

SYLLABUS for EDU 334

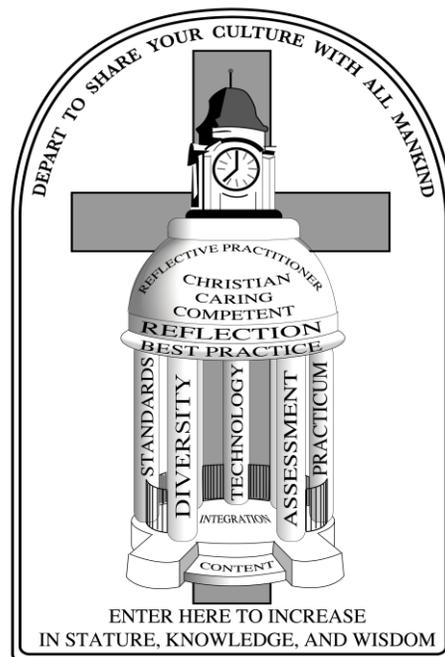
Title: Early Literacy II

Professor: Dr. Claudia T. Steele

Semester: Fall 2013

Credit Hours: 3

MISSISSIPPI COLLEGE
TEACHER EDUCATION & LEADERSHIP PROGRAMS



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EDU 334

I. **COURSE TITLE: EDU 334—Early Literacy Instruction II—3 hours credit**

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PREREQUISITES: EDU 300 and EDU 301 and junior standing

COREQUISITES: Must be registered for EDU 309, Early Literacy I

II. **COURSE DESCRIPTION:** This course is designed to teach concepts, materials, and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency, and comprehension. Students will explore materials and technique for teaching developmental skills and abilities in reading at the elementary level. Emphases will also be placed on diagnosis, prescription, and recent research findings in the area of reading methodology.

III. **RATIONALE:** This is a required reading course for all elementary education majors and is included in the reading block. The specific methods and materials used in the teaching of reading are introduced, observed, used and actually put into practice in an effort to get the students ready to take over an elementary reading class with success. Research results from the use of these materials and methods are also critically examined by both the teacher candidate and learning facilitator.

INTEGRATED RATIONALE STATEMENT: This course is designed to not only the named goals but also as a part of the overall program designed for teacher education at Mississippi College. Some examples are noted here. All of the primary pillars of the program are found in EDU 334. This course is driven, in part by the International Reading Association's Standards for Reading Professionals as well as Common Core Standards which serve as the standards. Secondly, since candidates will be teaching in a diverse society, multicultural perspectives and respect for all individuals will be emphasized. Diversity is discussed throughout the course specifically in relation to assessment, intervention, and remediation of diverse rates of learning as well as multicultural literature. Further, technology is an important component of the course. Students correspond with the professor regularly via email. Students also are made aware of reading websites and programs to enhance learning. Resources are distributed on MCMoodle and student assignments are submitted to MCMoodle. Authentic assessment strategies are noted wherever applicable. Assessment of student learning in relation to reading is discussed in detail in this course. Students will actually assess students using a running record within the school setting where they are placed for field work. Students are required to complete a practicum with this course which includes 10 hours of field experience related to reading instruction. Candidates are given many opportunities to reflect, analyze, and improve based on their reflection. After each visit to the assigned school, students will write a reflection paper detailing what they would do differently during their next visit and how they can improve their instruction. The goal is for the student to have the necessary skills to teach reading well and become a caring, competent, reflective practitioner.

IV. **COURSE GOALS:**

1. Understand reading as an integrated process that results in comprehension/communication as a product. IRA Standard #1, Common Core, NCATE Standard #1, ACEI 3.5

2. Understand and apply the research base for effective reading instruction: principles, techniques, theories, philosophies, and historical bases. IRA Standard #1, Common Core, NCATE Standard #3, ACEI 3.1
3. Engage children in activities that promote intrinsic motivation to read for pleasure and for information. IRA Standard #4, Common Core, NCATE Standard #1, ACEI 3.1, 3.4,
4. Understand and promote oral language development. IRA Standard #1, Common Core, NCATE Standard #1, ACEI 3.5
5. Be able to assess, formally and informally, the learning needs and gaps of individual children in order to guide precise instruction. IRA Standard #3, Common Core, NCATE Standard #2, ACEI 4
6. Possess in-depth knowledge about vocabulary, fluency, and comprehension. IRA Standard #1, NCATE Standard #1, Common Core, ACEI 3.1
7. Understand how vocabulary, fluency, and comprehension are learned by children and why they are important to the reading and writing process. IRA Standard #1, Common Core, NCATE Standard #1, ACEI 3.1
8. Possess and be able to apply a wide variety of instructional strategies for helping beginning readers/writers learn vocabulary, fluency, and comprehension. IRA Standard #2, Common Core, NCATE Standard #1, ACEI 3.1, 3.4

