

**EDUC 435: Literacy, Language and Culture (Elementary  
Focus) Fall 2024**

Class Dates: September 4 - December 4, 2024

Term Break: November 11 - 15, 2024

Field Experience I: October 7 - 18, 2024

**Office Hours:** By appointment

**Last Day to Add/Drop/Swap:** Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

**Pre-requisite:** Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

**Email:** Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

**COURSE DESCRIPTION**

This course examines definitions of literacy and how children and youth develop as literate beings. Students will focus on the role of teachers in supporting meaningful engagement with reading, writing, speaking and listening in ways that are attuned to developmental appropriateness, linguistic and cultural diversity, and content area learning.

**COURSE OUTCOMES**

Through participation in Literacy, Language and Culture, students will:

- Develop a foundational understanding of socio-cultural approaches to literacy and language
- Engage with the complexities of language and literacy teaching and learning and consider their relationship to identity, culture and technology
- Analyze the lived realities of literacy across the curriculum through reflecting on field experiences

**EXTENDED SECTION-SPECIFIC COURSE DESCRIPTION**

This course will help teacher candidates develop a critical awareness of the foundational elements of K – 6 students' literate development. The course will cover the six strands of the English Language Arts (reading & writing, listening & speaking, viewing & representing) – attending to skills associated with these areas, as well as affective and critical areas of literacy development such as motivation,

engagement, and cultural factors. Students will have the opportunity to engage deeply with children's literature and with classroom instructional strategies through class engagements and personal observation and analysis in K–6 teaching contexts.

### SECTION-SPECIFIC LEARNER OUTCOMES:

Through participation in Literacy, Language and Culture, successful candidates will:

- Describe aspects of the interplay between the six strands of the English Language Arts and factors such as motivation, engagement, and affect
- Evaluate contemporary programs and approaches to literacy
- Interact with an array of children's literature and make thoughtful choices regarding literature use in the classroom

### COURSE DESIGN AND DELIVERY:

This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

### READINGS:

Readings for this class will be assigned by the individual instructor. The readings for the Working Groups are available online through UCalgary Library Database (when this isn't the case, a link or pdf in D2L will be provided). Students are encouraged to download needed articles at the beginning of the course and alert their instructor if any links have broken since the creation of this outline. Instructors may assign readings from the list below.

#### Course texts (required):

Lynch, J., Ferguson, K., Winch, G., Johnston, R., March, P., Ljungdahl, L.D., Holliday, M. (2017). *Literacy: Reading, Writing, and Children's Literature*, Canadian Edition. Oxford University Press. [BookShelf](#)

Mallett, M. (2019). *Choosing and using fiction and non-fiction 3-11: A comprehensive guide for teachers and student teachers*. Routledge.

- Free online access to the digital text through UCalgary library

<https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/edit/10.4324/9781315144559/choosing-using-fiction-non-fiction-3-11-margaret-mallett>

See pages 12-16 for your Working Group's readings

#### Course texts (optional):

Tompkins, G. (2013). *50 literacy strategies: Step-by-step*, 4<sup>th</sup> edition. Pearson.

- Doucette library has 2 hard copies of this text for in-library use
- [BookShelf](#) ; [Amazon Kindle](#) ; [RedShelf](#)

Instructors may supply additional readings on a regular basis. These readings allow them to customize their instruction to the needs of the class.

**WEEKLY COURSE SCHEDULE:**

Date	Topic	Readings and Tasks	Due Dates
<b>Week 1</b> Sept 3 – Sept 6	Class discussion: <b>Introduction to EDUC 435 and Balanced Literacy</b>	<b>Class Activities:</b> - Course Introduction -Introduction to terminology in the field of language, literacy, and culture -Protocol for the creation of groups (either instructor-assigned or student-formed) -Preparation for Learning Task 1 -Other activities as determined by instructor  <b>Class Discussion Reading:</b> Lynch, et al. (2021), Introduction and chapter 1	Tuesday – Students will read the assigned class reading and be prepared to discuss the week’s topics in class
	Working Group discussion: Chapter A		Thursday – Working Group Discussion: -All members read Chapter A and come to class prepared to discuss it with their group. -Assign facilitation order for future working group meetings
<b>Week 2</b> Sept 9 – Sept 13	Class discussion: <b>Children’s Literature</b>	<b>Class Activities:</b> - Activities as determined by instructor - Preparation for Learning Task 2 (including book talk preparation)  <b>Class Discussion Readings:</b> Lynch, et al. (2021), chapter 6 and Mallett, chapter 3	Tuesday – Students will read the assigned class readings and be prepared to discuss the week’s topic in the class.
	Working Group discussion: Article B		Thursday – 1. Working group discussion (40 minutes) <b>LT 1: Working Group Facilitation and Book Talk</b> - Facilitator #1 prepares for and moderates discussion for Article B in class today - Group members read article prior to class and post a brief reflection (150 words) on Article B and its Discussion in D2L Topic Group by Friday, Sept 15, 5pm MDT
<b>Week 3</b> Sept 16 – Sept 20	Class discussion: <b>Oral Language as Foundation for Literacy</b>	<b>Class Activities:</b> - Activities as determined by instructor  <b>Class Discussion Readings:</b> Lynch, et al. (2021), chapter 2	Tuesday – Students will read the assigned class readings and be prepared to discuss the week’s topic in class.
	Working Group discussion: Article C		Thursday – 1. Working group discussion (40 minutes): As per previous week: Facilitator #2 moderating Article C

