

**MANHATTANVILLE COLLEGE**  
**EDU 3369 Methods for Teaching Literacy and Language Arts II, Grades 3-6**

**Dr. Jane Gangi**

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**Spring 2010**

**Mon. and Thurs.** 10:45-12

**Office Room #:** C117

**Office hours:** M, 1-4, or by appt.

**NOTE:** We will hold some of our classes on campus and some of our classes in Carrie Poulos's 5<sup>th</sup> grade class during our M/Th 10:45-12 class time at Edison School in Port Chester, NY. Because there can be unexpected surprises in schools, it is important that you check your email regularly, and that we all have each other's cell phone numbers. Please let me know if you have a class before or after this one that might keep you from arriving on time or staying the duration.

### **COURSE DESCRIPTION**

This course is the second of a pair of courses that provides a research-based introduction to literacy teaching and learning for children in the elementary grades. The course examines in depth the theories, approaches, and methodology of teaching reading and writing in the elementary classroom, with a special focus on literacy teaching in the upper elementary grades (3-6). Emphasis will be on helping students develop an informed, integrated, and balanced approach to the planning and instruction of reading, writing, listening, and speaking, and on extending their knowledge of children's literature in a diverse society.

This syllabus and selected course materials can be located at [www.mville.edu/library](http://www.mville.edu/library)

Click on ERES electronic reserves

Click on ERES electronic reserves course material

Click on Instructor and find "Gangi"

Click on course name: Methods of Teaching Literacy and Language Arts II

Password to course: 3369

### **REQUIRED TEXTS**

Available in the Bookstore:

Allington, R. & Johnston, P. (2002). *Reading to learn: Exemplary fourth-grade classrooms*. New York: Guilford.

Gangi, J. M. (2004). *Encountering children's literature: An arts approach*. Boston: Allyn & Bacon.

Required, for participation in Book Clubs, Junior Great Books shared inquiry, and for the children's literature log:

Babbitt, N. (1975). *Tuck everlasting*. New York: Farrar. (fantasy novel)

*American Library Association (ALA) Notable Book Award*

*1976 Christopher Award*

Brooks, L. (2001). *Devon's hurt*. Woodstock, IL: Dramatic Publishing. (drama)

*1998 Aurand Harris Memorial Playwriting Award*

Ellis, D. (2002). *Parvana's journey*. Toronto: Douglas & McIntyre. (contemporary realistic fiction novel).

This is the second book in Ellis's Breadwinner Trilogy; you may wish to read *The Breadwinner*, the first book and *Mud City*, the third book.

*2003 Jane Addams Book Award for Older Children*

*The "Breadwinner Trilogy": 2004 Jane Addams Children's Book Award Special Commendation*

Freedman, R. (1987). *Lincoln: A photobiography*. New York: Clarion.

*1988 Newbery Medal Winner*

Taylor, M. (1976). *Roll of thunder, hear my cry*. New York: Dial. (historical fiction novel)

1977 Jane Addams Honor Book  
1977 Newbery Medal Winner  
1977 Boston Globe-Horn Book Award for Excellence in Children's Literature Honor Book/Fiction  
Zhang, A. (2004). *Red land, yellow river: A story from the cultural revolution*. Toronto: Groundwood.  
(illustrated biography)  
2005 Bologna Ragazzi Award for Nonfiction

#### **REQUIRED, ON ERES**

Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher*, 58(3), 230-239.

Gangi, J. M. (2009, in press). Global, multicultural literature and the read aloud and writer's workshop as a site for social justice. In M. A. Reilly & J. M. Gangi, *Composing culturally responsive K-8 literacy classrooms*. Charlotte, NC: Information Age Publishing.

Gangi, J. M. (2008). The unbearable whiteness of literacy instruction: Realizing the implications of the proficient reader research. *MultiCultural Review*, 17(2), 30-35.

Guastello, E. F., & Lenz, C. (2005). Student accountability: Guided reading kidstations. *The Reading Teacher*, 59(2), 144-156.

Heath, S. (2004). Learning language and strategic thinking through the arts. *Reading Research Quarterly*, 39 (3), 338-341.

