

EDUA 4313 Reading Comprehension & Enrichment
Fall 2022 Syllabus

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Course Description

An intensive examination of the development and teaching of phonics, word identification, vocabulary, and structural analysis related to the development of reading comprehension for all readers. His course will prepare candidates to provide multisensory instruction and culturally responsive intervention in the following areas: vocabulary development, critical-analytical reading, research-based strategies, and metacognitive approaches to assist with understanding varied texts. This course supports competencies within the evaluative measure as identified by the State of Texas for Teaching Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas.

Prerequisites: ED/EDUC 4308 and ED/EDUC 3308

Required Text

Bear, D. R., Invernizzi, M., Templeton, S. Johnston, S. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. Upper Saddle River, N.J: Merrill. (7th ed).

Birsh, J. (2018). Multisensory teaching of basic language skills. Baltimore, Maryland: Paul H. Brookes Publishing. (4th ed).

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

Student Learning Outcomes and Marketable Skills

BS in Education Degree SLOs and Marketable Skills

Marketable Skills

1. Students have the ability to teach diverse learners in an inclusive learning environment.
2. Students have the ability to assess student learning.
3. Students have the ability to critically think and creatively adapt instructional strategies to an instructional setting.
4. Students have the ability to teach classroom management.
5. Student have the ability to effectively use technology to communicate.

Student Learning Outcomes

1. Students will demonstrate effective lesson planning.
2. Students will demonstrate written and oral proficiency through a variety of instructional strategies.
3. Students will demonstrate effective evaluative processes for assessing student learning.

Course Learning Outcomes:

SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 6.

SLO - 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.

SLO - 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

Course Marketable Skills:

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.
4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

Science of Teaching Reading (STR) Standards and Competencies:

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

Domain 2: *Comp. 3* (003.E, 003.F, 003.I, 003K, 003L); *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.D, 005.E, 005.G, 005.J); *Comp. 6* (006A, 006B, 006C, 006D, 006E, 006F, 006G, 006H, 006I, 006J, 006K, 006L, 006M); *Comp. 7*(007A, 007B, 007C, 007D, 007E, 007F, 007G, 007H, 007I, 007J); *Comp 8* (008A, 008B, 008C, 008D, 008E, 008F, 008G, 008H, 008I, 008J)

Domain 3: *Comp. 9* (009A, 009B, 009C, 009D, 009E, 009F, 009G, 009H, 009I, 009J, 009K, 009L, 009M); *Comp. 10*(010A, 010B, 010C 010D, 010E, 010F, 010G, 010H, 010I, 010J, 010K, 010L); *Comp. 11* (011A, 011B, 011C, 011D, 011E, 011F, 011G, 011H); *Comp. 12* (012A, 012C, 012 G, 012I)

Domain 4: *Comp. 13* (013A, 013B, 013C, 013D, 013E, 013F, 013G)

Course Format

- This is a hybrid 16-week course, with a mix of Blackboard Collaborate/Face-to-Face and online learning activities. Online learning is a very different kind of experience from the traditional face-to-face course. **Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.** Candidates should plan to attend all synchronous video class discussions. These class meetings are a course requirement. Students can be dropped for excessive absences.
- 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.
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and adhere to

deadlines. Circumstances often arise that may prevent you from making a deadline if you wait until that time to submit your work.

- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and instructional planning to stakeholders. It is advised that candidates use Smarthinking, Grammarly or other online proofreading services, 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.

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.

Course Expectations

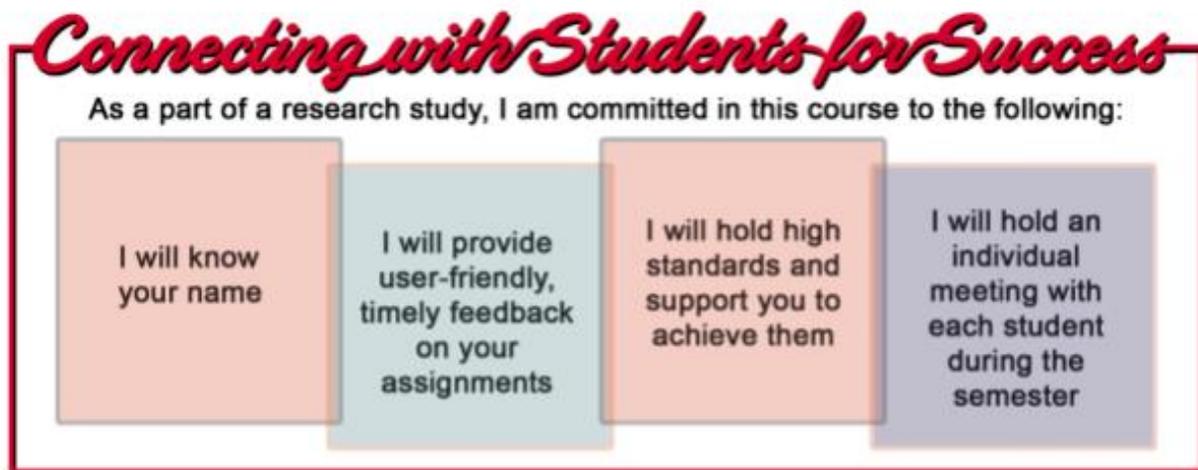
The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission date.

- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.



Course Assignments & Grading Policy

All Written Assignments: To comply with *course standards and requirements* all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a **12-point Times New Roman** font. All written assignments should follow the guidelines indicated by the *Publication Manual of the American Psychological Association (7th edition)*.

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.

Class Introduction Assignment (50 Points)

Candidates will create a short introduction video (no more than 3 minutes) that includes their educational background, positive impact of a teacher in their education, what they remember about learning to read at home and school, and why they chose the education field.

Discussion Board and Peer Review (4 @ 50 points each = 200 Points)

Modules will include discussion board opportunities centered on research-based approaches to understand foundational concepts, principles, and best practices related to reading instruction. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be between 300-400 words. Your task is not to “recall” information read in the text; rather, you will be applying what you read and possibly be responding to a teaching scenario. A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. Read a minimum of 2 classmate posts and review one in a response that is at least 250 words. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. You will not receive credit for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your own knowledge, fill in misunderstandings and inquire about clarifications. **All discussion board posts and responses, like every assignment, must adhere to standard English syntax. Proofread for grammar, usage, and structural accuracy.**

2 Journal Assignments (25 points each = 50 points)

Journal submissions are a place where you reflect on what you have read. Consider how the information is relevant to you as a preservice teacher, connect to the information via your own personal educational experiences or those of your family members. Your journal submission should be a minimum of 400 words.

Writing Attitude Survey (100 Points)

Candidates will administer the Writing Attitude Survey to an elementary student and create a 400-word report communicating results and sharing research-based strategies for parents to incorporate at home.

Phonics Concepts Test (100 Points)

Candidates will complete a Phonics Concepts Test during class and are required to obtain a 90% accuracy to pass this class. Candidates take the test up to 3 times, if necessary. If you fail this test, you must watch the videos in the Phonics Concepts Mini-Lessons folder on your own time.

Words Their Way Spelling Inventory (100 Points)

Candidates will administer the Words Their Way ESI inventory to a 2nd - 5th grade struggling reader. Candidates will analyze the data and craft a report that would inform stakeholders. The candidate will also create a research-based plan to address student strengths and weaknesses regarding word development.

Intervention Lesson Plan (100 Points)

Based on the results of the spelling inventory, candidates will create a lesson plan using research-based strategies and best practices for promoting young children's spelling development.

Midterm Exam (100 Points) & Final Exam (100 Points)

The Midterm Exam and Final Exam will cover class lectures, supplemental readings, as well as information covered in the textbook.

Grading Scale:

A= 900-1000 POINTS – Exceeds Expectation/highest level

B= 800-899 POINTS – Proficient/proficient level

C= 700-799 POINTS – Acceptable/average level

D= 600-699 POINTS – Emerging/inadequate level

F= less than 600 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).
- Contribution credit for synchronous virtual courses includes attendance and class participation effort. Student engagement will be measured through various opportunities for interaction including open discussion of readings, questions, leading groups, etc. Simply showing up to all classes does not provide for full contribution credit.
- 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.

Course Assignments & Schedule

Module	Assignments	Due Date
Module 1: Course Introduction	<ul style="list-style-type: none"> <input type="checkbox"/> Welcome, review course syllabus <input type="checkbox"/> Review STR Educator Standards <input type="checkbox"/> Review TEKS Guide <input type="checkbox"/> Video- Comprehension Instruction <input type="checkbox"/> Read Birsh Chapter 1 <p style="margin-left: 20px;">Class Meetings: 8/22, 8/24, 8/26 (recording)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class Introduction Assignment 	Aug. 27th
Module 2: Literacy Enrichment using a Multisensory Approach	<ul style="list-style-type: none"> <input type="checkbox"/> Read Birsh Chapter 2 & Chapter 7 <input type="checkbox"/> Discuss Writing Survey <p style="margin-left: 20px;">Class Meetings: 8/29, 8/31 (Alpine Elementary), 9/2 (recording)</p>	
Module 3: Executive Function, Cognition and the Comprehension Process	<ul style="list-style-type: none"> <input type="checkbox"/> Read Birsh Chapter 8 <input type="checkbox"/> Supplemental Readings: <ul style="list-style-type: none"> ○ Cartwright, K. (2012). Insights from cognitive neuroscience: The importance of executive function for early reading development and education. <i>Early Education and Development</i>.23:1. 24-36. ○ Djudin, T. (2017). Using metacognitive strategies to improve reading comprehension and solve a word problem. <i>Journal of Education, Teaching and Learning</i>, 2(1), 124-129. <input type="checkbox"/> Explore Metacognition Strategies <p style="margin-left: 20px;">Class Meetings: 9/7, 9/9 (recording) 9/12, 9/14, 9/16 (recording)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board/Peer Review #1 <input type="checkbox"/> Writing Attitude Survey 	Sept. 8th Sept. 17th
Module 4: Multisensory Learning to support Vocabulary, Fluency and Comprehension	<ul style="list-style-type: none"> <input type="checkbox"/> Read Birsh Chapters 12, 15, 16 <input type="checkbox"/> Video- Multi-Sensory Letter, Sound, and Word Activities <input type="checkbox"/> Supplemental Readings: <ul style="list-style-type: none"> ○ Kamala, R. (2014). Multisensory approach to reading skills of dyslexic students. <i>IOSR Journal of Humanities and Social Science</i>, 19(5), 32-34. <p style="margin-left: 20px;">Class Meetings: 9/19, 9/21, 9/23 (recording) 9/26, 9/28, 9/30 (recording)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board/Peer Review #2 	Sept. 29th
Module 5: The Multisensory Space & Instruction for Special Populations	<ul style="list-style-type: none"> <input type="checkbox"/> Read Birsh 18 (choose to read Birsh Chapter 19, 20 or 21) <input type="checkbox"/> Supplemental Readings: 	

