



**Professional Education Unit
Early Childhood, Elementary, and Special Education Department**

LANGUAGE ARTS FOR EARLY ELEMENTARY (Face-to-Face)

EDEE 323 – 001

M/W 10:20-12:30 Ginger Hall 404

Fall 2010

Field Experience Level III

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Th 2-4 PM or by appointment

COURSE DESCRIPTION: Role of language arts in the early elementary curriculum. Diagnosis of children's communications skills, needs, and subsequent teaching techniques are central to the course. Areas of emphasis include language development, listening and thinking skills, speaking, written expression, spelling, and handwriting. Field experience is an integral part of this course.

Prerequisites: EDEE 327 & EDEM 330. Co-requisites: EDEE 322 and EDEE 331. Requires TEP admission.

REQUIRED FIELD EXPERIENCE HOURS: Candidates must successfully complete a minimum of 10 hours of participation experiences in a P-5 school setting. Field experience will include teaching three KTIP lessons to small groups of students.

CONCEPTUAL FRAMEWORK:

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

CONCEPTUAL FRAMEWORK OUTCOMES (CFO's):

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

SLO: 1, 2, 3, 4, 5, 6, 7, 8			Achievement Gap NCATE: 1, 4	
Chapter Reflections (70) CFO: 1, 4 SLO: 1, 2, 3, 4, 5	1, 7	1, 4, 5, 6	EPSB: Diversity, Assessment, Literacy, Closing the Achievement Gap NCATE: 1, 4	1, 2,1, 3, 4, 5
Resource and Reflection Notebook (50) CFO: 1, 2, 4 SLO: 1. 2. 3. 4. 5. 6	1, 6, 7	1, 2, 5, 6	EPSB: Diversity, Literacy, Closing the Achievement Gap NCATE: 1, 4	1, 2.1, 3, 4
Handwriting Demonstration (20) CFO: 1, SLO: 1, 2, 3, 4	1	1	EPSB: Literacy NCATE: 1	1, 2.1, 3, 4
Spelling/Vocabulary Development Fair (20) CFO: 1, 4 SLO: 1, 2, 3, 4	1, 6, 7	1, 6	EPSB: Diversity, Literacy, Closing the Achievement Gap NCATE: 1, 4	1, 2.1, 3, 4
Field Experience Hours/Reflections (100) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 8	1, 2, 3, 4, 5, 6, 7,8	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Literacy, Closing the Achievement Gap NCATE: 1, 3, 4	1, 2.1, 3, 4, 5
3 KTIP Lesson Plans (25 each) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5, 6, 8	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 4, 5, 6	EPSB: Diversity, Assessment, Literacy, Closing the Achievement Gap NCATE: 1, 3, 4	1, 2.1, 3, 4, 5
Internet Text Set (20) CFO: 1,2,3 SLO: 2,3,4,5,6	1,2,3,4,5,6,7,8,9	1,2,5,6	EPSB: Diversity, Assessment, Literacy, Closing the Achievement Gap NCATE: 1,3,4	1, 2.1, 3, 4

GRADING SCALE:

POINTS EARNED	PERCENTAGE	LETTER GRADE
587-655 points	90% - 100%	A
521-586 points	80% - 89%	B
457-520 points	70% - 79%	C
390-456 points	60% - 69%	D
0-389 points	0% - 59%	E

***Field experience** is an integral part of this course. Students are required to complete all hours and accurately enter the total into their Tk20 accounts. Failure to do so will result in an "I" for the course.*

QUALITY OF WORK:

All work will be evaluated considering the quality of the assignment, AS WELL AS, the quality of the writing. Mechanics, usage, grammar, and spelling will be part of the evaluation. NO CREDIT WILL BE EARNED FOR WORK THAT IS NOT ORIGINAL.

