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**Bank Street College of Education**  
**EDUC 563**  
**Teaching of Reading, Writing and Language Arts**






Fall 2021

3 credits

Mon. 7-9 PM

Online Learning

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<b>Instructor:</b>	<b>Course Description</b>  This course examines the process through which reading and writing are acquired by young children, ages 4-8. We study the ways teachers can support literacy growth for children’s diverse learning needs and styles, cultural and linguistic backgrounds, and socioeconomic status. The course explores theoretical frameworks of literacy development as well as practical applications. Graduate students work directly with a child, who is an emergent reader and writer, to develop the skills of close observation, assessment, record keeping, and planning. Graduate students, individually and as a group, analyze the contexts, activities and relationships that support children’s language and literacy learning in early childhood classrooms.
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<b>Office Hours:</b> By appointment	
<b>Teaching Assistant:</b>	
Lindsay Obrig lobrig@bankstreet.edu	
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 <b>Required Readings:</b>	
All readings/resources for each session will be posted on Canvas.	

\*Thank you to Soyoung Park for the formatting ideas for this syllabus!

### **Six Course Themes**

In this course, we will weave the following six themes through in-class activities as well as out-of-class assignments:

The Power of Reading and Writing	Differentiated Instruction	Collaboration
Undoing Hegemony: Advocacy, Equity, and Inclusion	Self-Reflection	Identity(ies)





### **COURSE OBJECTIVES**






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The readings and experiences in this course will enable the students to understand:




- The development of reading, writing, and language as interrelated processes.
- A repertoire of effective strategies for supporting children’s growth and development as independent readers: comprehension, decoding, fluency, and reading identity.
- A repertoire of effective strategies for supporting children's growth and development as independent writers: communication of message, stamina, encoding, strategies and skills.
- Ways to use formal and informal assessment as the guide for the next steps in literacy instruction on an ongoing basis.
- Ways to develop instruction that provides access and support for students with diverse learning styles.
- Effective literacy instruction that is grounded in theory and research in the field of language development, cognitive development, socio-emotional development, English language learning, and special needs.
- A range of tools available to continue to extend your own independent professional learning as you move through your teaching career.
- The importance of supporting language development for young children through storytelling, read alouds, ample time for talk, etc.




## CLASSROOM AND COURSE EXPECTATIONS


<p><b>Attendance</b></p> 	<p>The success of this class depends on your on-time attendance and class participation in both synchronous and asynchronous classes! If you must miss a synchronous class, arrive late, or leave early please notify me via email prior to the class. You are responsible for the material covered and must submit make-up work (see below). <i>Excessive absences and/or tardiness will affect your understanding of the course content and will jeopardize your ability to receive course credit. More than one absence and/or chronic lateness will result in a grade of No Pass.</i></p> <p>For online, asynchronous classes attendance is considered engagement. Full attendance for each session is defined as engagement in all assigned interactions. Partial engagement in a session is considered partial attendance. Lack of engagement in a session (or posting late after the session is over) is considered an absence.</p> <p>Synchronous session dates: Sept. 13 &amp; 20, Oct. 4, 18, &amp; 25, Nov. 1, 15, &amp; 22, Dec. 13.</p>
<p><b>Make Up for Missed Classes</b></p> 	<p>If you must miss a session or a significant portion of a class, please inform me in advance. Although absent, you are responsible for the content missed. You have two options for a make up assignment:</p> <ul style="list-style-type: none"> <li>• Complete a two-page reflection paper on the content and readings for that session. You must submit your reflection on Canvas within a week of the missed class.</li> <li>• A meeting with the instructor to discuss the session content/readings.</li> </ul> <p>The make up assignment is essential for you to show your understanding of the course content.</p>
<p><b>Incompletes</b></p> 	<p>I do not give incompletes for this course unless you encounter circumstances beyond your control (e.g., long term illness, serious personal emergency, etc.). Please do not count on being able to complete this course at a later date.</p>
<p><b>Preparation</b></p> 	<p>Required readings and resources will form the basis of our discussions and activities for each session. I have limited the number of readings/resources for each class to ensure you are able to delve deeply into the readings/resources. I expect you to do each of the assigned readings/resources in preparation for each class session.</p>

<p><b>Religious Observance</b></p> 	<p>The College respects individuals' religious observances. If you are unable to make any class session because of religious observance, please notify me by <u>the first class session</u> so that an alternative means can be identified for fulfilling missed class material and course assignments.</p>
<p><b>Varied Learning Styles</b></p> 	<p>If you feel there is something I should know about you as a learner please reach out through email and we can set up a time to speak in person or virtually. I am dedicated to presenting information multimodally in class and I am open to creating modifications for in-class work and assignments that meet your individual needs.</p>
<p><b>Students with Disabilities</b></p> 	<p>Bank Street College has both a legal obligation and philosophical commitment to making reasonable accommodations in order to meet the needs of students with disabilities. Any student requesting specific accommodations should contact Peggy McNamara, Senior Director of Student Learning Support at (212) 875-4586, or email <a href="mailto:dso@bankstreet.edu">dso@bankstreet.edu</a>. If you are already registered with The Disability Services Office, please let me know your particular needs so we can work together to create a plan to best support your learning.</p>
<p><b>Remote Learning</b></p> 	<p>We will be using Zoom video conferencing and Canvas. All course material will be available on Canvas. We will be using the following guidelines for our online sessions and coursework: <a href="#">EDUC 563 Fall Remote Learning Guidelines</a>. We will also develop norms together during our first session.</p>
<p><b>Academic Integrity</b></p> 	<p>Students at Bank Street are expected to adhere to high standards of academic integrity. Students should be aware of the definition of plagiarism (see below); all violations will be taken seriously, and may result in consequences as serious as expulsion.</p> <p>Plagiarism is the use of another person's ideas, words, or theories as one's own – or without citation – in an academic submission.</p> <p>What does this mean?</p> <ul style="list-style-type: none"> <li>• All work submitted must be original.</li> <li>• Any reference to another person's work (including ideas, theories, or concepts) must be cited explicitly. See <a href="#">APA Citation Guidelines</a>.</li> <li>• Work presented as actual experience cannot be invented or fabricated.</li> </ul>



