

BOOK

# Sustainability 4

TEACHERS' RESOURCE

Carole Crimeen  
Suzanne Fletcher



Phonics  
and  
Decoding

Readers  
31-40

**KNOWLEDGE**  
BOOKS AND SOFTWARE



Sustainability

# Contents

## Teacher Notes

Individual and collective actions for a sustainable future	I
Reading informational text with young readers	I
Multiple criteria texts	II
Writing about reading	II
Diversity	III
Features of the Sustainability readers	III
Using the teaching and learning notes	IV
Features of the Sustainability worksheets	V
Literacy progression word maps	VI
How to use literacy progression word maps	VII
A guided reading approach	IX
Students for whom English is a second language or dialect (EAL/D)	XI
Word maps	XIII

## Student Worksheets

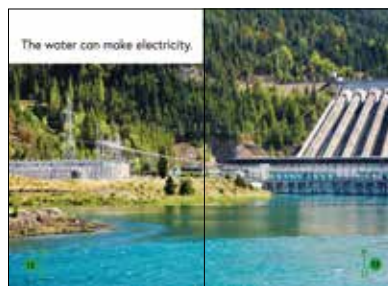
31 Electricity from Wind	1
32 Electricity from the Earth	5
33 Electricity from Wood	9
34 Electricity is Energy	13
35 Electricity from Tides	17
36 Burning Carbon	21
37 Electricity from Coal	25
38 Too much Carbon	29
39 Plants need Carbon	33
40 Storing Carbon	37

## Individual and Collective Actions for a Sustainable Future

*"Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment."*

Australian National Curriculum

The Sustainability series of readers aim to introduce the youngest of our citizens to the global challenges that exist with energy provision. The series aims to address global warming, climate change and sustainable energy sources with specific attention being given to leaving the reader with positive messaging. This has been an intentional move to ensure that students see what they can do on an individual as well as community level to help keep our world clean.



## Reading Informational Text with Young Readers

*"What many researchers have now shown is that for all children, learning to read and reading to learn should be happening simultaneously and continuously, from preschool through middle school — and perhaps beyond."*

Robb, L. (2002)

*"Early classroom experiences with informational texts help children build the background knowledge they will need in order to experience success with future reading materials."*

Yopp, R., & Yopp. H. (2020)

There have historically been tensions around the balance between children learning to read and reading to learn. As a result many systems delay engagement in informational texts until students are out of reading acquisition. We now know that with appropriate teacher scaffolding and support, students in reading acquisition can be introduced to informational text structures successfully.



## Multiple Criteria Texts

*"Texts to support beginning readers' success would give children exposure to the three necessary processes of word recognition - applying alphabetic principle, recognizing high frequency words and using the structure of sentences and texts to validate meaning."*

*Hiebert, H.E. (1999)*

The texts in the Sustainability series are designed as multiple criteria texts. No one criteria such as meaningfulness, high frequency words, phonetic regularity or repetition has been given preference. Each text has been carefully written to allow young readers to draw upon their knowledge of several different systems of the English language, including repetition, high frequency words, phonetic regularity and contextual support or meaningfulness.

- **Meaningfulness** - the series is designed to build first principle science knowledge cumulatively. Each title builds upon knowledge presented in previous titles with the purpose of *reading to gain information*, being pre eminent.
- **Repetition** - multiple examples of repetition embedded in natural language structures are presented. Repetition embedded in phrases such as round and round and round and up and up and up, encourage young readers to apply their knowledge of how language works rather than merely memorising words.
- **High frequency words** - high frequency words are thoughtfully chosen and appear in meaningful sentences. The reader has many opportunities to experience the words in different sentences, thus they become like old friends appearing again and again.
- **Phonetic regularity** - there is ample opportunity for readers to apply their knowledge of the alphabetic principle. Phonetically regular VC, CV, CVC, CVCC and CCVC words are embedded in meaningful sentences.



## Writing about Reading

*"Teachers can enhance students' understanding of the text they read by having them (students) write about it."*

*Graham, S., & Hebert, M. (2011)*

*"Students can begin using writing as a tool to support reading comprehension and learning as young as first grade (Year One)."*

*Traga-Philippakos, Z., Graham, S., & Warner, M. (2020).*

Writing is suggested in the Teaching and Learning notes of each reader. Writing is another way to interact with the text and affords students additional opportunities to think more about the ideas presented; transform the language of the text to put into their own words; facilitate new understandings and foster explicitness of the scientific first principles in the text.

