Sul Ross State University

EDUC 4307 Teaching Language Arts in the Elementary Classroom
Course Syllabus

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Thursday 6:00-8:45 *

Section I. Introduction
A study of the methods and strategies in teaching language arts in the elementary grades. A focus on vocabulary, comprehension, and comprehension development, composition, grammar, and handwriting as it relates to grade level TEKS and guidelines will be covered. Classroom management, instructional materials, curricula and best practice of analysis and response are presented. Activities focus on development of lesson plans, instructional materials, visual aids and assessment of student progress. Opportunities for data-driven and performance-based practices are presented. Prerequisites: ED/EDUC 4308 and ED/EDUC 3308

Textbook and Materials:
Tompkins, Gail E. Language arts: Patterns of practice (9th edition). Boston: Pearson.

Sprenger, M. (2017). 101 Strategies to make academic vocabulary stick. ASCD.

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

Book Study Text: Gratz, A. (2017). *Refugee*. Scholastic. ISBN: 9780545880831

Course Format:
- This is a hybrid 16-week course, with a mix of Blackboard Collaborate 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-toface course.** Candidates should plan to attend synchronous video class discussions.
- 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 get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that may arise.
- 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.

Section II. Course Design: Communication Infused

To be successful in college and beyond, many sources (e.g., Morrealle & Pearson, 2008) indicate that communication competencies are essential. Sul Ross recognizes that the current generation of undergraduate university candidates should receive training to navigate a global world as competent communicators in various contexts and channels of communication.

Through our Quality Enhancement Plan (QEP) called *Compass*, Sul Ross aims to equip you to navigate excellence in the 21st century by developing your communication skills across multiple courses. This course is designed to enhance your communication skills. Therefore, this course has the following QEP Student Learning Outcome,

Section III. Student Learning Objectives:

1. Develop and model instructional strategies for teaching foundational components of the Science of Reading to elementary populations to include an emphasis on reading comprehension, oral communication, visual literacy and writing across the content areas.
2. Demonstrate their knowledge in the social studies and English Language Arts content through the development of constructivist learning activities to include the 5E instructional model and project-based learning.
3. Demonstrate knowledge of the role of assessment, key assessment concepts, and the use of assessment results to guide instruction.
4. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction.
5. Understand concepts, principles, and best practices related to word identification skills and vocabulary development.
6. Understand concepts, principles, and best practices related to the development of reading fluency.
7. Demonstrate knowledge of the challenges and supports in a text, factors affecting reading comprehension, research-based strategies for promoting candidates' abilities to apply metacognitive reading comprehension strategies to literacy and informational texts, and the understanding of the role of the teacher to guide close reading and rereading activities.

8. Understand concepts, principles, and best practices related the comprehension of and critical thinking about literacy and informational texts.
9. Demonstrate the integration of technology to actively engage student to infuse one of the 4 C's: communication, critical thinking, creativity, and collaboration.
10. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
11. Examine issues related to multiculturalism and their relevance to teaching elementary candidates to differentiate for culture, ethnicity, and race.
12. Identify and evaluate resources for social studies and English language arts curriculum.

Section IV. 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.

Section V. Standards
STR Standards and Competencies:

- **Domain I:** Comp. 1(001.A, 001.B, 001.D, 001.F, 001.G, 001.H., 001.I, 001.J, 001.K., 001.L, 001.M, 001.N, 001.P, 001.R, 001.S); Comp. 2(002.A, 002.B, 002.C, 002.D, 002.F, 002.H, 002.I, 002.J, 002.K)
- **Domain II**: Comp. 3(003.A, 003.B, 003E, 003.G, 003.H, 003.I, 003.J, 003.K), Comp. 6 (006.H, 006.I, 006.J, 006.K, 006.L, 006.M) Comp. 7(007.A, 007.B, 007.C, 007.D, 007.E, 007.F, 007.G, 007.H, 007.I, 007.J)
- **Domain III**: Comp. 9 (009.A, 009.B, 009.C, 009.D, 009.E, 009.F, 009.G, 009.H, 009.I, 009.J, 009.K, 009.L, 009.M), Comp. 10 (010.A, 010.B, 010.C, 010.D, 010.E, 010.F, 010.G, 010.H, 010.I, 010.J, 010.K, 010.L), Comp. 11 (011.A, 011.B, 011.C, 011.D, 011.E, 011.F, 011.G, 0.11.H), Comp. 12 (012.A, 012.B, 012.C, 012.D, 012.E, 012.F. 012.G, 012.H, 012.I, 012.J)
- **Domain IV:** Comp. 13 (013.A, 013.B, 013.C, 013.D, 013.E, 013.F, 013.G)
- Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission**.**

