

California State University San Marcos
College of Health and Human Services
EDSL 671/672:
Language Disorders Infancy through Adolescence (6 units)

SCHOOL of EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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1. COURSE DESCRIPTION

The purpose of EDSL 671/672 is to provide students with a detailed, in-depth study of developmental language disorders in infancy through adolescence. Students will demonstrate an understanding of typical language development in early childhood in both monolingual and bilingual children. As well, students will understand the nature and features of both primary and secondary language disorders. Students will gain experience in administration of language assessment batteries, in evaluating test results, in planning treatment procedures and in writing professionally on this topic.

2. REQUIRED TEXTS:

Retherford, K. S. (2000). *Guide to analysis of language transcripts* (3rd ed.). Eau Claire, WI: Thinking Publications.

Paul, R. (2007). *Language Disorders from Infancy through Adolescence: Assessment and Intervention 3rd ed.*, St. Louis, MO: Mosby-Year Book, Inc.

Additional readings and journal articles will be posted on Moodle.

American Speech-Language-Hearing Association. (2004). Roles of speech-language pathologists in the neonatal intensive care unit: Technical report. *ASHA Supplement 24*, 1-30.

Capone, N. C., & McGregor, K. K. (2004). Gesture development: A review for clinical and research practices. *Journal of Speech, Language, and Hearing Research*, 47, 173-186.

Johnson, C. J. (2006). Getting started in evidence-base practice for childhood speech-language disorders. *American Journal of Speech-Language Pathology*, 15, 20-35

3. COURSE REQUIREMENTS

Professionalism

Professionalism in this class is considered mandatory. While difficult to measure, your level of professionalism reflects your future abilities as a speech-language pathologist. For EDSL 671-672, professionalism consists of, but is not limited to: arriving to class on time, coming prepared to participate, politely acknowledging the contributions of your colleagues, turning off cell phones before class begins.

Service Learning (MAAC-HeadStart Project)

All students are required to spend a minimum of two hours per week in a MAAC-Headstart childcare facility for 11 weeks during the semester. You must keep a log of your hours and have them signed by a representative at your designated facility. During your time at the center, you will be responsible for modeling language facilitating strategies, planning and implementing small group language rich activities, providing language screenings/evaluations to differentiate language differences from language disorders. In addition to the hour log, you must keep a journal of your service learning experiences. Include your observations of the language behavior of the children, describe strategies that you were able to use to enhance the language environment, difficulties that you encountered, potential solutions, and personal reflection. This journal should be handed in at the end of the semester. Bring the journal to class on a weekly basis to discussion and group activities.

Retherford CDrom exercises

You will have 4 exercises to complete utilizing the Retherford CDrom. Save the answer sheet for each of the practice assignments and submit. Refer to the course outline for due dates. An explanation of how to save and submit assignments is attached (**See Appendix C**).

Language Sample Analysis (LSA) and Questions

(See Appendix A)

Literacy Assignment

(See Appendix D) Each group will develop a 5-10 minute PowerPoint presentation on their topic. The instructor will provide you with resources to locate for your presentation (in syllabus below). In addition, you should provide a book that you would use with a preschooler to demonstrate your topic.

Answering questions about selected articles

Specific articles have been chosen for you to read related to the class content. Read the articles and answer the associated questions listed in appendix B.

Standardized Language Assessment

Each student will administer a language assessment to a child according to the standardized procedures outlined in the test manual. You will then score the test according to the scoring procedure and write a 1-2 page summary reflecting on your experience. You must hand in your completed test protocol and written summary.

Intervention Strategies Plan:

Demonstrate intervention strategies planning based on the results of a case study assessment of a school aged child that will be provided in class. Within the intervention strategy plan you will be expected to determine where to begin intervention, and develop behaviorally written objectives based on assessment results. In addition you will identify and write out age appropriate and functionally relevant materials as well as script a

method of intervention, specifying particular approach or approaches as appropriate. Certainly you would refer to your Paul text (chapters 13 & 15) for intervention and Management suggestions as well as other sources.

Special Populations Presentation

Each student will give a brief oral presentation (maximum ten minutes) on a syndrome or disorder chosen from a list to be distributed during Week 5. Each student must submit a handout summarizing the major issues related to the syndrome or disorder to the instructor two days prior to the presentation. This requirement should be similar to in-service presentation to professional colleagues. Consider using these special population handouts to develop a personal clinical handbook.