ATTENDANCE POLICY:

Attendance

Students are expected to attend class and to be punctual. As professionals, you will be given a specific number of days to miss, but always with a penalty (be it preparing for the sub, or if you have used all your sick days— no pay). Students receive 10 points each day for attending. If you miss and contact your professor personally via e-mail or leaving a message on voicemail *prior* to class starting, you will be given 5 points to your participation grade. Students that do not contact until class has begun or do not make any contact will not receive any attendance or participation points. It is the student's responsibility to either ask another class mate to get copies of handouts during the class they missed, or to ask the instructor for the handouts at the next class meeting. Lost Attendance/Participation points may not be recovered.

***Class Cancellations:** If class has to be cancelled due to inclement weather or other emergencies, there will be a Blackboard assignment posted for completion in order for students to earn the Attendance/Participation points.

Participation

It is also expected that everyone will participate in all class discussions and lessons. Participation includes answering and asking questions, completing the daily In-Class Activity, as well as providing ideas and resources that will benefit students in this class. Furthermore, a lack of participation in class discussions or disruptive behavior will result in a loss of participation points. Lost Attendance/Participation points may not be recovered. Student must be present to earn the 5 points for each class.

ACADEMIC HONESTY:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

AMERICANS WITH DISABILITIES ACT (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

CAMPUS SAFETY STATEMENT:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

ASSIGNMENT DESCRIPTIONS:

A. ATTENDANCE AND PARTICIPATION (300 points—200 points Attendance; 100 Points Participation)

Attendance (200 points-10 points per class per 20 classes)

Students are expected to attend class and to be punctual. As professionals, you will be given a specific number of days to miss, but always with a penalty (be it preparing for the sub, or if you have used all your sick days— no pay). Students receive 10 points each day for attending. If you miss and contact your professor personally via e-mail or leaving a message on voicemail *prior* to class starting, you will be given 5 points to your participation grade. Students that do not contact until class has begun or do not make any contact will not receive any attendance or participation points. It is the student's responsibility to either ask another class mate to get copies

of handouts during the class they missed, or to ask the instructor for the handouts at the next class meeting. Lost Attendance/Participation points may not be recovered.

Participation (100 points-5 points per class per 20 classes)

It is also expected that everyone will participate in all class discussions and lessons. Participation includes answering and asking questions, completing the daily In-Class Activity, as well as providing ideas and resources that will benefit students in this class. Furthermore, a lack of participation in class discussions or disruptive behavior will result in a loss of participation points. Lost Attendance/Participation points may not be recovered. Student must be present to earn the 5 participation points each class.

B. CHAPTER RESPONSES

1. There will be **14 Chapter Responses (1 per chapter in textbook)** this semester. Each will be worth 5 points. (70 points total)
2. The format of each response will vary and will be assigned on an ongoing basis.

C. RESOURCE AND REFLECTION NOTEBOOK (50 points)

Each individual will compile a portfolio of methods and materials related to effective language arts instruction for primary through grade 5. Resources utilized for locating this information should include print and non-print materials, i.e. information from or lists of books, journals, software, Internet sites, etc. Information will be organized according to Kentucky's Program of Studies scheme, with strategies, activities, and related information included. This Notebook will also include writings completed in class for reflection, assessment, critique, and other classroom activities. A detailed Scoring Guide and Table of Contents will be distributed in class.

D. MANUSCRIPT AND CURSIVE HANDWRITING DEMONSTRATION (20 points)

Candidates must successfully demonstrate manuscript and cursive writing competency on both paper and the classroom white board. Either D'Nealian or Zaner-Bloser models shall be used. Self-assessment of writing performance is also required. The Scoring Guide for this assignment will be distributed in class.

E. SPELLING/VOCABULARY DEVELOPMENT FAIR (20 points)

Candidates will find an activity for teaching spelling or vocabulary. The candidate will demonstrate this activity in class during the Spelling/Vocabulary Development Fair. Copies of the activity should be made for class colleagues and the instructor. Also the candidate must determine at which spelling developmental level the activity would most appropriately be used. The Scoring Guide for this assignment will be distributed in class.