V. **COURSE OBJECTIVES:** The major goal of this class is to aid the student in the identification of fundamental reading processes in the classroom and remedial settings. As a result of this course, students should develop the following knowledge and competencies:

1. Adjusting reading instruction to individual differences (goal 5, IRA Standard #2) D2, K5, K6, D5, P7, K7, K8, D8, D9, P10, P11, P12, P16, D18, K25, K26, P36
2. Identifying the disabled reader (goal 5, IRA Standard #3) K6, D5, K8
3. Recognizing the causes of reading disability—physical factors, cognitive and language factors, environmental and educational factors (goal 5, IRA Standard #3) K5, K8, K9, K10, D34
4. Understanding the basic considerations in diagnosing reading difficulties and providing effective remediation as well as acceleration (goal 5, IRA Standard #3) K5, K6, D5, D6, P7, K7, K8, D7, D8, P10, P11, P12, D18, K25
5. Understanding reading, writing, speaking, and listening vocabularies (goal 6) K9, K20
6. An understanding of and ability to teach effective instructional practices for building vocabulary (goal 8, IRA Standard # 2) K4, K9, K20, D19
7. An understanding and ability to teach multiple meanings of words such as synonyms and homonyms (goal 4) K4, K9
8. Recognizing figurative language (goal 4) P2
9. Understanding how high frequency words/sight vocabulary aid in the reading process and the ability to teach them (goal 7) K9
10. Understanding of morphology- meaningful units of words and the ability to teach children how to break apart words into meaningful units (ex. prefixes, suffixes, roots, etc.) (goal 7)
11. Implementing authentic assessment procedures in reading instruction (goal 5, IRA Standard #3) P7, K27, K28, D26, D27, P39, P41
12. Using various strategies for teaching word recognition, comprehension, fluency and vocabulary through a balanced literacy approach focusing on quality children's literature (goal 8, IRA Standard #2) K4, K9

13. Understanding of metacognition (goal 6, IRA Standard #1)
 14. An understanding and ability to teach effective practices for improving comprehension (goal 6, IRA Standard #2) P1, K4, K9
 15. Using various strategies for vocabulary development such as context clues, dictionaries, glossaries, and thesauri (goal 8, IRA Standard #2) K9
 16. An understanding of vocabulary development, word recognition and comprehension skills and the ability to use various methods in order to teach these skills (goal 8, IRA Standard #1 and #3) P1, K4, K9
 17. Adapting instruction to meet the needs of the special education child (goal 5, IRA Standard #3) K6, D5, K8, P11, P12, P13, K34
 18. Understanding reading and writing fluency and their development, including components of reading fluency (accuracy, rate, and prosody) and the ability to promote reading fluency (goal 7, IRA Standard #1) D20
 19. Recognizing automaticity and prosody (rate and expression) as crucial to reading fluency (goal 6)
 20. Identifying repeated readings, choral reading, and reader's theater as ways to promote and build reading fluency including the ability to implement these methods (goal 8) K4
 21. Providing reading instruction to incorporate multicultural experiences for all learners (goal 3, IRA Standard #2) D2, P5, K10, K11, D8, D10, D11, P14, P15, K17, D22
 22. Promoting reading as a pleasurable event and encouraging life-long reading habits (goal 3, IRA Standard #4) D3, D9
 23. Understanding of comprehension processes and how to teach comprehension skills/strategies effectively (goal 7, IRA Standard #1 and #3) K2, P1, K4
 24. Understanding literal, inferential, critical, and affective text comprehension (goal 7) K12
 25. Recognizing narrative and expository text structures and the ability to teach students to differentiate between the text structures (goal 3) P6, K4
 26. Identifying leveled books and their uses including the ability to match students with appropriate texts (goal 2) K13, K14
 27. Understanding of guided reading (goal 2, IRA Standard # 2) K4, K13
 28. An understanding of graphic and semantic organizers to aid in comprehension and the ability to teach children how to use them effectively (goal 8, IRA Standard # 2) P1, K4
 29. Incorporating the elements of balanced literacy instruction into reading instruction for all students (goal 1, IRA Standard #2) K13
 30. The ability to appraise the value of reading software designed to promote and build reading strategies and skills (goal 2, IRA Standard #2) P3, K14
 31. An understanding of the various literature based reading programs and the ability to utilize the reading/writing workshop (goal 3, IRA Standard #2) K4, K31, P30
 32. An understanding of major research organizations and resources available for professional learning related to reading which includes professional literature, professional associations, and professional development activities. K31
- VI. **ACADEMIC INTEGRITY:** Mississippi College students are expected to be scrupulously honest. Therefore, plagiarism and cheating will be dealt with in accordance to the policies of the university. These policies are stated in the Mississippi College Undergraduate Catalog.
- VII. **COURSE TOPICS:** The major topics of this course center around methods for reading instruction.
1. Balanced literacy instruction (chapter 1)