Examinations

EXAM 1:

EXAM 2:

EXAM 3:

Course point system

Retherford CD assignments 20 points (671)
Language Sample Analysis A-F 30 points (671)
Language Sample Analysis G-H 20 points (671)
Article Questions 15 points (671)
Literacy Power point 20 points (672)
Standardized Language Assessment 50 points (672)
Intervention Strategies Plan 50 points (672)
Exam 1 50 points (671)
Exam 2 50 points (671)
Exam 3 50 points (672)
Special Population Presentation 25 (672)
Service Learning Log and Journal Pass/Fail

TOTAL 380 POINTS

4. COURSE GRADING (percentage of total points):

Consistent with requirements set forth by the School of Education and the Office of Graduate Studies and Research, the minimal acceptable grade for passing a course in the ComDis Program is a B. A review of the student's performance will need to be conducted should s/he earn less than a B in any course. Please note that CSUSM requires graduate students to maintain a cumulative GPA in all coursework towards the MA of 3.0. Should your GPA all below a 3.0, you will be placed on Academic Probation and you will have one semester to bring your GPA back above a 3.0 or you will be disqualified from the program.

Students need to pass all graded assignments with a B or better to demonstrate acquisition of skills and knowledge towards meeting the standards for practice. Students may be offered an opportunity to redo/retake a single assignment at the instructor's discretion. Any assignment requiring a make-up will receive a 20% reduction in possible points for that assignment. If a student receives less than a B on the makeup, or receives less than a B on more than one assignment, the student will be obligated to repeat the course. Please note that CSUSM only allows for two courses to be retaken at the MA level. Should you earn less than a B in more than two courses, you will be disqualified from the program. Make-ups are intended to offer a second opportunity for students to demonstrate competence on important standards so as to avoid academic probation. Make-ups are not intended to improve grades or GPA. Please be advised that each student is expected to operate in a professional manner and present her/his best work the first time. Make-ups need to be scheduled within 1 week of receipt of the 'failed' grade.

Any scholarly, professional writing assignment will be subjected to grading based on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric. All writing assignments must be submitted in both hard copy AND through the Cougar Courses container. You will be expected to adhere to the Academic Honesty Policy and use APA style referencing in all professional writing.

Letter grade (percentage total points)

A = 93 and above	A- = 90.00-92.99	
B+ = 88.00-89.99	B = 83-87.99	B- = 80-82.99
C+ = 78.00-79.99	C = 73-77.99	C- = 70-72.99
D+ = 68.00-69.99	D = 63-67.99	D- = 60-62.99
F – 59.99 and below		

Assignments graded on the Communicative Sciences and Disorders Graduate Writing Assessment Rubric are graded on a 4 point scale. The conversion is as follows:

- 4 = A = 95 points = exceeds standards
- 3 = B = 85 points = meets standards
- 2 = C = 75 points = approaching, but does not meet standards
- 1 = D = 65 points = fails to meet standards

Students are expected to turn all work in when it is due. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit. Your work will be graded on both content (detail, logic, synthesis of information, depth of analysis, etc) and mechanics (grammar, syntax, spelling, format, uniformity of citations, etc). You are entering into a professional career that requires mastery of the written language

Submission Schedule: Work must be submitted on time to receive full credit. Work submitted late will be reduced by 10% each day until it is received.

Grading Emphasis: Each written assignment will be graded approximately 80% on content (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).

5. Tentative Schedule:

I. CALENDAR OF WEEKLY REQUIREMENTS

WEEK	TOPICS	READINGS AND ASSIGNMENTS
Tuesday 8/30	Syllabus Review Introduction, Definitions, Theoretical Perspectives for Language Disorders	Read Paul Ch. 1
Friday 9/2	Evaluation and Assessment Language Development Review	Read Paul Ch. 2 Read – Retherford Text - pp 13-34, 90-95, 97-16
Friday 9/9	Intervention	Read Paul Ch. 3 Due: Answers for Johnson 2006 Article

Monday 9/12	Culturally and Linguistically Different Children Multicultural Issues	Read Paul Ch.5 Due - Retherford LSA CD Rom – Morpheme Count /Analysis Due - Retherford LSA CD Rom - Parts of speech
Friday 9/16	Language Sampling Group activity Work on lesson plans for head start	