Shared writing is suggested to support students compose and construct sentences as well as encourage collaboration and interaction with others. Innovating sentences from the text is also suggested to support students' understanding of their reading.

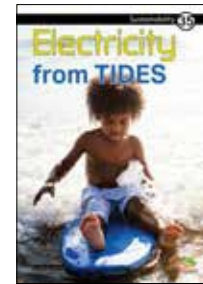


## Diversity

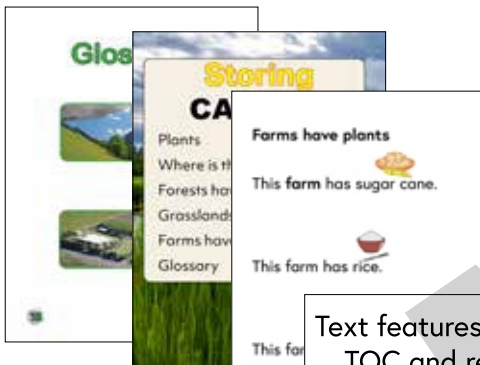
"Diversity and inclusion are central themes of the guiding principles of early childhood education and care in Australia. Children's literature can be a powerful tool for extending children's knowledge and understanding of themselves and others who may be different culturally, socially or historically."

Adam, H., Barratt-Pugh, C., (2020)

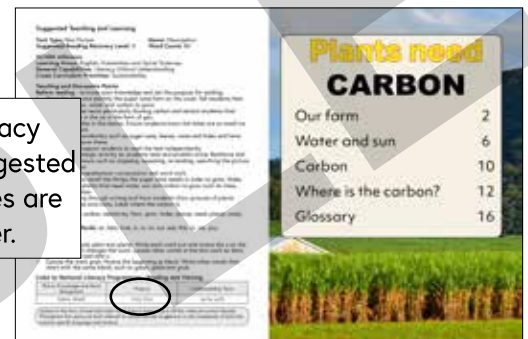
The Sustainability series of readers strive to reflect the diversity in contemporary Australian society. With images that reflect diversity in age, race, ethnicity, socio-economic background, gender and ability, the readers support students to develop positive identities as well as help build their social consciousness.



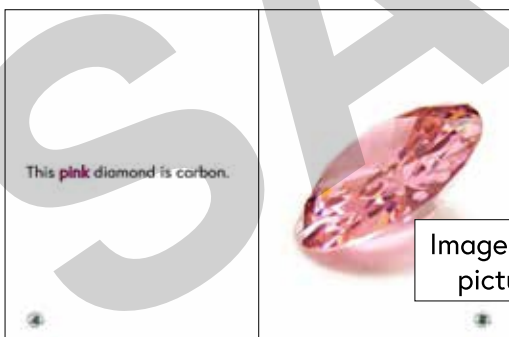
## Features of the Sustainability Readers



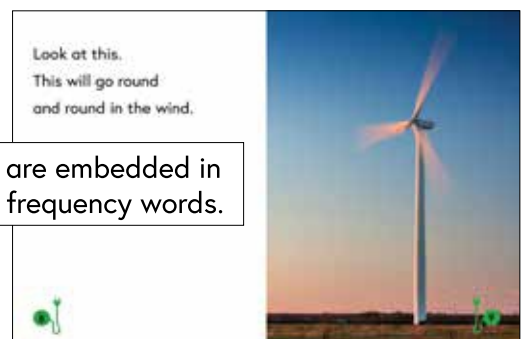
Links to the ACARA Literacy Progressions as well as suggested teaching and learning notes are included in every reader.



Text features including glossaries, TOC and rebus style support.



Images provide high picture support.



New words are embedded in known high frequency words.

## Using the Teaching and Learning Notes

Each title has references to the Australian Curriculum Assessment and Reporting Authority (ACARA) as well as teaching and learning notes. The teaching and learning notes along with the additional word and letter work, provide a guide for teachers, taking them through the guided reading session.

### Suggested Teaching and Learning

**Word Count** - the number of running words excluding the chapter headings.

**Text Type:** Non Fiction **Genre:** Description

**Suggested Reading Recovery Level:** 2 **Word Count:** 40

#### ACARA reference

**ACARA References** - the ACARA references are included to support teachers plan for integrated instruction and assessment.