F. FIELD EXPERIENCE ASSIGNMENTS (100 points)

Candidates must successfully complete a field experience for this course. This will include:

1. **Completing a minimum of 16 hours of participation in field experience placement.**
2. **Send reflection every two weeks, via BlackBoard, during field experience placement.**
Guidelines for weekly reflections will be distributed in class.
3. **Maintain and return signed attendance card.**
4. **Obtain satisfactory feedback from cooperating teacher.**

G. KTIP LESSON PLANS (75 points)

Candidates will write 3 KTIP lesson plans.

1. **Write two language arts lessons using KTIP format (50 points total - 25 points each).** Only one will be taught in your placement classroom, during which time you will be observed by the instructor. The second lesson plan written will extend the lesson taught.
2. **Write one content area lesson plan with embedded literacy strategies using KTIP format (25 points).** Be prepared to share your lesson in groups or with the whole class.

H. INTERNET TEXT SET (20 points)

With increased attention to technology in the classroom and the many helpful websites available, teachers of all age groups will find useful on-line teaching tools. For this assignment, choose a theme, then research and find at least 10 websites that will help you teach and/or present information related to that theme. Be prepared to share one or two of the sites in class. The format for this assignment will be an annotated bibliography. The Scoring Guide for this project will be distributed in class.

In your annotation, include the **APA STYLE BIBLIOGRAPHIC INFORMATION** for the website followed by a **PARAGRAPH** (the paragraph should include the following: *description of the website, examples of information found on the website useful to your theme (several general examples and at least one specific example), and a rationale for using the website with your target age group*). For example:

Geography games for kids. (n.d) Retrieved September 12, 2009 from

<http://www.kidsgeo.com/geography-games/index.php>.

This website is designed for student use. It has several educational based games for the students to play. Each of the games is based on geography and gives the students an opportunity to test their knowledge. For example, one of the games allows the students to match the names of each of the states with its correct location on a map of the United States. Each time that the students play the game, they get scored. This would be a good opportunity to have the students compete to beat their previous scores. There are also the following games: United States capital match; world capital match; links to astronomy, biology, dinosaurs, history, math, memory, and spelling games. This site would allow you to encourage the students to advance in their understanding of geography. It also has the maps that test their skills on latitude and longitude, which are often complex concepts for students to grasp. I find that this site is simple enough to be used in the third grade and would be beneficial to students all the way up to high school.

Name: _____ Date: _____ Age/Grade Level: _____

of Students: _____ # of IEP Students: _____ # of GSSP Students: _____ # of LEP Students: _____

Subject: _____ Major Content: _____ Lesson Length: _____

PREPARATION – Prior to Teaching

Context – Place this lesson in a context:

- A. Explain how this lesson relates to the unit of study or your broad goals for teaching about the topic.
- B. Describe the students' prior knowledge or the focus of the previous lesson.
- C. Describe generally any critical student characteristics or attributes that will affect student learning.

Objectives – State what students will be able to do as a result of this lesson. Objectives must be student-centered, outcome-based, unambiguous, and observable/measurable.

EXAMPLE:

- A. *Objective 1: Write a Bio-Poem using the example provided*
- B. *Objective 2: Calculate the distance in inches from point A to point B on a worksheet*

Connections – Site the specific Learning Goals and Academic Expectation, Core Content Goal, or Program Goal with which your objectives connect. Use no more than two or three connections. Then explain in a sentence how this is accomplished in your lesson.