Monday 9/19	Special Populations	Read Paul Ch.4
Friday 9/23	Midterm Exam-671	ONLINE EXAM
Monday 9/26	Assessment and Intervention in the prelinguistic period	Re Read - Paul Ch. 6 – Assessment and Intervention – Prelinguistic Period Due: Answers for – Role of SLP in NICU (2004) (see appendix B)
Friday 9/30	Assessment and Intervention of Emerging Language	Read - Paul Ch 7 – Assessment and Intervention - Emerging Language Due: Answers for – Capone & McGregor (2004) (see appendix B)
Monday 10/3	Assessment of Developing Language	Read – Paul Ch. 8 – Assessment of Developing Language
Friday 10/7	Intervention of Developing Language	Read - Paul 9 – Intervention for Developing Language Due - LSA questions and answers (Questions A-F from syllabus)
Monday 10/10	Literacy Power Point Literacy Power points	Read: Bliss Chapter 13 Literacy Powerpoints Due-due 10/10

Friday 10/14	Examination-671	Due - FINAL EXAMINATION-IN CLASS
Monday 10/17	Literacy Power Point Presentations	Due - LSA questions and answers (Questions G-H from syllabus) –due 10/17
Friday 10/21	NO CLASS-pm only	
Monday 10/24	Language, Reading, & Learning in School-LLD.	Read: Paul CH. 10
Friday 10/28	Assessing Students' Language for Learning	Read: Paul Ch. 11
Monday 10/31	Intervention Students' Language for Learning	Read: Paul Ch. 12
Friday 11/4	Assessing Advanced Language	Read: Paul Ch. 13
Monday 11/7	Intervention Advanced Language	Read: Paul Ch. 14
Friday 11/11	NO CLASS	
Monday 11/14	Narratives and Narrative Analysis	Posted reading
Friday 11/18	NO CLASS-ASHA	
Monday 11/21	In Class Activity	Assessment Assignment Due
Friday 11/25	NO CLASS- THANKSGIVING	
Monday 11/28	Special Populations- Presentations	Presentations
Friday 12/2	Special Populations-	Presentations

	Presentations	
Monday 12/5	Special Populations- Presentations	Presentations Intervention Strategies Plan Due
Friday 12/9	Catch up	Service Learning Logs and Journals due
Monday 12/12	No class	
Friday 12/16	Final Exam	EXAM

6. PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

1. "Person-first" language (e.g., "Student with Specific Language Impairment" rather than "Language Impaired student;" "Johnny who presents with Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word process all written documents. Keep an electronic copy of all of your work. You will want these for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor(s). Any time that you have questions or concerns, please contact the instructor(s) immediately.
4. Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.

7. COLLEGE of EDUCATION ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in this field, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements.

Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the CoE Governance Community, December, 1997).*

Attendance and Participation for this course:

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and development of assessment and treatment skills are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

8. GENERAL CONSIDERATIONS

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with

the general rules and regulations of the university. Disciplinary action may include the the class as a whole.”

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). The DSS Office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality in a more private setting.

Appendix A

Language Sample Analysis (LSA) and Questions

A 100 utterance language sample of a child (Alexis) will be provided for you to use for this assignment. You will be responsible for analyzing the following:

A.. What is the calculated MLU and standard deviation for this sample (show calculations)? Match the MLU to Brown's Stage of Development.

B. What structures are present in the language sample from Brown's 14 grammatical markers? Discuss the developmental sequence in which the child is developing grammatical markers?

C. According to Lahey, what Content categories (if any) were and were not coded in the sample that would be expected at this child's level of expressive development? What were not coded that would be expected at this child's chronological level of expressive development

D. Describe the child's vocabulary diversity in terms of TTR. Be sure to include Templin's normed information in your response. Be sure to look beyond just the numbers and make a clinical interpretation about the child's vocabulary diversity.

E. Make a clinical judgment regarding the client's level of pragmatic development based on the sample.

F. What diagnostic statement can you make about the nature of this child's expressive language problem? Be sure to state your response in terms of C/F/U. You must make a statement about content, form and use. Are there relative strengths or are all areas of language equally affected.

G. Write 1 LTG (long term goal). Then write a short term objective for each of the three areas of language- content, form and use. You will have written three short term objectives. Be sure to write your objectives using behavioral terminology with a Do, Condition, and Criterion.

H Develop a lesson plan using the objectives you have written from G. Your lesson plan should contain your three objectives, materials for each objective, methods of presentation, and assessment for each objective. Submit one lesson plan, not three lesson plans.