**Learning Areas:** English; Human

**General Capabilities:** Literacy; I

**Cross Curriculum Priorities:** Su

#### Teaching and Discussion Points

**Before reading** - activate prior kn

- Read the title. Discuss the thi
- electricity. Ensure you mention pages in the text.
- Have students rehearse the l

*clock, bus) go.*

- Ensure students read left to right, pointing crisply to each word.

**During reading** - sup

- Encourage student
  - match the spoken
  - Support students
- During Reading** - in this section, teachers are prompting students for strategic activity to support them read the text as independently as possible. In the earlier titles, early learning such as, one to one correspondence and directionality are taught and prompted for. Once these are secure teachers can start teaching and prompting for strategic processing.

**After reading** - comprehend

**After Reading** - after reading the teacher engages the students in a conversation about the key concepts in the text. The writing activities suggested are designed to deepen students' understanding and provide opportunities for shared, guided and independent writing.

- Have students recall work.
- Extend meaning through writing by having students complete the sentence

*Electricity makes the ..... go. Illustrate.*

**Vocabulary:** bus, car, clock, escalator

**Words** - these are both the less familiar vocabulary including tier one, two and three words as well as typical Year One high frequency words.

**High Frequency Words:** go, makes,

#### Word Study

- Locate the word *lights*. Notice the s on the end. Take the words *clock, tram, lift*
- **Word Study** - these are supplemental word activities teachers may wish to spend a few minutes engaging in at the end of each session.
- Make a w
- Hear the

#### Links to National Literacy Progressions - Reading and Viewing

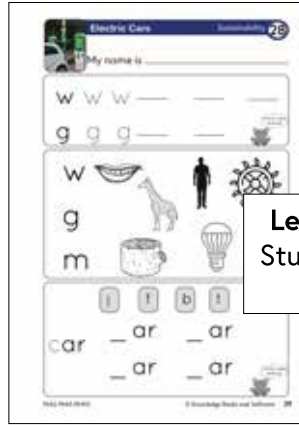
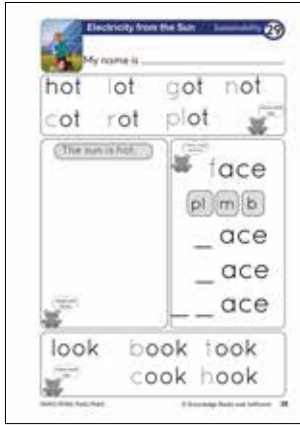
Phonological Awareness	Phonic Knowledge and Word Recognition	Fluency	Understanding Texts
PhA2	PKW2		

**National Literacy Progressions** - these are the links to the Reading and Viewing National Literacy Progressions. The sub-elements span Foundation and Year One and are designed to help teachers plan for instruction and assessment.

Carbon in the form of coal and other  
Throughout this series we have refer  
science specific language and conten

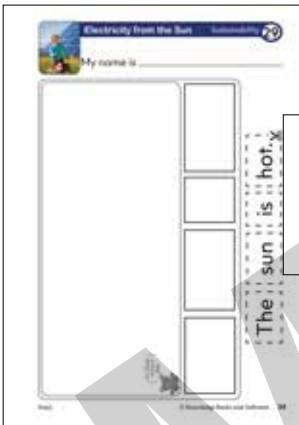
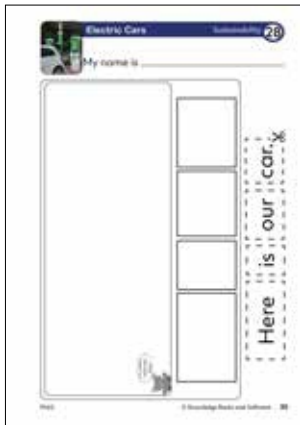
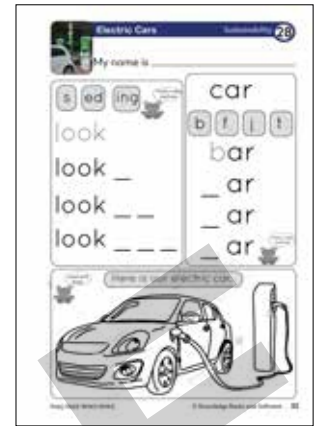
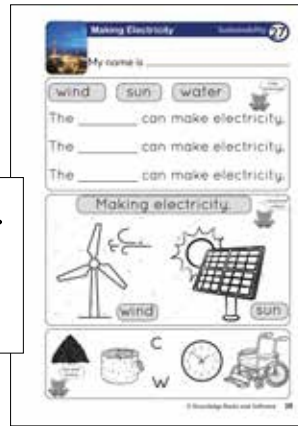
# Features of the Sustainability Worksheets

The worksheets are designed to engage students in purposeful activities that reinforce the phonics, word knowledge and phonemic awareness opportunities in each text. It is suggested that teachers talk with students about the worksheet and discuss the activities to ensure they know what they are to do in each task.