2. Stages of reading development (chapter 4)
3. Developing reading strategies (chapter 8)
4. Comprehension strategies and skills (chapter 8)
5. Minilessons (throughout chapters)
6. Developing reading skills (chapter 5, 6, 7, 8, 9)
7. Sight vocabulary/high frequency words (chapter 5, 6,)
8. Fluency (reading and writing) (chapters 6)
9. Automaticity and prosody (rate and expression) (chapter 6)
10. Vocabulary development (chapter 7)
11. Reading, writing, speaking, and listening vocabularies (chapter 7)
12. Repeated readings, choral reading, reader's theater, etc. (p. 466, 491, 492, throughout chapters)
13. Metacognition (chapter 8)
14. Guided reading (chapter 1, 2, 13,)
15. Graphic and semantic organizers (chapter 8, 9)
16. Context clues, dictionaries, glossaries, thesauri, etc. (chapter 5, 7)
17. Morphology- meaningful units of words (prefix, suffix, etc.) (chapter 6, 7)
18. Multiple meanings of words (chapter 7)
19. Story elements/narrative text structure (chapter 9)
20. Expository text structures (chapter 9, 14)
21. Poetic forms (chapter 9)
22. Figurative language (chapter 7)
23. Comprehension processes (chapter 8)
24. Literal, inferential, critical, and affective text comprehension (chapter 8)
25. Literature focus units and literature circles (chapter 10,11)
26. Themed studies (chapter 10)
27. Literature in reading instruction (throughout chapters)
28. Literacy assessment tools (chapter 3)
29. Authentic assessment (chapter 3)
30. Portfolios (chapter 3)
31. Computer software and methods (throughout chapters)
32. Methods for identifying and diagnosing the disabled reader (chapter 3)
33. Reading levels/ leveled books (chapter 1, 2, 13,)
34. Reading disabilities (throughout chapters)
35. Independent reading and reader's workshop (chapter 12)
36. Writing workshop (chapter 12)
37. Read aloud/shared reading (chapter 1)
38. Modeled and shared writing (chapter 1)
39. Independent writing (chapter 12)
40. Basal readers (chapter 13)
41. Reading and writing process (chapter 2)

VIII. **INSTRUCTIONAL METHODS:** Lecture, discussion, demonstration, role playing, group work such as cooperative/collaborative learning, observation, listening exercises, curriculum lab research using computer technology via the World Wide Web, child study, bulletin board construction, classroom computer program use, audio/visual aids, actual classroom teaching, reflections, lesson planning, individual projects/workshops and exams will be utilized in this class.