<p><b>Written Work</b></p> 	<p>Any written work should meet American Psychological Association (APA) Citation Guidelines. Here are some resources to help you with meeting these guidelines or completing written assignments more generally:</p> <ul style="list-style-type: none"> <li>• <a href="#">Bank Street library website APA citation resources</a></li> <li>• <a href="#">The Writer's Handbook</a></li> </ul> <p>In order to support students in their development of academic writing, Bank Street offers the following resources: Consultation with Peggy McNamara, by appointment: mam@bankstreet.edu; and Writing Assistance Program. The Writing Assistance Program provides current graduate students with individual tutoring from Bank Street alumni. Tutoring is contingent on the schedule and availability of the tutor. Apply with the following link:  <a href="https://graduate.bankstreet.edu/student-services-support/academic-writing-support/">https://graduate.bankstreet.edu/student-services-support/academic-writing-support/</a></p>
<p><b>Readings</b></p> 	<p>My goal with the readings is to help you become familiar with thinkers and writers who you can return to as you move forward in your teaching career. I have selected a range of well-respected voices in literacy education today, both foundational leaders and newer authors. The titles I have chosen will continue to be resources throughout your teaching career.</p> <p>Please be respectful to your classmates and yourself. If the readings are not completed, our in class discussions and ultimately the learning in our community will suffer.</p>
<p><b>Communication</b></p> 	<p>If at any time during the semester you are confused, concerned or need support with regard to assignments, readings or content, or class dynamics, I encourage you to contact me immediately through email so that we can problem-solve. I will get back to you within 24-48 hours.</p> <p>Emails sent after 5:00 PM on Friday will be answered on Sunday or Monday.</p>
<p><b>Grading and Assignments</b></p>	<p>Grading is an overall accumulation of your work during the semester. I will consider the following in your course grade: attendance, engagement with course content, and the development, quality, and timeliness of submitted work. Assignments have been designed with different learning modalities in mind with the goal of demonstrating student understanding of course concepts. You will receive a grade of complete/incomplete along with written feedback. If your assignment submission does not meet course expectations, you may be asked to revise and resubmit it. If you would like to revise any assignment after you receive feedback, please discuss this option with me within one week of receiving the feedback.</p>

	<p>Because assignments in this course build on previous work, they must be submitted by their due date. If you need additional time or other accommodations to complete an assignment, please speak with me in advance so we can come up with an alternate plan. If you have communicated with me in advance about an alternate timeline/plan, your grade will not be impacted as long as you meet the new expectations. If you are in danger of not passing this course (rare occurrence), I will set up a time to meet with you so that we can create a path to success. All assignments should be submitted on Canvas.</p>
<p><b>Technical Assistance</b></p> 	<p>If you have a question about technology, please contact the Helpdesk at <a href="tel:212-875-4642">212-875-4642</a> or email, <a href="mailto:helpdesk@bankstreet.edu">helpdesk@bankstreet.edu</a>.</p>
<p><b>Title IX</b></p>	<p>Bank Street is committed to ensuring a safe learning environment for all students that is free of acts of sexual assault, sexual violence, harassment and other forms of sexual misconduct, in accordance with the requirements of New York State Article 129B (Enough is Enough). All students at Bank Street are endowed with reporting, informational, and procedural rights when reporting an instance of sexual misconduct or when accused. For more information regarding Enough is Enough, students are encouraged to visit the <a href="#">College's Website</a> and contact Gretchen Adams, Bank Street's Title IX Coordinator, at <a href="mailto:enoughisenough@bankstreet.edu">enoughisenough@bankstreet.edu</a>.</p>
<p><b>Engagement</b></p> 	<p>There is a big difference between engagement and participation in an online setting. We are a classroom community that learns alongside each other. When you participate you check off the boxes of what <i>you</i> need to do for the class. When you engage in the class, you think about how your input stretches and grows the thinking of your colleagues and vice versa. It is just an important distinction that can make a marked difference in the classroom experience for all.</p> <p>Examples of engagement:</p> <ul style="list-style-type: none"> <li>● Twitter experience (Complete/incomplete)</li> <li>● Padlet Reading Responses (complete/incomplete)</li> <li>● Video responses for readings</li> </ul>
<p><b>Recording of Classes</b></p>	<p>Students, with permission from the respective faculty member, may record a course on Zoom for their own personal use and to support their studies. No</p>

	<p>recording of a Bank Street course may be shared beyond the student or for any public use.</p>
<p><b>Course Evaluations</b></p>	<p>All students in this course will have access to the course evaluation form through Canvas and through their email. Students will receive an email from evaluations@bankstreet.edu when the feedback form is available, along with a pop-up window and a link in Canvas. All three will provide a link to the form as well as information about how to complete and submit the form. Evaluations are set to be available on the last day the course meets (aligned with the dates posted on the schedule). Students have through the grading period to complete them. Beginning a week after the end of the term, all students who have not completed an evaluation will receive daily reminder emails to do so.</p> <p>Student feedback provides us with rich insight into your experience. We value your perspective and your evolving needs in the field. With your support, we continue to strengthen the quality of a syllabus, course design, and readings. Student submissions are anonymous and instructors will not have access to these course evaluations until after final grades have been submitted, approximately two weeks after the end of the term.</p>

### **Acknowledgement of Land**

Every community and institution owes its existence and vitality to generations from around the world who created the history that allowed us to be in this current moment. Acknowledgement of the truth of our history is important for building mutual respect and connection across barriers of heritage and difference.

