Course Description and Learner Outcomes

Course Description - A study of the affective aspects of attitudes, motivation, interest, beliefs, feelings and values of children’s and adolescent readers in helping students become lifelong readers. A variety of genres will be explored relating to social, emotional, intellectual, and literacy development. Connections to the literacy classroom will be featured.

Learner Outcomes - During this semester, candidates will:

- develop factual knowledge about a variety of literary genres and illustrative techniques used in children’s and adolescent literature.
- learn fundamental principles and generalizations related to children’s literature, as well as think critically about issues of gender, race, power and class introduced in books for children.
- Develop a repertoire of knowledge about many quality children’s books.
- examine the role of children’s literature in the reading instruction of diverse learners.

Instructor: Marva Solomon, Ph.D.
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Office Hrs: M-Th 11-1; by appointment
Contact: Office Phone: 6957;
Cell:________ (provided on blackboard class begins)
Email: marva.solomon@angelo.edu

Dr. Solomon’s 2306 Q&A Padlet: https://padlet.com/mjsol64/2306questions
Required Texts

Children's Books in Children's Hands: A Brief Introduction to Their Literature, 6th Edition
Authors: Charles A. Temple, Miriam A. Martinez, and Junko Yokota

The Last Kids on Earth
Author: Max Brallier

Syllabus Set 1 (Choose 1)

The One and Only Ivan
Author: Katherine Applegate
ISBN: 9780061992278

Girl Who Drank the Moon
Author: Kelly Barnhill
ISBN: 97816161205676

The Doll People
Authors: Martin and Godwin

Syllabus Set 2 (Choose 1)

Grand Canyon
Author: Jason Chin

Step Right Up: How Doc and Jim Key Taught the World about Kindness
Authors: Bowman/Minter

Sergeant Reckless: The True Story of the Little House Who Became a Hero
Authors: McCormick/Bruno

IDEA Course Evaluation Specific Objectives
Candidates will progress in:
- gaining factual knowledge (terminology, classifications, methods, and trends).
- learning fundamental principles, generalizations and theories.

ASU Undergraduate Learning Goals

1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS
   d. use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines

2. CORE SKILLS
   a. comprehend and critically interpret information in written and oral forms;
   b. communicate information and ideas effectively;
   e. use technological resources to access and communicate relevant information.

3. SPECIALIZED KNOWLEDGE
   a. demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
   c. demonstrate competencies and achievements appropriate to their fields of study; apply classroom learning in a combination of reflective practice and experiential education.

5. CULTURAL IDENTITY
   a. demonstrate respect for differences among cultures;
   b. practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.
### Course Calendar (Draft)

#### Teaching Reading Using Children’s Literature Spring 2018

**Week 1**  
1/14 - 1/18  
- Read over syllabus.  
- Print page 7 of this document. You will use it to track the books you read throughout the semester.  
- Read documents on blackboard. Locate the Projects folder (most are empty now).  
- Find the Modules Folder. Your Introduction Guide is located there.  
- Make a free Padlet (https://padlet.com) account. It is important you are signed on to padlet before you interact with the Q&A Padlet listed on the first page of the syllabus.  
- Download Flipgrid app on your phone (don’t worry about codes yet; just get the app).  
- Post your introduction with pictures in the Introduction Blog.  
- Post at least 1 question for your professor and/or classmates about syllabus and course on the Q&A Padlet. Answer any of your peers’ questions that you can! Make sure you are signed in so your name appears on any posts you make on a padlet.

**An Introduction to Literature for Children and Picture Books- Chapters 1-3**

**Week 2**  
1/22 – 1/25  
- Complete assigned readings  
- Introduction to Blog Crawl

**Week 3**  
1/28 – 2/1  
- Read 5 Books for your Book Blog

**Week 4**  
2/4 – 2/8  
- Project #1 Last Kids on Earth Comprehension Strategies

**Traditional Literature and Children’s Poetry Chapters 6-7**

**Week 5**  
2/11 – 2/15  
- Complete assigned readings  
- Blog Crawl

**Week 6**  
2/18 – 2/22  
- Read 5 Books for your Book Blog

**Week 7**  
2/25 – 3/1  
- Textbook Quiz #1

**The Genres of Children’s Literature – Chapters 8-9**

**Week 8**  
3/4 – 3/8  
- Complete assigned readings  
- Blog Crawl

**Week 9**  
3/18 – 3/22  
- Read 5 Books for your Book Blog

**Week 10**  
3/25 – 3/29  
- Project #2 Book Club Online Discussion and Reflection

**The Genres of Children’s Literature – Chapters 10-11**

**Week 11**  
4/1 – 4/5  
- Complete Assigned Readings  
- Blog Crawl

**Week 12**  
4/8 – 4/12  
- Read 5 Books for Book Blog

**Week 13**  
4/15 – 4/19  
- Textbook Quiz #2

**Literature from Diverse Perspectives – Chapters 4-5**

**Week 14**  
4/22 – 4/26  
- Project #3 Nonfiction Picture Book Analysis

**Week 15**  
4/29 – 5/3  
- Course Evaluations  
- Read 5 Books for Book Blog

**Week 16**  
5/6 – 5/9  
- Final Blog Crawl  
- Textbook Final (5/6)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grade Book Weight</th>
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</thead>
<tbody>
<tr>
<td>Book Blog</td>
<td>35%</td>
</tr>
<tr>
<td>Blog Crawls</td>
<td>15%</td>
</tr>
<tr>
<td>Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Tests</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Assignments**

Grades for this course are organized into weighted categories. Within the categories, assignments with more “points” may count more. Please use the “weighted” grade column to keep track of your grades.  
**Note:** Late work is not accepted.
Objective: The Learner will: apply reading response strategies that enhance comprehension of texts.