Language Sample Analysis (LSA) and Questions

Grading Rubric

Name _____

Date _____

SECTION	POINTS
A. MLU	_____/5
B. Structures	_____/5
C. Content Categories	_____/5
D. Vocabulary/TTR	_____/5
E. Clinical Judgment	_____/5
F. Diagnostic Statement	_____/5
G. Goals	_____/10
H. Lesson Plan	_____/10
	TOTAL ____/50

Appendix B

Assigned Reading Questions

Johnson (2006) article:

1. What is evidence-based practice?
2. What three criteria do we use to judge research?
3. What are the steps in evidence-based practice?
4. Why should clinicians use evidence-based practice?
5. What types of evidence should be considered in EBP?
6. Where do you find the evidence for EBP?
7. What are synthesized evidence sources?
8. What are some criteria for determining the quality of evidence?
9. What factors should be considered in making clinical decisions?
10. Develop an answerable clinical question using PICO

ASHA (2004) article - Role of SLP in the NICU article:

1. What are reasons for prematurity?
2. Discuss infant behavior relative to autonomic nervous system
3. What is developmentally-supported and family-focused care?

4. What is kangaroo care?
5. Discuss three benefits of nonnutritive sucking?
6. What behaviors or strategies would you teach a parent of a preterm infant?
7. What evidence is there that developmental care is beneficial?

Capone & McGregor (2004) Article:

1. What are deictic and symbolic gestures?
2. How can gestures be used to differentiate between children who are late bloomers from those who have a language disorder?
3. What two questions about gestures would you ask a parent whose child is language delayed?
4. What information would it provide?
5. Differentiate gestural use in children with language impairment from those with autism?
6. Develop an intervention objective for a child who needs to increase gestures.

Appendix C

Retherford LSA CD Rom Assignments

- 1) Put the CD into your computer & open the program
- 2) Create a file called 'parts of speech' (the program will ask you to save somewhere on your computer)
- 3) Complete the worksheets (don't worry about saving as you go - the program does this automatically)
- 4) Submit the saved document

**If you do some work on a worksheet and want to come back to it later just put in the CD, open it up and the computer will ask you if you have an existing file. Click 'yes' and select your file - then just keep working away.

Appendix D

Literacy Assignment

1. You will choose a topic related to literacy in infant-preschool age children and post a 10 slide PowerPoint on the class message board on the required due date. Ideas for topics and references are listed below in this syllabus. Choose 2 or 3 articles to support your topic.
2. Your presentations must include:
 - Description of topic
 - Literature review (background) related to topic
 - Summaries/critique of articles

- Ideas for future research in topic
- Book that you would use with a preschooler to demonstrate your topic.

3. There are several texts that have elements for your literacy topics:

Justice, L. M. (Ed.). (2006). *Clinical approaches to emergent literacy intervention*. San Diego: Plural Publishing.

Stone, C. A., Silliman, E. R., Ehren, B. J., & Apel, K. (Eds.). (2004). *Handbook of language and literacy*. New York: Guilford Press.

Van Kleeck, A. (Ed.). (2006). *Sharing books and stories to promote language and literacy*. San Diego: Plural Publishing.

4. In addition there are journal articles you can refer to:

Phonological awareness –

Byrne, B. & Fielding Barnsley, R. (1995). Evaluation of a program to teach phonemic awareness to young children: A 2-and 3-year follow-up and a new preschool trial. *Journal of Educational Psychology*, 87, 488-503.

Catts, H. W. (1991). Facilitating phonological awareness: Roles of speech-language pathologists. *Language, Speech, and Hearing Services in Schools*, 22, 196-203.

Gillon, G. T. (2000). The efficacy of phonological awareness intervention for children with spoken language impairment. *Language, Speech, and Hearing Services in Schools*, 31, 126-141.

Laing, S. P. & Espeland, W. (2005). Low intensity phonological awareness training in a preschool classroom for children with communication impairments. *Journal of Communication Disorders*, 38, 65-82.

McFadden, T. U. (1998). Sounds and stories: Teaching phonemic awareness in interactions around text. *American Journal of Speech-Language Pathology*, 7, 5-13.

Print awareness –

Ezell, H. & Justice, L. (2000). Increasing the print focus of adult-child shared book-reading through observation learning. *American Journal of Speech-Language Pathology*, 9, 36-47.

Justice, L., Bowles, R. P. & Skibbe, L. E. (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3-5 year old children using item response theory. *Language, Speech, and Hearing Services in Schools*, 37, 224-235.

Justice, L. & Ezell, H. (2000). Enhancing children's print and word awareness through homebased parent intervention. *American Journal of Speech-Language Pathology*, 9, 257-269.

Justice, L. & Ezell, H. (2002). Use of storybook reading to increase print awareness in at risk-children. *American Journal of Speech-Language Pathology*, 11, 17-29.

Letter Knowledge-

Blaiklock, K. E. (2004). The importance of letter knowledge in the relationship between phonological awareness and reading. *Journal of Research in Reading*, 27(1), 36-57.