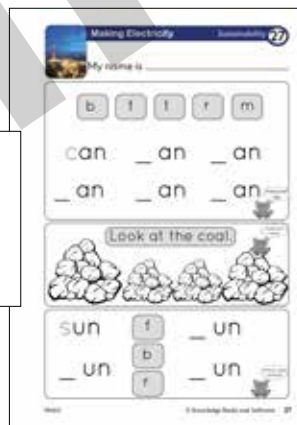
**Letter sound relationships are targeted and reinforced.** Students will practise letter-sound relationships in a variety of activities.

**Engaging illustrations with links to the texts.** Newly introduced concepts from the texts are reinforced via imagery which provides another layer of meaning for students.



**Consistent layouts and activities.** Students are able to build familiarity with the worksheet tasks which in turn, supports their independence.

**Phonemic awareness is targeted and reinforced.** Students have opportunity to manipulate phonemes via phoneme deletion, phoneme substitution and phoneme addition activities.



**NB** The worksheets are not a complete, comprehensive phonics programme. They are designed to complement the Sustainability readers and form part of a balanced literacy programme. It is anticipated that teachers will still implement explicit and systematic phonics instruction.

# How to use Literacy Progression Word Maps

Letters, vocabulary and high frequency words are mapped onto the ACARA Phonic Knowledge and Word Recognition (PKW) and Phonological Awareness (PhA) Literacy Progressions.

This extensive outline provides teachers a useful reference for planning as well as a launching pad for further phonological awareness and word work activities. It is anticipated that word and phonological awareness work would follow reading once the student had experienced the word in continuous text.

The scripts below, detailing the teacher student interactions give examples of how the literacy progressions can be used to:

1. introduce a word
2. introduce a concept
3. provide guided practice in a previously introduced concept
4. provide independent practice

## 1. Introduce a word

**Principle** - *There are some words you will see many times when you read. You will also write them many times. You need to learn these words as they help you read and write. Today we are going to start to learn the word 'here.'*

Reading and Viewing Phonological Knowledge and Word Recognition (PKW)	Electricity from Wood	Electricity from the Earth	Electricity from Wood	Electricity from Energy
says the most common phonemes for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts	w, l, u, p, r, c	w, s, h, r	s, w, f, c, h, b, s	t, c, s, w
blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts	at, in	we, can, sun, up, hot, on	sun, can, hot, on, at, is	is, at, it, go
reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)	here, the, comes, and, at, look, my, will, go	we, can, with, the, at, this, you, up, see, here	make, look, can, on, here	we, is, the, that, at, will, it, here, go, my, look, on

### What the teacher will do and say



"Find the word here in the text."

Demonstrate making the word with magnetic letters.  
Reinforce the left to right accumulation of letters.  
Say the word while running a finger under it.



"We can use the word here in a sentence like I am coming here tomorrow or Please come here."  
"Can you think of a sentence with the word here?"

Re-assemble the word and make it again saying the name of each letter h-e-r-e.  
Encourage students to say the name of each letter.



Write the word on card.



Demonstrate finding the word in other texts such as *Electric Cars* or *Electricity from Water*.

### What the student will do and say



Locate the word here in the text and frame with pointer fingers.



Repeat the word.



Use the word in a sentence.

Make the word with magnetic letters saying each letter h-e-r-e.



Write the word saying each letter. Use a variety of mediums such as crayon, paint, markers, water on cement etc.



Locate the word in other texts *Electric Cars* or *Electricity from Water* and mask with pointer fingers.

Return to the text and read the word back into the sentence.



Add the word to the class word wall.





## 4. Independent practice


**Principle** -You can say words slowly and hear the beginning sound. You can match the sound you hear with a letter and say other words that start the same way.

