



**EDUA 4307 Language Arts in the Classroom
Spring 2024 Syllabus**

Cynde Wadley, Ed.D.
Assistant Professor
Office: Virtual
Cell: 325-829-4085

Office Hours
Mon.-Thurs. 4pm-6pm
Virtual Office Hours daily by Appointment
Email: cynthia.wadley@sulross.edu

Course Description

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: EDUA/EDSR 4308 and EDUA/EDSR 3308

Required Text

Tompkins, Gail E (2015). *Language Arts: Patterns of Practice* (9th edition). Boston: Pearson

Book Study Text: Gratz, A. Refugee. ISBN 9780545880831 (Link provided to students.)

Student 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.

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.
- 8.

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., 01. L, 001.M, 001.N, 001.P, 001.R, 001.S); Comp. 2(002.A, 002.B, 002.C, 002.D, 002.F, 02. 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, 10. G, 010.H, 010.I, 010.J, 010.K, 010.L), Comp. 11 (011.A, 011.B, 011.C, 011.D, 11. E, 011.F, 011.G, 0.11.H), Comp. 12 (012.A, 012.B, 012.C, 012.D, 012.E, 012.F. 12. 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)

Course Format

This is a hybrid class, meaning we will meet weekly for live instruction virtually through Blackboard Collaborate. You will find all the information in Blackboard. The course contains module readings, discussions, and written assignments.

Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

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 due 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

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). Please use the following naming structure when saving your assignment before turning it in, **LastnameFirstname_ED4307_NameofAssignment.***

Literacy Autobiography (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, screencast Matic, iMovie, Movie Maker, 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.

Science of Teaching Reading (50 Points)

Candidates will write a reflection paper about the Science of Teaching Reading and how it impacts instruction in the English language arts classroom.

TEKS Reflections (70 Points |There will be 7 assignments worth 10 points each.)

Candidates will write a summary of each strand of the Texas Essential Knowledge and Skills.

Discussion Board and Peer Review Assignments (2 @ 50 points each=100 points)

Candidates will participate in discussion board reflections and peer reviews covering text content and class discussion.

In-Class Writing Prompts (2 @ 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.

Collaborative 5 E Model Lesson Plan (50 Points)

Candidates will work in groups to design and share a 5 E Model lesson on a topic of their choice.

Vocabulary Lesson Plan (100 Points)

Candidates will develop a vocabulary lesson plan that focuses on Tier 2 vocabulary words in a mentor text.

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 (Thinking Within, Thinking Beyond, or Thinking About the Text) 7) Include what knowledge is helpful for students to have and how the book could be used as an Interactive Read-Aloud with an extension activities for writing.

Assessment Quiz and Essay (25 points)

Candidates will demonstrate mastery of types of assessment and write an essay about the different types of assessment in the Language Arts classroom.

English Language Arts Instructional Block (25 points)

Candidates will develop a schedule based on the minutes given for English Language Arts instruction.

Book Study Project (200 points)

Candidates will engage in a book study that follows the Literature Circles model presented in the course. Candidates will be arranged in groups for discussion purposes and 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. Additionally, each group member will have the opportunity to serve as discussion leader for one of the book study meetings. An outline of discussion questions/prompts will be submitted along with a reflection of the meeting effectiveness. 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. (Individual Book Study Journal: **70 Points**; Group Leader Report: **30 Points**; Individual Project: **100 Points**).

Class Participation (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 to represent 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. (Individual Book Study Journal: **70 Points**; Group Leader Report: **30 Points**; Individual Project: **100 Points**).

Class Participation (100 points)

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Midterm Exam & Final Exam (100 points each=200 points)

Dates	Assignments All assignments are due by 11:59 PM on the due date.
<p>January 17th - 21st</p> <p>Module 1: Introduction to the Course</p>	<ul style="list-style-type: none"> • Welcome and Review Syllabus • Review STR Standards/Competencies, Pre-K Guidelines, and TEKS • Discuss Learning Goals and Literacy Autobiography Assignments • Learning Goals due 1/21/2024 <p>Class Meets 1/18/2024</p>
<p>January 22nd - 28th</p> <p>Module 2: Literacy Circles</p>	<ul style="list-style-type: none"> • Read <i>Refugee</i> pp. 1-39 before class on 1/25 • Read Articles • Watch Videos • Literacy Autobiography due 1/28/2024 • Group Leader Report due 1/28/2024 <p>Class Meets 1/25/2024</p>
<p>January 29th - February 4th</p> <p>Module 3: The Evolution of the Language Arts Classroom</p>	<ul style="list-style-type: none"> • Read Chapter 1: Tompkins Learning and the Language Arts • Read Chapter 2: Tompkins Teaching and Assessing the Language Arts • Research TEKS - Strand 7 <ul style="list-style-type: none"> • TEKS Reflection #1 due 2/4/2024 • Read <i>Refugee</i> pp. 40 -65 before class on 1/25 • Read Articles • Watch Videos • Group Leader Report due 2/4/2024 • Collaborative Lesson Plan due 2/4/2024 • Science of Teaching Reading Reflection due 1/28/2024 <p>Class Meets 2/1/2024</p>