We acknowledge that the land on which our College stands is the occupied territory of the Lenape and Wappinger People. Our building rests along the Lenape Walking Trail used as a trade route among Native Peoples. The Lenape once called this island, “Manhatta.” They began losing their land and their lives to the Dutch colonizers in 1624. Many of the buildings all around Manhattan were built by Haudenosaunee ironworkers in the 1900s.

We pay respects to the elders past and present of the Lenape, Wappinger, and Haudenosaunee people. We consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

**Required Texts:**

Burkins, J. & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse.

Fletcher, R. (2017). *The writing teacher's companion: Embracing choice, voice, purpose & play*. New York, NY: Scholastic, Inc.

Martell, J. & Souto-Manning, M. (2016). *Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2*. Teachers College Press.

**Recommended Texts:**

Coppola, S. (2020). *Writing redefined: Broadening our ideas of what it means to compose*. Stenhouse.

Emdin, C. (2016). *For white folks who teach in the hood...and the rest of y'all too: Reality pedagogy and urban education*. Beacon Press.

Fisher, D, Frey, N. & Hattie, J. (2020). *The distance learning playbook: Teaching for engagement & impact in any setting*. Corwin.

Fountas, I. & Pinnell, G. (2017). *Guided reading: Responsive teaching across the grades*. Heinemann.

Muhammad, G. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.

Mulligan, T., & Landrigan, C., (2018). *It's all about the books: How to create bookrooms and classroom libraries that inspire readers*. Heinemann.

Ness, M. (2020). *Every minute matters: 40+ activities for literacy-rich classroom transitions*. Corwin.

Richardson, J. & Dufrensne, M. *The next step forward in word study and phonics*. Scholastic.

Routman, R. (2018). *Literacy essentials: Engagement, excellence, and equity for all learners*. Stenhouse.

Serravallo, J. (2015). *The reading strategies book*. Heinemann.

Taberski, S. (2011). *Comprehension from the ground up: Simplified, sensible instruction for the k-3 reading workshop*. Heinemann.

**ASSIGNMENTS**

<b>Assignment #1: Environmental Assignment</b>	
<b>Part A</b>	<p>With your assigned partner, review the Google Slides presentation of classroom environments in Canvas. As you review the presentation, make notes about what you see.</p>
<b>Part B</b>	<p>Based on what you have learned and your discussion with your partner about the Google Slides presentation, "draw" your ideal classroom. As you create your classroom, it is important to remember that the environment should be dynamic. You can use any medium of your choosing, to include (but not limited to): pen and paper, magazine collage, computer drawing software, or Padlet. This is your opportunity to get creative and show us what your ideal classroom would look like!</p>
<b>Part C</b>	<p>You and your partner that you worked with in Part 1 will meet virtually and share your ideal classrooms with one another. You will also use the Environment Survey in Canvas that will be useful in analyzing each of your ideal classroom renderings. Together, create a Whiteboard chart in Zoom, illustrating:</p> <ul style="list-style-type: none"> <li>● what your ideal classrooms did well</li> <li>● what changes you would make to your ideal classroom</li> <li>● what "blind spots" you discovered in your ideal classroom</li> </ul>
<b>Assignment #2: The Teaching Cycle (All the logs)</b>	

<p><b>General Information about Work Session Logs</b></p>	<p><u>Note:</u></p> <ul style="list-style-type: none"> <li>● Use one of the templates in Canvas as the standard format for each log.</li> <li>● Specific details about the content of each log are explained below and within the week-by-week overview of the syllabus.</li> <li>● <u>Please plan ahead</u> to allow for field trips, vacations, etc. when a child might have to miss a session working with you.</li> <li>● All logs must be typed using <b>APA format</b>.</li> </ul> <p><b>During each work session, plan to read or look at books together, engage in writing activities of some kind, and/or play games that focus on particular skills.</b></p> <p>The materials we read for class and our shared experiences will support your preparation for each session. The goal of each work session is to give you specific information about your child as a reader, writer, and learner and for you to practice the elements of strong literacy instruction. Each time you meet with your student you will observe carefully and form hunches about how they are thinking and learning, as well as consider how your course readings and experiences are reflected (or contradicted) in your work sessions.</p> <p>Over the course of this semester, you will come to know this child as an individual. You will learn how your child's temperament, attitude, personality, interests and environment can relate to their progress. You will also develop an understanding about the child's strengths and challenges in reading, writing, and oral language. Your developing thoughts about this child will be conveyed in your logs.</p> <p>The log that you hand in after each work session is a detailed record of your time together. Please include the following information in each log. Use the format below to write up your work sessions.</p> <p>More information about each student work session will be shared in class.</p>
<p><b>Log #1</b></p>	<p>In this 30-45 minute session, you will get to know your student as a learner and a reader. This session provides the opportunity to understand a student's interests and identities, which are key to establishing a positive relationship</p>



