Sul Ross State University

Department of Education
M.Ed. Reading Specialist
EDSR 6311 Emergent Literacy & Language Development in Early Childhood
Fall 2022 Syllabus

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Course Description

This advanced course is a requirement for the Master of Education Reading Specialist program. It is designed to provide students with an understanding of the components of reading and the strength and needs of individual students. This course will demonstrate how young children become literate, how language is acquired, and how competence in oral language supports the development of reading and writing. Attention will also be given to the critical role adults play in fostering the literacy development of young children.

Performance Standards, Goals, and Learning Objectives

Program Learning Outcomes

The graduating reading specialist student will demonstrate that she/he can

- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.

Course Student Learning Outcomes

Through the activities of this course, students will become familiar with and develop a working understanding of the following:
- The interrelationship of oral and written language to meet the needs of individual students including students with dyslexia, English Language Learners, and struggling readers.
- The beginning components necessary for language and literacy development.
- The role of integrated instructional design in promoting reading and writing,
- The selection of appropriate resources to improve language and literacy development.
- The methods of assessing emergent literacy and language development.

Marketable Skills:
- **Communication:** Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.
- Critical Thinking: Students will analyze various strands of discrete data to support planning and decisions.
- **Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.
- **Collaboration**: Students will engage in various digital mediums to facilitate collaborative workflows.
- **Creativity**: Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.

Reading Specialist Standards
This course addresses the standards listed below. A complete copy of the four standards and fourteen competencies to be mastered by Texas Reading Specialists can be found at: *cms.texes-ets.org/index.php/download_file/view/634/259/*

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 239	STUDENT SERVICES CERTIFICATES

- **Standard 1: Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

- **Standard 2: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

- **Standard 3: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

- **Standard 4: Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical founations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Competencies: 1.1k, 1.2k, 1.3k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s,1. 4k, 1.5k, 1.6k, 1.7k, 1.7s, 1.8s, 1.9s, 1.6k, 1.7k, 1.10s, 1.8k,
1.9k, 1.10k, 1.11k, 1.11s, 1,12s, 1.13s, 1.14s, 1.12k, 1.13k, 1.14k, 1.15k, 1.15s. 1.16s, 1.17s, 1.18s, 1.16k, 1.17s, 1.18k,
1.19s, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 1,22k, 1.23k, 1.24s, 1.25k, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s,
1.26k, 1.27k, 1.28k, 1.30s, 1.31s, 1.33s, 1.29k, 1,30k, 1.31k, 1.32k, 1.33k, 1.34k, 1.35k, 1.36k, 1.37k, 1.38k, 1.39k, 1.34s,
1.35s, 1.36s, 1.37s, 1.38s, 1.39 s, 1.40s, 1.41s, 1.42s, 1.43s, 1.44s, 1.45s, 1.46s, 1.47s, 1.48s, 1.49s, 1.50s, 1.51s, 2.1k,
2.2k, 2.3k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.12k, 2.13k, 2.14k,
2.15k, 2.16k, 1.17k, 2.18k, 2.19k, 2.20k, 2.8s, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s. 2.15s, 2.16s, 2.17s, 3.1k, 3.1s, 3.2k,
3.3k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.4s, 3.5s, 3.7k, 3.8k, 3.8k, 3.9k, 3.10k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k,
4.3k, 4.4k, 4.5k, 4.1s, 4.5s, 4.6k, 4.7s. 4.7k, 4.8k, 4.2s, 4.3s, 4.9k, 4.10k, 4.8s, 4.9s, 4.10s, 4.11s, 4.12s, 4.11s, 4.12s,
4.11k, 4.12k, 4.13s, 4.14s, 4.15s, 4.16s, 4.17s, 4.18s.

Textbooks

Gillon, G. T. (2017). Phonological awareness: From research to practice.
Guilford Publications. ISBN 9781462532889.

Saracho, O. N. (Ed.). (2019). Research in Young Children's Literacy and
Language Development: Language and literacy development for
different populations. Routledge.

Gibbons, P. (2014). Scaffolding language, scaffolding learning Teaching
English language learners in the mainstream classroom (2nd ed.).
Portsmouth, NH: Heinemann. ISBN 9780325056647.