IX. ASSIGNMENTS: All assignments must be submitted as scheduled. **Assignments submitted late will result in lowering of points/grade. Assignments turned in later than one week after the due date will not be accepted.**

1. All assignments must be stated in standard English, with correct punctuation and spelling.
2. All assignments should be typed, **double spaced** and submitted as scheduled unless otherwise noted. (Use Times or Times New Roman 12 point font, 1 inch margins)
3. Assignments will be taken up at the **beginning** of each class period or submitted to Moodle. An assignment is considered late if it is turned in after assignments have been collected or after the due date set on Moodle. **Assignments that are received late will result in a deduction of 10% of the grade per day.**

X. EVALUATION:

Exams: Three exams will be administered during the course of the semester. Quizzes will periodically be administered in order to evaluate students' progress. A comprehensive final exam may be given. **No make-up tests will be given during the semester.** Because one exam score including the final will be dropped, no make up of exams will be arranged. No make up of quizzes or warm ups will be allowed. If a take home test is given during the semester, ten points will be subtracted for each day it is late. Final Grades will be determined based on the following points system:

Exams	200 points
Read Aloud/Book Talk	20 points
Early Literacy Component Workshop	95 points
Vocabulary Activity	30 points
Lesson Plans	90 points
Lessons	30 points
Other Assignments	10 points
Self-Reflections of Lessons and Running Record	<u>25 points</u>
	500 total

A 465-500 total points	93-100
B 425-464 total points	85-92
C 375-424 total points	75-84
D 350-374 total points	70-74
F 349 and below	below 70

NOTE: Class assignments are additional assignments deemed by the instructor. They include such activities as read alouds, book talks, minilessons, reflections, etc. They are due according to the tentative class schedule and the instructor's discretion.

Requirements:

1. Read Aloud/Book Talk (Assignment) -Each student will be required to select 2 quality pieces of children's literature (picture book, story, or poem) to share with the class on a scheduled date throughout the semester. This book may be selected from the Caldecott Award and Honor books and the Newbery Award and Honor books. After reading aloud the book to the class, the student will list key vocabulary from the book explain how the

book can be used in the classroom. The Newbery will not be read to the class but will be shared with the class by a Book Talk. A criteria sheet will be provided.

Goals 1, 3, 4

Objectives 6, 12, 21, 22, 29, 31

2. Early Literacy Component Workshop-While working in small groups, students will be required to present a 50 minute interactive workshop on teaching strategies for an early literacy teaching component assigned by the teacher. Each group will be responsible for an explanation of the component, activities or demonstrations to illustrate the component, a handout to summarize the component and any necessary visual aids.

Goals 5,6, 7, 8

Objectives 4, 6, 11, 12, 14, 16, 18, 19, 20, 29

D4, P9

3. Vocabulary Activity- Each student will be responsible for planning a vocabulary activity for an elementary classroom using a format provided by the instructor. Lesson will relate to book chosen for field experience. A criteria sheet will be provided.

Goals 6, 7, 8

Objectives 6, 12, 15, 16

4. Lesson Plans—Each student will be responsible for planning lesson plans for an assigned elementary classroom. Each lesson plan will follow a given format and will be designed for a small group of at-risk readers in the following areas: 1) building schema for a chosen book, 2) minilesson from reading experience teaching a reading/writing skill, and 3) minilesson from reading experience teaching a reading strategy. Other lessons will be taught using vocabulary or another reading strategy. **Lessons must be submitted and approved before they can be taught. If lessons are unacceptable, they must be revised and resubmitted before they are presented.**

Goals 3, 7, 8

Objectives 12, 14, 16, 22, 23, 26

P7, P8, D13, P17, P18, P20, P21, P23, K24, P34, P35, P36, P37, P38, P42, P43, P44, D30, P45, P46, P47, D36, D37, P48, P49, P50, P52, P53

5. Lessons—Each student will be responsible for teaching reading to an assigned elementary class at an assigned school. It is imperative that you be at the assigned school on predetermined days to teach lessons. The teacher candidate will be teaching a small group of at-risk readers as he/she follows the above mentioned lesson plans for each of the classes. The last visit will allow the teacher candidate to gather assessment data to determine effectiveness. During the last visit, the teacher candidate will conduct a running record on each of the students in their group. **Points will be deducted for the lesson for tardies or unexcused absences.** If lessons are missed, they must be made up as soon as possible. You must notify me beforehand if an extreme case arises and you must be absent.