	<p>and to meeting their needs. Plan to bring a few different read aloud options for your child and let them choose. Afterwards, consider why they made their selection. Also, you will complete a Reading Identity Survey (a few options available in Canvas) with your student. In addition, please plan one other fun literacy-based activity or game that will help you get to know your student.</p>
<p><b>Log #2</b></p>	<p>During this 30-45 minute session, you will prepare both a running record and also another activity or two that seem appropriate for your student’s reading growth. (Make sure to capitalize on an activity that will be both informative and also fun). Your log should include information about the running record and the additional activities. Please attach the running record to your log.</p> <p><b>Running Records and Analysis</b></p> <p>You will be required to submit one or two running records and a written analysis of those records, as part of this log. These running records will be informal. You will practice the running record that teachers frequently use to inform their instruction. You will have a blank piece of paper, and you listen to your student read the book that you selected. You will record with check marks to indicate when a student reads a word correctly. You will record miscues when a student makes an error. This information will help you to formulate a plan for future instruction. As you did in session 4, start by thinking about the strengths and areas of growth that the running record reveals about your student. Keeping this information in mind, start to formulate how this will inform future teaching.</p> <p>Please have this record handy during our synchronous session, so that we may spend time sharing your analyses and discussing next instructional steps. You may choose to do additional miscue analysis throughout your sessions. If your student is not yet ready for running records, please assess their phonemic and phonological awareness. (Please do try to find a child to complete a running record with also).</p>
<p><b>Log #3</b></p>	<p><b>Reading Continued (Video)</b></p> <p>Your focus in this log will be to use your analysis of your student's running record to consider how your findings can influence and drive your lesson planning. What are the areas of growth for your student? What can you do to support their growth in these areas? Consider ideas from the synchronous discussions in session 8.</p>

	<p>A great tool for reflection and improving your teaching skill is to review a video of yourself teaching. You might reflect on your facial expressions, the clarity of the language you use, the wait time you give your student, etc. As an introduction to this practice you will record this session with your student. You will write up your plan as usual, but instead of writing the “<b>what actually happened</b>” section, you will embed an 8-10 minute clip of your interaction with your student. You will write up all of the other parts of the log as usual. Your observations and reflections will consider this clip, in particular, the way that your teaching influenced your student’s responses.</p>
<p><b>Log #4</b></p>	<p><b>Writing Sample and Analysis</b></p> <p>This 30-45 minute session will include the writing sample activity and another activity that you want to include which builds on work from a previous session. The reflection section needs to include an analysis of the writing sample as well as an analysis and reflection of the other activity(ies). (Please make sure the writing sample is a non-structured sample...not answering questions, etc. You want to understand your student’s ability to formulate thoughts and organize their writing.)</p> <p>It is important to get a few writing samples over the course of your sessions. In class we will discuss moves to get your student writing in authentic ways. Copies of the writing that your student completes need to be included with this log.</p> <p>Please bring a copy of these writing samples to class for review and analysis. You can capture a photograph of your student’s writing in two ways 1) Ask a family member to take a photograph and email or text it to you. 2) Have the student hold up the drawing and/or writing to the computer camera. You can then take a screenshot of the work they are holding up. (Command+Shift+3 for a Mac)</p>
<p><b>Log #5</b></p>	<p><b>Differentiated Choice</b></p> <p>The choice about how to proceed with this work session will be determined by information you have already gathered about your student. Please refer to your rough draft of your Student Snapshot and the discussion in Session 11 to</p>

	<p>help you determine where there are holes and how to best utilize this last session with your student.</p>
<p><b>Assignment #3: Synthesis</b></p>	
<p><b>Part A: Student Snapshot Draft/Final</b></p>	<p>Students will present generalized statements about the student they are working with using the form found in Canvas, supported by data from their sessions including areas of strengths and areas of growth.</p> <ul style="list-style-type: none"> <li>-Susie needs to grow in her knowledge of short vowel sounds.</li> <li>-Session 3, She said “map” for “mop” and in Session 4 she read “sit” for “sat.”</li> </ul> <p>*Note, it is important to see a pattern. One time is not sufficient to establish a generalized statement. You may mention it but note that it only happened once so far and is a wondering.</p> <p>For your final draft, you will use the draft you created in Session 11, adding information you gained from Log #5 and incorporating our feedback from the draft.</p>
<p><b>Part B: Caregiver Conference</b></p>	<p>Imagine that you will be meeting with your student’s caregiver. You will be sharing the student’s strengths. You will also share areas of growth and how you will support his/her/their development. Be sure to explain concepts so that families with different backgrounds will understand their child’s strengths and areas of growth (making inferences, decoding, writing with voice).</p> <p>Student A will present their study child to Student B (who will play the role of the parent), then they will switch; Student B will present their study child and Student A will be the parent.</p> <p>At the conclusion of the roleplays, select one member of your group to share a whiteboard within Zoom. Collaboratively annotate the whiteboard by creating a chart, responding to the following prompts:</p> <ul style="list-style-type: none"> <li>● I like...</li> <li>● I wish...</li> <li>● I wonder...</li> <li>● I’ll try out...</li> </ul>