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

Type of Assignment	Points
Discussion Board: Students will participate in a 10 professional collaboration discussion board activities. Each collaboration board assignment will require the following actions to earn full credit. 1. Initial Response: Students will write a concise response using professional and academic language, citing evidence in a constructive response format. Prepared written responses 300-400 words on the assigned topic. Use your time to plan, write, review, and edit your response to the assignment. Read the assignment carefully before you begin to write. Consider how you will organize your response. As a whole, your response must demonstrate your understanding of the knowledge and skills necessary for a Reading Specialist. In your response, you should demonstrate the depth of understanding through your ability to apply your knowledge and skills rather than merely citing or reciting factual information. 2. Respond to 1 peer using academic language that provides depth in your understanding of the topic. Critiques should be constructive citing evidence and sharing experiences and resources to promote deeper understanding of subject matter, knowledge, and skills. 3. Revise your initial response after receiving feedback. Use the construct response rubric provided in the course to asses yourself and your peer subject matter, knowledge, and skills.	**400 Points**
Connections/Goals Module 1: The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming	**30**

experiences in this course. Use the form in the Week 1 Folder (Connections, Expectations, etc.) for this assignment. See "Writing Goals & Objectives" in the Main Menu for a SMART mnemonic. A goal is a broad, clear statement of an outcome you plan to achieve during the semester. An objective is a specific, clear and measurable statement that identifies one step leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained. • The goal(s) should relate to the Reading Specialist Standards and Competencies specific to this course. (See Texas Administrative Code on previous pages.) • After formulating the goal(s), develop two or more objectives for each goal. These objectives should be specific, clear, and measurable.	
Reading Specialist: Blog: Candidates will create an about page to attach on a professional blog to communicate professional services as a literacy coach or reading specialist.	**50**
Blog Posts You will be creating an SRSU Reading Specialist blog that you will use throughout the reading program at Sul Ross State University. Blog post assignments are related to your discussion reflection post. You will create weekly posts related to your reading assignments in Wordpress. It is a good practice to write your posts in Word first, spell check, and then copy/paste to the Wordpress blog. Each blog post should have a short and descriptive title capturing your reflections and should be no shorter than 250 words and follow APA guidelines. You will copy and paste the URL to your published blog post to the discussion board as a post. I will model this for you during module 1. Traditional literacy skills are also no longer enough for our students. New literacies in the 21st century include digital, media, visual and global literacies. A classroom blogging program can help integrate these literacies into society. If we want our students to be motivated to use their emerging writing skills, we have to make writing purposeful, challenging, and real-to-life. Blogging offers this as well as provides a platform in which you can build a literacy repository of resources and community.	
• **Early Literacy Scope and Sequence:** Locate a campus's early literacy scope and sequence. If there is	**50**

one unavailable, find a scope and sequence with available resources. Using information from our texts, create or improve the scope and sequence for Pre-K and/or Kindergarten. Ensure that the following items are addressed properly: • Oral and Language Development • Phonological and Phonemic Awareness • Concepts of Prints • Alphabetic Principles • Word Identification • Vocabulary • Fluency • Comprehension • Written Language	
Home Language Survey: Candidates will design a home language survey to administer to families of English Language Learners.	70
Designing Literacy Centers eBook Project The purpose of this activity is to give you an opportunity to design a classroom that reflects an ideal emergent literacy environment. As you plan your literacy centers reflect on the activities and procedures you will provide in terms of meeting the needs of all students. • Plan ten centers. Some could be permanent centers, while others might be temporary. As you plan your centers, consider the following questions: • What specific books and types of books will you include? • What written materials other than published books will you include? • What different ways of reading and writing will you invite? • 10 • How will you provide for individual choice and needs? • How will you provide for browsing? • What reflection opportunities will you provide? • What kinds of sharing opportunities will you make available? • What will you do about changing the books and materials? (How frequently? Which ones?) • How will you introduce the children to new books? • How will you extend the children's familiarity with different genres? • What audio materials will you provide? • What writing materials will you provide? • How will you extend literacy across the curriculum? • How will you incorporate technology?	100

• What video materials will you provide? • How are you scaffolding instruction using this center? What is the purpose of the activity? Is this for review, assessing of a skills, introduction of a new skill, reinforcement? • How will you provide evidence of learning from centers? Create a rubric for 3 of the centers as evidence of learning. Centers should be aligned to standards. As you plan your literacy centers remember to consider your own preferences and style. Take into account your own individuality as a teacher and create your centers accordingly.	
MidTerm	**50**
Language Analysis Project **Part 1: (This will need to be videoed)** The purpose of this assignment is to give you an opportunity to become more aware of the control adults have over the language development of children. Questioning is a key strategy for generating language in children. The way adults word their questions influences both the children's comprehension of the question and the language they use to respond. For this project, choose six books you could share with young children. Read the books and generate five open-end questions for each book. Additionally, for each book you choose, generate five close-ended questions that address specific details or events. After you have written open and close-ended sentences for the six books, choose one of the books and share it with a young child (ideally a 3 to 5-year-old) while audio recording the event. Please introduce the book as you would normally introduce a book to a young child. Then, as you read the 11 book, ask the questions you have prepared and give the child sufficient "wait time" to generate answers. The younger the child, the more wait time may be required for him or her to organize his or her thoughts. Do not prompt or lead the child as he or she answers. After you ask the question, say nothing more. Your lips should remain sealed. It's the child's turn to talk. Wait for a response. Be friendly and attentive, but WAIT patiently for a response. If appropriate, after the child has responded and it is evident that he or she is finished, ask additional questions or make pertinent comments that will expand the child's thinking and give him or her additional opportunities to generate language. The main point of this activity is to give the child as much time and as many reasons to generate language as possible. The more the child says during the book reading event, the	**100**

