

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

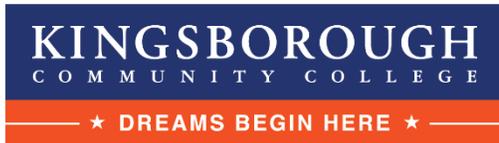
If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _____



TO: Fall 2022 Curriculum Committee

FROM: Stuart Parker, Chair, Department of Behavioral Sciences
Denise Farrelly, Program Director, Education Program

DATE: February 4, 2022

RE: New course proposal for EDC 4200 – Children’s Literature and Language Arts in
Childhood Education

Rationale for Course Proposal:

This course will help students meet the following Program Learning Outcomes:

- Identify developmentally-appropriate learning standards and objectives in designing curriculum, instruction, and assessment.
- Utilize developmentally appropriate, student-centered methods and materials.
- Incorporate elements of critical teaching with an appreciation for diversity and inclusion.
- Formulate a philosophy of education linking beliefs, theory and practice.

Based on our recent APR, the following items were suggested to improve student success:

- Prioritize the assessment of courses to include success of transfer and alignment with certification requirements.
- Review the curriculum to ensure transferability of all program requirements at CUNY KCC.

Our program’s 1st-6th Grade concentration currently offers a 1-credit childhood literacy course (HUM 8181) that mainly focuses on children’s literary genres. Due to the 1-hour per week time constraint, methods for teaching and assessing literacy at the elementary level have historically not been addressed in this course. In addition, the HUM 8181 course transfers to Brooklyn College as an elective, as opposed to a major requirement. Students and faculty have noted a gap in their learning as it pertains to literacy instruction in the upper grade field placements. There is a strong need within our program for a course dedicated to language arts curriculum development for childhood education.

Our proposed course, *EDC 4200*, will replace the required *HUM 8181*. It will address a broader range of learning outcomes pertaining to research-based, culturally-relevant methods in language arts curriculum development and instruction for childhood education. This course follows the 3-credit, 2-hour seminar, 2-

hour practicum model used by Brooklyn College's field courses. As such, Brooklyn College's CBSE department has formally agreed to accept this course for their *CBSE 3202: Education and Literacy* course as part of our articulation agreement.

EDC 4200 and EDC 3100 will be corequisites, allowing students to participate in a linked cohort field experience among 2 field courses. This scheduling innovation will provide students with more field classroom time, as well as the ability to observe an entire school day, as opposed to isolated 2-hour blocks across many weeks and semesters. Students will benefit academically from the integrated support of 2 field supervisors who can collaborate on feedback of their teaching observations.



*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
 *For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Behavioral Sciences
Course Designation/Prefix:	EDC
*Course Number:	4200
Course Title:	Children’s Literature and Language Arts in Childhood Education
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course is designed to provide students with the professional background knowledge and skills needed to design and implement integrated literacy instruction to learners of diverse backgrounds and needs in grades 1-6. The course focuses on curriculum development and individualized planning in language arts with an emphasis on multicultural and diverse children’s literature and arts experiences. Requires 24 hours of supervised fieldwork.
Prerequisite(s):	EDC 5000, EDC 2500 with a minimum grade of C. Department permission required.
Corequisite(s):	EDC 3100
Pre-/Co-requisite(s):	
Open ONLY to Select students (Specify Population):	Open to Education Studies Majors 1 st -6 th Grade Concentration and PreK-12 th Grade Special Education Concentration
Frequency course is to be offered (Select All that Apply)	X Fall <input type="checkbox"/> Winter X Spring <input type="checkbox"/> Summer
Suggested Class Limit:	10
Indicate if a special space, such as a lab, and/or special equipment will be required:	

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input type="checkbox"/> 3 hours lecture X 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Education Studies: 1 st -6 th Grade Concentration
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.

- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

- 45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
- 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
- 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- Please refer to NYSED Guidelines for courses that are considered Liberal Arts (General Education).
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes	
Students will: (Outcomes are aligned with PLO #3,4,5,6,7)	
I. Literacy Knowledge	<ol style="list-style-type: none"> 1. Extend their knowledge of the kind and variety of diverse children’s literature available. 2. Examine and analyze various genres of literature for children in both fiction and non-fiction. 3. Develop their ability to select and evaluate high-quality children’s books.
II. Curricular Approaches	<ol style="list-style-type: none"> 4. Utilize high-quality, leveled children’s books to teach literacy skills through whole group, small group and individual lessons (Balanced Literacy). 5. Implement Bloom’s Taxonomy when designing questions in instructional activities. 6. Facilitate literature circles to foster social development and critical thinking skills. 7. Analyze thematic units of study that incorporate literacy objectives.
III. Multiple Entry Points to Literacy	<ol style="list-style-type: none"> 8. Evaluate and incorporate diverse, multicultural children’s literature.