Ladson-Billings, G. (2002). I ain't writin' nuttin': Permissions to fail and demands to succeed in urban classrooms. In L. Delpit (Ed.), *Skin that we speak*. New York, NY: The New York Press.

Rasinski, T. (2006). Reading fluency instruction: Moving beyond accuracy, automaticity, and prosody. *The Reading Teacher*, 59(7), 704-706.

#### **REQUIRED, ONLINE**

Literature Circles Resource Center: <http://www.litcircles.org/>

New York State Education Department (NYSED): [www.emsc.nysed.gov/ciai/pub.html](http://www.emsc.nysed.gov/ciai/pub.html)  
Learning Standards for ELA (skim, skip-read)

NYSED. The teaching of language arts to limited English proficient/English language learners: A resource guide for all teachers. Albany: New York State Education Department:  
<http://www.emsc.nysed.gov/biling/resource/res.html> (skim, skip-read)

#### **OPTIONAL, ON ERES**

Applegate, A. J., & Applegate, M.D. (2004). The Peter effect: Reading habits and attitudes of preservice teachers. *The Reading Teacher*, 57(6), 554-563.

Bell, Y.R., & Clark, T. R. (1998). Culturally relevant reading material as related to comprehension and recall in African American children. *Journal of Black Psychology*, 24(4), 455-475.

Gangi, J. M., & Ferguson, A. (2006, Spring/Summer). African American literature: Books to stoke dreams. *The Tennessee Reading Teacher*, 34(2), 29-38.

Gee, J. P. (2003). Discourses in and out of school: Looking back. A paper prepared for an international forum at Hofstra University.

McNair, J. C. (2008a). Innocent though they may seem: A critical race theory analysis of Firefly and Seesaw Scholastic book club order forms. *MultiCultural Review*, 17(1), 24-29.

McNair, J. C. (2008b). The representation of authors and illustrators of color in school-based book clubs. *Language Arts*, 85(3), 193-201.

Reese, D., et al. (2001). Fiction posing as truth: A critical review of Ann Rinaldi's *My heart is on the ground: The diary of Nannie Little Rose, a Sioux girl*. *Rethinking our classrooms*, vol. 2, 57-62.

Rosenblatt, R. (1991). Literature-S.O.S.! *Language Arts*, 68, 444-448.

Scroggins, M. & Gangi, J. M. (2004). Paul Laurence who? Invisibility and misrepresentation in children's literature and language arts textbooks. *MultiCultural Review*, 13(3), 44-53.

#### **OPTIONAL, ONLINE**

Books to Avoid. <http://www.oyate.org/books-to-avoid/index.html>

## JOURNALS AND ONLINE RESOURCES

See *Manhattanville College Department of Literacy Resources for Children's Literature* and *Manhattanville College Department of Literacy Resources for Literacy: Associations, Journals, Websites* documents. These are posted on ERES and on my website, where links can be easily followed: <http://faculty.mville.edu/gangij>.

## VIDEOS

We will view some videos/ video clips in class. However, since there is not enough time to view more in-class, please consider viewing outside of class time the following wonderful videos. You'll do yourselves a favor; these are excellent teachers who share with you how to organize and conduct effective classrooms that bring about high levels of literacy, and they are real confidence-builders!

In the Manhattanville Library:

An Observation Survey, Marie Clay (concepts of print and running record)

Strategies Instruction in Action, Stephanie Harvey and Anne Goudvis, authors of *Strategies That Work*

A Touch of Greatness, Albert Collum, author of *Push Back the Desks*

In the Department of Literacy offices:

Words Their Way, Donald Bear, et al.

Thoughtful Literacy, Dick Allington

Online (posted in the fall of 2005):

Annenberg/WGBH Educational Foundation, Teaching Reading Workshop, Grades 3-5:

[http://www.learner.org/resources/series204.html#program\\_descriptions](http://www.learner.org/resources/series204.html#program_descriptions).

Viewing these videos is free, although you will have to register.

