PEDU 524 Emergent and Early Literacy Instruction
Longwood University - Professional Studies
Summer 2020 - 3 Credit Hours

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Office Hours: by appointment via Zoom or phone
Class Dates: June 21-August 15 (online - asynchronous) ---------------------------------------
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Course Catalog Descriptions
The course will explore both the science and art of teaching emergent and early literacy
from birth through Grade 3. The course will cover theory, research, practical strategies,
and perspectives about how children learn emergent and early literacy skills – while
recognizing that literacy development is an active process between educators and their
students.

Course Objectives
Course objectives and assignments are designed to align with Longwood University's
Department of Education Conceptual Framework (CF), and the Virginia Department of
Education Licensure Regulations.

Upon completion of this course *Emergent & Early Literacy Instruction*, the student
should be able to:

Knowledge
1. Discuss the historical roots of early childhood education.
2. Discuss the evolution of theory and practice in early childhood education
   across the twentieth century.
3. Differentiate among constructivism, explicit instruction, and the balanced
   comprehensive approach to literacy instruction.

4. List ways to help English learners communicate in school.
5. Describe strategies for teaching children with exceptionalities.
6. Explain how to help children manage their behavior in school.
7. Organize a literacy-rich physical environment.
8. Organize for differentiated instruction.
9. Organize for guided reading: Small-group explicit instruction of skills.
10. Explain how to organize and manage daily literacy schedules.
11. Explain how dramatic play can engage children in reading and writing.
12. Identify the features of a well-designed literacy station.
13. Discuss types of children's literature to have in your classroom.
14. Identify activities that can be done with children's literature.
15. Describe storytelling techniques and encourage independent reading.
16. Explain the theories underpinning early writing development.
17. Describe strategies used to help children from birth to pre-K develop writing.
18. Describe strategies to be used for developing writing in kindergarten through third grade.
19. Discuss the types of writing most appropriate for early childhood and give examples of how to develop each.
20. Summarize important reading research-based strategies that enhance a child's comprehension of text.
21. Discuss the role of fluency in comprehension and strategies to enhance fluency.
22. Review and summarize how to assess children's comprehension of text.
23. Summarize how to address diversity through differentiated instruction.
24. Describe the effects of evidence-based research, governmental policies, and legislation on early childhood literacy.
25. Discuss the pros and cons of standardized tests.
26. Discuss standards and explain how they can affect the literacy curriculum.
27. Describe standards and assessment tools designed to measure outcomes against them.
28. Describe the impact of shifting demographics and cultural diversity on literacy

Skills
29. Explain the role of assessment in early literacy development
30. Define authentic assessment and describe several techniques for conducting it.
31. Identify and describe in-depth measures of assessment.
32. Understand the theories about how language develops.
33. Outline the stages of language development from birth to 8.
34. Identify strategies to help children develop language from birth to 2.
35. Describe strategies to enhance expressive and receptive language.
36. Describe a rich literacy classroom environment that will engage children in conversation.

37. Describe strategies for developing vocabulary.
38. Describe assessment of children's language development.
39. Identify a variety of methods for teaching the alphabet.
40. Describe strategies for figuring out words other than phonics.
41. Assess emergent literacy skills.
42. Define phonological and phonemic awareness and identify activities for developing them.
43. Define phonics and describe effective strategies for teaching phonics skills.
44. Assess knowledge of word-study skills.
45. Integrate literacy into thematic units and project-based instruction.
46. Integrate technology into reading and writing activities.
47. Strategize for motivating readers and writers.
48. Assess children's attitudes toward books.
49. Demonstrate the important mechanical aspects of writing that children must learn.
50. Assess student writing.
51. Understand what children need to learn about the concepts of print.
52. Outline recent theory and research about reading comprehension.
53. Outline classroom organizational strategies for teaching comprehension.
54. Explain the theory and research relating to figuring out words in early literacy

Dispositions

55. Discuss the role of families in developing literacy.
56. Describe a framework for involving parents in literacy instruction.
57. Identify materials and activities for creating a rich family literacy environment.
58. Explain cultural issues that influence family involvement and literacy.
59. List methods to cultivate family involvement in literacy instruction.
60. Create a literacy friendly classroom.
61. Create a positive growth mindset in your classroom.
62. Explain the importance of practicing empathy for diversity in the literacy environment.