1. Express your sound in an imaginary word in the book.	t-torch, c-car	f-fish, c-carbon	l-lights, c-clock	g-globe, l-light	e-elec
listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme	clock/car, train/torch	fish/block, goal/carbon	lights/lift, car/clock	car/car, computer, stop/sign	look/lit, battery

### What the teacher will do and say


 Have a collection of picture cards ready and model grouping according to the beginning sound. Demonstrate the task.

 "This is a clock. It starts with a c sound. This is a cat. It starts with a c sound. Say clock. Say cat. They start the same way."

 "This is a train. It starts with a t sound. This is a top. It starts with a t sound."  
"Say train. Say top."  
"Do they sound the same?"


Give students picture cards to sort independently at literacy center.

### What the student will do and say

 Students work in small groups at literacy centres to group picture cards according to beginning sounds.

 Students respond.

 Students respond.

 Students sort pictures according to beginning sound, individually or in pairs.

## A Guided Reading Approach

*"The guided reading lesson format provides a rich opportunity for teachers to observe and investigate early literacy."*

Schwartz, R.M., (2005)

Each title in the Sustainability series has been carefully designed and sequenced to be used in a guided reading setting. This approach to reading instruction facilitates the acquisition of reading proficiency as it allows teachers to explicitly teach children the comprehension strategies and decoding skills they need in order to read.

Much of the content and language in the Sustainability titles may not be immediately accessible for young children however it can be bridged with contingent support from the teacher.



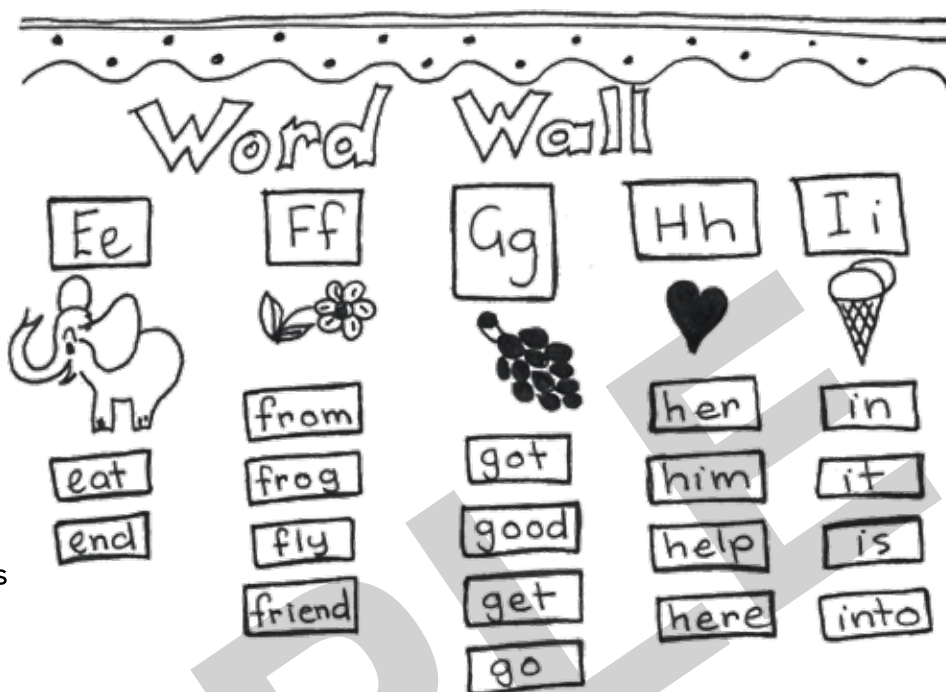
**After Reading:** The teacher's role is to engage the students in conversation about the meaning of the text. Teachers can highlight any strategic problem solving students may have done or revisit a sentence or page that was challenging. Teachers can also plan to incorporate a few minutes of word work related to the text.

- Aim to use open ended questions and prompts. Language such as *Talk about what you learned when you read the book and How is this book like other books you have read?* will allow a wide range of student responses and more entry points for students.
- Plan to revisit the text often with students. Ensure they have access to it in their familiar book boxes.

- Illicit questions about the topic from students. Discuss how you can find the answers and follow up at a later time.

- Return to instances where students did remarkable problem solving. Highlight and use these as generative examples to apply to other words.

- If appropriate spend a few minutes on word work. Adding one or two high frequency words to the word wall or making a word string with words from the text will reinforce students' knowledge of words and how they work.