Goals 3, 7, 8

Objectives 12, 14, 16, 22, 23, 26

P8, D13, P17, P18, P19, P20, P21, K18, D14, P22, P23, P24, P25, P26, P27, P28, P29, P31, P32, K24, D24, P34, P35, P36, P37, P38, P39, P40, P41, P42, P43, P44, D30, P45, P46, P47, D36, D37, P48, P49, P50, P52, P53

6. Other Assignments—These may include pop quizzes or class work.
7. Self-Reflections—For each of the above-mentioned classroom visits, the teacher candidate will reflect back on the teaching phase to determine: most effective practices, least effective practices, changes to be made, etc.

Goals 5, 8;

Objectives 3, 4, 23

D4, P8, P9, D13, P17, P42, P43, P44, K30, D29, P45, P46, P47, D36, D37, P48, P49, P50, P52, P53

XI. OTHER COURSE INFORMATION:

Attendance and Participation: According to the Mississippi College General Bulletin: Class attendance is an essential part of college education, and students are expected to attend regularly and punctually all classes and laboratories for which they are registered. Students are expected to attend class, to carry out all assigned work on time, and to complete all written exams in the class period designated. College policy regulates class absences and no credit can be given for a course in which a student misses more than 25% of the class periods.

Final grades will be lowered one letter grade for every four (4) unexcused absences. Tardies and early class departures count toward the number of absences so students should plan to arrive on time and remain until the end of the class period. If a student does arrive late, it is his/her responsibility to tell the instructor at the conclusion of the class period to be sure records are changed. **Three tardies will be counted as one unexcused absence.** Unless there is an emergency, doctor appointments, etc. should certainly not be scheduled during class time.

Excused absences warrant official documentation (i.e. legal, medical, or school-related reasons). Unexcused absences are based on the instructor's professional judgement.

Comments:

1. The student is expected to actively participate in class activities and discussions. All assigned readings should be completed prior to class.
2. A college classroom is not the best environment for young children. Therefore, it is necessary that you make other arrangements for your child. Please do not ask to bring your child to class.

Absences: If a student misses more than the number of class periods specified in university policy and believes that there are reasonable explanations for the absences, he/she may appeal the absences to the Dean of Education. Students may obtain a Student Absences Appeal Form from the Dean.

Tutoring Information: Hours for tutoring will be posted on each professor's door along with regular office hours. These are also posted on the faculty's webpage.

Tuition Refunds: Students who drop a class after the first week will not receive tuition refunds.

Special Accommodations: Students needing special accommodations due to learning, physical, psychological or other disabilities should contact Dr. Morgan Bryant. Student Counseling Services is located in Alumni Hall Room #4A or they may be contacted via email at mbryant@mc.edu or rward@mc.edu . You may also reach them by phone at 601-925-7790.

*In order for a student to receive disability accommodations under Section 504 of the Americans with Disabilities Act, he or she must schedule an individual meeting with the Director of Student Counseling Services **immediately upon recognition of their disability** (if their disability is known they must come in before the semester begins or make an appointment **immediately** upon receipt of their syllabi for the new semester). The student must bring with them written documentation from a medical physician and/or licensed clinician that verifies their disability. If the student has received prior accommodations, they must bring written documentation of those accommodations (example Individualized Education Plan from the school system). Documentation must be current (**within 3 years**). The student must meet with SCS **face-to face** and also attend two (2) additional follow up meetings (one mid semester before or after midterm examinations and the last one at the end of the semester). Please note that the student may also schedule additional meetings as needed for support through SCS as they work with their professor throughout the semester. Note: Students must come in **each semester** to complete their Individualized Accommodation Plan (example: MC student completes fall semester IAP plan and even if student is a continuing student for the spring semester they must come in again to complete their spring semester IAP plan).*

XII. INSTRUCTIONAL MATERIALS AND BIBLIOGRAPHY:

Required Text:

Tompkins, Gail E. (2014). Literacy for the 21st century: A Balance Approach. (6th edition). New York: Merrill Publishing Company.

Copy of **Common Core Standards** can be downloaded from the MS State Department website.

Bibliography:

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Nell, V. (1994). The insatiable appetite. In E.H. Cramer & M. Castle (Eds.), Fostering the love of reading: The affective domain in reading education (pp. 18-40). Newark, DE: International Reading Association.

Reutzel, D. R. & Sabey, B. (1996). Teacher beliefs and children's concepts about reading; Are they related? Reading Research and Instruction 35(4), 323 -342.

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Classics:

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