## COURSE REQUIREMENTS

**Attendance and promptness.** Preservice teachers are expected to demonstrate professionalism and collegiality by attending all classes, and arriving on time. Each class we engage in *experiences* designed to enhance the literacy development of upper grade elementary children; experiential learning cannot be "made up." If you must miss a class – I don't expect (or want) you to come to class when you are sick – it is your responsibility to find out from your "buddy" what you missed. More than 3 absences will negatively affect your grade, and you may be asked to withdraw from the course. Excessive tardiness will lower your grade. If there are any extenuating circumstances, please contact me individually to reach a mutually acceptable solution.

Assignments are due on the date indicated, unless I have agreed to an exception in advance.

**Academic Integrity:** I abide by the Manhattanville College and School of Education policies by reporting and documenting all cases of academic dishonesty (plagiarism, cheating, false representation) to the appropriate administrators.

In any and all written work for this class, **you must use quotes when quoting.** Do not quote without citation from published works (including book jackets), Amazon, or any other Internet source.

**Plagiarized work or cheating and other acts of academic dishonesty receive a zero.** Also, submitting an assignment that one has written during a previous semester or submitting the same assignment for more than one class simultaneously is typically considered to be plagiarism.

If you are a student with disabilities, and you have not yet registered with the Office of Disability Services for this semester, please contact the Director of Disability Services at 914 323-7127.

## GRADING

### PLEASE ATTACH RUBRIC WHEN YOU SUBMIT YOUR WORK.

Manhattanville Conceptual Framework standards are identified in individual assignments as indicated below.

### FIELD EXPERIENCE REQUIREMENT: 12 HOURS

For the Storytelling Workshop, the Professional Literature Reviews, Book Clubs, and some of the arts-based sessions, we will all be together in Carrie Poulos's class. The Literacy Profile, because it is one-to-one, is something you do by yourself with a fifth grader; you will arrange this with Mrs. Poulos. You will also arrange with her a time to read-aloud a book to her class. Please remember that in schools things may change at a moment's notice, so we will have to be flexible.

The 12 required field hours for this class will be carried out mostly in Mrs. Poulos's room.

#### *Approximately:*

- 2 ½ hours – 3 sessions on the Storytelling Workshop
- 1 and ½ hours – Professional Literature Review and Demo Lessons
- 2 hours – Book Clubs
- ½ hour – Read Aloud
- 3-6 hours – Literacy Profile (you are one-to-one with a student), which may include observing Mrs. Poulos's language arts block
- Serendipity – serendipitous opportunities may arise

20% \*Literacy Profile. 1b., 1c., 1d., 1e., 2b., 3e., 4b., 5b.

20% Children's literature mini-log. 1d., 2a., 2c., 2d., 2e., 3a., 3c., 3e., 5a.

20% Professional Literature Review and Demo Lesson. 1d., 1e., 2 a., 2b., 2c., 2d., 3a., 3d., 4a., 5a., 5d., 5.e.

30% Literacy Notebook. 1a., 1b., 1d., 2b., 2c., 3a., 3d., 3e., 4a., 4b., 5b., 5d.

10% Class participation. This includes on-time attendance, keeping up with readings, and participating in Carrie Poulos's 5<sup>th</sup> grade class where you will read one picture book aloud.

At all times there are in our crate anchor papers that give you examples of former students' work that are well-done. \*Gateway assignment

### **TENTATIVE CLASS SCHEDULE:**

Please note those sessions scheduled at Edison, identified in caps and bold: **EDISON**. More may be added; please check your email regularly to keep up with the location of the class.

Literacy Notebook entries are in CAPS – the session we address a particular concept in class. Literacy Notebook entries must address the (1) readings, (2) class activities, and (3) application of an aspect of literacy. See rubrics. The entries should be about 1 ½ to 2 pages in length.

Session 1 Introduction and Overview: Syllabus and Course Materials  
1/25 Language Arts (reading, writing, listening, speaking, viewing, and, in some states, acting); Literacy (reading and writing) and Literature: What were your experiences during grades 3-6?