<b>Week 4</b> Sept 23 – Sept 27	Class discussion: <b>Word Recognition</b>	<b>Class Activities:</b> - Activities as determined by instructor - Preparation for Learning Task #2  <b>Class Discussion Reading:</b> Lynch, et al. (2021), chapter 3	Tuesday – Students will read the assigned class readings and be prepared to discuss the week’s topic in class.
	Working Group discussion: Article D		Thursday – 1. Working group discussion (40 minutes): As per previous weeks: Facilitator #3, moderating Article D
<b>Week 5</b> Sept 30 - Oct 4	Class discussion: <b>Comprehension Instruction</b>	<b>Class Activities:</b> - Activities as determined by instructor - Preparation for Learning Task #3  <b>Class Discussion Reading:</b> Lynch, et al. (2021), chapter 4	Tuesday – Students will read the assigned class readings and be prepared to discuss the week’s topic in class
	Working Group discussion: Article E		Thursday – 1. Working group discussion (40 minutes): As per previous weeks: Facilitator #4 moderating, Article E
<b>Weeks 6 – 7 Semester I Field Experience (Data Collection for LT#2)</b> October 7 - 18			
<b>Week 8</b> Oct 21 – Oct 25	Class discussion: <b>Writing Instruction</b>	<b>Class Activities:</b> - Preparation for Learning Task #2 - Activities as determined by instructor  <b>Class Discussion Reading:</b> Lynch, et al. (2021), chapter 5	Tuesday – Students will bring data for LT#3 to class for an in-class workshop on data analysis.
			Thursday – Students will read the assigned class readings and be prepared to discuss the week’s topic in class.
<b>Week 9</b> Oct 28 – Nov 1	Class discussion: <b>Word Work</b>	<b>Class Activities:</b> - Activities as determined by instructor  <b>Class Discussion Reading:</b> Lynch, et al. (2021), chapter 11	Tuesday – Students will read the assigned class readings and discuss the week’s topic in class
			Thursday – - Continuation of this week’s topic
<b>Week 10</b> Nov 4 – Nov 8	Class discussion: <b>Assessment</b>	<b>Class Activities:</b> - Activities as determined by instructor	Tuesday – Students will read the assigned class readings and be prepared to discuss the week’s topic in class

		<b>Class Discussion Reading:</b> Lynch, et al. (2021), chapter 12	Thursday – 1. Continuation of this week’s topic 2. Informal sharing of working group inquiries (5 groups)  <b>LT 2: Observation of Practice paper due in D2L by 11:59 pm MST, Friday, November 8</b>
<b>Term Break</b> November 11 - 15			
<b>Week 11</b> Nov 18 – Nov 22	Class discussion: <i><b>Viewing and Representing</b></i>	<b>Class Activities:</b> - Activities as determined by instructor  <b>Class Discussion Reading:</b> Lynch, et al. (2021), chapter 13	Tuesday – Students will read the assigned class readings and be prepared to discuss the week’s topic in class
			Thursday – 1. Continuation of this week’s topic 2. Informal sharing of working group inquiries (5 groups)
<b>Week 12</b> No. 25 – Nov 29		<b>Class Activities:</b> - Activities as determined by instructor	Tuesday – In class preparation for LT 3
			Thursday – <b>LT 3: ELA Teaching Strategies Maker Faire</b> Presentation in class and handout posted in D2L <b>Thursday, Nov 28</b>
<b>Week 13</b> Dec 2 – Dec 6	Class discussion: <i><b>New and Critical Literacies</b></i>	<b>Class Activities:</b> - Activities as determined by instructor  <b>Class Discussion Reading:</b> Lynch, et al. (2021), chapter 14	Tuesday – Students will read the assigned class readings and be prepared to discuss the week’s topic in class

**CHANGES TO SCHEDULE:**

Please note that changes to readings and the schedule may occur in response to student questions and conversations.

## LEARNING TASKS OVERVIEW:

There are 3 required Learning Tasks for this course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENTAGE OF FINAL GRADE
Learning Task 1	Working Group Facilitator Report and Book Talk (individual mark)  Due: Facilitator #1 - Sept 20; Facilitator #2 – Sept 27; Facilitator #3 - Oct 4; Facilitator #4 - Oct 1	30%
Learning Task 2	Observations of Practice: Individual Paper drawing on either Working Group Topic or Literacy Teaching Strategy Presentation (individual mark)  Due: November 8 in D2L	40%
Learning Task 3	Maker Faire: Presentation of a Literacy Teaching Strategy with Handout (group mark)  Due: November 28 in class and handout in D2L (Dropbox and Discussions)	30%

### Learning Task 1: Working Group Facilitator Report and Book Talk (30%)

**Due Dates:** In the D2L Dropbox by 11:59 pm MDT:

Facilitator #1 – Sept 20; Facilitator #2 – Sept 27; Facilitator #3 – Oct 4; Facilitator #4 – Oct 1

**Organization:** From Week 1, Working Groups of 4 students will be formed for the topics found on pages 12-15. Students in the group will individually read and then discuss Article A from their topic area during class time. For weeks 2-5, groups are responsible for reading and discussing Articles B, C, D and E in their topic area, rotating the facilitation individually among group members during these weeks. The discussion in class will last approximately 40 minutes.