EXAMPLE:

- A. *KY Learning Goals and Academic Expectations 1.2: Students make sense of the variety of materials they read. This will be accomplished as students complete a Cloze Procedure.*
- B. *Core Content RD-04-1.1): Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages.*

Assessment Plan – In tabular format organize how EACH objective will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

EXAMPLE:

Learner Objective Number	Type of Assessment	Description of Assessment	Depth of Knowledge Level	Adaptations and/or Accommodations
Objective 1	Formative	Discussion (Narrative Notes & Observation Checklist)	2	More time will be allowed for notetaking
Objective 1	Formative	Cloze Worksheet (Rubric)	2	2 IEP students will be paired with stronger readers. Visually impaired student will have larger type font.
Objective 2	Pre-Assessment	Brainstorming Activity	1	None

Resources, Media, and Technology

- A. List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
- B. List technology resources for the lesson, including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.

Procedures – Describe the strategies and activities you will use to involve students and accomplish your objectives, including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom. Be sure to make the connection between objectives, instruction, and assessment.

A. **Opening:**

1. Stimulate recall of prior learning. Use questions that promote higher order thinking. Include content information from previous lessons.
2. Motivation: Describe what will be done to gain the students' attention and interest in the lesson. Make connections to real-life situation; integrate the cultural attributes and interests of the students.

EXAMPLE:

Teacher asks students if they remember the story of "Goldilocks and the Three Bears." What was their favorite part of the story? What do they remember about the story? After brainstorming and discussing "pieces" of the story's content, students complete the following steps:

B. **Strategies and Activities:**

1. Describe the teaching strategies that will be used to actively engage the students.
2. Detail the learning activities the students will perform to achieve the lesson objectives. Explain how you will introduce and then reinforce concepts related to the lesson objectives. Appropriate activities should be selected to address multiple levels of achievement, learning styles, and multiple intelligences, as well as to connect to real-life situations. List procedures specific to the activities. Attach printed materials that will be used by the students.
3. Describe the modifications made to the lesson tasks to meet individual student needs.
4. Describe how formative assessment will be conducted during the lesson. If "observation" is your assessment of choice, you must describe what you are assessing and include an observation checklist detailing what observable behaviors you will be assessing.

EXAMPLE:

1. *Students view a sample cloze passage from "Goldilocks and the Three Bears" on the overhead. (See attached).*
2. *As a group, students fill in the missing words on the overhead.*
3. *Students discuss their strategies for figuring out the missing words.*
4. *Students listen as teacher reads **I Can Hear the Sun**.*
5. *Students discuss the story responding to some of the following questions:*
 - a. . . .
 - b. etc.
6. *Students complete a modified cloze procedure worksheet on **I Can Hear the Sun**.*

Modifications: *Two students have difficulty reading. I will pair them with better readers. One student is visually impaired. I will make sure that her reading material has an enlarged font.*

Formative Assessment: *Misconceptions will be addressed as the strategy is modeled on the overhead and as I monitor students' work while they independently complete the cloze procedure. I also chose observation as an assessment tool. I will be observing student participation in the brainstorming activity and the discussion. I will include narrative notes when appropriate. (See the attached observation checklist and narrative notes)*

- C. **Closing** – Explain what will be done or asked to review the lesson objectives/content and close the lesson. Make connections to real-life situations, integrate the cultural attributes and interests of the students in the class, and/or ask questions that promote higher order thinking.

EXAMPLE:

1. *Upon completion of the worksheet, students discuss why they chose the answers they did.*
2. *Students will examine why this strategy might be helpful to them in future reading assignments.*

Summative Assessment: *There is no summative assessment for this lesson. The summative assessment will come later in the form of a [unit project, chapter test.....]*

INSTRUCTIONAL IMPACT/ANALYSIS OF TEACHING AND LEARNING – Prepared after the lesson.

1. Analyze student assessment(s) and discuss the accomplishments of your students and the growth in learning that was achieved.
2. What worked well in your lesson? Why?
What did not work well in the lesson? Why?
3. Describe modifications you made during implementation of the lesson and how you think the modifications affected learning results. How did you adapt and/or modify the lesson as you taught it?
4. Describe how you will give instructional feedback to the students.

INSTRUCTIONAL REFINEMENT – Prepared after the lesson

Reflect on your teaching and student learning to identify future actions to improve both student and teacher performance.