Required Textbooks

1. Diller, D. (2003). *Literacy work stations: Making centers work*. Portsmouth, NH: Stenhouse.
2. Ganske, K. (2013). Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction (2nd ed). New York: Guilford Press.
3. Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades*. Portsmouth, NH: Stenhouse.
4. Ray, K.W. (2010). *In Pictures and in words: Teaching the qualities of writing through illustration studies* (2nd ed.). Portsmouth, NH: Heinemann.

Suggested Course Books:
Course Structure and Student Expectations
This fully online, asynchronous course is designed according to the eight-module structure. Each module will require a minimum of 6 hours for the review of content and completion of required activities, just as you would if meeting in a face-to-face class format. An additional 2-3 hours will be needed for the introductory module. Readings and ongoing assignments will require an additional investment of your time per week (based on individuals). This is a 15-week graduate class condensed into a much shorter time frame, so expect to invest a minimum of 100 plus hours to this course in order to be successful.

Modules
Each module will have a similar format for you to follow. They will include assigned reading selections from the textbook, videos to view, Discussion posts online with responses to another class member's posts, a quiz, and several mini-Application Assignments (spread throughout the eight weeks).

Grading Scale
A minimum cumulative grade point average of 3.00 on a 4-point scale isrequired to remain inthe graduate program and for graduation. As of Spring 2016 there is a distinction in quality points awarded with a plus or minus grade. (Previously, plus and minus was not used, and for example, a B+, B, and B- would have all been worth 3 quality points.)

94-100 A: Excellent (4 quality points)
90-93 A-: Excellent (3.7 quality points)
87-89 B+: Good (3.3 quality points)
80-82 B-: Good (2.7 quality points)
83-86 B: Good (3 quality points) 69 & below F: Failure (0 quality points)
77-79 C+: Passing (2.3 quality points)
73-76 C: Passing (2 quality points)
70-72 C-: Passing (1.7 quality points)

Course Assignments, Point Values, & Due Dates

#	Assignment	Point Value	Due Date
1	Reading and Writing Life Reflection	40	Choice Reading (40 minutes a week) ~ Ongoing Writing (3x a week) ~ Ongoing Final Reading and Writing

			Reflection ~ 8/13
2	"Letter to Me" ~ Literacy Autobiography	10	6/25
3	Draft and "Re-VISIONED" Writing Selection	60 (10 Discussion Board & 50 Assingment)	7/9 & 7/16 Post Draft and Desired Response on Canvas 7/9 Final Draft
4	Weekly Reading Discussion Board	80	Ongoing Post Your Response (Tuesdays at midnight) Respond to Your Peer (Thursdays at midnight)
5	"Read Like a Writer" Workshop	25	8/6
6	Toolkit Choice Application # 1 Early Childhood Teacher Interview	100	7/2
7	Toolkit Choice Application # 2 Administer and Reflect a Phonological Assessment Assessment to a child age 3-8 (secure parent permission first)	120	7/9
8	Toolkit Choice Application # 3 Emergent Writing Lesson Plan	120 (110 for assignment & 10 for the discussion board)	7/16
9	Toolkit Choice Application # 4 Phonemic Awareness or Word Study Lesson Activity	120 (110 for assignment & 10 for the discussion board)	7/23
10	Toolkit Choice Application # 5 Reading Workshop Comprehension Mini-Lesson	100 (90 for assignment & 10 for the discussion board)	7/30

11	Toolkit Choice Application # 6 Literacy Work Station	100 (90 for assignment & 10 for the discussion board)	8/6
12	Toolkit Application # 7 Review of Literacy Intervention Programs that Support Young Readers and Writers	100 (90 for assignment & 10 for the discussion board)	8/11
	Total Possible Points:	875	

Course Assignments Descriptions

1. *Reading Life:* Teachers of reading must read. For this class, you are asked to read a book of your choice for a minimum of 40 minutes a week. You are encouraged to read across genres including fiction, nonfiction, poetry, and graphic novels. At the end of the semester, you will reflect on your reading goal and the books your read.

