

**Publication List for the UNC Charlotte Department of Reading and Elementary Education
during the 2013-2014 Academic Year**

Books

- Grant, S.G., & VanSledright, B.A. (2014). *Elementary social studies: Constructing a powerful approach to teaching and learning, 3rd Edition*. New York: Routledge Taylor and Francis Group
- Piel, J. A., & Green, M. (2013). *Constructing number sense in the elementary and middle grades classroom* (2nd ed.). Dubuque, IA: Kendall Hunt.
- Putman, M., & Good, A. J. (2014). *Tic tac toe: making the move toward effective classroom management*. (1st ed.). Dubuque, Iowa: Kendall Hunt.
- Vacca, R. T., Vacca, J. L., & Mraz, M. (2014). *Content area reading: Literacy and learning across the curriculum*. (11th ed.). Boston: Pearson.
- VanSledright, B.A. (2014). *Assessing historical thinking and understanding: Innovative ideas for new standards*. New York: Routledge Taylor and Francis Group.

Edited Books

- Polly, D. (2013). *Common core mathematics standards and implementing digital technologies*. Hershey: PA: IGI Global.

Book Chapters

- Ahlgrim-Delzell, L., Mims, P. J., & Vintinner, J. P. (2014). Reading for students who are nonverbal. D. Browder & F. Spooner (Eds). *Teaching Language Arts, Math, and Science for students with severe disabilities*. Baltimore, MD: Brookes.
- Binns, I. C. (2013). A qualitative method to determine how textbooks portray scientific methodology. In M. S. Khine (Ed.), *Critical analysis of science textbooks: Evaluating instructional effectiveness* (pp. 239-258). Dordrecht, The Netherlands: Springer.
- Coiro, J., & Putman, S. M. (2014). Teaching students to self-regulate during online inquiry. In K. Wood, J. Paratore, R. McCormack, & B. Kissel (Eds.) *What's new in literacy teaching? IRA E-ssentials series* (online). Newark, DE: International Reading Association.
- Erbas, A. K., Ledford, S. D., Orrill, C. H., & Polly, D. (2013). Supporting pattern explanation and algebraic reasoning through the use of spreadsheets. In D. Polly (Ed.), *Common Core Mathematics Standards and Implementing Digital Technologies* (pp. 228-233). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-4086-3.ch015

- Hancock, S. & Starker, T.V. (2013). Teacher initiated communication: Engaging parents responsibly in an urban school context. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*. 16(4), 1-10.*
- Hathaway, J. I., & Risko, V. J. (2013). On becoming teachers: Knowing and believing. In K. Hall, T. Cremin, B. Comber, & L. C. Moll (Eds.), *International Handbook of Research on Children's Literacy, Learning and Culture* (pp. 427-439). Oxford, United Kingdom: Wiley Blackwell.
- Kissel, B. (2013). Authors as authorities: Pre-kindergarten writers find their audiences. In V. Vasquez & C. Felderman (Eds.) *Perspectives and provocations in early childhood education* (pp. 43-58). 2nd ed., Charlotte, NC: Infoage Publications.
- Kissel, B., Miller, E., & Hansen, J. (2013). What's new about Writers' Workshop: Using retro ideas to re-envision student led agendas. In K. Wood, J. Paratore, B. Kissel, and R. McCormack (Eds.) *What's new in literacy teaching?* IRA E-ssentials series. Newark, DE: International Reading Association.
- Kissel, B., Putman, S. M., & Stover, K. (2013). Using digital portfolios to enhance students' capacity for communication about learning. In K. Pytash and R. E. Ferdig (Eds.), *Exploring Technology for Writing and Writing Instruction* (pp. 37-53). Hershey, PA: IGI Global.
- Kissel, B., Stover, K., Wood, K., Heinstchel, K. (2013). Digital discussions. In K. Wood, J. Paratore, B. Kissel, and R. McCormack (Eds.) *What's new in literacy teaching?* IRA E-ssentials series. Newark, DE: International Reading Association.
- LeHew, A. J. & Polly, D. (2013). The use of digital resources to support elementary school teachers' implementation of the Common Core State Standards. In D. Polly (Ed.), *Common Core Mathematics Standards and Implementing Digital Technologies* (pp. 332-338). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-4086-3.ch022
- Martin, C. S. & Polly, D. (2013). Supporting the Common Core State Standards in Mathematics through mathematics journals. In D. Polly (Ed.), *Common Core Mathematics Standards and Implementing Digital Technologies* (pp. 250-262). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-4086-3.ch017.
- Miller, E. (2014). Whiteness, discourse and early childhood: An ethnographic study of three children's construction's of race in home and community settings. In Kabuto, B. & Martens, P. (Eds.). *Linking families, learning, and schooling: Parent researcher Perspectives*. Urbana, IL: National Council of Teachers of English.
- Mraz, M., & Sykes, M. (2013). Fluency through phrasing: High-frequency word phrases. In T. Rasinski, & N. Padak (Eds.). *From fluency to comprehension: Powerful instruction through authentic reading*. (pp. 63-71). NY: Guilford.