**Group Member Participation:** For each discussion, group members are responsible for ensuring they are prepared for the discussion and engaged with the group during the discussion. After the discussion, group members are also responsible for submitting a final 150 word reflection by Friday 5pm MST of the week of the discussion to their D2L Group Discussion Board. This reflection should consider:

- Insights for that week’s facilitator regarding areas of strength and areas for improvement
- A commentary on how the presentation and discussion have influenced your thinking on the topic
- A commentary on connections made between a) this week’s group reading, b) a class reading (ensure that you choose a new class reading each week as you make connections amongst the readings) and, c) your emerging knowledge of literacy and language learning.

(continued on next page)

**Facilitation:** On the week that you facilitate the group discussion, you are required to do the following:

- a) Prepare a series of thoughtful and well-sequenced questions for discussion. Post the questions for everyone in your group in the Group Discussion Board.
- b) Select a piece of “high quality” children’s literature that relates to your group’s genre area, prepare a 2-minute long book talk pitched to children, and give the book talk during the Working Group meeting. At a minimum, be sure to include: why you chose the book; what kept you reading it; and what kind of reader might like the book. Websites such as the following provide strong guidance for preparing children’s book talks: <https://www.weareteachers.com/what-is-a-book-talk/>
- c) Make connections in the in-class discussion between the article and the themes and issues as presented in the class and working group readings to date.
- d) Facilitate your group’s discussion by ensuring that all members are invited to participate. Listen to how the group responds to the articles and to your questions - notice which questions seem to be most interesting. It may be helpful to make notes.
- e) At the end of the discussion, summarize and draw together the group’s ideas.
- f) If holding synchronous discussion, facilitate the reflections of the group members in D2L afterward by asking clarifying questions and commenting on their posts. If already using D2L for an asynchronous discussion, moderate the discussion so that it develops over the week.

**Follow-up Report:** Your facilitation will be evaluated through your follow-up report, due on the Monday following the week of your facilitation (Tuesday in the case of Facilitator #4). Create an 800-word (+/- 10%) report in which you summarize and explore the ideas raised in your group, as well as your own developing understandings on the topic. Please be as specific as possible, providing brief examples from your discussion that support your observations. Try to capture the tone and interests of your group’s conversation. Provide a list of the questions in an appendix at the end of the report (not included in the word count). Finally, post a video recording of your book talk (3-5 minutes long) to your group’s D2L shell. The report and video will be marked based on the rubric below.

### Assessment

#### Learning Task 1: Working Group Facilitator’s Report Rubric

Category	Score
How well does the report use examples and observations to capture the group’s discussion?	/5
How well does the report explore the ideas raised by the article in relation to future teaching?	/5
How well does the report communicate the facilitator’s own developing perspective on the topic?	/5
To what degree does the facilitator thoughtfully reflect on the strengths and areas for further development regarding their book talk?	/5
To what degree are the questions for discussion clear, thought-provoking, well-sequenced and connected to the article?	/5
How well are ideas communicated in an error-free (spelling and grammar), succinct and well organized, APA formatted paper	/5
	/ 30



**LEARNING TASK 2: Observations of Practice Paper (40%)**

**DUE DATE:** In D2L Dropbox November 8, by 11:59 pm MDT

For this learning task, you are asked to pursue a research question of your choice arising from your working group topic or a literacy teaching strategy discussed in class. The purpose of this inquiry is to articulate understandings based upon observations of practical learning situations in Field I. In so doing, you will synthesize the knowledge you have gained in class and in Field. Your paper will be 5 pages in length, double-spaced, not including the separate reference page with in-text citations and references formatted in APA 7. You will use a minimum of 5 references drawn from 435 in class readings (you may add additional, appropriate supplementary readings, if you wish to include more than this minimum).

**Note:** Your question must provide adequate scope for exploration and yet not be too “big” for the breadth of the assignment. You may construct more than one question, if you have not decided exactly what you wish to explore, prior to Field I; however, this does mean that you would need to be collecting data related to each of your questions throughout Field I or until you have made a decision.

Please use the following headings: Research Question; Themes and Learning Examples; Reflections and Implications. The following is guidance regarding each section:

**Research Question:** (approx. 1 page)

Begin by posing a question that stems from your working group readings or literacy strategy readings. Provide the reasons why you think it is meaningful. Use literature from the class discussions and your working group/literacy strategy readings to support your rationale for posing this question.

**Themes and Examples:** (approx. 1 page each = 3 pages)

Create 3-4 thematic statements that respond to your question. Make connections between your statements and the course readings including both class readings and working group readings. Expand on these statements by providing evidence from your Field I observations.

**Reflections and Implications:** (approx. 1 page)

Reflect in this section on your emerging understanding of the working group topic/literacy strategy based on your exploration of the question you posed and the implications for your own practice. Consider:

1. How do your themes confirm or challenge what you previously thought about language and literacy?
2. What have you learned from your readings and exploration that will inform your teaching practice regarding language and literacy?