2. *Daybook:* Writing is an act of saying "I am," claiming our identity on paper, and reflecting upon our experiences. As writers, we often don't know what we think until it arrives on the page. Writing is not simply a way to "show what you know" but to figure out how you feel and what think. For this class, you will write in your Daybook a minimum of three times a week. Your Daybook may be a special journal, composition notebook, or spiral. Anything goes. The only requirement is that you use paper as opposed to writing on a computer or tablet. According to brain research, there is a type of thinking, processings, and sharing that happens on paper that is more difficult to obtain through typing. It also opens up opportunities to use visuals to tell your story. At the end of the semester, you will reflect on how you used your daybook and the number and types of entries.

3. *Draft and Re-VISIONed Writing Selection:* Teachers of writing, and we are all teachers of writing, must write. Building off of the writing and visuals from your Daybook, you will create an original piece of writing to turn in for response from your peers. After re-VISIONing your writing based on the responses you received and your own reflection, you will submit your final draft.

4. *Letter to Me: Autobiography as a Reader and Writer:* You are invited to write a letter to yourself reflecting on your own literacy journey. Think about how and when you learned to read and write, the joys and anxieties associated with the journey, and what you wish you knew now about reading and writing that you didn't know then. Also take time to share pertinent literacy experiences that shaped how you think about yourself as a reader and a writer. How will these experiences impact how you teach the young children in your classroom?

5. *Reading Discussion Board:* After completing the weekly reading, on the Canvas Discussion Board, you will summarize what you read, share what resignated with you, and pose questions to ponder. Next, you will respond to the postings of your peers. Your original post is due each week by Tuesday at midnight and your response to your peers' postings is due each Thursday at midnight.

6. *Read Like a Writer Workshop:* For this online workshop you will learn to "read like a writer" and apply those lessons to your own authentic writing. You will begin with an original "Slice of Life Story" and then re-VISION it using new "structures" and "way with words." You also have the extra credit option to re-VISION visually.

7. *Teaching Toolkit:* For this course, you will create a toolkit of reflections, assessments, activities, and lessons that will help to inform and guide your classroom teaching. Below is a description of the seven applications you will include in your toolkit.
   - **Toolkit Application # 1: Early Childhood Teacher Interview:** As teachers, our greatest asset is each other. For this assignment, you will conduct a 30-minute interview (in person, phone, Facetime, Zoom, etc.) with an early childhood teacher (preschool through grade 2) of your choice. During the interview, explore the answers to the following questions:
     1. How does she/he structure the literacy block?
     2. What types of formal and informal assessments are used to evaluate students' developmental level and chart growth over time?
     3. How is literacy instruction differentiated?
     4. How is reading and writing integrated across the school day?
     5. What is the best literacy advice she/he has received?

     You are welcome to share what you learned in a format of your choice including a Word Doc, Google Docs, PPT, Google SlideShow, Prezi, etc.

   - **Toolkit Application # 2: Administer and Reflect Upon a Phonemic Assessment or Word Study Assessment to a child age 3-8 (Please make sure to secure parent permission first.):** In order to differentiate

instruction and meet children where they are, we use informal assessments to find out what they need now and what we will teach next. For this assignment, you are invited to give the phonological awareness assessment for emergent readers that we reviewed in class. To do this work, select a child ages 3-8, secure parent / guardian permission, decide on what assessment best matches the child's developmental level, administer the assessment, and reflect on the results. You will then submit the parent permission, assessment forms, and reflection. If you are unable to administer an assessment to a child, there are two additional alternative assignments listed on Canvas.