	<p>At the conclusion of your meeting, select one person from your group to download or take a screen capture of your whiteboard and submit it.</p>
<p><b>Part C: Classroom Instructional Plan</b></p>	<p>In addition to meeting with families, you often will meet with your colleagues to think and plan together. You will come together as a professional learning team to plan a week of reading and writing lessons for one class (think about reading, writing, and content integration). You will look at a published program plan and modify it according to who you have in your class and what you want to accomplish. During your meeting, you will share data about your students and refer to readings, professional references, and the published plan. As a team, you will create literacy plans for one week.</p> <ul style="list-style-type: none"> <li>○ Have a zoom meeting with your group. Think about different lenses:             <ul style="list-style-type: none"> <li>■ Representation:                 <ul style="list-style-type: none"> <li>■ Diversity of the human experience including factors such as language, race, family structure, gender, religion, ability, class, geography, etc</li> </ul> </li> <li>■ Learning                 <ul style="list-style-type: none"> <li>■ Developmental variations, varied learning styles, emergent multilinguals, learning modalities (talking/writing, etc.) How do you help the child shine? Aim for a more able reader, writer, speaker.</li> <li>■ Whole Group</li> <li>■ Small Group</li> <li>■ Independent Work</li> </ul> </li> <li>■ Be prepared to share out your plan with your colleagues during our last synchronous meeting in Session 14 on Monday, December 13 at 7pm ET. Your plan should be delivered in the form of a Google Slides presentation.</li> </ul> </li> </ul> <p><u>Meeting 1 (Session 10, due by Sun., Nov. 21)</u> Discuss students and select content focus for your week of plans (Deliverable 1: Group decides what the content will be).</p>

	<p><u>Meeting 2 (Session 12, due by Sunday Dec. 5)</u> Begin planning your writing or reading lessons (Share one set of concept plans either reading or writing and share with us for feedback).</p> <p><u>Meeting 3</u> Finalize your reading or writing plans and prepare to share with the class</p> <p>In addition to sharing your plan with your colleagues during the synchronous meeting in Session 14, you will need to share your completed template that lays out your group's plan. Select one member of your group to submit your group's collaborative plan, as well as the Google Slides presentation that you shared during the synchronous meeting.</p>
<p><b>Part D</b></p>	<p>Each group member needs to record a 5-7 minute video with a reflection of the process:</p> <ul style="list-style-type: none"> <li>○ What did you learn about curriculum planning?</li> <li>○ What did you learn about thinking about all learners?</li> <li>○ What did you learn from your classmates?</li> <li>○ What was the most powerful part of the process?</li> </ul>

**A final note**




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One of my main goals is for you to *develop a reflective stance about your own learning*.





It is crucial for you to analyze instructional choices, integrate feedback from peers and instructors, and make specific use of professional materials.

I place priority on your reflective stance across the semester.

**A Week at a Glance**

MODULE 1: LAYING THE GROUNDWORK		
1. Sept. 13	The Learning Context- Creating a Culture of Invitation	<p>Bishop, R. S. (2015, Jan. 30). <a href="#">Mirrors, windows and sliding doors</a> [video] YouTube.</p>  <p>Burkins, J. &amp; Yates, K. (2021). <i>Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom</i>. Stenhouse. (Introduction and Chapter 1).</p>  <p>Clay, M. (2014). Chapter 12: Constructive Processes: Reading, Writing, Talking, Art and Crafts. In <i>By Different Paths to Common Outcomes</i> (2nd Ed.). Auckland, NZ: GLocal Education Systems [GES] Ltd.</p>  <p><u>Recommended Reading:</u></p>

		<p>Bishop, R. S. (1990). <i>Mirrors-Windows-and-Sliding-Glass-Doors</i>. In <i>Perspectives: Choose and Using Books for the Classroom</i>. Vo. 6, no. 3. Summer 1990.</p> <p>Dombro, L., Jablon, J., and Stetson, C. (2011). <i>Powerful Interactions: A First Look</i>. In <i>Powerful Interactions: How to Connect With Children to Extend Their Learning</i>. National Association for the Education of Young Children.</p> <p>Strickland, D. (2011, September 6). <i>High quality kindergarten today</i> [Video]. Youtube.</p> 
<p>2. Sept. 20</p>	<p>Foundational Skills: Communication through Oral and Written Language.</p>	<p>Burkins, J. &amp; Yates, K. (2021). <i>Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom</i>. Stenhouse. (Chapter 2 and 6).</p>  <p>Clay, M. (2013). Chapter 2: Reading and Writing, Process the Information in Print. In <i>An Observation Survey of Early Literacy Achievement</i>. (pp. 14-22, 133-135) New Zealand, Marie Clay Literacy Trust. *</p> 

		<p>Martell, J. &amp; Souto-Manning, M. (2016). <i>Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2</i>. Teachers College Press. (Chapter 1 and 4).</p>  <p><u>Recommended Reading:</u> Cunningham, P. (2017). <i>Phonics they use: Words for reading and writing</i>. Pearson. <a href="#">(Chapter 2)</a>. *</p>  <p>Diller, D. (2016). Chapter 7: Literacy work stations for reading: foundational skills. <i>In Growing Independent Learners: From Literacy Stations to Standards, K-3</i>. Stenhouse.</p> <p>Lin, G. (2016, March 18). <i>The Windows and Mirrors of Your Child's Bookshelf</i>   Grace Lin   TEDxNatck [video] YouTube.</p> 
<p><b>MODULE 2: READING</b></p>		
<p>3. Sept. 27</p>	<p>Environment, Observational Practice &amp; Balanced Literacy</p>	<p>Muhammad, G. (2020). <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> (pp. 8-15). Scholastic.</p> 



Burkins, J. & Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse. (Chapter 3 and 5).