## Students for whom English is a second language or dialect (EAL/D)

*"EL learners need access to a linguistically and culturally rich reading environment, and to a range of reading strategies to bring to the process of reading."*

Gibbons, (2015)

Students for whom English is a second language or dialect (EAL/D) may have very different experiences, expectations and understandings from those that are assumed to be 'common knowledge' in Australian classrooms. Similarly, the cultural context often presented in narrative fiction can be far removed from the student's own context. As a result they may have a difficult time relating to the main characters of fictional texts traditionally used in classrooms. Reading non-fiction can eliminate the cultural barriers that fiction may place between students and the main characters and situations presented in narrative texts.

The guided reading context can be modified in the following ways for EAL/D students:

- The introduction to the text should be as long as necessary in order to scaffold the language and concepts. Background knowledge may need to be built during other components of the balanced literacy programme such as read aloud or shared reading.
- Make use of realia or manipulatives to help build meaning and context for unfamiliar vocabulary.
- A *shared-to-guided* reading approach may be a useful bridge to scaffold the guided reading. Shared reading is an opportunity to model fluent reading, scaffold content and/or concepts and discuss vocabulary. After a shared reading of the text, students then read the text during guided reading.
- Prompts such as *Does it make sense? Does it sound right? and Does it look right?* are often incomprehensible for EAL/D students as they require them to call upon a native speaker's intuitive grasp of English. Instead teachers can coach EAL/D students through the cueing system process with a three step process involving
  - \* teacher demonstration and '*think aloud*' of the strategy,
  - \* student application and demonstration of the strategy on text and
  - \* student verbalisation of the strategy

Avalos et al (2007)

- Where possible integrate reading, writing, speaking and listening across the curriculum. Teachers can plan for students to respond to the text through the other curriculum areas such as the arts or science.



	Reading and Viewing Phonic Knowledge and Word Recognition (PKW)	Electricity	Carbon	Electricity in the City	Saving Electricity	Electricity Storage	Take Care with Electricity	Making Electricity	Electric Cars	Electricity from the Sun	Electricity from Water
PKW3	says the most common phoneme for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts reads taught high-frequency words in a decodable text and in the environment (the, to, l, no, go) reads a familiar word in different contexts (brand names, book titles) blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts	c, b, t, f, k, h fan go, my, makes go, keyboard	p, b, c, y is is, this lead	b, c, l, e, t bus go, makes, the, this, too go	c, l, g, s can globe	b, l, f, r, t, k at, in, can, big look, at, the, we, can, in, these, too at, in, can, we	b, h, t, c, s, i we, dad, in we, will, with, in, this, the, my take	c, w, s, m, e we, can, at, sun we, can, make, the, look, at, too	c, m, w, g is, go, at, can here, is, will, go, look, at, this, and	s, h, f, w, k sun, is, hot, on, go the, is, my, on, look, this, will, go	w, r, g, m, t at, on, go look, at, the, here, my will, go, on
PKW4	reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were) says short and long vowel sounds for letters a, e, i, o, u reads single-syllable words with common double letters (ss – fuss, ll – will) and applies this when reading decodable texts reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts reads single-syllable words with common long vowels CVCe and applies this when reading decodable texts reads one and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped)	go, makes, my fan, clock torch, clock makes makes clock train, boat keyboard	is, this pink, black white, black, clock white	go, makes, the, this, too clock, bus, lift, tram makes makes, lights tram, lift	can, help, stop tall	look, at, the, we, can, in, these, too at, can, in, big, flat	we, will, with, in, this, the, my will, with, this	we, can, make, the, look, at, too can, at, sun, wind	is, go, at, can here, is, will, go, look, at, this, and	sun, is, hot, on, go the, is, my, on, look, this, will, go	look, at, the, here, my, comes, will, go, on
PKW5	reads one and two-syllable words with common segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts reads two-syllable compound words with taught grapheme-phoneme correspondences (carpark, farmyard) and applies when reading decodable texts	clock train, boat keyboard	black oil, blue, coal	help, stop flat keep, round	take this, with	wind cool, too	our away	this keyboard, ipad	splash, wheel game, make	splash, wheel	splash, wheel toothbrush
PKW6											





My name is \_\_\_\_\_

The wind will make electricity.