1. What changes would you make before you taught this lesson again?
2. What specifically would you do for students who did not make satisfactory progress?
3. How could you alter your classroom management choices to make this lesson better?

KTIP LESSON PLAN EVALUATION

Topic	Not Demonstrated	Partially Demonstrated	Fully Demonstrated	Possible Points	Points Earned
PRIOR TO TEACHING					
Context				3	
Objectives				3	
Connections				2	
<u>Assessment Plan</u>					
Matrix Included				1	
An Assessment for Each				2	
Resources				1	
<u>Procedures</u>					
Opening				1	
Strategies and Activities				3	
Modifications				1	
Formative Assessment				1	
Closing				1	
Summative Assessment				1	
Evidence of Connection Strategies, and Assessments				1	
AFTER TEACHING					
Impact / Analysis				2	
Refinement				2	
TOTAL POINTS				25	

TENTATIVE COURSE CALENDAR:

Date	Topic	Readings	Due
8/23	Introduction to Course Community Building in the Classroom	Syllabus Review	In-class activities
8/25	Community Building continued... Culturally Responsive Teaching Involving Parents Lesson Planning Workshop	Villegas & Lucas (2002) Gay (2003) Tompkins Ch.1 – <i>Becoming an effective teacher of reading</i>	In-class activities Chapter 1 Response DUE
8/30	Community Building continued... Lesson Planning Workshop		In-class activities
9/1	Lesson Planning Workshop		In-class activities
9/6	NO CLASS —Labor Day	NO CLASS	NO CLASS
9/8	Lesson Planning Workshop		In-class activities <i>1ST Language Arts Lesson Plan DUE</i>
9/13	Reading and Writing Processes	Ford & Opitz (2002) Tompkins Ch. 2 – <i>Teaching the reading/writing processes</i>	In-class activities Chapter 2 Response DUE
9/15	Motivation, Reading and Writing Development, Handwriting	Short, Kauffman, & Kahn (2000) Tompkins Ch. 3 – <i>Working with young readers and writers</i>	In-class activities Handwriting Presentations DUE Chapter 3 Response DUE
9/20	Phonemic Awareness, Spelling	Mesmer & Griffith (2005) Tompkins Ch. 4 – <i>Cracking the alphabetic code</i>	In-class activities Chapter 4 Response DUE

9/22	Word Recognition, Fluency	Griffith & Rasinski (2004) Tompkins Ch. 5 – <i>Developing fluent readers and writers</i>	In-class activities Chapter 5 Response <u>DUE</u>
9/27	FIELD PLACEMENT		
9/29	FIELD PLACEMENT		Reflection due by midnight via Bb
10/4	FIELD PLACEMENT		
10/6	FIELD PLACEMENT		Reflection due by midnight via Bb
10/11	Word Recognition, Vocabulary (Rowan County Fall Break)	Blasingame, Jr., & Nilsen (2005) Tompkins Ch. 6 – <i>Expanding students’ knowledge of words</i>	In-class activities Chapter 6 Response <u>DUE</u> Spelling/Vocabulary Fair <u>DUE</u>
10/13	Comprehension (Rowan County Fall Break)	Tompkins Ch. 7 – <i>Facilitating students’ comprehension: Reader factors</i>	In-class activities Chapter 7 Response <u>DUE</u>
10/18	FIELD PLACEMENT		
10/20	FIELD PLACEMENT		Reflection due by midnight via Bb
10/25	FIELD PLACEMENT		
10/27	FIELD PLACEMENT		Reflection due by midnight via Bb
11/1	Comprehension	Tompkins Ch. 8 – <i>Facilitating students’ comprehension: Text factors</i>	In-class activities Chapter 8 Response <u>DUE</u>
11/3	FIELD PLACEMENT		
11/8	FIELD PLACEMENT		Reflection due by midnight via Bb
11/10	Assessment	Tompkins Ch. 9 – <i>Assessing students’ literacy development</i>	In-class activities Internet Text Set <u>DUE</u> Chapter 9 Response <u>DUE</u>