Yates, K. (2015). **Chapter 2:** Create Spaces That Help Readers Flourish. In *Simple starts : making the move to a reader-centered classroom*. Heinemann.







Yoon, H. S. (2019). Playful Literacies, Creativity, and Multilingual Practices. *Reading Teacher*, 72(5), 551–557. View this resource in the Bank Street Library. \*








Recommended Reading:

Mraz, K., Porcelli, A. & Tyler, C. (2016). Chapter 1: Play Isn't a Luxury. It's a Necessity. In *Purposeful Play: A Teacher's Guide to Igniting Deep & Joyful Learning Across the Day* (pp.2-10). Portsmouth, NH: Heinemann.



		<p>Muhammad, G. (2020). <i>Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy</i> (pp. 32-35). New York, NY.</p> 
<p>4. Oct. 4</p>	<p>Assessment as a Teaching Tool: Careful Listening - What Does this Reader do and Know?</p>	<p>Burkins, J. &amp; Yates, K. (2021). <i>Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom</i>. Stenhouse. (Chapter 4).</p>  <p>Clay, M. (2013). Chapter 5: Taking Records of Reading Continuous Texts - Running Records. In <i>An Observation Survey of Early Literacy Achievement</i> (pp. 51-81). New Zealand: Marie Clay Literacy Trust.*</p>  <p>Hockett, D. (2017, September 18). <i>We all have implicit biases. So what we do about it?</i>   Dushaw Hockett   TEDxMidAtlanticSalon [Video] Youtube.</p>  <p>Routman, R. (2018). Twelve Essential Actions to Help English Language Learners Succeed. In <i>Literacy essentials:</i></p>

		<p><i>Engagement, excellence, and equity for all learners</i> (pp. 303-304). Stenhouse.</p>  <p>Beers, K. (2012, April 9). <i>A Kid is not an “H”</i>. *</p> 
5. Oct. 18	Supporting a Community of Independent and Interdependent Readers	<p><i>Emdin, C. (2016) For White Folks Who Teach in the Hood...</i>(pp. 84-92). Beacon Press. *</p>  <p>Miller, D. (2013). Chapter 1: Guiding Principles (pp. 9-25). In <i>Reading with Meaning: Teaching Comprehension in the Primary Grades</i> (2nd Ed.): Stenhouse Publishers. *</p>  <p>Routman, R. (2018). <i>Literacy Essentials: Engagement, Excellence, and Equity for All Learners</i> (pp. 204-215). Stenhouse Publishers.</p> 

Martell, J. & Souto-Manning, M. (2016). *Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2*. Teachers College Press. (Chapter 5).



Taberski, S. (2011). Chapter 10: Repertoire of Strategies. In *Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop* (pp. 249-274). Heinemann. \*



Recommended:





Harvey, S. & Goudvis, A. (2017). In *Strategies That Work* (3rd Ed.): Stenhouse Publishers.




- Chapter 2: Reading is Strategic (pp. 13-24)
- Chapter 6: Instructional Practices for Teaching Comprehension (pp. 73-85).



Sumner, K. (November, 2015) *How American public schools keep kids in poverty*. [Video]. Youtube. \*



<p>6. Oct. 25</p>	<p>Conferring as a Tool for Growth</p>	<p>Fletcher, R. (2017). <b>Chapter 14:</b> Conferring with Kids. In <i>The writing teacher's companion: Embracing choice, voice, purpose &amp; play</i>. New York, NY: Scholastic, Inc. *</p>  <p>Griffith, R. &amp; Lacina, J. (January/February 2018). Teacher as Decision Maker: A Framework to Guide Teaching Decisions in Reading. In <i>The Reading Teacher</i>, Vol. 71, No. 4.</p>  <p>Martell, J. &amp; Souto-Manning, M. (2016). <i>Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2</i>. Teachers College Press. (Chapter 2 and Chapter 3).</p>  <p><u>Recommended:</u></p> <p>Yates, K. (2015). <b>Chapter 9:</b> Leverage the Power of Conferring: Get to Know and Support Your Readers. In <i>Simple starts: Making the move to a READER-CENTERED CLASSROOM</i>. Portsmouth, NH: Heinemann. *</p> 
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<p>7. Nov. 1</p>	<p>Differentiating and Deepening Comprehension through Small Group Reading</p>	<p>Brusnahan, L. (2018, February 23). <i>Culturally Relevant Pedagogy by Gloria Ladson Billings</i> [Video]. Youtube. *</p> <p>Fountas, I.C. and Pinnell, G.S. (2017). Chapter 18: Teaching for Phrased, Fluent Reading in Guided Reading Lessons. In <i>Guided Reading: Responsive Teaching Across the Grades</i> (pp. 423-444). Heinemann.</p>  <p>Keene, E. (2012). Chapter 1: Comprehension Strategy Instruction Grows Up. In <i>Talk about Understanding</i>. (pp. 2-19). Portsmouth, NH: Heinemann. *</p>  <p>Taberski, S. (2011). Chapter 6: Accurate Fluent Reading: Principles and Practices. In <i>Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop</i> (pp. 119-146). Heinemann.</p>  <p>Yates, K. (2015). <b>Chapter 8:</b> Provide Smart, Purposeful Small-Group Instruction. In <i>Simple starts: Making the move to a READER-CENTERED CLASSROOM</i>. Portsmouth, NH: Heinemann.</p>
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MODULE 3: WRITING (with a sprinkle of reading!)