In class, we will review what's expected for the **Professional Lit Review and Demo Lesson**

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Session 2 Children's literature focus: folklore (fables, folktales, fairy tales)  
1/28

In class, we will begin to review what's expected for the **Literacy Profile** (the assessment component of the course).

Mini-lesson on Academic Integrity

**Readings Due:** course syllabus and related documents, Gangi, Ch. 7, and Boyd-Batstone article, "Focused Anecdotal Records"

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Session 3      Introduction to Storytelling at **EDISON**  
2/1              How can storytelling build comprehension?

**Reading Due:** Get a head start on the children's literature due later in the semester. The order in which they are due: *Devon's Hurt*; *Lincoln*; *Roll of Thunder, Hear My Cry*; *Red Land*; *Parvana's Journey*; *Tuck Everlasting*

**Optional:** View Annenberg, Teaching Reading 3-5, Wkshp 3, Comprehension

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Session 4      Storytelling Workshop at **EDISON**  
2/4              Have chosen a story (I will provide samples) and read it over several times: Storytelling is about visualization and internalization, not memorization

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Session 5      Is teaching a profession? How do effective teachers teach?  
2/8              What are the **CONTEXTS AND ORGANIZATION** for literacy?

In class, we will view Annenberg tape, Jeanne Paratore on contexts and organization  
In class, we will review what's expected for the **Literacy Notebook**.

**Reading Due:** Read Allington & Johnston, Foreword, Chs. 1 & 2.  
Sign-up for Professional Lit Review and Demo Lesson.

**Optional:** Read Applegate article

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Session 6      Storytelling, continued, at **EDISON**  
2/11              How can tableaux assess student learning?  
Children's literature focus: folklore (myths, legends, tall tales, epics)

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Session 7      **CONTEXTS AND ORGANIZATION, continued**  
2/15              How does knowledge of genre contribute to building a classroom collection?  
How can families and communities foster literacy?  
How to differentiate instruction?

**Reading Due:** Read Gangi, Chs. 1 & 2, and Allington & Johnston, Ch. 7, about effective teacher Mary Ellen Quinlan

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Session 12      Children's literature focus: Picture Books  
3/4              In class, we will review what's expected for the **Children's Literature Mini-log**

Mini-lesson on Academic Integrity

**Reading Due:** Gangi, Ch. 4. If you have not done so, set up a time with Karen to read aloud a picture book in her class.

**Writing Due:** Literacy Notebook Entry #3: **SOCIOCULTURAL ASPECTS OF LITERACY**. Cite Allington, ch. 11, Heath, and Ladson-Billings, and class activities (and/or hand-outs) from Sessions 9 & 10. Throughout the semester, note **WRITING** (the Literacy Notebook entry on writing is due later in the semester).

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Session 13      What does effective literacy instruction look like in inclusive classrooms?  
3/8              What does choral reading offer children, especially **ENGLISH LANGUAGE LEARNERS** (ELLs)?

**Reading Due:** Allington & Johnston, Ch. 4, about effective teacher Kim Duhamel, and skim-skip read NYSED online reading: <http://www.emsc.nysed.gov/biling/resource/res.html> on ELLs

**Writing Due: Literacy Notebook Entry #4: VOCABULARY.** Based on Sessions 11 & 12. Why read aloud? Why look at the elements, styles, and media of art in children's picture books? Cite Allington & Johnston, ch. 5; Gangi, ch. 4; and, class activities (Beck on the word "reluctant").

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Session 14      How can poetry build comprehension through visual imagery? **At GEORGE WASHINGTON**  
3/11              What is Balanced Literacy?  
                    How can poetry contribute to phonemic awareness?

Children's literature focus: poetry.

**Reading Due:** Gangi, Ch. 5

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#### **NO CLASS MARCH 15 & 18: SPRING BREAK**

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Session 15      What does effective literacy instruction look like in a bilingual classroom?  
3/22              How does drama (which can include readers theater, story dramatization, puppetry, mask-making, and story theater) contribute to the development of **FLUENCY**?

#### **Professional literature review and demo lesson?**

**Reading Due:** Allington & Johnston, Ch. 6 effective teacher Sandy Kniesley (note also her **assessments**); and, Rasinski, "Reading fluency..."