(see next page for assessment rubric)



**Assessment**
**LEARNING TASK 2: Observations of Practice: Individual Working Group Topic / Literacy Teaching Strategies Paper Rubric**

Criteria	A	B	C	D	F	Score
University Grading	85-100%	70 – 84%	55- 69%	50% - 54%	49% and lower	
<b>Research Question</b> - Formulates a research question that relates to readings and provides scope for inquiry - Explains why question is meaningful using supporting literature from working group and class readings	- formulates an interesting and original research question that relates well to readings and provides excellent scope for inquiry - very clearly explains why question is meaningful using highly relevant literature	- formulates a relevant research question that relates to readings and provides good scope for inquiry - clearly explains why question is meaningful using appropriate literature	- formulates an adequate research question that relates to readings and provides adequate scope for inquiry - adequately explains why question is meaningful using some appropriate literature	- formulates a research question that minimally relates to readings and provides limited scope for inquiry - marginally explains why question is meaningful using minimal literature	- fails to formulate a research question - fails to explain why question is meaningful	/ 10
<b>Themes and Examples</b> - Formulates 3-4 thematic statements from the data - Makes connections between statements and course readings - Provides relevant examples to support the thematic statements	- formulates insightful and relevant statements from the data - makes excellent connections between statements and course readings - provides highly relevant and detailed examples from data to support the thematic statements	- formulates relevant statements from the data - makes good connections between statements and course readings - provides relevant examples from data to support the thematic statements	- formulates adequate statements from the data - makes adequate connections between statements and course readings - provides adequate examples from data to support the thematic statements	- formulates minimally adequate statements from the data - makes barely adequate connections between statements and course readings - provides minimally adequate examples from data to support thematic statements	- fails to formulate statements from the data - fails to make connections between data and course readings - fails to provide examples to support the thematic statements	/ 15
<b>Reflection and Implications</b> - Reflects on how learning confirms or challenges previously-held beliefs -Reflects on how learning will inform practice	- reflects deeply on how learning confirms or challenges previously-held notions - provides highly appropriate insights into how learning will inform practice	- reflects well on how learning confirms or challenges previously-held notions - provides appropriate insights into how learning will inform practice	- reflects adequately on how learning confirms or challenges previously-held notions - provides somewhat appropriate insights into how learning will inform practice	- reflects minimally on how learning confirms or challenges previously-held notions - provides barely appropriate insights into how learning will inform practice	- fails to reflect on how learning confirms or challenges previously-held notions - fails to provide insights into how learning will inform practice	/ 10
<b>Writing and Organization</b> - Communication of ideas - Mechanical errors - Organization - APA Formatting	- ideas are communicated in a clear and sophisticated way - very few or no mechanical errors - the paper is very well-organized and easy to follow - uses APA formatting for all references and in text citations	- ideas are communicated in a clear way - few mechanical errors - the paper is well-organized - uses APA formatting for most in-text citations and references	- ideas are communicated clearly in some sections of the paper - some mechanical errors - there are attempts to structure ideas - uses APA formatting for some in-text citations and references	- ideas are not clearly communicated - many mechanical errors - ideas are not structured - attempts to use APA formatting	- ideas are very hard for reader to follow due to serious difficulties with grammar and/or organization - fails to use APA formatting	/ 5
						/ 40

**LEARNING TASK 3: Literacy Teaching Strategies Maker Faire (30%)**

**DUE DATE:** Presentation in class and handout posted in D2L on November 28

For this learning task, you will be working in groups of 4 to closely examine a literacy instructional strategy and present the strategy during an in-class learning fair (the Maker Faire\*). A list of 10 strategies is provided on page 16 - 17: each group of students will examine and present 1 strategy from the list. The instructor will ensure that each group covers a different strategy, to prevent duplication. Each group will also create a 2-page handout to be shared with classmates during the presentation and distributed on D2L Discussions. Following the Maker Faire, the instructor will compile all of the handouts to form a PDF handbook for each of you to use in future teaching practice.

The presentation and handout will include:

1. An explanation of the strategy and some of its variations, with a bulleted-list or diagram with general “how-to” guide for teachers to use the strategy and affordances of the strategy: Why is it valuable? What curricular outcomes could be reached through the use of the resource?
2. How it can be used in the literacy classroom. What grades would you use it in? What are the modifications for primary and intermediate grades? When could a teacher use the strategy? (e.g., Independent practice? Guided Instruction? Reading? Writing? Etc.)
3. Critical reflections: In what ways can the strategy be used to support diverse learners in elementary classrooms? Constraints of the strategy: What are the barriers/constraints/limitations to using the strategy? (i.e., how might we avoid having this strategy become a pedagogical monster?)
4. 3-5 references for additional resources
5. The handout will be assessed for content, organization and aesthetics (e.g., diagrams, photos, or drawings)

For this learning task, you may use Lynch, et al. (2017) *Literacy: Reading, Writing, and Children’s Literature* (applicable sections in chapters 7-9) and the resources listed on page 17 to get started. However, you will also want to support your work with additional sources of information.