8.  
Nov. 8  
Everyone Has Important, Meaningful Ideas to Express

Coppola, S. (2019). Chapter 6: How We Can, and Must Redefine Writing. In *Writing, Redefined: Broadening Our Ideas of What It Means to Compose* (pp. 94-106). Stenhouse Publishers.\*



Fletcher, R. (2017). **Part Three:** Writing Workshop: Vital Components. In *The writing teacher's companion: Embracing choice, voice, purpose & play*. New York, NY: Scholastic, Inc. \*



Gillespie, T. (Summer 1991). Joining the Debate: Shouldn't Writing Teachers Write? In *The Quarterly of the National Writing Project & The Center for the Study of Writing and Literacy*, Vol. 13, No. 3.






Martell, J. & Souto-Manning, M. (2016). *Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2*. Teachers College Press. (Chapter 6).









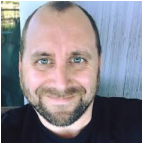


Woodson, J. (April 2019). My biography Ted Talk. \*

		 <p><u>Recommended:</u></p> <p>Jacobson, J. (2010). Chapter 3: Routines that Support Independence. In <i>No More "I'm Done!": Fostering independent writing in the primary grades</i> (pp. 27-50). Portland, ME: Stenhouse Publishers.</p> 
<p>9. Nov. 15</p>	<p>How Do We Help Writers Express Meaning?</p>	<p>Anderson, C. (2000). Chapter 1: Conferences are Conversations. In <i>How's It Going? A Practical Guide to Conferring with Student Writers</i> (pp. 6-24). Portsmouth, NH: Heinemann. *</p> <p>Anderson, C. <a href="#">Videos about Conferring</a> *</p>  <p>Fletcher, R. (2017). <b>Chapter 28:</b> Looking at Student Writing &amp; <b>Chapter 29:</b> Assessment &amp; Grading. In <i>The writing teacher's companion: Embracing choice, voice, purpose &amp; play</i>. New York, NY: Scholastic, Inc. *</p>  <p><u>Recommended:</u></p>



		<p>Cairney, T. (2010, October 10). <a href="#">Children as Authors - A Tribute to Don Graves</a>. <i>Literacy, families and learning</i>.</p>  <p>Genishi, C. &amp; Dyson, A.H. (2009). Written Language in Childhoods (pp. 92-103). In <i>Children, Language and Literacy</i>. Washington, DC: Teacher's College Press.</p>   <p>Horn, M. &amp; Giacobbe, M.E. (2006). Chapter 1: Storytelling. In <i>Talking, Drawing, Writing: Lessons for our Youngest Writers</i> (pp. 7-26). Portland, ME: Stenhouse Publishers.*</p> 
<p>10. Nov. 22</p>	<p>Learning, Expressing and Analyzing Rich Content</p>	<p>Kendi, I. (2019, Aug 1). <a href="#">Ibram X. Kendi   Teaching Hard History: American Slavery. Key Concept 9</a> [video] YouTube. *</p>  <p>Roehling, J.V., Hebert, M., Nelson, J.R. &amp; Bohaty, J.J. (July/August 2017). Text Structure Strategies for Improving Expository Reading Comprehension. <i>The Reading Teacher</i>, Vol. 71, No. 1 (pp. 71-82). *</p>    

		<p>Routman, R. (2018). Excellence 2: Expert Teaching Through Frontloading. In <i>Literacy Essentials: Engagement, Excellence, and Equity for All Learners</i> (pp. 129-148). Stenhouse Publishers.</p>  <p>Santoro, L.E., Baker, S.K., Fien, H., Smith, J.L.M. &amp; Chard, D.J. (2016). Using Read-Alouds to Help Struggling Readers Access and Comprehend Complex, Informational Text. In <i>TEACHING Exceptional Children</i>, Vol. 48, No. 6 (pp. 282-292). *</p>  
<p>11. Nov. 29</p>	<p>Assessment</p>	<p>Ahmed, S. (2018). Chapter 4: Becoming Better Informed. In <i>Being the Change: Lessons and Strategies to Teach Social Comprehension</i> (pp 75-98). Westport, CT: Libraries Unlimited and Portsmouth, NH: Heinemann.</p>  <p>Coppola, S. (2019). Chapter 2: Writing is... Visual Composition. In <i>Writing, Redefined: Broadening Our Ideas of What It Means to Compose</i> (pp. 23-38). Stenhouse Publishers. *</p>  <p>Fletcher, R. (2017). <b>Chapter 28:</b> Looking at Student Writing &amp; <b>Chapter 29:</b> Assessment &amp; Grading. In <i>The writing teacher's companion: Embracing choice, voice, purpose &amp; play</i>. New York, NY: Scholastic, Inc. *</p>

		 <p>kinderbender. (2020, May 2). <a href="#">#31DaysIBPOC: An Open Letter to Black Joy</a>. <i>Kinderbender</i>.</p>  <p>Kissel, B. (2017). <b>Chapter 4</b>: Mini-Lessons: Writers Determine the Detours. In <i>When Writers Drive the Workshop: Honoring Young Voices and Bold Choices</i> (pp.79-111). Portland, ME: Stenhouse Publishers. <a href="#">View this resource in the Bank Street library</a>.</p>  <p>Martell, J. &amp; Souto-Manning, M. (2016). <i>Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2</i>. Teachers College Press. (Chapter 3).</p>  
<p>12. Dec. 6</p>	<p>Books as Teachers: Reading Aloud and Reading Like a Writer</p>	<p>Gilmore, B. (2017, February). 10 Ways to Promote a Culture of Literacy. <i>Educational Leadership, Vol. 74</i> (No. 5), pp. 72-76. <a href="#">View this resource in the Bank Street library</a>.</p>  <p>Hollie, S. (2017). Chapter 5: Is my academic literacy instruction culturally responsive? In <i>Culturally and Linguistically</i></p>