**Optional:** View Annenberg, Teaching Reading 3-5, Wkshps 2-Fluency and Word Study, 6-ELLs, and 8-Assessment

*Please consider attending the Human Rights Awareness Day, October 28.*

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Session 16      **At GEORGE WASHINGTON**  
3/25              Children's literature focus: Drama explored through readers theater, story  
                         dramatization, and/or mask-making

**Reading Due:** Gangi, Ch. 6, and Brooks, *Devon's Hurt*

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Session 17  
3/29

**Writing Due:** 2 Literacy Notebook Entries **#5: FLUENCY** based on Session 15 & 16. Cite Allington & Johnston, chs. 4 & 6, Rasinski article, Gangi, ch. 6; and, class activities (readers theater)  
**and**  
**#6: ENGLISH LANGUAGE LEARNERS (ELLs)**. Based on recent readings and class activities (choral reading). Cite Allington & Johnston, chs. 4 & 6; Gangi, ch. 5; NYSED online reading on ELLS; and class activities that support ELLS.

**Optional:** View Annenberg, Teaching Reading 3-5, Wkshps 13-Content Area, and 16-nonfiction

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Session 18      Children's literature focus: informational texts  
4/1              What is Curriculum Compacting? How can it help gifted students?

**Reading Due:** Gangi, Ch. 8

**Optional:** View Annenberg, Teaching Reading 3-5, Wkshps 13-Content Area, and 16-nonfiction

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Session 19      Why integrate literacy instruction? How does integration foster differentiation?  
4/5      Integrating Literature and the Social Studies

**Reading Due:** Allington, Ch. 9, and Freedman, *Lincoln*

**Writing Due:** Literacy Notebook Entry #7: **GUIDED READING/GROUPS** (small, large, pairs, individuals). Based on Session 17. Cite Allington & Johnston, ch. 3 – note how Joan Backer **GROUPS** children; Guastello & Lenz article – note how Guastello and Lenz manage the class during **GUIDED READING**; and, class activities (how Marcella runs Guided Reading from Fountas and Pinnell).

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Session 20      Children's literature focus: Historical Literature  
4/8

**Reading Due:** Read Gangi, Ch. 9

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Session 21      How can using literature circles increase comprehension?  
4/12      **COMPREHENSION: ASKING QUESTIONS AND MAKING INFERENCES**



**Reading Due:** Read online the Literature Circles Resource Center: <http://www.litcircles.org/>

By this date, **have read:** *Red Land, Yellow River, Roll of Thunder, Hear My Cry, The Whale Rider, and Parvana's Journey*. Choose one of these to participate in a literature circle (the rest you write about in your children's lit log).

**Optional:** View Annenberg, Teaching Reading 3-5, Wkshp 10, Book Club

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Session 22      Children's literature focus: Biography and Autobiography; and Contemporary Realism  
4/15              How to deal with censorship?  
                      How to teach comprehension: synthesis and prediction?  
                      Mini-author study: Deborah Ellis

**Professional literature review and demo lesson MAY be at GEORGE WASHINGTON**

Sibberson and Szymusiak, *Still learning to read*

**Reading Due:** Gangi, chs. 10 and 11

**Writing Due:** Literacy Notebook Entry #8: **COMPREHENSION: ASKING QUESTIONS AND MAKING INFERENCES.** Based on literature circle session(s). Cite Gangi, ch. 9 (on literature circles); online reading by Schlick and Noe on literature circles (<http://www.litcircles.org/> [NOTE: THIS IS NOT AN ARTICLE BUT A GUIDE FOR STRUCTURE]); and, discuss your experience in our class literature circles.

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Session 23      What is inquiry learning? How can it promote literacy? **DR. KRISTIN RAINVILLE**  
4/19              How to structure **GUIDED READING?** How to structure **GROUPS?**  
                      Comprehension: How to help children determine importance?

**Reading Due:** Allington & Johnston, Ch. 3 effective teacher Joan Backer, and Guastello article on kidstations

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What are the literate achievements of fourth graders?  
    A look at the New York state tests  
    What kinds of assessments do effective teachers use?