\* <https://makerfaire.com/>

(see next page for assessment rubric)

**Assessment**
**Learning Task 3: Literacy Teaching Strategy Presentation and Handout Rubric**

<b>Working Towards &amp; Developing in the Following Areas</b>	<b>Criteria</b>	<b>Demonstrating Effectively in the Following Areas</b>
<b>(1, 2, 3, 4, 5, 6, or 7/10)</b>	<u>Explanation of the Literacy Strategy 10%</u> <ul style="list-style-type: none"> <li>• The explanation of the strategy includes considerations of instructional variation(s).</li> <li>• Affordances have been considered such as: Why is the strategy valuable? What curricular outcome(s) support the strategy?</li> <li>• 3-5 high-quality sources (from beyond the course) offer further reading/research on the strategy.</li> </ul>	<b>(8, 9, or 10/10)</b>
<b>(1, 2, or 3/5)</b>	<u>Classroom/Practical Applicability 5%</u> <ul style="list-style-type: none"> <li>• A visual “how-to” guide for teachers has been created and it is clear/concise.</li> <li>• Classroom uses are considered such as: Grade levels? Modifications for primary/ intermediate grades? Optimal uses? (Guided Instruction? Reading? Writing? Etc.)</li> </ul>	<b>(4 or 5/5)</b>
<b>(1, 2, or 3/5)</b>	<u>Critical Reflections &amp; Student Needs 5%</u> <ul style="list-style-type: none"> <li>• Ways that the strategy can be used to support diverse learners are considered.</li> <li>• The barriers/constraints/limitations of the strategy are considered.</li> </ul>	<b>(4 or 5/5)</b>
<b>(1, 2, or 3/5)</b>	<u>Creative In-Class Presentation 5%</u> <ul style="list-style-type: none"> <li>• Maker Faire showcase involves interactivity for the audience.</li> <li>• Audience Interest/Understanding is maintained throughout.</li> </ul>	<b>(4 or 5/5)</b>
<b>(1, 2, or 3/5)</b>	<u>Handout Organization &amp; Formatting 5%</u> <ul style="list-style-type: none"> <li>• All sources are properly cited using APA 7</li> <li>• Graphics (e.g., diagrams, photos, or drawings) clearly illustrate the strategy.</li> <li>• Handout is readable and understandable/written in teacher-friendly language</li> <li>• Spelling/Grammar/Syntax is all at a University Standard.</li> </ul>	<b>(4 or 5/5)</b>

**Grade: /30**

## Working Group Readings:

In groups of 4, students will learn in depth about one working group topic.

**Week 1:** All students in each working group will read and discuss Chapter A.

**Weeks 2-5:** Groups are responsible for reading and discussing Articles B, C, D and E in their topic area, rotating the facilitation individually among group members each week.

### Picturebooks

<b>Chapter A</b>	Mallett, M. (2020). Chapter 4: Picturebooks. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 24-47). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-4/picturebooks-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-4/picturebooks-margaret-mallett-prue-goodwin-david-mallett</a>
<b>Article B</b>	Nikolajeva, M. (2013). Picture books and Emotional Literacy. <i>The Reading Teacher</i> , 67(4), 249–254. doi.org/10.1002/trtr.1229 <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1229">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1229</a>
<b>Article C</b>	McGuire, C., Belfatti, M., & Ghiso, M. (2008) ‘It Doesn’t Say How?’: Third Graders’ Collaborative Sense-Making from Postmodern Picturebooks. In <i>Postmodern Picturebooks</i> (pp. 205–218). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203926970-20/doesn-say-third-graders-collaborative-sense-making-postmodern-picturebooks-caroline-mcguire-monica-belfatti-maria-ghiso">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203926970-20/doesn-say-third-graders-collaborative-sense-making-postmodern-picturebooks-caroline-mcguire-monica-belfatti-maria-ghiso</a>
<b>Article D</b>	Arizpe, & Styles, M. (2003). Picturebooks and metaliteracy: Children talking about how they read pictures. In <i>Children Reading Pictures</i> (pp. 204–216). Routledge. <i>from 1<sup>st</sup> edition (2003)</i> <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203005156-21/picturebooks-metaliteracy-children-talking-read-pictures">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203005156-21/picturebooks-metaliteracy-children-talking-read-pictures</a> ; <i>from 2<sup>nd</sup> edition (2015):</i> <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315683911-8/picturebooks-metaliteracy-evelyn-arizpe-morag-styles-margaret-mackey-helen-bromley-kathy-coulthard-kate-noble">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315683911-8/picturebooks-metaliteracy-evelyn-arizpe-morag-styles-margaret-mackey-helen-bromley-kathy-coulthard-kate-noble</a> <i>from 3<sup>rd</sup> edition (2023)</i> <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203005156-21/picturebooks-metaliteracy-children-talking-read-pictures">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203005156-21/picturebooks-metaliteracy-children-talking-read-pictures</a>
<b>Article E</b>	Daly, N. (2018). Linguistic Landscapes of Bilingual Picturebooks in the White Ravens Catalogue. <i>The New Review of Children's Literature and Librarianship</i> , 24(2), 97–113. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13614541.2018.1535780">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13614541.2018.1535780</a>

### Traditional Tales

<b>Chapter A</b>	Mallett, M. (2020). Chapter 5: Traditional Tales: Folk and Fairytales, Myths, Creation Stories, and Legends. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 48-75). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-5/traditional-tales-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-5/traditional-tales-margaret-mallett-prue-goodwin-david-mallett</a>
<b>Article B</b>	Lotherington, H., & Chow, S. (2006). Rewriting Goldilocks in the urban, multicultural elementary school. <i>The Reading Teacher</i> , 60, 244-252. 10.1598/RT.60.3.4 <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.60.3.4">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.60.3.4</a>
<b>Article C</b>	Karagiannaki, E., & Stamou, A. G. (2018). Bringing critical discourse analysis into the classroom: a critical language awareness project on fairy tales for young school children. <i>Language Awareness</i> , 27(3), 222–242. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09658416.2018.1444046">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09658416.2018.1444046</a>
<b>Article D</b>	Sipe, R., L. (2008). First Graders Interpret David Wiesner’s The Three Pigs: A Case Study. In <i>Postmodern Picturebooks</i> (pp. 235–249). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/doi/full/10.4324/9780203005156-21/picturebooks-metaliteracy-children-talking-read-pictures">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/doi/full/10.4324/9780203005156-21/picturebooks-metaliteracy-children-talking-read-pictures</a>