	<ul style="list-style-type: none"> ○ Sarudin, N. A. A., Hashim, H., & Yunus, M. Md. (2019). Multi-Sensory Approach: How It Helps in Improving Words Recognition? Creative Education, 10, 3186-3194. ○ Miller (2020) Makerspaces <p>Class Meetings: 10/3, 10/5, 10/7 (recording) 10/10, 10/12, 10/14 (recording)</p> <p><input type="checkbox"/> Journal Assignment #1</p>	Oct. 8th
Midterm Exam	<i>Will be taken during class.</i>	Oct. 17th
Module 6: Developmental Word Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> Read Words Their Way Chapter 1-3 <input type="checkbox"/> Video- Word Study in Action: Building Metacognition <p>Class Meetings: 10/19, 10/21 (recording) 10/24, 10/26, 10/28 (recording)</p> <p><input type="checkbox"/> Phonics Concepts Test</p>	Oct. 26th
Module 7: Building Orthographic Understanding through Form and Function of Print	<ul style="list-style-type: none"> <input type="checkbox"/> Read Words Their Way Chapters 4-5 <p>Class Meetings: 10/31, 11/2, 11/4 (recording) 11/7, 11/9</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board/Peer Review #3 <input type="checkbox"/> Words Their Way Spelling Inventory 	Nov. 3rd Nov. 12th
Module 8: Readers in Transition: Making Meaning	<ul style="list-style-type: none"> <input type="checkbox"/> Read Words Their Way Chapters 6-7 <input type="checkbox"/> Supplemental Readings: <ul style="list-style-type: none"> ○ Strategies for Different Readers ○ Transitional Readers <p>Class Meetings: 11/14, 11/16, 11/18 (recording) 11/21</p> <ul style="list-style-type: none"> <input type="checkbox"/> Journal Assignment #2 <input type="checkbox"/> Intervention Lesson Plan 	Nov. 19th Nov. 22nd
Module 9: Advanced Reading and Writing: Understanding the Connection	<ul style="list-style-type: none"> <input type="checkbox"/> Read Words Their Way Chapter 8-9 <input type="checkbox"/> Review Resources: Reader's Response Cube, Book Chats & Read Aloud <p>Class Meetings: 11/28, 11/30, 12/2 (recording)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board/Peer Review #4 	Nov. 29th
Final	<i>Virtual during class.</i>	Dec. 5th

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.

****Additional readings and videos may be added throughout the course based on student learning needs. ****

University and Course Policies

ADA 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 Rebecca Greathouse Wren, LPC-S, 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 mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine. Texas, 79832.

Library Information

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 LoboID 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).

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 in the student handbook.

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.

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.

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

- Bear, D. R., Invernizzi, M., Templeton, Sh. Johnston, S. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, N.J: Merrill. (6th ed.). ISBN: 9780-133996333.
- Birsh, J. (2018). *Multisensory teaching of basic language skills*. Baltimore, Maryland: Paul H. Brookes Publishing. (4th ed).
- Djudin, T. (2017). Using metacognitive strategies to improve reading comprehension and solve a word problem. *Journal of Education, Teaching and Learning*, 2(1), 124-129.
- Graham, S. & Perin, D, (2007) *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to the Carnegie Corporation of New York*.
- Kamala, R. (2014). Multisensory approach to reading skills of dyslexic students. *IOSR Journal of Humanities and Social Science*, 19(5), 32-34.
- Magnusson, C. G., Roe, A., & Blikstad-Balas, M. (2019). To what extent and how are reading comprehension strategies part of language arts instruction? A study of lower secondary classrooms. *Reading Research Quarterly*, 54(2), 187-212.
- Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. *Dimensions*, (September/October), 50–52.
- Sarudin, N. A. A., Hashim, H., & Yunus, M. Md. (2019). Multi-Sensory Approach: How It Helps in Improving Words Recognition? *Creative Education*, 10, 3186-3194.
- Von Drasek, L. (2018). Writing Boxes: The Reading/Writing Connection Supporting Literacy in the Library. *Children and Libraries*, 16(1), 8-13.