**Reading Due:** Allington & Johnston, ch. 10

**Writing: Due: Literacy Profile.** Be prepared to speak briefly on your experience this semester with assessment.

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Session 24      How to lead Junior Great Books shared inquiry?  
4/22

**Reading Due:** *Tuck Everlasting*

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Session 25      Children's literature focus: Fantasy and science fiction  
4/26

**Reading Due:** Read Gangi, Ch. 12

**Writing Due:** Literacy Notebook Entry #9: **WRITING.** Cite Allington & Johnston, ch. 8 (Tracey Bennett), Gangi chapter, "Writing, Cultural Diversity, and Global Connections," and anything you have learned and/or are eager to try from course readings, activities, and professional literature reviews. Based on all sessions, readings, and class activities.

**Optional: Bring completed Literacy Notebook –I can check those that are finished.**

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Session 26 Children's literature focus: Celebrations and commemorations books  
4/29 Serendipity: If we haven't discussed them before: Literacy and Behaviorism; and,  
Retention

**Reading Due:** Read Gangi, Ch. 13

**Due:** Literacy Notebook #10: **MOTIVATION.** Reflect on course readings, class activities, and classmates' contributions: What has been motivational to you? What have you learned about what motivates upper elementary grade children? Based on the semester.

**Bring completed Literacy Notebook in a LARGE 3-ring binder with all sections completed** (except the last entries on motivation and writing). I will not collect the notebooks; you will show me how you have organized the material by section, including your and your classmates' Professional Literature Reviews, and class hand-outs.

Session 27  
5/3

Session 28  
5/6

May 10-14: FINALS WEEK

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In lieu of midterm and final exams, the Children's Literature Mini-Log is due **on or before THURSDAY, DEC. 17.** Leave in my mailbox in the SOE office, or in the basket on my door.

**Also, on or before THURSDAY, DEC. 17, the cover sheet(s) for your 12 field experience logs.**

**Optional:** To help you with your logs, I will be at the Perrot Library, 90 Sound Beach Ave., in Old Greenwich, CT, from **12-3 on MONDAY, DEC. 14;** drop in when and if you can. Perrot is a wonderful place to keep up with new publications. Kate McClelland, who was a children's librarian extraordinaire and winner of the New York Times librarian of the year award in 2006, developed the children's collection at Perrot, which has an outstanding collection.

**Directions to Perrot: Via Car (from either direction):** Take Exit 5 off the Connecticut Turnpike (I-95). Turn right at the end of the ramp onto East Putnam Avenue (Route 1). At the first traffic light, turn right on to Sound Beach Avenue. The library is located on the left, after approximately 1/3 of a mile. It is directly opposite Binney Park.

**Also optional: THURSDAY, DEC. 10, 7:30-8:30 PM,** I will be in Education Resource Center of Manhattanville Library (2<sup>nd</sup> floor); librarian Lynda Hanley, the education liaison, has done a tremendous job building up the children's and young adult collection.

**TO PICK UP WORK:** Email me a day you will be on campus and, if I am on campus, too, I will put it in my basket for you. Or, bring in a self-addressed, stamped envelope (SASE) and I will mail it to you.

## BIBLIOGRAPHY

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- Anderson, C. (2005). *Assessing writers*. Portsmouth, NH: Heinemann.
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- \_\_\_\_\_. (2005). *Writing to the prompt: When students don't have a choice*. Portsmouth, NH: Heinemann.
- Antonacci, P. A., & O'Callaghan, C. (2006). *A handbook for literacy instructional and assessment strategies, K-8*. Boston: Allyn and Bacon.
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MANHATTANVILLE CONCEPTUAL FRAMEWORK (CF) STANDARDS