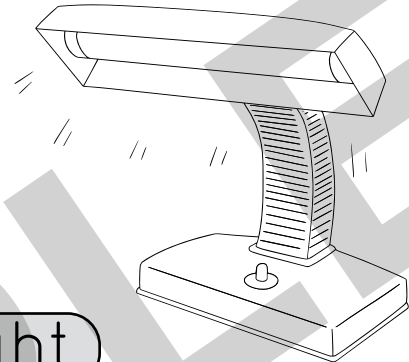
read and draw



say and colour



umbrella



light

round

wind

copy and read



My pinwheel will go

round and \_\_\_\_\_

in the \_\_\_\_\_.



My name is \_\_\_\_\_

can

b \_ \_

an

m \_ \_

r \_ \_

trace, copy and say



copy and say



g

n

s

\_ o

\_ o

\_ o

make

l t r

\_ ake

\_ ake

\_ ake

copy and say



look

b t h

\_ ook

\_ ook

\_ ook



My name is \_\_\_\_\_

t t t \_\_\_\_\_

r r r \_\_\_\_\_

s s s \_\_\_\_\_

trace, copy and say

trace and say

h

it hit

is his

at hat

all hall

refrigerator

say and draw



My name is \_\_\_\_\_

will

fill

till

trace and say



make

bake

lake

look

book

took

need

feed

seed

We all need electricity.

read and draw



trace, copy and say



and

b

— and

s

— and

h

— and





My name is \_\_\_\_\_

A large rounded rectangular frame containing a drawing area on the left and four smaller rectangular boxes on the right. A small cartoon frog is at the bottom right of the drawing area with a speech bubble.

cut, paste,  
read and  
draw

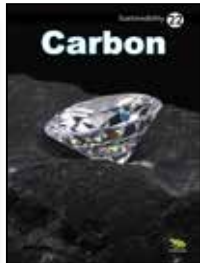
Here is our farm. ✂

## Suggested Reading Levels

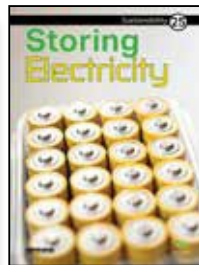
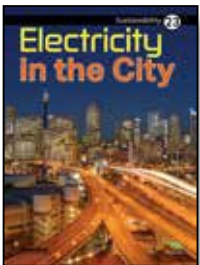
The texts have been carefully written with a gradient of difficulty based on content and subject matter; vocabulary; words; sentence complexity; illustrations; book and print features and language structures.

Some of the topics in the readers will be unfamiliar to students. These topics may require explanation before using the readers. Some students may need more, or less support as you read with them. Take this as an opportunity to program into your KLA's.

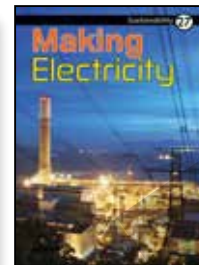
### Level 1



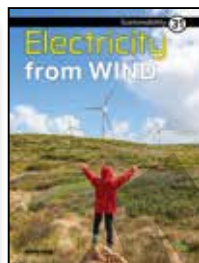
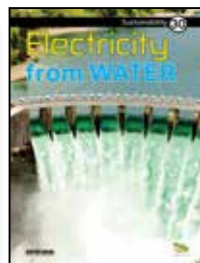
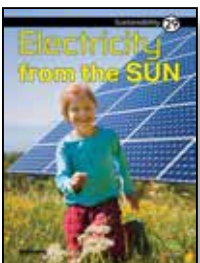
### Level 2