more language data you will have to analyze. When preparing to use this strategy with the child, write your questions on sticky notes and either place them on the appropriate pages of the book or in some other place that will make them readily available to you. Later, without the child present, transcribe the audio recording by writing the questions you asked and the exact words the child gave in his or her answers. Next, analyze the language generated by each of the questions you asked. **Part 2: Reflection Paper** After reviewing the video for content, reflect on your learning activity. Note any differences between the child's answers to the open-ended questions vs. the close-ended questions. What patterns did you spot? Where were the surprises? Where were the child's pauses? What were the child's reactions? Which questions brought forth more language from the child? What was the child's attitude during this activity? What else did you notice? Finally, reflect on things you as a Reading Specialist and a teacher have learned because of this activity. What conclusions can you draw from the child's responses? What did you enjoy? What did you not enjoy? What did you see as worthwhile? What did you not find worthwhile? What changes would you make in future oral reading events? What recommendations would you make to adults who read to young children? Include a link to your video in this submission. **Part 3:** Create a flier or pamphlet for early literacy stakeholders, (i.e. parents or teachers), to aide reading to the young child.	
E-Portfolio for M.Ed. Reading Program Set Up Candidates will create an ePortfolio to demonstrate their skills as it relates to the RS standards and competencies. Candidates will include the following: *Introduction Page:* This should introduce the reader to professional skills developed as a component of participation in the program. Describe your goal for professional advancement here. *Foundational Components of Literacy:* Place 1 artifacts that were created in this course to demonstrate skills as it relates to Standard 1, (Comp. 1, 2, 3 7, or 8) *Assessment of Literacy:* Home Language Survey should be placed here.	**50**

Meeting the Needs of Individual Students: Place 1 artifact here that demonstrates understanding of meeting the needs of EL, Exceptional learners, Dyslexia. *Professional Knowledge and Leadership:* Place 1 artifact here that demonstrates understanding of Standard IV, (Comp. 13, 14). *Contact Information* *Vita or Resume*	
Emergent Literacy Literature Review: Write a 2 page literature review focusing on a topic of interest of emergent literacy and language development in Early childhood. A rubric will be provided.	**50**
Open Construct Final Exam: The final exam will consist of essay construct open-response questions. A rubric will be provided along with directions in the module.	**50**
TOTAL POINTS:	**1000**

The **grading policy** for this course is as follows:

A = 800-1000
B = 600-799
C = 400-599
F = 399 or less

Assignments and the schedule are subject to change as necessary.

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 November 14, 2022.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, 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 information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

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 Sul Ross Library 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 your LoboID and password. Check out materials using your photo ID. 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.

Americans with Disabilities Act:
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.

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.

Classroom Climate of Respect

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.

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."

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Course Calendar (Modules Open 1 Week Early from Start Date)

*Subject to change.

Welcome to EDSR 6311 Module View Welcome Video, Syllabus, Virtual Office, Resources. **Introduction Discussion Activity**	August 22-28 **Due Aug. 28**
Literacy and Language Development View Video and Read Resources. Read Birsh, J. R., Carreker, S., Moats, L.C., White, N. (2018) Chapters 1-2. (Provided) Begin Reading Freeman & Freeman (2004) Chapter 1 **Connections and Goals Assignment** **Discussion and Peer Review**	August 22-28 **Due: Aug. 29**
Facilitating Early Language and Literacy View Video and Additional Resources Read Saracho (2018) Chapter 17, 19, 25 Read Birsh (2018) Chapters 3-4 (Provided) **Reading Specialist/Literacy Coach Blog and Critique Discussion Board and Peer Review** **Language Analysis Project Video** **Reflection Paper** **Oral Language Flier for Parents**	August 29-Sept. 11 **Due: Sept. 12**