11/15	Teaching with Textbooks	Camp (2000) Tompkins Ch. 10 – <i>Teaching with basal reading textbooks</i>	In-class activities Chapter 10 Response <u>DUE</u>
11/17	Literature Focus Units	Tompkins Ch. 11 – <i>Teaching literature focus units</i>	In-class activities Chapter 11 Response <u>DUE</u>
11/22	Literature Circles	Tompkins Ch. 12 – <i>Orchestrating literature circles</i>	In-class activities Chapter 12 Response <u>DUE</u>
11/24	NO CLASS—Thanksgiving	NO CLASS	NO CLASS
11/29	Open Topic--tba		In-class activities
12/1	Reading/Writing Workshop	Bigelow (2007) Tompkins Ch. 13 – <i>Implementing reading and writing workshop</i>	In-class activities Chapter 13 Response <u>DUE</u>
12/6	Open Topic--tba		
12/8	Content Area Reading and Writing	Miller (1998) Tompkins Ch. 14 – <i>Reading and writing in the content areas</i>	In-class activities Chapter 14 Response <u>DUE</u>
12/13	LAST CLASS Wrap Up!		In-class activities Resource/Reflection Notebook <u>DUE</u> All final Field Experience work due (lesson plans, time cards) <u>DUE</u>

BIBLIOGRAPHY OF SUGGESTED READINGS

- Anderson, C. (2000). *How's it going? A practical guide to conferring with student writers*. Portsmouth, NJ: Heinemann.
- Atwell, N. (1998). *In the middle*. Portsmouth, NH: Heinemann.
- Beaty, J. J. (1999). *Building bridges with multicultural picture books*. Upper Saddle River, NJ: Merrill.
- Calkins, L. (1994). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Flack, J. (March 1999). Your story, my story. *Writing Teacher*, 12, 14-19.
- Fletcher, R., & Portalupi, J. (1998). Craft lessons *Teaching writing K-8*. York, ME: Stenhouse.
- Grainger, T. (March 1999). Conversations in the classroom: Poetic voices at play. *Language Arts*, 76, 292-297.
- Graves, D. (1983). *Writing: Teachers & children at work*. Portsmouth, NH: Heinemann.
- Hughley, J. B., & Slack, C. (2001). *Teaching children to write: Theory into practice*. Upper Saddle River, NJ: Merrill.
- Lukens, R. J. (1999). *A critical handbook of children's literature* (6th ed.). New York, NY: Longman.
- Morton, J. (1999). *Kids on the 'Net: Conducting Internet research in K-5 classrooms*. Portsmouth, NH: Heinemann.
- Pappas, C., Kiefer, B., & Levstik, L. (1999). *An integrated language perspective in the elementary school: Theory into action* (3rd ed.). New York, NY: Longman.
- Piaget, J. (1954). *The language and thought of the child*. New York, NY: World Publishing Company.
- Piazza, C. L. (1999). *Multiple forms of literacy: Teaching literacy and the arts*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Rubin, D. (2000). *Teaching elementary language arts: A balanced approach* (6th ed.). Boston, MA: Allyn and Bacon.
- Tiedt, P. L., Tiedt, I. M., & Tiedt, S. W. (2001). *Language arts activities for the classroom* (3rd ed.). Boston, MA: Allyn and Bacon.
- Tompkins, G. E. (2000). *Teaching writing: Balancing process and product* (3rd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Vygotsky, L. S. (1962). *Thought and language*. Edited and translated by Eugenia Hanfmann and Gertrude Vakar. Cambridge, MA: MIT Press.
- Wilhelm, J. D. & Edmiston, B. (1998). *Imagining to learn: Inquiry, ethics, integration through drama*. Portsmouth, NH: Heinemann.