- Mraz, M., Vintinner, J., & Vacca, J. (2014). Professional development. In S. Wepner, D. Strickland, & D. Quatroche (Eds.), *Administration and supervision of reading programs* (5th ed.) (pp. 124-134). NY: Teachers College Press.
- Orrill, C. H. & Polly, D. (2013). Supporting mathematical communication through technology. In D. Polly (Ed.), *Common Core Mathematics Standards and Implementing Digital Technologies* (pp. 23-37). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-4086-3.ch002
- Passe, J., & Good, A. (2014). Social Studies in the Age of Accountability: The Two Are Not Mutually Exclusive. In Libresco, Alleman, Field, & Passe (Eds.), *Exemplary Elementary Social Studies. A volume in the series: Research in Curriculum and Instruction. Editor(s): O. L. Davis, University of Texas, Austin.*
- Polly, D. (2014). Developing an online mathematics methods course for preservice teachers: Impact, implications, and challenges. In T. V. Yuzer & G. Eby (Eds.), *Emerging Priorities and Trends in Distance Education: Communication, Pedagogy, and Technology* (pp. 308-317). Hershey, PA: IGI Global. DOI: 10.4018/978-1-4666-5162-3.ch021.
- Saunders, A. F., Lo, Y., Polly, D. (2014). Beginning Numeracy Skills. In D. M. Browder and F. Spooner (Eds.), *MORE Language Arts, Math, and Science for Students with Significant Cognitive Disabilities* (pp. 149-168). Baltimore, MD: Brookes Publishing. \\
- Starker, T.V. & Hancock, S. (2013). Practitioner orientation: Engaging parents responsively in an urban school context. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*. 16(4), 88-93.*
- Taylor, D. B., & Yearta, L. S. (2013). Putting multiliteracies into practice in teacher education: Tools for teaching and learning in a flat world. In R. Hartshorne, R., Heafner, T., & Petty, T. (Eds.). *Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation* (pp. 244-263). Hershey, PA: IGI Global.
- VanSledright, B. (2013). Can assessment improve learning? Thoughts on inventive approaches aligned to the C3 Framework. In *NCSS Bulletin 113, Social studies for the next generation: Purposes, practices, and implications for the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. Silver Spring, MD: National Council for the Social Studies.
- Wood, A., Browder, D., & Mraz, M. (2014). Passage comprehension and read-alouds. In D. M. Browder, & F. Spooner (Eds.). *MORE language arts, math, and science for students with severe disabilities* (pp. 63-84). Baltimore, MD: Brookes.

