Preparing Today to Empower Future Learners: Pre-service teachers’ experiences selecting & evaluating children's literature for quality and use in PreK-6th grade integrated literacy/science instruction

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Abstract
The use of quality texts in elementary classrooms plays a major role in children’s literacy development. Quality children’s literature helps learners develop into skilled readers and writers with increased gains in vocabulary knowledge and comprehension. This paper demonstrates how pre-service teachers gained an understanding of the educational value of evaluating texts for quality. Using a mentor teacher assigned science topic, the pre-service teachers reviewed and evaluated texts and electronic based resources on specific science topics. The data highlights pre-service teachers’ reflections on how quality texts can be a powerful tool in supporting literacy success in their future teaching. It also highlights a range of quality texts used in conjunction with notable science topics frequently taught during the fall and spring quarters in public schools.

Recommended Citation