○ **Toolkit Choice Application # 3: Emergent Writing Lesson Plan:** You will craft a Writing Workshop Lesson plan for an emergent writer using the Emergent Writing Workshop template we review in class. For this lesson you will use a picture book mentor text as a tool to invite students into the process by showing them how to use both pictures and words to tell a story on a topic of their choice.

○ **Toolkit Choice Application # 4: Phonemic Awareness or Word Study Lesson Activity:** You will create a hands-on phonemic awareness or word study activity that you can use to help build your students' word knowledge. You will then turn in the activity along with directions on how to use it. If it is not possible to turn in the actual activity, because it has a variety of 3D parts, you may take a photograph of what you created and submit the photograph instead.

○ **Toolkit Choice Application # 5: Reading Workshop Comprehension Mini-Lesson:** You will select an early childhood grade of your choice and create a comprehension mini-lesson that would be taught full-group at the beginning of a Reading Workshop. You are asked to select a mentor text to ground your lesson in authentic reading and writing. Your mini-lesson should last approximately 15-25 minutes.

○ **Toolkit Choice Application # 6: Literacy Work Station:** Often, when you are meeting with Guided Reading Groups, your other students are actively involved in authentic reading and writing stations. For this activity, you will create one Literacy Work Station that could be used in your center rotation / choices.

○ **Toolkit Application # 7: Review of Literacy Intervention Programs that Support Young Readers and Writers:** Each year we will have students in our classes that need additional and flexible literacy support. There are a variety of support programs used across school systems. For this activity, you will review one of these programs (Reading Recovery, Book Buddies, Howard Street, Linda Mood-Bell, Orton Gillingham, or another program you get approved by me). During your review, reflect on:

1. Who is the program aimed at?
2. What are the program's strengths?
3. What are the program's weaknesses?
4. How would you change/adapt this program to make it more effective and manageable?

Course Policies & Guidelines
Writing Style: All written assignments will be typed unless otherwise specified. Written work in this course must be prepared according to APA style (6th edition).

Graduate Student Writing Center
Graduate students may request help with writing through the online graduate student writing center. Visit ~ http://www.longwood.edu/graduatestudies/student-resources/graduate-student-writing-center/

Honor Code
Each student is expected to follow Longwood University's policy, available online at http://www.longwood.edu/studentconduct/12021.htm. All tests and assignments are to be pledged.

Longwood Honor Creed:
"We shall not lie, cheat, or steal, nor tolerate those who do."

Academic Pledge:
"I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code."

Honor Pledge:
"I, _____, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, nor tolerate those who do."

Late Work
One letter grade will be deducted for each day an assignment is late. Assignments more than four days late will receive an F.

Incompletes
The instructor may choose to grant a grade of "I" which indicates that because

of illness or for good reason, the work of the semester has not been completed. The instructor and student, listing work to be done and deadlines for completion, should complete an Incomplete Contract. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed by the end of the subsequent regular semester.

Student Responsibilities
Student Responsibility: **All graduate students are required to maintain and check their Longwood email account. All University correspondence, including important information from the graduate studies office, will be sent to your Longwood email. It is your responsibility to access and regularly check this email account. You should set up your CYPHIR account immediately to help you reset your Longwood password at any time: http://www.longwood.edu/usersupport/student-resources/ Changing your account in Canvas only changes email for that course, not overall.

It is the responsibility of students to inform themselves of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. Refer to the **Academic Regulations sections of the most recent Graduate Catalog available online at: http://catalog.longwood.edu/ {Select Graduate Catalog; Select General Information; Select AcademicRegulations}**

Evaluation of the Instructor
At the conclusion of the course, each student will have the opportunity to evaluate the course instructor through an anonymous online survey.