9. Integrate various forms of communication such as drama, puppetry, arts, dance, music and theatre through children’s books throughout instructional and assessment practices for language arts.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading.
REMINDER - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcomes	Measurement of Learning Outcomes (Artifact/Assignment/Activity)
1. Extend their knowledge of the kind and variety of diverse children’s books available	<ul style="list-style-type: none"> • Portrait of a Reader & Writer • Lesson Plan • Reading Interest Survey
2. Examine and analyze various genres of literature for children in both fiction and non-fiction	<ul style="list-style-type: none"> • Reading Response • Reading Interest Survey
3. Develop their ability to select and evaluate high-quality children’s books	<ul style="list-style-type: none"> • Portrait of a Reader & Writer • Reading Response • Fieldwork engagement/Reflection
4. Utilize high-quality, leveled children’s books to teach literacy skills through whole group, small group and individual lessons (Balanced Literacy)	<ul style="list-style-type: none"> • Lesson Plan • Portrait of a Reader & Writer • Literature Circles
5. Implement Bloom’s Taxonomy when designing questions in instructional activities	<ul style="list-style-type: none"> • Lesson Plan • Fieldwork engagement/Reflection
6. Facilitate literature circles to foster social development and critical thinking skills	<ul style="list-style-type: none"> • Literature Circles • Reading Interest Survey • Fieldwork engagement/Reflections
7. Analyze thematic units of study that incorporate literacy objectives	<ul style="list-style-type: none"> • Reading Response
8. Evaluate and incorporate diverse, multicultural children’s literature	<ul style="list-style-type: none"> • Lesson Plan • Fieldwork engagement/Reflection • Literature Circles
9. Integrate various forms of communication such as drama, puppetry, arts, dance, music and theatre through children’s books throughout instructional and assessment practices for language arts	<ul style="list-style-type: none"> • Lesson Plan • Fieldwork engagement/Reflection

Assignment	Percentage of Grade
Reading Interest Survey	5%
Reading Lesson Plan & Observation	15%
Writing Lesson Plan & Observation	15%
Portrait of a Reader and Writer	10%
Reading Responses	15%
Field Reflections	15%
Literature Circles Presentation & Participation	10%
Fieldwork Engagement	15%

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Students enrolled in the Education Studies major, 1st-6th Grade concentration and PreK-12th Grade Special Education concentration will be expected to take this course as part of their concentration requirement.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course helps students meet the following Program Learning Outcomes:

3. Utilize critical thinking and analysis when speaking, listening, reading, and writing.
4. Identify developmentally-appropriate learning standards and objectives in designing curriculum, instruction, and assessment.
5. Utilize developmentally appropriate, student-centered methods and materials.
6. Incorporate elements of critical teaching with an appreciation for diversity and inclusion.
7. Formulate a philosophy of education linking beliefs, theory and practice.

Based on our recent APR, the following items were suggested in order to improve student success:

- Prioritize the assessment of courses to include success of transfer and alignment with certification requirements.
- Review the curriculum to ensure transferability of all program requirements at CUNY KCC.

Our program’s 1st-6th Grade concentration currently offers a 1-credit childhood literacy course (HUM 8181) that mainly focuses on children’s literary genres. Due to the 1-hour per week time constraint, methods for teaching and assessing literacy at the elementary level have historically not been addressed in this course. In addition, the HUM 8181 course transfers to Brooklyn College as an elective, as opposed to a major requirement. Students and faculty have noted a gap in their learning as it pertains to literacy instruction in

the upper grade field placements. There is a strong need within our program for a course dedicated to language arts curriculum development for childhood education.

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8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current Articulation Agreements.

This course aligns with Brooklyn College's *CBSE 3202 - Education and Literacy: An Interdisciplinary Approach to Children's Literature and Language Arts*. BC has formally agreed to accept this course upon transfer.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

There are no conflicts with other courses, either within or outside of the Behavioral Sciences department.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Required Texts:

1. Fletcher, R. (1996). *A writer's notebook: Unlocking the writer within you*. Harper Collins.
2. Creech, S. (1994). *Walk two moons*. Harper Collins. (children's chapter book)
3. Course readings on Blackboard

4. New York State Next Generation English Language Arts Language Standards at:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

Supplemental Materials:

Emergent Bilingual Learners Introduction to Work with Emergent Bilingual Learners. Bank Street Graduate School of Education Literacy Guide. Retrieved from <https://s3.amazonaws.com/bankstreet-wordpress/wp-content/uploads/sites/2/2018/04/Emergent-Bilingual-Learners-Literacy-Guide.pdf>

Fountas, I. C. & Pinnell, G.S. (2001). *Guiding readers and writers*. Heinemann. Chapter 15.