*Responsive Teaching and Learning: Classroom Practices for Student Success*. Huntington Beach, CA: Shell Education. \*



Krashen, S.D. (2004, 2nd Ed.). **Chapter 2**: The Cure. In *The Power of Reading: Insights from the Research* (pp.57-89). Westport, CT: Libraries Unlimited and Portsmouth, NH: Heinemann.. \*



Layne, S. (2015) **Forward & Chapter 1**: What's All the Fuss About Reading Aloud?. In *Defense of Read-Aloud* (pp.ix-xiii & pp.1-18). Portland, ME: Stenhouse Publishers. \*








Windy City LIVE. (2018, Aug. 20). [Marley Dias talks about her book and #1000 Black Girl Books](#) [video] YouTube.



Recommended:

Yates, K. (2015). **Chapter 10**: Talk About Reading: Support, Share, and Expand the Love of Reading Through Conversation. In *Simple starts: Making the move to a READER-CENTERED CLASSROOM*. Portsmouth, NH: Heinemann.



MODULE 4: PUTTING IT ALL TOGETHER		
13. Dec. 13	Instruction for the Community	<p>Martell, J. &amp; Souto-Manning, M. (2016). <i>Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2</i>. Teachers College Press. (Chapter 4).</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Routman, R. (2018). Engagement 4: Teaching with Purpose and Authenticity. In <i>Literacy Essentials: Engagement, Excellence, and Equity for All Learners</i> (pp. 81-99). Portsmouth, NH: Heinemann. *</p> <div style="display: flex; justify-content: center; align-items: center;">  </div>
14. Dec. 20	Community, Advocacy, and Power	<p>Emdin, C. (2016). Chapter 2: Teach Without Fear. In <i>For White Folks Who Teach in the Hood... And the Rest of Y'all Too : Reality Pedagogy and Urban Education</i> (pp. 31-43). Beacon Press. *</p> <div style="display: flex; justify-content: center; align-items: center;">  </div> <p>Hoffman, J.V. &amp; Schultz, K.M. (2017, July/August). 'I Practice Teaching': Transforming Our Professional Identities as Literacy Teachers Through Action Research. In <i>The Reading Teacher, Vol. 71</i> (no.1), pp.7-12. <a href="#">View this resource in the Bank Street library.</a></p> <div style="display: flex; justify-content: center; align-items: center;">  </div>

Martell, J. & Souto-Manning, M. (2016). *Reading writing and talk: Inclusive teaching strategies for diverse learners, k-2*. Teachers College Press. (Chapter 3).



Recommended:

Routman, R. (2003). Chapter 12: You Only Have So Much Time. In *Reading Essentials The Specifics You Need to Teach Reading Well* (pp 201-219). Portsmouth, NH: Heinemann. \*



Tucker, C. (2016, March). Modeling Lifelong Learning. In *Educational Leadership*, Vol. 73, No. 6 (pp. 82-84). View this resource in the Bank Street library.



## Assignment Schedule

(Note, engagement items are all listed on Canvas. This is just for the main 3 assignments)

Session	Due Date	Assignment Due
1		No major assignment due but don't forget to do the readings and pre-course preparations in Canvas
2	9/26	<u>Environmental Assignment: Part A</u> <ul style="list-style-type: none"> <li>Part 1: View photos/video + group discussion</li> </ul>
	9/26	<u>Environmental Assignment: Part B</u> <ul style="list-style-type: none"> <li>Submit your ideal classroom drawing</li> </ul>
3	10/3	<u>Environmental Assignment: Part C</u> <ul style="list-style-type: none"> <li>Part C: Discuss Classroom with partner + reflection</li> </ul>
4	10/9	Log #1 - Establishing a Supportive Context
5		No major assignment due
6	10/23	Log #2 - Running Record and Analysis
7	10/25	No major assignment due
8	11/6	Log #3 - Video Log
9		No major assignment due
10	11/20	Log #4 - Writing Sample and Analysis
	11/21	Synthesis Assignment C: <b>Classroom Instructional Plan</b> Meeting 1: <u>Content focus</u>
11	11/25	Student Snapshot: Draft
	11/28	Synthesis assignment B: <b>Caregiver Conference</b>
12	12/4	Log # 5 - Differentiated Choice
	12/5	Synthesis Assignment C: <b>Classroom Instructional Plan</b> Meeting 2: <u>Begin Plan</u> (Share one draft of classroom instructional plans with us. Choose reading <b>or</b> writing)
13	12/12	Synthesis Assignment A: <b>Student Snapshot (Final)</b> Synthesis Assignment C: <b>Classroom Instructional Plan</b> Meeting 3: <u>Finalize Presentation</u> (No submission)

<b>14</b>	<b>12/13</b>	Synthesis Assignment C: <b>Classroom Instructional Plan</b>
	<b>12/17</b>	Synthesis Assignment D: <b>Video Reflection</b> Twitter Engagement and Reflection Paper

Usually, Logs Due Saturday, Assignments due on Sundays