2) print awareness;
> (3) phonological and phonemic awareness;
> (4) phonics;
> (5) fluency;
> (6) vocabulary development;
> (7) comprehension of literary text;
> (8) comprehension of informational text; and
> (9) beginning strategies and reading comprehension skills.

(c)   Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

> (1) implementing both formal and informal methods of measuring student progress in early reading development.
> (2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
> (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Abbott, S., & Grose, C. (1998). " I know English so many, Mrs. Abbott": Reciprocal Discoveries in a Linguistically Diverse Classroom. Language Arts, 75(3), 175-184.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Askew, B. J., & Fountas, I. C. (1998). Building an early reading process: Active from the start!. The Reading Teacher, 52(2), 126-134.

August, D., Shanahan, T., & Escamilla, K. (2009). English language learners: Developing literacy in second-language learners—Report of the National Literacy Panel on Language-Minority Children and Youth. Journal of literacy research, 41(4), 432-452.

Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. The Reading Teacher, 49(3), 182.

Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. Science Education Review, 3(2), 49-58.

Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation to read. The reading teacher, 49(7), 518-533.

Moats, L.C., Glaser, D., & Tolman, C. (2005–to 2014). Language Essentials for Teachers of Reading and Spelling (LETRS). Modules 1-2. Voyager Sopris Learning.

Morrow, L. M., & Asbury, E. (2003). Current practices in early literacy development. Best practices in literacy instruction, 2, 43-63.

National Reading Panel (US), National Institute of Child Health, Human Development (US), National Reading Excellence Initiative, National Institute for Literacy (US), United States. Public Health Service, & United States Department of Health. (2000). Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups. National Institute of Child Health and Human Development, National Institutes of Health.

Neuman, S. B., & Roskos, K. (1990). Play, print, and purpose: Enriching play environments for literacy development. The reading teacher, 44(3), 214-221.

Ray, K. W. (2006). Exploring inquiry as a teaching stance in the writing workshop. Language Arts, 83(3), 238.

Scharlach, T. D. (2008). START comprehending: Students and teachers actively reading text. The Reading Teacher, 62(1), 20-31.

Winograd, P., Paris, S., & Bridge, C. (1991). Improving the assessment of literacy. The Reading Teacher, 45(2), 108-116.