Huck, C. (2019). *Charlotte Huck's children's literature: A brief guide (3rd ed)*. McGraw Hill. ISBN10: 1259913848/ISBN13: 9781259913846

Maldonado, M. (2012). Book clubs in developmental reading: Building reading comprehension, fostering reading enjoyment, and engaging students. *NADE Digest*, 6(1), 61-73. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1097436.pdf>

NYS Classroom Practices for Multilingual Learners and English Language Learners and The Next Generation English Language Arts Learning Standards. Retrieved from <http://www.nysed.gov/bilingual-ed/classroom-practices-ml-ell-and-next-generation-ela-standards>

Roe, B.D. & Ross, E. P. (2006). *Integrating language arts through literature and thematic units*. Pearson. Chapter 2.

Schwartz, S. & Sparks, S. (2019). How do kids learn to read? What the science says. *Education Week*. Retrieved from <https://www.edweek.org/teaching-learning/how-do-kids-learn-to-read-what-the-science-says/2019/10>

Wanzek, J., Wexler, J., Vaughn, S., & Ciullo, S. (2010). Reading interventions for struggling readers in the upper elementary grades: A synthesis of 20 years of research. *Reading and Writing*, 23(8), 889–912. <https://doi.org/10.1007/s11145-009-9179-5>

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

COMMON SYLLABUS
EDC 4200: Children's Literature and Language Arts in Childhood Education

Week	Topic	Readings	Assignments
1	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> -What is children's literature? -What are the values of children's literature? -What are the genres in children's literature? 	<ul style="list-style-type: none"> ✓ Course Syllabus ✓ How Do Kids Learn to Read? What the Science Says 	
2	<p>Evaluating Children's Fiction</p> <ul style="list-style-type: none"> -What are the literary elements? -How do we choose high quality fiction? -How can literary elements be incorporated into teaching and learning activities? <p>Evaluating Picture Books/Illustrations</p> <ul style="list-style-type: none"> -What are the visual art elements in a picture book? -How do we evaluate and choose a quality picture book? -How do we use visual art in a picture book to teach literacy? 	<ul style="list-style-type: none"> ✓ Knowing Children's Literature by Charlotte Huck 	Field Reflection
3	<p>Getting to know your students</p> <ul style="list-style-type: none"> -What are the ways to get to know our students? -How can drama be used to get to know students? -What are interest and attitude surveys and how do we use surveys as data to make instructional decisions? -What are the roles of ages and stages in children's responses and teacher instruction? How does it help to get to know your students? -What are the ways children respond to literature? 	<ul style="list-style-type: none"> ✓ Understanding Children's Responses to Literature by Charlotte Huck ✓ Exploring the Use of Interest Inventories with Elementary Students: A Rich Foundation for Literacy Curriculum Making 	Reading Response
4	<p>Interactive Read Aloud</p> <ul style="list-style-type: none"> -What are the elements of effective interactive read aloud? <p>Higher Level Questioning</p> <ul style="list-style-type: none"> -Using Bloom's Taxonomy -What types of questions lead to critical thinking? -How do we ask higher level questions to provide deeper thinking for students? -How do we analyze responses as higher level thinking? 	<ul style="list-style-type: none"> ✓ Interactive Read Alouds: Is There a Common Set of Implementation Practices? ✓ Hooked on Thinking ✓ Using Higher Order Questioning to Accelerate Students' Growth in Reading 	<p>Student Reading Interest Survey</p> <p>Field Reflection</p>

5	Thematic Units -What is thematic unit? -What are the elements of thematic unit and how can we plan a unit? What is author study? How do we create units around children's books? How do we create writing lessons in a unit?	✓ Integrating Language Arts Across the Curriculum ✓ Integrating Language Arts Through Literature and Thematic Unit: Integrating Language Instruction Across the Curriculum	Read Aloud Lesson Plan Draft Reading Response
6	Creating Writing Lessons -Lesson Planning template -Model lesson	✓ Exploring the Writer's Terrain: Writer Talks, Writer's Notebooks, and Investigations by Fountas and Pinnell	Field Reflection
7	Teaching Writing: Writers' Workshop -What are the elements of writing workshop? -How do we set up and implement writing workshop? -How do we utilize children's literature in writing workshop? -How do we set up and implement writer's notebook?	✓ A Writer's Notebook by Ralph Fletcher	Read Aloud Final Lesson Plan
8	Literature Circles -What are literature circles? -Why are literature circles important in literacy learning? -What are the steps, procedures and set up for implementing literature circles?	✓ Discovering Literature Study: Essential Elements by Fountas and Pinnell	Writing Lesson Plan Draft
9	Non-Fiction in Literacy -What are the types of non-fiction books? -What is the role of non-fiction in developing literacy? -How can read aloud support other content areas? -How do we evaluate nonfiction books? -How do we teach literacy through non-fiction?	✓ What Teachers Need to Know About the "New" Non-Fiction by Sharon Ruth Gill ✓ Information Book Read-Alouds as Models for Second Grade Authors by Bradley & Donovan	Reading Response Literature Circle Role Sheet
10	Drama and Traditional Literature in Literacy -What are the types of traditional literature? -How are folktales, fables, myths, epic, legends, and modern fantasy different? -What are the characteristics of traditional literature? -How do we incorporate traditional literature into literacy learning?	✓ The Genre of Traditional Literature Influences Students' Writing	Writing Lesson Plan Final Draft Literature Circles Role Sheet