### Level 3



### Level 4



### Level 5



## Knowledge Books and Software

PO Box 50 Sandgate, Queensland 4017 Australia

p. +617-55680288 f. +617-55680277 email: sales@kbs.com.au

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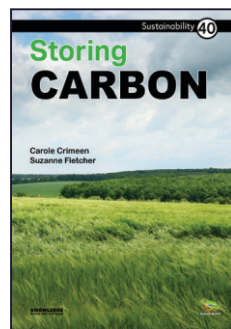
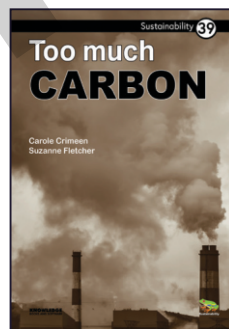
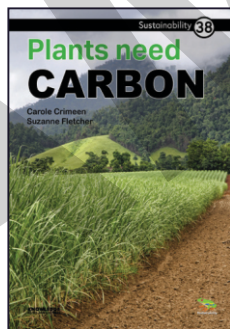
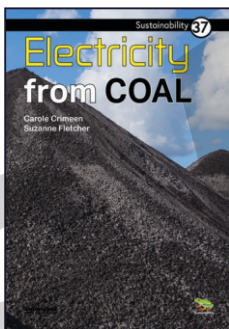
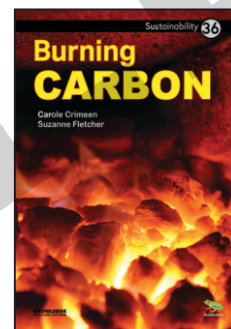
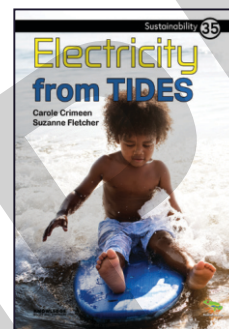
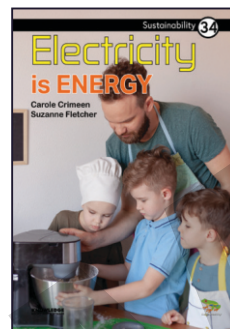
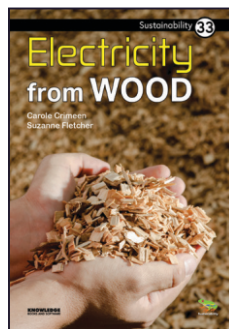
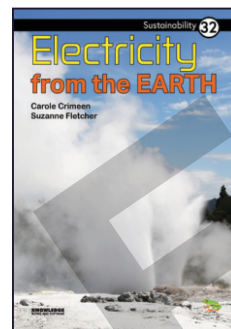
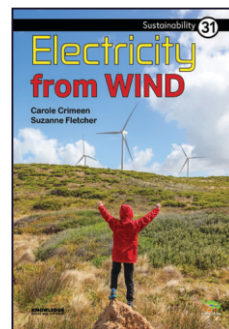
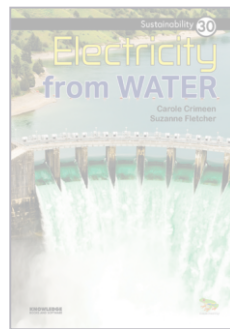
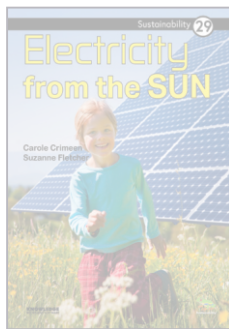
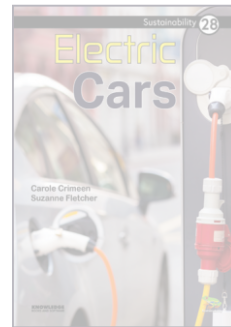
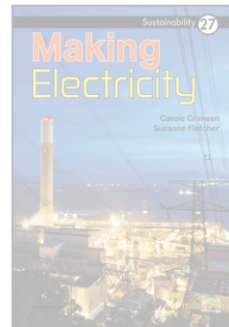
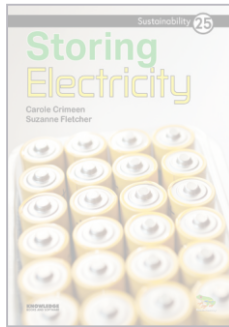
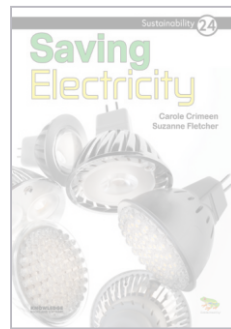
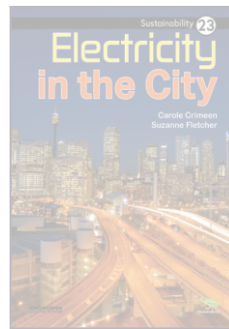
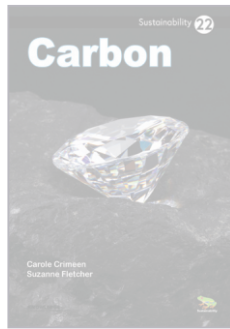
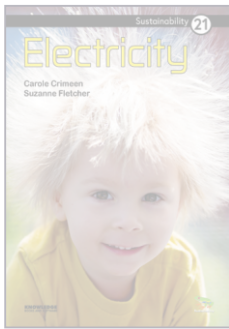
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