	<a href="https://com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203926970-22/first-graders-interpret-david-wiesner-three-pigs-case-study-lawrence-sipe">com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9780203926970-22/first-graders-interpret-david-wiesner-three-pigs-case-study-lawrence-sipe</a>
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### Genre Fiction, Popular Culture Texts and Formats and Media

Chapter A	Mallett, M. (2020). Chapter 6: Genre Fiction, Popular Culture Texts and Formats and Media. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 76-105). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-6/genre-fiction-popular-culture-texts-formats-media-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-6/genre-fiction-popular-culture-texts-formats-media-margaret-mallett-prue-goodwin-david-mallett</a>
Article B	Dyson, A. (2018). From Superman Play to Singing the Blues: On the Trail of Child Writing and Popular Culture. <i>Language Arts</i> , 96(1), 37–46. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779031">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26779031</a>
Article C	Yoon, S., H. (2018). "The Imperial March" toward Early Literacy: Locating Popular Culture in a Kindergarten Classroom. <i>Language Arts</i> , 95(3), 171–181. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809954">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809954</a>
Article D	Brownell, C. (2018). Creative Language Play(giarism) in the Elementary English Language Arts Classroom. <i>Language Arts</i> , 95(4), 218–228. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809961">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/44809961</a>
Article E	Dallacqua, A. K. (2012). Exploring Literary Devices in Graphic Novels. <i>Language Arts</i> , 89(6), 365–378. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41804360">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41804360</a>

### Longer Stories and Children's Novels

Chapter A	Mallett, M. (2020). Chapter 7: Longer Stories and Children's Novels an Introduction. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 106-108). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-7/longer-stories-children-novels-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-7/longer-stories-children-novels-margaret-mallett-prue-goodwin-david-mallett</a>  Hintz, C. (2019). Children's Literature. Routledge. Introduction, pp. 1-6 <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315618838">https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315618838</a>
Article B	Martinez, M., & Roser, N. L. (2008). Writing to understand lengthy text: How first graders use response journals to support their understanding of a challenging chapter book. <i>Literacy Research and Instruction</i> , 47(3), 195–210. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/19388070802062781">https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/19388070802062781</a>
Article C	McNair, J. C., & Brooks, W. M. (2012). Transitional chapter books: representations of African American girlhood. <i>The Reading Teacher</i> , 65(8), 567-577. 10.1002/TRTR.01084 <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01084">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01084</a>
Article D	Macy, L. (2004). A novel study through drama. <i>The Reading Teacher</i> , 58(3), 240–248. 10.1598/RT.58.3.2 <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.58.3.2">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.58.3.2</a>
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**Animal Stories**

<b>Chapter A</b>	<p>Mallett, M. (2020). Chapter 8: Animal Stories. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 110-114). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-8/animal-stories-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-8/animal-stories-margaret-mallett-prue-goodwin-david-mallett</a></p> <p>Hintz, C. (2019). Children's Literature. Routledge. Chapter 5, pp. 136-155. <a href="https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315618838">https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315618838</a></p>
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<b>Article C</b>	<p>Le Guin, U. (2004). Cheek by jowl: animals in children's literature. <i>Children &amp; Libraries</i>, 2(2), 20–30. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=14417241&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=14417241&amp;site=ehost-live</a></p>
<b>Article D</b>	<p>Bruke, C. L. &amp; Copenhaver, J. G. (2004). Animals as People in Children's Literature. <i>Language Arts</i>, 81(3), 205–213. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41483397">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41483397</a></p>
<b>Article E</b>	<p>Cappiello, M. N., Dawes, E., &amp; Enriquez, G. (2021, October 29). <i>Casting a critical eye on animals in children's books</i>. Lesley University. <a href="https://lesley.edu/news/casting-a-critical-eye-on-animals-in-childrens-books">https://lesley.edu/news/casting-a-critical-eye-on-animals-in-childrens-books</a></p>

**Historical Fiction**

<b>Chapter A</b>	<p>Mallett, M. (2020). Chapter 10: Historical Fiction: Historical Novels. Time-Slips and War Stories. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 127-130). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-10/historical-fiction-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-10/historical-fiction-margaret-mallett-prue-goodwin-david-mallett</a></p>
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<b>Article C</b>	<p>Bell, K. (2017). Behind the Blackout Curtains: Female Focalization of Atlantic Canada in the Dear Canada Series of Historical Fiction. <i>Children's Literature in Education</i>, 49(2), 161–179. <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10583-017-9315-9">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10583-017-9315-9</a></p>
<b>Article D</b>	<p>Parlevliet, S. (2016). Is that us?: Dealing with the "Black" Pages of History in Historical Fiction for Children (1996–2010). <i>Children's Literature in Education</i>, 47(4), 343–356. <a href="https://doi.org/10.1007/s10583-015-9270-2">https://doi.org/10.1007/s10583-015-9270-2</a></p>
<b>Article E</b>	<p>Youngs, S. (2012). Understanding History through the Visual Images in Historical Fiction. <i>Language Arts</i>, 89(6), 379–395. <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41804361">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41804361</a></p>