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: Pre-kindergartenGrade 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.

Section VI. Course Assignments
Learning Goals Assignment (25 Points) and Personal Reflection (25)

Using the Science of Reading (STR) standards, PreK Guidelines and TEKS for K-6th grade, identify learning goals and objectives in a written 400-word assignment. Ensure that learning goals and objectives (evidence) is measurable. At the end of the course, candidates will write a 500-word personal reflection reflecting on learning growth and outcomes.

Literacy Autobiography Script and Media Product (100 Points): Candidates will design a literature autobiography of their life. You will post a video to Blackboard to introduce yourself as told through pieces of literature. How does/has literature define(d) you as a person and as a

literacy educator? Identify factors that contributed to your reading success, or factors that made reading difficult for you. Candidates may use screencastify, screencastomatic, iMovie, MovieMaker, PowerPoint, or any other video production program to complete this activity. The written script for this assignment is meant to provide you with understanding how articulation is critical to your audience receiving your message. Appropriate sentence structure, grammar and usage will be assessed.

2 Discussion Boards (50 Points Each = 100 points): Candidates will participate in discussion board reflections and peer reviews covering text content and class discussion.

2 In-Class Writing Prompts/Questions (25 Points Each = 50 points): Candidates will engage in written responses about course content during class meetings. This assignment will provide practice for prompt writing that addresses critical thinking, data analysis, and application of skills.

President's Day 5 E Model Lesson Plan (50 Points): Candidates will work in groups to design and share a 5 E Model lesson to celebrate President's Day.

Vocabulary Lesson Plan (150 Points): The student will develop and deliver a vocabulary lesson integrating using the 5E Model. Candidates will be presenting their lesson in small groups and a peer review will be required for this assignment.

Book Study and Project (200 points): Candidates will engage in a book study that follows the Literature Circles model presented in the text (Daniels, 2004). The book study title is a required text for the course. Students will be responsible for documenting their thoughts throughout the reading. This documentation (journal) will serve as a portion of the credit for this project and can be submitted in various formats. An outline of discussion questions/prompts will be submitted along with a reflection of their experience. Candidates will also develop a language art project, based on the text that represents their understanding of the content. A "show & tell" presentation day will be scheduled at the end of the semester as a culminating activity. All projects are expected to be presented to the class.

Book Study Journal:	70 Points
Personal Reflection	30 Points
Show & Tell Presentation to Class:	100 Points

Midterm (150 Points)

Final Exam (150 Points)

Course Grading Scale
A: 900_+ Exceeds Expectation/highest level of performance
B: 800-899   Proficient Level of performance

C: 700-799   Acceptable/meets minimum expectations, average level
D: 650-699   Emerging Understanding/inadequate level
F: Below 650   Unacceptable

Section VII. 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.

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 **April 14, 2023 at 4:00 pm.**

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Grading.
- 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 citations 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 mee 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.

Understanding Grades:

Course grades are not meant to be elusive. It is important to understand what constitutes a grade. Some students think that merely meeting an assignment expectation warrants the highest level of performance, but that is not the case. Review the below descriptions of each letter grade and contemplate what goal you are going to set for yourself during this grading period. Work toward that goal realistically.

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material (content) but also a superior ability to utilize that material in the assignment submitted. Not only is all criteria met, the student's work goes beyond the task and contains *additional*, *unexpected* or *outstanding features*.

B – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.

C – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.

D – D Work fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – F Work is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Section VIII. University Programs and Services

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

Remote Learning Guidelines: Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

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 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, https://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: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services. 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 rebecca.wren@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, Sul Ross State University, Alpine, Texas, 79832.

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. Academic misconduct, for which a student is subject to penalty, includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Plagiarism is unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and coursework completed by previous students.

Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

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. 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. 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.

Supplemental Reading for Book Study Project

REFUGEE

Three different kids.

One mission in common: ESCAPE.

Josef is a Jewish boy in 1930s Nazi Germany. With the threat of concentration camps looming, he and his family board a ship bound for the other side of the world…

Isabel is a Cuban girl in 1994. With riots and unrest plaguing her country, she and her family set out on a raft, hoping to find safety and freedom in America…

Mahmoud is a Syrian boy in 2015. With his homeland torn apart by violence and destruction, he and his family begin a long trek toward Europe…

All three young people will go on harrowing journeys in search of refuge. All will face unimaginable dangers–from drownings to bombings to betrayals. But for each of them, there is always the hope of *tomorrow*. And although Josef, Isabel, and Mahmoud are separated by continents and decades, surprising connections will tie their stories together in the end.

Scholastic | July 25, 2017 | Ages 8 and Up A

#1 *New York Times* bestseller!

Gratz accomplishes a feat that is nothing short of brilliant…Poignant, respectful, and historically accurate while pulsating with emotional turmoil, adventure, and suspense. — *Kirkus - STARRED REVIEW*

Filled with both tragic loss and ample evidence of resilience, these memorable and tightly plotted stories contextualize and give voice to current refugee crises…—*Publisher's Weekly - STARRED REVIEW*

Exceptional readers Michael Goldstrom, Kyla Garcia, and Assaf Cohen tackle Gratz's compelling novel—*Booklist Audio - STARRED REVIEW*

The audio version provides an ideal (even mandatory) opportunity for libraries to share these resonating tales with readers reluctant to pick up the page. —*School Library Journal Audiobooks - STARRED REVIEW*

A stunning, poignant novel about the plight of refugees… Grade A.—*Entertainment Weekly*

This compelling novel will help young people make sense of today's refugee crisis. Meant to be read, discussed, and shared widely. —*School Library Journal*

Some novels are engaging, and some novels are important. *Refugee* is both. —*Ruta Sepetys, author of Between Shades of Gray*

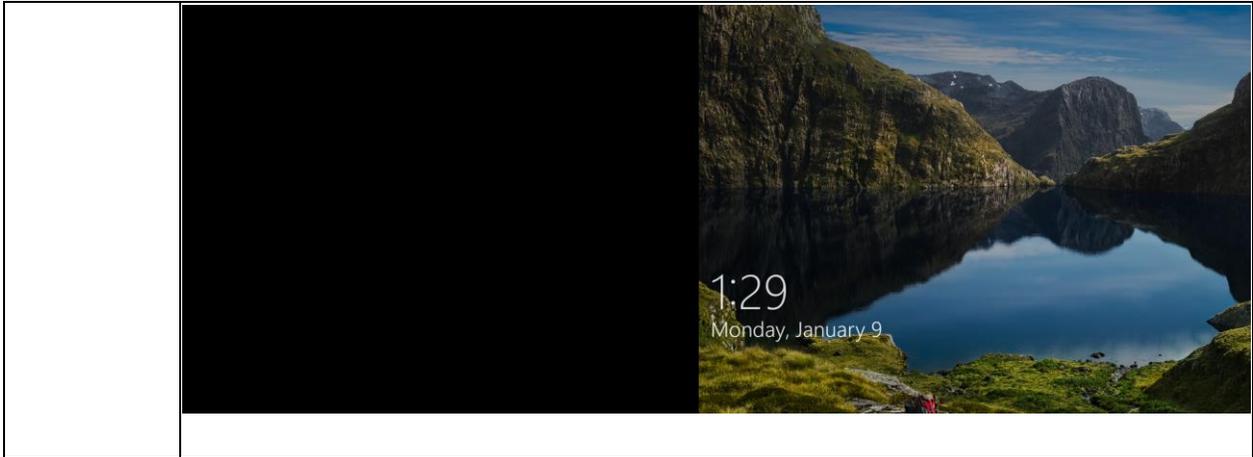A gripping, visceral, and hold-your-breath intense story of three young refugees. —*John Green*