MANHATTANVILLE CF	MANHATTANVILLE CONCEPTUAL FRAMEWORK INDICATORS
1a. Learning and Teaching	Combines a depth of knowledge of academic disciplines with understanding of pedagogical theory and research
1b. Learning and Teaching	Demonstrates knowledge and use of multiple assessments and appropriate diagnostic techniques
1c. Learning and Teaching	Demonstrates teaching driven by reflective practice within the context of a community of learners
1d. Learning and Teaching	Develops developmentally appropriate strategies based on structure and method of the discipline
1e. Learning and Teaching	Applies educational theory to classroom practice
2a. Diverse Learners	Demonstrates respect for and values all children
2b. Diverse Learners	Demonstrates knowledge of child development
2c. Diverse Learners	Demonstrates understanding of how to foster self-esteem, motivation, character and civic responsibility
2d. Diverse Learners	Considers the challenges likely to be encountered by diverse learners and strategies to help diverse learners meet those challenges.
2e. Diverse Learners	Demonstrates a belief that all children can learn. Provides a supportive environment for diverse learners and treats all students equitably
3a. Liberal Arts	Models strong speaking, writing, reading and listening skills
3b. Liberal Arts	Demonstrates sound knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences
3c. Liberal Arts	Demonstrates a broad knowledge of the liberal arts
3d. Liberal Arts	Demonstrates a deep understanding of the content appropriate to the teaching specialty and relevant applications of that content.
3e. Liberal Arts	Demonstrates a commitment to motivate and enable all students to attain high standards of academic achievement
4a. Family, School and Community	Understand that the involvement of the home enhances the work of the school
4b. Family, School and Community	Promotes child-focused collaboration with parents, staff and community organizations
5a. Professionalism	Is committed to a life-long pursuit of learning and professional growth
5b. Professionalism	Utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness
5c. Professionalism	Assumes a professional role within the organizational system of the school
5d. Professionalism	Is responsive to research and best professional practices
5e. Professionalism	Interprets and implements regulatory, professional, and ethical standards.

## SUMMARY OF COURSE INSTRUCTIONAL FOCUS & ASSESSMENTS

Numbers in parentheses ( ) indicate International Reading Association Standards; items in brackets [.....] indicate NCATE Standards.

Course Objectives By the end of the course the students will:	Course Activities Students will engage in:	Outcomes/ Assessments Instructor will assess through:
1. Student teacher candidates will demonstrate knowledge of major theories of literacy learning. (1.0, 2.0, 3.0, 4.1) [1,2,3]	Reading texts, collaborative learning, lecture, viewing multimedia, hands on practice	Class discussion, Literacy Notebook, Professional Literature Reviews
2. Student teacher candidates will demonstrate knowledge of language development (2.2,2.3,2.5,2.7) [1,3]	Reading texts, collaborative learning, lecture, viewing multimedia, hands on practice	Class discussion, Literacy Profile, Literacy Notebook
3. Student teacher candidates will demonstrate a knowledge of the developmental stages for beginning reading, writing and spelling (2.1, 2.2)	Reading texts, collaborative learning, lecture, viewing multimedia, hands on practice	Class discussion, Literacy Notebook, Literacy Profile
4. Student teacher will demonstrate the ability to teach reading and writing to students of diverse backgrounds. (1.7,2.2,3.1,3.2) [1]	Readings, discussion, viewing multimedia, videos, hands-on practice, fieldwork	Class discussion, Children's Literature Mini-Log, Professional Literature Reviews, Literacy Notebook
5. Student teacher candidates will demonstrate an ability to construct environments that support literacy learning (5.2,5.4,5.6,5.7,2.14) [1]	Readings, discussion, viewing multimedia, videos, hands-on practice	Class discussion and activities, Children's Literature Mini-Log, Professional Literature Reviews, Literacy Profile
6. Student teacher candidates will become familiar with the New York State Learning Standards for English Language Arts ( Reading and Writing, Speaking and Listening) and the Grade 4 Assessment Program (1.2) [1]	Use of internet, readings, hands-on practice with NYS Grade 4 Assessments	Lesson Plan
7. Students will become familiar with techniques for assessing and monitoring students progress in literacy development (10.1) [1.2]	In class discussions and demonstrations, readings fieldwork, field experience log	Literacy Profile, Lesson Plan, Literacy Notebook