**Fantasy Stories and Novels**

<b>Chapter A</b>	<p>Mallett, M. (2020). Chapter 11: Fantasy Stories and Novels. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 133-142). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-11/fantasy-stories-novels-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-11/fantasy-stories-novels-margaret-mallett-prue-goodwin-david-mallett</a></p>
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Article B	Webb, Zhbanova, K. S., & Rule, A. C. (2019). An investigation of whether fantasy books, compared to same topic nonfiction, promote second graders' creativity. <i>Education 3-13</i> , 47(1), 116–131. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03004279.2017.1409782">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03004279.2017.1409782</a>
Article C	Coakley-Fields, M. R., (2019). Inclusive Talk: Weaving Fiction Discussions Across the School Day. <i>The Reading Teacher</i> , 72(6), <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1787">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1787</a>
Article D	Scholes, L., Spina, N., & Comber, B. (2021). Disrupting the “boys don’t read” discourse: Primary school boys who love reading fiction. <i>British Educational Research Journal</i> , 47(1), 163–180. <a href="https://doi.org/10.1002/berj.3685">https://doi.org/10.1002/berj.3685</a>
Article E	Hamilton, L., G., O’Halloran, I., & Cutting, N. (2021). Individual differences in narrative production in late childhood: Associations with age and fiction reading experience. <i>First Language</i> , 41(2), 179–199. <a href="https://doi.org/10.1177/0142723720946553">https://doi.org/10.1177/0142723720946553</a>

### Diverse Children’s Literature

Chapter A	Mallett, M. (2020). Chapter 12: Reading in a Wider World. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 144-159). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-12/reading-wider-world-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-12/reading-wider-world-margaret-mallett-prue-goodwin-david-mallett</a>
Article B	Burke, A., Snow, J. & Egan-Kiigemagi, C. (2019). Children’s literature as a vehicle for Indigenous diversity awareness and inclusion in the classroom. <i>Education in the North</i> , 26(2), 66–81. <a href="https://www.abdn.ac.uk/education/research/eitn/journal/592">https://www.abdn.ac.uk/education/research/eitn/journal/592</a>
Article C	Forrester, K. & Saltman, J. (2016). Felt Knowledge in Michael Kusugak’s Picture Books. <i>Bookbird</i> , 54(1), 10–17. 10.1353/bkb.2016.0002 <a href="https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/609652">https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/609652</a>
Article D	Ryan, C. L. (2021). Reading the K-8 Rainbow: A Virtual, LGBTQ-Inclusive Children’s Literature Book Club for Elementary and Middle School Teachers. <i>Journal of Children’s Literature</i> , 47(1), 145–148. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=149982988&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=ehh&amp;AN=149982988&amp;site=ehost-live</a>
Article E	Enriquez, G., Cunningham, K. E., Dawes, E. T., Gilberto, L. P., & Jiménez, L. M. (2019). Family Stories and Diverse Children’s Literature. <i>Language Arts</i> , 97(1), 42–50. <a href="https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v97-1/30237">https://library-ncte-org.ezproxy.lib.ucalgary.ca/journals/la/issues/v97-1/30237</a> <a href="https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26787639">https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/26787639</a>

### Poetry

Chapter A	<p>Mallett, M. (2020). Chapter 16: Poems Playing With Language: Nursery Rhymes and Action Rhymes, Nonsense Verse and Limericks, Riddles and Proverbs and Rhyming Stories. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 210-219). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-16/poems-playing-language-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-16/poems-playing-language-margaret-mallett-prue-goodwin-david-mallett</a></p> <p>Mallett, M. (2020). Chapter 18: Story or Narrative Poems, Classic Poems and Poems from Different Cultures and Traditions. In P. Goodwin &amp; D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i>. (pp. 226-236). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-18/story-narrative-poems-classic-poems-poems-different-cultures-traditions-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-18/story-narrative-poems-classic-poems-poems-different-cultures-traditions-margaret-mallett-prue-goodwin-david-mallett</a></p>
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<b>Article C</b>	Concannon-Gibney, T. (2019). Immersing First Graders in Poetry: A Genre Study Approach. <i>The Reading Teacher</i> , 72(4), 431–443. <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1728">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/trtr.1728</a>
<b>Article D</b>	Certo, J. L. (2004). Cold plums and the old men in the water: Let children read and write “great” poetry. <i>The Reading Teacher</i> , 58(3), 266–271. <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.58.3.4">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.58.3.4</a>
<b>Article E</b>	Christianakis, M. (2011). Hybrid Texts: Fifth Graders, Rap Music, and Writing. <i>Urban Education</i> , 46(5), 1131–1168. <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0042085911400326">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0042085911400326</a>