Technical Assistance
To reach Longwood's User Support Services, call 434-395-4357 or email helpdesk@longwood.edu. For questions regarding Canvas or WebEx, contact the Digital Education Collaborative (DEC) at 434-395-4332 or dec@longwood.edu.

Accommodations and Disability Resources
If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the Office of Disability Resources, Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Academic Policies and Resources
http://www.longwood.edu/academicaffairs/syllabus-statements/

Course Schedule
Below is the course schedule detailing the content covered in each module, assigned readings, and due dates. The course schedule is subject to change based on students' needs, interests, and outside circumstances.

Module	Date	Workshop	Reading & Portfolio
1	*June 23* *June 25*	Literacy Theorists and Theories: A Historial, Philosophical, and Developmental Perspective Meeting the Needs of Diverse Learners: An Integrated Approach Getting to Know Your Professional Organizations: NAEYC, NCTE, & ILA	Read Miller Chapters 1-3 **Letter to Me: Literacy Autobiography Due (6/25)** **Write in your Daybook at Least 3x During the Week** **Reading for enjoyment for 40 minutes a week** **Introduce Yourself on Canvas Under the Discussion Board so we can get to know you and respond to the introduction of your peers (Post your introduction Tuesday by Midnight and respond to the introduction of each of your peers Thursday by Midnight)** **Post on Canvas Response to Reading by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight**
2	*June 30* *July 2*	Emergent Readers: Characteristics, Instruction, and Language Development Concept of Word, Phonemic Awareness, and Alphabet Knowledge	Read Ganske Chapter 1 Read One Article Posted on Canvas (There are six articles posted under Module 2 ~ you pick one to read and respond to on the Discussion Board) **Toolkit Choice Application # 1**

			Embedded Assessment	**Interview Due (7/2)** (Submit under "Assignments" & Post Under "Discussion" and Respond to the Postings of Your Peers) ~ Due 7/2 **Write in your Daybook at Least 3x During the Week** **Post on Canvas Response to your selected article by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight**
3	*July 7* *July 9*		Emergent Writers: Telling Stories Through Pictures and Words	Read Ray Chapters 1-6 **Toolkit Choice Application # 2 Assessment Due (7/9) (Submit under "Assignments" & Post Under "Discussion" and Respond to the Postings of Your Peers) ~ Due 7/9** **Writing Selection DRAFT Due (7/9) - Post on Canvas and ask for a specific response** **Write in your Daybook at Least 3x During the Week** **Post on Canvas Response to Reading by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight**

4	July 14 July 16	Beginning Readers: Phonics and Word Study Instruction Building a Rich Vocabulary	Read Ganske Chapters 2-3 **Writing Selection Final Due (7/16)** Complete ~ [How's It Going?](#) Survey **Toolkit Choice Application # 3 Emergent Writing Lesson Plan Due (Submit under "Assignments" & Post Under "Discussion" and Respond to the Postings of Your Peers) ~ Due 7/13** **Write in your Daybook at Least 3x During the Week** **Post on Canvas Response to Reading by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight**
5	July 21 July 23	Beginning Readers: Reading for Meaning and Building Fluency Voice and Choice: The Power of Reading Workshop	Read Miller Chapters 4-11 **Toolkit Choice Application # 4 Phonemic Awareness or Word Study Lesson Activity Due (Submit under "Assignments" & Post Under "Discussion" and Respond to the Postings of Your Peers) ~ Due 7/23** **Write in your Daybook at Least 3x During the Week** **Post on Canvas Response to Reading by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight**
6	July 28 July 30	Targeted Instruction Through Guided Reading	Read Diller Chapters 1-2 and Review Some of the Centers Shared In Chapters 4-10 for Reference