Foulin, J. N. (2005). Why is letter-name knowledge such a good predictor of learning to read? *Reading and Writing*, 18, 129-155.

McBride-Chang, C. (1999). The ABCs of the ABCs: The development of letter-name and letter-sound knowledge. *Merrill Palmer Quarterly*, 45, 285-308.

Foberts, T. A. (2003). Effects of alphabet-letter instruction on young children's word recognition. *Journal of Educational Psychology, 95*(1), 41-51.

Treiman, R., Tnicoff, R., & Richmond-Welty, E. D. (1996). Letter names help children to connect print and speech. *Developmental Psychology, 32*, 505-514.

Shared reading and dialogic reading –

Bus, A. G., van Ijendoorn, M. H., & Pelligrini, A. D. (1995). Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research, 65*, 1-21.

Hargrove, A. C., & Senechal, M. (2000). A book reading intervention with preschool children who have limited vocabularies: The benefits of regular reading and dialogic reading. *Early Childhood Research Quarterly, 15*(1), 75-90.

Huebner, C. E., & Meltzoff, A.N. (2005). Intervention to change parent-child reading style: A comparison of instructional methods. *Applied Developmental Psychology, 26*, 296-313.

Kaderavek, J. N. , & Sulzby, E. (1998). Parent-child joint book reading: An observational protocol for young children. *American Journal of Speech-Language Pathology, 7*, 33-43.

Zevenbogen, A., & Whitehurst, G. (2004). Dialogic reading: A shared picture book reading intervention for preschoolers. In A. van Kleeck, S. A. Stahl, & E. Bauer (Eds.). *On reading to children: Parents and teachers* (pp. 177-200). Mahwah, NJ: Lawrence Erlbaum Associates.

Cultural issues and reading –

Anderson, Yochel, J., & Haynes, W. O. (1994). Joint book reading strategies in working class African American and white mother-toddler dyads. *Journal of Speech and Hearing Research, 37*, 583-593.

Hammer, C., Miccio, A. W., & Wagstaff, D. (2003). Home literacy experiences and their relationship to bilingual preschoolers developing English literacy abilities: An initial investigation. *Language, Speech, and Hearing Services in Schools, 34*, 20-30.

Johnston J., & Wong, M.Y.A. (2002). Cultural differences in beliefs and practices concerning talk to children. *Journal of Speech, Language, and Hearing Research, 45*, 916-926.

Reese, L., & Gallimore, R. (2000). Immigrant Latinos cultural model of literacy development: An evolving perspective on home-school discontinuities. *American Journal of Education, 108*, 103-134.

Develop vocabulary through reading-

Elley, W.B. (1989). Vocabulary acquisition from stories. *Reading Research Quarterly, 24*(2), 174-187.

Justice, L. M., Neier, J., & Walpole, S. (2005). Learning new words from storybooks: An efficacy study with at-risk kindergarteners. *Language, Speech, and Hearing Services in Schools, 36*, 17-32.

Robbins, C., & Ehri, L. C. (1994). Reading storybooks to kindergartners helps them learn new vocabulary words. *Journal of Educational Psychology, 86*(1), 54-64.

Senechal, M. (1997). The differential effect of storybook reading on preschoolers acquisition of expressive and receptive vocabulary. *Journal of Child Language, 24*, 123-138.

Early written language and invented spelling –

Ehri, L. C. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders, 20*, 19-36.

Richgels, D. J. (1995). Invented spelling ability and printed word learning in kindergarten. *Reading Research Quarterly, 30*, 96-109.

Richgels, D. J. (2001). Invented spelling, phonemic awareness, and reading and writing instruction. In S.B. Neuman & D. K. Dickinson (Eds.). *Handbook of early literacy research* (pp. 142-155). New York: Guilford Press.

Morphology , syntax and reading –

Bentin, S., Deutsch, A., & Liberman, I. (1990). Syntactic competence and reading ability in children. *Journal of Experimental Child Psychology, 48*, 147-172.

Bowey, J. (1994). Grammatical awareness and learning to read: A critique. In E. Assink (Ed.). *Literacy acquisition and context* (pp. 122-149). London: HarvesterWheatsheaf/Prentice Hall.

Carlisle, J. F. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing, 12*(3-4), 169-190.

Nagy, W. E., Anderson, R. C., Schommer, M., Scott, J. A., & Stallman, A.C. (1989). Morphological families and word recognition. *Reading Research Quarterly, 24*, 262-282.