Articles in Refereed Journals

- Bieg, S.R., Rickelman, R.J., Jones, J.P., & Mittag, W (2013). The role of teachers' care and self-determined motivation in working with students in Germany and the United States. *International Journal of Educational Research*, 60, 27-37.
- Binns, I. C. (2013). Academic freedom legislation: The latest efforts to undermine the integrity of science and science education. *Journal of Science Teacher Education*, 24, 589-595.
- Binns, I. C., & Popp, S. (2013). Learning to teach science through inquiry: Experiences of student teachers. *Electronic Journal of Science Education*, 17(1). Retrieved from <http://ejse.southwestern.edu> (*#)
- Harmon, J., Fraga, L. Martin, E. & Wood, K. (2013) Revitalizing word walls for high school English learners: Conventional and digital opportunities for learning new words. *Georgia Journal of Reading*, 36, 1, 20-28.
- Kissel, B., Stover, K., & Glover, C. (2014). Bringing lives into literacy: Teachers learn about choice, audience, and response through multigenre writing. *Reading Horizons*, 14, 41-45.
- Koehler, C. M., Bloom, M., & Binns, I. C. (2013). Lights, camera, action! Developing a methodology to document mainstream films' portrayal of nature of science and scientific inquiry. *Electronic Journal of Science Education*, 17(2). Retrieved from <http://ejse.southwestern.edu> (*#)
- McGee, J. R., Wang, C., & Polly, D. (2013). Guiding teachers in the use of a standards-based mathematics curriculum: Perceptions and subsequent instructional practices after an intensive professional development program. *School Science and Mathematics*, 113(1), 16-28. DOI: 10.1111/j.1949-8594.2012.00172.x
- Polly, D. (2013). The influence of an online elementary mathematics pedagogy course on teacher candidates' performance. *Journal of Distance Education*. 27(2). Retrieved from: <http://www.jofde.ca/index.php/jde/article/view/854>.
- Polly, D. (2014). Deepening pre-service teachers' knowledge of technology, pedagogy, and content (TPACK) in an elementary school mathematics methods course. *Journal of Computers in Mathematics and Science Teaching*. 33(2), 233-250.
- Polly, D., Margerison, A., & Piel, J.A. (2014). Kindergarten teachers' orientations to teacher-centered and student-centered pedagogies and their influence on their students' understanding of addition. *Journal of Research in Childhood Education*, 28(1), 1-17. DOI: 10.1080/02568543.2013.822949.
- Polly, D., McGee, J. R., Wang, C., Lambert, R. G., Pugalee, D. K., & Johnson, S. (2013). The association between teachers' beliefs, enacted practices, and student learning in mathematics. *The Mathematics Educator*, 22(2), 11-30.

- Polly, D., Mraz, M., & Algozzine, R. (2013). Implications for developing and researching elementary school mathematics coaches. *School Science and Mathematics Journal*, 113(6), 297-307. DOI: 10.1111/ssm12029.
- Polly, D., Neale, H., Pugalee, D.K. (2014). How does ongoing task-focused mathematics professional development influence elementary school teacher's knowledge, beliefs and enacted pedagogies? *Early Childhood Education Journal*. 42(1), 1-10. DOI: 10.1007/s10643-013-0585-6.
- Popejoy, K., Good, A., Rock, T., Vintinner, J., Little, M.K., & Rodgers, E. (2013). Integrated Methods Block: Capitalizing upon existing PDS partnerships to strengthen elementary teacher preparation. *PDS Partners*, 9(2), 10-11.
- Putman, S. M. (2013). Examining variations in programmatic delivery on teaching candidates' sense of efficacy. *Research in the Schools*, 19(2), 45-61.
- Putman, S. M. (2014). Exploring dispositions towards online reading: Analyzing the survey of online reading attitudes and behaviors. *Reading Psychology*, 35, 1-31. DOI:10.1080/02702711.2012.664250
- Stover, K., Wood, K., Donovan, E., Paratore, J. & McCormack, R. (2013) A tale of two assessment strategies. *Voices from the Middle: A publication of the National Council of Teachers of English*, 21(2), 26-35.
- Taylor, D. B., Vintinner, J. P., & Osborne, B. (2014). Content Area Reading and Writing: Integrating Common Core State Standards into Everyday Instructional Practices. *PDS Partners*, 9(3).
- VanSledright, B. (2013, November/December). Can assessment improve learning? Thoughts on the C3 Framework. *Social Education*, 77, 334-338.
- Vintinner, J., Stover, K., Harmon, J. M., Wood, K. D., & Hedrick, W. B. (2013). An investigation of word walls: Perceptions of middle school students and instructional potential.* *Pennsylvania Reads*, 12(1), 15-27.
- Wang, C., Polly, D., LeHew, A. J., Pugalee, D. K., & Lambert, R. (2013). Supporting teachers' enactment of an elementary school student-centered mathematics pedagogies: The evaluation of a curriculum-focused professional development program. *New Waves-Educational Research and Development*, 16(1), 76-91.
- Wood, K., Stover, K. & Kissel, B. (2013) Using digital VoiceThreads to promote 21st century learning. *Middle School Journal*, 44(4), 58-64.