		Leveling Text to Support Readers Literacy Work Stations	**Toolkit Choice Application # 5 Reading Workshop Comprehension Mini-Lesson (Submit under "Assignments" & Post Under "Discussion" and Respond to the Postings of Your Peers) ~ Due 7/30** **Write in your Daybook at Least 3x During the Week** **Post on Canvas Response to Reading by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight**
7	*Aug 4* *Aug 6*	Beginner Writers: Empowerment Through Words	Ray Chapters 7-8 **Toolkit Choice Application # 6 Literacy Work Station Due(Submit under "Assignments" & Post Under "Discussion" and Respond to the Postings of Your Peers) ~ Due 8/6** **Write in your Daybook at Least 3x During the Week** **Post on Canvas Response to Reading by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight** **Post on Canvas Under Discussion Board ~ Your "Reading Like a Writer Workshop" Sheet and Respond to the Re-VISIONS of your Peers ~ Due 8/6**
8	*Aug 11* *Aug 13*	Intervention Programs to Support Young Readers and Writers	Read Aritcle (Posted on Canvas)

		Bringing Learning Home: Family Involvement Self E-VALUE-ation	**Toolkit Application # 7 Review of Literacy Intervention Programs that Support Young Readers and Writers Due (Submit under "Assignments" & Post Under "Discussion" and Respond to the Postings of Your Peers) - Due 8/13** **Reading and Writing Life Reflection Due (8/13)** **Write in your Daybook at Least 3x During the Week** **Post on Canvas Response to Reading by Tuesday at Midnight and Respond to the Postings of Your Peers by Thursday at Midnight (Post about 1 of the 2 articles posted on Canvas)**

References

1. *Content Reading*
   a. Beers, G. & Probst, R. E. (2013). Notice and note: Strategies for close reading. Portsmouth, NH: Heinemann.
   b. Daniels, H. & Steineke, N. (2011). *Texts and lessons for content-area reading.* Portsmouth, NH: Heinemann.
   c. Daniels, H. & Steineke, N. (2013). *Texts and lessons for teaching literature.* Portsmouth, NH: Heinemann.
   d. Daniels, H., Zemelman, S., & Steineke, N. (2007). *Content-area writing: Every teacher's guide.* Portsmouth, NH: Heinemann.
   e. Fletcher, R. (2011). *Mentor authors, mentor texts: Short texts, craft notes and practical classroom uses.* Portsmouth, NH: Heinemann.
   f. Gallagher, K. (2011). *Write like this: Teaching real-world writing through modeling and mentor texts.* Portland, ME: Stenhouse.
   g. Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
   h. Heard, G. (2002). *The revision toolbox: Teaching techniques that work.* K-8. Portsmouth, NH: Heinemann.
   i. Keene, E. (2007). *Mosaic of thought: The power of comprehension strategy instruction.* Portsmouth, NH: Heinemann.
   j. Kittle, P. (2013). *Book love: Developing depth, stamina, and passion in adolescent readers.* Portsmouth, NH: Heinemann.

k. Kittle, P. (2008). *Write beside them: Risk, voice, and clarity in high school writing.*Portsmouth, NH: Heinemann.
l. Marchetti, A., & O'Dell, R. (2015). *Writing with mentors: How to reach every writer in the room using current, engaging mentor texts*. Portsmouth, NH: Heinemann.
m. Marchetti, A., & O'Dell, R. (2018). *Beyond literary analysis: Teaching students to write with passion and authority about any text*. Portsmouth, NH: Heinemann.
n. McGregor, T. (2007). *Comprehension connections: Bridges to strategic reading*. Portsmouth, NH: Heinemann.
o. McGregor, T. (2013). *Genre connections: Lessons to launch literary and nonfiction texts*. Portsmouth, NH: Heinemann.
p. Mills, H. (2014). *Learning for real: Teaching content and literacy across the curriculum.* Portsmouth, NH: Heinemann.
q. Newkirk, T. & Kent, R.(2007). *Teaching the neglected "R": Rethinking writing instruction in secondary classrooms.* Grades 6-12. Portsmouth, NH: Heinemann.
r. Newkirk, T. (2012). *The art of slow reading.* Portsmouth, NH: Heinemann.
s. Ray, K. W. (2010). *In Pictures and in words: Teaching the qualities of good writing through illustration study.* Portsmouth, NH: Heinemann.
t. Rief, L. (2014). *Read, write, teach: Choice and challenge in the reading-writing workshop.* Portsmouth, NH: Heinemann.
u. Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers.* Portsmouth, NH: Heinemann.