Defining Phonological Awareness Development View Video and Resources Read Gillon (2018) Chapters 1-2 Read Freeman & Freeman (2004) Chapter 3 **Set Up Literacy Coaching Blog** **Defining Phonological Awareness Blog Post Discussion and Peer Review**	Sept. 12-Sept. 25 **Due: Sept. 26**
Phonemic Awareness Development View Video and Resources Read Saracho (2018) Chapter 15, 18, 32 Review Phonemic Assessment Resources **5 Ideas for Phonemic Awareness Development Blog and Peer Review Discussion**	Sept. 26-Oct. 6 **Due: Oct. 7**
Orthographic Development View Video and Resources Read Gillon (2018) Chapter 7 Read Freeman & Freeman (2004) Chapter 2 Read Saracho (2018) Chapter 5, 8 **Spelling Science Blog Discussion and Peer Review** **MidTerm – Oct. 15-17**	Oct. 7-16 **Oct. 17**
Scaffolding Language in the Early Classroom	Oct. 17-Oct. 30

View Video and Resources Read Gibbons (Chapters 1-4) **Best Practices toward Scaffolding Language in the Early Literacy Classroom Post Discussion and Peer Review** Begin Designing Literacy Centers eBook Project	**Oct. 31**
English Learners and Early Literacy Development View Vide and Resources Read Gillon (2018) Chapter 4 Read Gibbons (2015) Chapter 5-6 Read Saracho (2018) 27, 28, 29, 30 **Best Practices for EL Early Literacy Development Blog Post Discussion and Peer Review**	Oct. 31-Nov. 7 **Nov. 7**
Meeting Oral Language and Phonological Processing Needs of Exceptional Students to Include Dyslexia View Video and Resources Read Gillon (2018) Chapter 5-6, 11 Read Saracho (2018) Chapter 21 **Exceptional Student Early Literacy Best Practices Blog Post Discussion and Peer Review**	Nov. 7-Nov. 13 **Nov. 14**
Phonological Awareness Assessment	Nov. 14-Nov. 18

View Video and Resources	
Read Gillon (2018) Chapter 8	
Read Saracho (2018) Chapter 31	
Read Gibbons (2015) Chapter-9	
Using Formative Assessments for Early Literacy \Blog Post Discussion and Peer Review	
Home Language Survey	
Scope and Sequence	
Research Approaches to Intervention	Nov. 18-Nov. 27 **Nov. 27**
View Video and Resources	
Read Gillon (2018) Chapter 9	
Read Gibbons (2015) Chapter 7-8	
Literature Review	
Literacy Centers eBook Project	
Sharing Literacy Centers eBook Project and Peer Review	
ePortfolio *Open Construct Final Exam*	Nov. 27-Dec. 6 **Dec. 6**

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

Birsh, J. R., Carreker, S., Moats, L.C., White, N. (2018). Multisensory teaching of basic language skills (4th edition). Brookes Publishing Company.

Gibbons, P. (2014). Scaffolding language, scaffolding learning Teaching English language learners in the mainstream classroom (2nd ed.). Portsmouth, NH: Heinemann.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. R. (2020). *Word study for phonics, vocabulary, and spelling instruction* (6th ed). Pearson.

Paquette, K. R., & Rieg, S. A. (2008). Using music to support the literacy development of young English language learners. Early Childhood Education Journal, 36(3), 227-232.

DiLorenzo, K. E., Rody, C. A., Bucholz, J. L., & Brady, M. P. (2011). Teaching letter–sound connections with picture mnemonics: Itchy's alphabet and early decoding. Preventing School Failure: Alternative Education for Children and Youth, 55(1), 28-34.

Cavanaugh, D. M., Clemence, K. J., Teale, M. M., Rule, A. C., & Montgomery, S. E. (2017). Kindergarten scores, storytelling, executive function, and motivation improved through literacy-rich guided play. Early Childhood Education Journal, 45(6), 831-843.

Walqui, A., & Heritage, M. (2018). Meaningful Classroom Talk: Supporting English Learners' Oral Language Development. American Educator, 42(3), 18.

Clay, M.M. (2000). Concepts About Print: What have children learned about printed language? Heinemann: N.Z.

Christie, J., Enz, B., Vukelich, C., Roskos, K. A. (2014). Teaching language and literacy: Preschool through the elementary grades (5th ed.). Boston: Pearson.

Gibbons, P. (2014). Scaffolding language, scaffolding learning Teaching English language learners in the mainstream classroom (2nd ed.). Portsmouth, NH: Heinemann.

Gillon, G. T. (2017). Phonological awareness: From research to practice. Guilford Publications. ISBN 9781462532889.

Saracho, O. N. (Ed.). (2019). Research in Young Children's Literacy and Language Development: Language and literacy development for different populations. Routledge.