### Recounts

<b>Chapter A</b>	Mallett, M. (2020). Chapter 26: Recounts: Young Researchers Read and Write Chronologically Ordered Accounts. In P. Goodwin & D. Mallett (Eds.), <i>Choosing and Using Fiction and Non-Fiction 3-11: A Comprehensive Guide for Teachers and Student Teachers</i> . (pp. 286-309). Routledge. <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-26/recounts-margaret-mallett-prue-goodwin-david-mallett">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315144559-26/recounts-margaret-mallett-prue-goodwin-david-mallett</a>
<b>Article B</b>	Gibney, T. (2012). Teaching Memoir in the Elementary School Classroom: A Genre Study Approach. <i>The Reading Teacher</i> , 66(3), 243–253. <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01108">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1002/TRTR.01108</a>
<b>Article C</b>	Moore-Hart, M. A. (2005). A Writers' Camp in Action: A Community of Readers and Writers. <i>The Reading Teacher</i> , 59(4), 326–338. <a href="https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.59.4.3">https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1598/RT.59.4.3</a>
<b>Article D</b>	Wissinger, D. R., De La Paz, S., & Jackson, C. (2021). The effects of historical reading and writing strategy instruction with fourth- through sixth-grade students. <i>Journal of Educational Psychology</i> , 113(1), 49–67. <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CSC=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00004760-202101000-00004&amp;D=ovft">https://ezproxy.lib.ucalgary.ca/login?url=https://ovidsp-ovid-com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&amp;CSC=Y&amp;NEWS=N&amp;PAGE=fulltext&amp;AN=00004760-202101000-00004&amp;D=ovft</a>
<b>Article E</b>	Wallace, C. S. & Coffey, D. J. (2019). Investigating Elementary Preservice Teachers' Designs for Integrated Science/Literacy Instruction Highlighting Similar Cognitive Processes. <i>Journal of Science Teacher Education</i> , 30(5), 507–527. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1046560X.2019.1587569">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/1046560X.2019.1587569</a>

**Literacy Pedagogical Strategies (LT#3):**

1. Storied Play (e.g., Lipp (2022): Loose Parts Play and Literacy; e.g., MacKay (2017): Story Workshop; e.g., Lee (2015, 2022): Helicopter stories; Flewitt et al. (2016): Storytelling and story acting)
2. Visualizing (e.g., Tompkins (2013): Sketch-to-Stretch; Open-Mind Portraits)
3. Modelled Reading (e.g., Tompkins (2013): Story Retelling;)
4. Modelled Writing (e.g., Tompkins (2013): Language Experience Approach, Mini-Lessons, Alphabet Books, Making Words, Story Boards, Word Walls, Word Sorts)
5. Shared Reading (e.g., Tompkins (2013): Interactive Read-Alouds, Readers Theatre)
6. Shared Writing (e.g., Tompkins (2013): Collaborative Books, Language Experience Approach, Interactive Writing; Boyd & Janicki-Gechoff (2019): Writers Theatre)
7. Guided Reading (e.g., Tompkins (2013): Guided Reading)
8. Guided Writing (e.g., Tompkins (2013): Prereading Plan, Mini-Lessons)
9. Independent Reading (e.g., Tompkins (2013): SSR, Book Clubs & Lit Circles, Book Talks, Reading Conferences)
10. Independent Writing (e.g., Tompkins (2013): Writing Conferences, Revising Groups, Quick Writes)
11. Responding to Literature (e.g., Tompkins (2013): Gallery Walks, Quilting, Sketch-to-Stretch, SQ4R)
12. Using Informational Texts (e.g., Tompkins (2013): All About Books, Anticipation Guides, Clusters, Cubing, K-W-L, Possible Sentences, Tea Party)

**(see next page for resources to help you get started)**

**LT#2 Resources** (all available online):

Boyd, M.P. & Janicki-Gechoff, E. (2019). “Seeing with poet’s eyes”: Dialogic valuing of the local, the everyday and the personal. *Language & Education* 34(1), 1-21. DOI: 10.1080/09500782.2019.1684939 <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/09500782.2019.1684939>

Flewitt, R., Cremin, T., & Mardell, B. (2016). Paley’s approach to storytelling and story acting. In T. Cremin & R. Flewitt (Eds.), *Storytelling in early childhood: Enriching language, literacy and classroom culture*, chapter 2. Routledge. DOI: 10.4324/9781315679426 <https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315679426-9/paley-approach-storytelling-story-acting-research-practice-rosie-flewitt-teresa-cremin-ben-mardell>

Lee, T. (2022). *The growth of a storyteller: Helicopter stories in action*. Routledge. DOI: <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781003161400>

Lee, T. (2015). *Princesses, dragons and helicopter stories*. Routledge. DOI: <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315756967>

Lipp, M. (2022). Loose Parts Play and Literacy. <https://www.fantasticfunandlearning.com/loose-parts-play-and-literacy.html>

MacKay, S.H. (2017). Story Workshop (video). <https://opalschool.org/story-workshop-a-confluence-of-meaning-making-play-and-the-arts/>

Tompkins, G. (2013). *50 literacy strategies: Step-by-step*, 4<sup>th</sup> edition. Pearson

### THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

### EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

### ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

### GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

**Note: A+ is a rare and exceptional grade to be given *at the instructor's discretion* to the works of excellence and the highest quality.**

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

**Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>. Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf](https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf). Students needing an accommodation in relation to their coursework based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Attendance/ Prolonged Absence**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

**The Freedom of Information Protection of Privacy Act** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

**For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

**Education Students Association (ESA) President** for the academic year is Claire Gillis, [esa@ucalgary.ca](mailto:esa@ucalgary.ca).

**Werklund SU Representative** is Tracy Dinh, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).