2. ***Critical Literacy***
a. Ayers, R., & Ayers, W. (2011). *Teaching the taboo: Courage and imagination in the classroom* (2nd ed.). New York: Teachers College Press.
b. Barbieri, M. (1995). Sounds of the heart: Learning to listen to girls. Portsmouth, NH: Heinemann.
c. Coates, T. (2015). *Between the world and me*. New York: Spiegel & Grau.
d. Coogan, D. (2015). Writing our way out: Memoirs from jail. Richmond, VA: Brandylane Publishers.
e. Darling-Hammond, L., Burns, D., Campbell, C., Goodwin, A. L., Hammerness, K. (2017). *Empowered educators: How high-performing systems shape teaching quality around the world*. New York: Jossey-Bass.
f. Delpit, Lisa D. (2012). *Multiplication is for white people: Raising expectations for other people's children.* New York: New Press.
g. Dyson, A., & Genishi, C. (1994). *The need for story: Cultural diversity in classroom and community.* Urbana, IL: National Council of Teachers of English.
h. Delpit, L., & Dowdy, J. (2008). *The skin that we speak: Thoughts on language and culture in the classroom.* New York: New Press.
i. Dyson, A. H. (2013). *ReWRITING the basics: Literacy learning in children's cultures.* New York*:* Teachers College Press.

j. Fletcher, R. J. (2006). *Boy writers: Reclaiming their voices*. Portland, ME: Stenhouse Publishers.

k. Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Continuum.

l. Gallas, K. (1998). *Sometimes I can be anything: Power, gender, and identity in a primary classroom.* New York: Teachers College Press

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n. Gee, J. P. (1999). *An introduction to discourse analysis: Theory and method*. London: Routledge.

o. Hooks, B. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge.

p. Johnston, P. (2004). *Choice words: How our language affects children's learning.* Portland, ME: Stenhouse Publishers.

q. Khan, S. R. (2011). *Privilege: The making of an adolescent elite at St. Paul's School*. Princeton: Princeton University Press.

r. Kohn, A. (2015). Schooling beyond measure: And other unorthodox essays about education. Portsmouth, NH: Heinemann.

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u. Newkirk, T. (2017). *Embarrassment: And the emotional underlife of learning.* Portsmouth, NH: Heinemann.

v. Nieto, S., & Bode. P.(2011). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed.). Boston: Pearson.

w. Noguera, P. (2008). *The trouble with Black boys: And other reflections on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass.

x. Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. New York: New Press.

y. Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. New York: Spiegel & Grau.

z. Vasquez, V. M. (2014). *Negotiating critical literacies with young children* (10th ed.). New York: Routledge.

3. ***Creativity***

a. Allen, C. (2001). The multigenre research paper: Voice, passion, and discovery in grades 4-6. Portsmouth, NH: Heinemann.

b. Brown, S. L., & Vaughan, C. C. (2010). *Play: How it shapes the brain, opens the imagination, and invigorates the soul*. Carlton North, Vic: Scribe.

c. Burgess, D. (2012). Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator. San Diego, CA: Dave Burgess Consulting Inc.

d. Epstein, D. J. (2019). *Range: Why generalists triumph in a specialized world*. New York: RiverHead.

e. Kaufman, S. B., & Gregoire, C. (2016). *Wired to create: Unraveling the mysteries of the creative mind*. New York: TarcherPerigee.
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