Course Schedule
(This calendar is subject to change)

Modules	Topic
One: Introduction to Course	Welcome and Review Syllabus Review STR Standards/Competencies, Pre-K Guidelines and TEKS Discuss Learning Goals and Literacy Autobiography Assignments **Class Meets: 1/19** **Learning Goals Assignment Due 1/25**
Two: The Evolution of the Language Arts Classroom	Module Readings: Tompkins Chapter 1-2 Supplemental Readings: • Swift, A. (2018). Integration of Project-based Learning in Elementary Social Studies. The Councilor: A Journal of the Social Studies, 79(2), 4. • Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach for Inquiry-Based Science Teaching. Science Education Review, 3(2), 4958. • National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to the "Four Cs". Alexandria, VA: National Education Association. **Class Meets: 1/26, 2/2** **Literacy Autobiography Due 2/6**

Three: Emergent Literacy and Oral Language in ELAR	Module Readings: Tompkins Chapter 3-4 Participate in class meetings: **Class Meets: 2/9, 2/16** **President's Day Lesson Plan Due 2/21**
Four: Written Language	Module Readings Tompkins Chapter 5 **Class Meets: 2/23** **Lesson Plan Evaluation Due in Class 2/23** **Discussion Board #1 2/27**
Five: Visual Language	Read Tompkins Chapter 6 **Writing Prompt #1 Due 3/6**

	Class Meets: 3/2, 3/9
No Class	**Midterm Exam: March 23, 2022 6pm-8pm**
Six: Word Study and academic vocabulary	Module Readings Tompkins Chapter 7 & 10 Sprenger Intro and Chapter 1 **Class Meets: 3/30** **Discussion Board #2 Due 3/30**
Seven: Reading Comprehension Stories and Informational Text	Module Readings Tompkins Chapter 8 & 9 Sprenger Chapters 2-4 Supplemental Reading: • Pardo, L. S. "What Every Teacher Needs to Know About Comprehension." The Reading Teacher 58, no. 3 (Nov. 2004): 272-280. **Class Meets: 4/6, 4/13** **Vocabulary Lesson Plan Due 4/11** **Writing Prompt #2 Due April 18**
Eight: The Reading Writing Connection and Mentor Texts	Module Readings Tompkins Chapters 11-12 Sprenger Chapter 5 Supplemental Reading: • Ray, K. W. (2006). Exploring inquiry as a teaching stance in the writing workshop. Language Arts, 83(3), 238. • Pytash, K. E., & Morgan, D. N. (2014). Using mentor texts to teach writing in science and social studies. The Reading Teacher, 68(2), 93-102. **Class Meets: 4/20, 4/27** **Book Study Show & Tell Presentation in Class: 4/27** **Book Study Journal/Documentation: Due 4/27** **Personal Reflection Due 4/28**
No Class	**Final Exam: May 4, 2022 6pm-8pm**

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

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

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

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

Pytash, K. E., & Morgan, D. N. (2014). Using mentor texts to teach writing in science and social studies. The Reading Teacher, 68(2), 93-102.

Swift, A. (2018). Integration of Project-based Learning in Elementary Social Studies. The Councilor: A Journal of the Social Studies, 79(2), 4.

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.

National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to the "Four Cs". Alexandria, VA: National Education Association.

Tompkins, Gail E. Language arts: Patterns of practice (9th edition). Boston: Pearson.

McGregor, T. (2013). Genre connections: Lessons to launch literary and nonfiction texts. Heinemann Educational Books.