<p>February 5th - 11th</p> <p>Module 4: Emergent Literacy and Oral Language in ELAR</p>	<ul style="list-style-type: none"> • Read Chapter 3: Tompkins Emergent Literacy • Read Chapter 4: Tompkins Oral Language: Listening and Talking • Read <i>Refugee</i> pp. 66 -98 before class on 2/8 • Read Articles • Watch Videos • Discussion Board #1 due 2/11/2024 • TEKS Reflection #2 - Strand 1 <ul style="list-style-type: none"> ○ TEKS Reflection #2 due 2/11/2024 <p>Class Meets 2/8/2024</p>
<p>February 12th - 18th</p> <p>Module 5: Written Language = Writing Process + Writing Strategies</p>	<ul style="list-style-type: none"> • Read Chapter 5: Tompkins Written Language: Reading and Writing <ul style="list-style-type: none"> • Writing Process and Writing Strategies • Read Articles • Watch Videos • Read <i>Refugee</i> pp. 99-128 before class on 2/15 • TEKS Reflection - Strand 6 <ul style="list-style-type: none"> ○ TEKS Reflection #3 due 2/15/2024 <p>Class Meets 2/15/2024</p>
<p>February 19th - 25th</p> <p>Module 6: Visual Language and Building Vocabulary</p>	<ul style="list-style-type: none"> • Read Chapter 6: Tompkins Visual Language: Viewing and Visually Representing • Read Chapter 7: Tompkins Building Vocabulary • Read <i>Refugee</i> pp. 129-170 before class on 2/22 • Read Articles • Watch Videos • In-Class Writing Prompt #1 due 2/22/2024 • Group Leader Report due 2/25/2024 • Vocabulary Lesson Plan due 2/25/2024 <p>Class Meets 2/22/2024</p>

<p>February 26th - March 3rd</p> <p>Module 7: Reading and Writing Genres</p>	<ul style="list-style-type: none"> • Read Chapter 9: Tompkins Investigating Nonfiction • Read Chapter 10: Tompkins Teaching Poetry • Read <i>Refugee</i> pp. 171-202 before class on 2/29 • Read Articles • Watch Videos • Group Leader Report due 3/3/2024 • Discussion Board #2 due 3/3/2024 • TEKS Reflection - Strand 4 <ul style="list-style-type: none"> ○ TEKS Reflection #4 due 3/3/2024 <p>Class Meets 2/29/2024</p>
<p>March 4th - 10th</p> <p>Module 8: Reading Comprehension {Tools to Know Making Meaning}</p>	<ul style="list-style-type: none"> • Read Chapter 8: Tompkins Comprehending and Composing Stories • Read Articles • Watch Videos • Read <i>Refugee</i> pp. 203-243 before class on 3/7 <p>Class Meets 3/7/2024</p>
<p>March 11th – March 17th</p>	<p>Spring Break</p>

<p>March 18th - 24th</p> <p>Module 9: Reading Comprehension {Ways to Show Explaining Thinking About the Meaning}</p>	<p>Mid-Term Exam due 3/24/2024</p> <ul style="list-style-type: none"> • Read Articles • Watch Videos <p>No Class Meeting</p>
<p>March 25th - March 31st</p> <p>Module 10: Reading Comprehension {Thinking About the Writing Author's Craft}</p>	<ul style="list-style-type: none"> • Read <i>Refugee</i> pp. 244-274 before class on 3/28 • Read Articles • Watch Videos • TEKS Reflection – Strands 2 and 3 <ul style="list-style-type: none"> ○ TEKS Reflection #5 due 3/31/2024 • Group Leader Report due 3/31/2024 <p>Class Meets 3/28/2024</p>

<p>April 1st - April 7th</p> <p>Module 11: Chapter 11, Language Tools: Grammar, Spelling, and Handwriting</p>	<ul style="list-style-type: none"> • Read Chapter 11: Tompkins Language Tools: Grammar, Spelling, and Handwriting • Read Articles • Watch Videos Bridging to TEKS • Read <i>Refugee</i> pp. 275-305 before class on 4/4 <ul style="list-style-type: none"> • In-Class Writing Prompt #2 due 4/4/2024 • Book Study Journal due 4/7/2024 • Comprehension Questions Due 4/7/2024 <p>Class Meets 4/4/2024</p>
<p>April 8th – April 14th</p> <p>Module 12: Thinking About Assessment</p>	<ul style="list-style-type: none"> • Assessment Activities • Read Articles • Watch Videos • Read <i>Refugee</i> pp. 306-344 before class on 4/11 • Assessment Quiz and Essay due 4/14/2024 <p>Class Meets 4/11/2024</p>
<p>April 15th – April 21st</p> <p>Module 13: Thinking About the Language Arts Block of Instruction and Differentiating Instruction</p>	<ul style="list-style-type: none"> • Planning for English Language Arts Instruction • Read Articles • Watch Videos • Language Arts Block Schedule due 4/21/2024 <p>Class Meets 4/18/2024</p>
<p>April 22nd - 29th</p>	<ul style="list-style-type: none"> • Read Chapter 12: Tompkins Putting it All Together

<p>Module 14: Putting It All Together</p>	<ul style="list-style-type: none"> • Work on Book Study Project • Read Articles • Watch Videos <p>Class Meets 4/25/2024</p>
<p>April 30th - May 5th</p> <p>Module 15: Presentations</p>	<ul style="list-style-type: none"> • Present Book Study Projects • Read Articles • Watch Videos <p>Class Meets 5/2/2024</p>

May 6 th - 12 th Module 16: Final Exam	• Final Exam due 5/10/2024
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This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work is accepted without prior approval from the instructor. If you have an emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced, and you will not receive the full grade/points. If there is no communication about late work, the grade will be a 0.

1. No late assignment will be accepted after its due date without prior instructor consent.
2. 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.
3. Extra credit points are not available.
4. There are no I's (incompletes) for this class.
5. After 11:59 pm on the date for any assignment due is considered late.
6. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment to pass the course (regardless of number of points accrued in the course.)
7. Students who fail to participate in the Discussion Boards, Group Projects, or complete any assignment may not pass this course.

Grading Scale:

A= 90-100%

B= 80- 89%

C= 70- 79%

D= 60- 69%

F= less than 69%

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.

Texas Pre-K

Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

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 located 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.

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 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.