11	Multicultural Literature -How do we define diversity and multiculturalism? -What are the elements of a multicultural children’s book? -Why is it important to be exposed to multicultural books? -How do we select high quality multicultural books? -What types of multicultural books are there? -How do we incorporate multicultural books as instructional activities and resources?	✓ Guiding Principles for Teaching Multicultural Literature by Belinda Louie	Literature Circles Role Sheet Field Reflection
12	Literature Circle Group Presentations		Literature Circle Presentations
Final – Portrait of a Reader and Writer Paper			

Sample Assignments

Reading Interest Survey

Students will create a classroom survey in order to become familiar with children’s reading interests. They will use the data from the interest surveys to develop interactive, culturally-relevant small group literacy activities.

Reading and Writing Lesson Plans

After getting to know their classroom community, including reading interests, levels, and needs, students will develop and implement 2 standards-based, whole class literacy lesson plans. Plans will be submitted in draft form, with detailed instructor feedback used to make revisions for final plans.

Fieldwork Reflections

For this biweekly assignment, students will capture their ongoing impressions of their school, cooperating teacher, students, and classroom community. They will write reflections based on their field experiences by thinking deeply about what they observed and experienced.

Reading Responses

Students will write biweekly critical responses to demonstrate their understanding of the reading assignments and their thoughts and questions in connection to the reading. Responses will include a brief summary of the main points of the reading and a reflective component connecting the reading to other course readings, class discussions, fieldwork experiences, etc.

Literature Circle Role Sheets & Presentation

Students will participate in literature circles and will think about the novel that they read through various lenses by way of designated roles. Roles include Discussion Leader, Passage Selector, Summarizer, Researcher, Illustrator, and Vocabulary Finder. They will prepare for each discussion by filling out the literature circle role sheets, which will be used for the course assessment.

Portrait of a Reader & Writer

This assignment will help students synthesize information about a student in their field placement through careful analyses of classroom observations, one-to-one reading conferences, reading interest surveys, and writing activities. They will develop recommendations for future teaching based on this analysis.

Selected Bibliography and Source Materials:

- Bradley, L. G., and Donovan, C. A. (2010). Information book read-alouds as models for second-grade authors. *The Reading Teacher*, 64, 246–260. doi:10.1598/RT.64.4.3
- Brenna, B. et al. (2017). Exploring the use of interest inventories with elementary students: A rich foundation for literacy curriculum making. *The Reading Professor*, 39(1), 6. <https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1067&context=thereadingprofessor>
- Calkins, L. (2001). *The art of teaching reading*. Longman.
- Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58(1), 8-17. <https://www.jstor.org/stable/20205442>
- Fountas, G., & Pinnell, I. (2000). *Guiding readers and writers*. Heinemann. ISBN 978-0-325-00310-8 / 0-325-00310-6
- Gill, S.R. (2011). What teachers need to know about the “new” nonfiction. *The Reading Teacher*, 63(4), 260-267. <https://doi.org/10.1598/RT.63.4.1>
- Jacobs, J. & Tunnell, M. (2004). *Children’s literature, briefly (3rd ed.)*. Pearson, Merrill/Prentice Hall.
- Louie, B. (2011). Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59(5), 438-448. <https://doi.org/10.1598/RT.59.5.3>
- Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic Incorporated.
- Paziotopoulos, A., & Kroll, M. (2004). Hooked on thinking. *The Reading Teacher*, 57(7), 672–677. <http://www.jstor.org/stable/20205414>
- Peterson, D.S., & Taylor, B.M. (2012). Using higher order questioning to accelerate students’ growth in reading. *The Reading Teacher*, 65(5), 295-304. <https://doi.org/10.1002/TRTR.01045>
- Serravallo, J. (2019). *A teacher’s guide to reading conferences*. Heinemann
- Serravallo, J. (2021). *Teaching writing in small groups*. Heinemann
- Weih, T. G. (2005). The genre of traditional literature influences student writing. *Reading Horizons: A Journal of Literacy and Language Arts*, 46(2). https://scholarworks.wmich.edu/reading_horizons/vol46/iss2/3