SBEC Standards: EC-6 7.8k the use of metacognitive skills in reading comprehension. 7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts); 4-8 4.2k reading comprehension as an active process of constructing meaning;

Preparation for Project: Gather materials for the project: readings for the project, the class assigned book, *The Last Kids on Earth*, a large sheet of paper (11x17) for the Parking Lot Strategy. Read the project readings carefully.

Before Reading: Before reading the book, activate your schema (background knowledge) for this book by jot down your previous experiences with reading graphic novels: others you’ve read, teacher and parent attitudes toward graphic novels, etc. Make predictions about what this book is about. Google a summary, and find out about the book. Has it won awards? Do you have any text-to-self, text-to-text, or text-to-world connections (your experiences with similar books or media, or real-world occurrences) to this book? Finally, set a purpose for reading: Finish this sentence: I will read to find out...

During Reading: As you read, use the Parking Lot Strategy to carefully monitor thoughts as you read. Thinking about thinking as you read is called Metacognition. Your Parking Lot should include questioning the author and characters, sketch mental images that you visualize while reading, determining the importance of clues, characters and events.

After Reading: Prepare a one-page paper and a short Flipgrid video.

Elements to be included in this short paper are:

- Short summary of the book in your own words.
- Your thoughts about the book.
- Analyze your Parking Lot and Before reading notes and describe the comprehension strategies you used in your Parking Lot while reading (predictions, connections, inferences activating schema, questioning, determining importance, visualizing).
- After reviewing the differences between good readers and struggling readers, write a statement that synthesizes the story by selecting/creating a Story Bit – a physical token that symbolizes the story. In a 30 second Flipgrid video, share your token and explain how it synthesizes the story.

What you’ll turn in by the due date (Friday of the week it’s listed on the syllabus calendar.)

1. Page 1 – Title Page w/ a photo of you with a copy of the book.
2. Page 2 - Photo or a scan of your completed Parking Lot and Pre-reading notes. Make sure photos are legible.
3. Page 3 – Your one-page typed paper including a link to your video.

An “A” Project meets these criteria:

1. Neat, turned in on time, 3 pages complete in a readable format.
2. Parking Lot and notes show thorough metacognition; not overly wordy.
3. One-page typed paper includes required elements.
4. Story Bit video synthesizes the story.
**Objective:** The Learner will participate in a group discussion of a children's book and then reflect on the experience.

**SBEC Standards:** EC-6 7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics; 7.21k literary response and analysis and ways to promote students’ development of literary response and analysis; 7.8k the use of metacognitive skills in reading comprehension. 4-8 4.2k reading comprehension as an active process of constructing meaning; 4.15s teach elements of literary analysis, such as story elements and features of different literary genres.

**Before the Discussion:** Select one of the books from the syllabus. Read the book using a Reader Response Notebook Strategies from the chart. I recommend something visual so that your discussion entry will be more interesting to your peers.

**During Discussion:** Create a Padlet Starter Post that features your RRN strategy. Write a short, but detailed explanation about your thoughts about the book and what your RRN strategy shares about that experience. Then, respond to your peers’ Starter posts at least 7 times. You must also respond to anyone who responds to YOUR post (but that doesn’t count in your 7 required replies to peers).

**After Discussion:** Turn in a reflection that outlines your view of how the discussion went, your participation in the discussion, and answers other questions you will receive the week the reflection is due.

**An “A” Project meets these criteria:**

1. Full participation in the Group Book Discussion
2. 7 responses to peers.
3. Responses to anyone who responded to you.
4. RRN Strategy is visual, and shows effort and is clearly explained in the Starter Post
5. Reflection is turned in on time.
6. Reflection answers required questions.
**Objective:** The Learner will: provide a 3-page written analysis of a nonfiction picture book that highlights the author and illustrator as well as key elements of non-fiction and picture books as an art form.

**SBEC Standards:** EC-6 7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics; 7.21k literary response and analysis and ways to promote students' development of literary response and analysis; 7.8k the use of metacognitive skills in reading comprehension. 7.13s provide instruction in comprehension skills that support students' transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;

**Before Reading:** Acquire your choice of book listed on the syllabus in Set 2. Read any assigned materials.

**During Reading:** Using the Found Poetry Strategy, determine important phrases and lines that express the essence of the story.

**After Reading:** Research the book to find out any interesting information about the book, and its author/illustrator. Then, analyze the book as a piece of art using terms from Chapter 3 in your textbook. Next, make connections to characteristics and structures of nonfiction listed in Chapter 11. Finally, put on your future teacher cap, and make recommendations for classroom use, including use with English Language Learners. Use your Found Poetry to provide an introduction to your paper.

**List of required paper components:**

1. A photo of you holding the book
2. Appropriate citation (APA style)
3. Use **bolding and spaces** to indicate the following sections
4. **INTRODUCTION** – your Found Poetry
5. **SUMMARY** of book
6. **AUTHOR/ILLUSTRATOR INFORMATION** (bio, awards, reasons for writing, fun facts)
7. **ART** Visual Elements, Media, Design, line, etc. **BOLD** terms you use from Chapter 3 (include photos of the book to illustrate).
8. **ANALYSIS** use (and **bold**) several nonfiction book concepts from Chapter 11 that are appropriate for the book. Include text structures.
9. **CLASSROOM USE** appropriate grade level, impact, possible connections, activities and web links to extend the topic. Include ELL strategies from the text book.

**An “A” Project meets these criteria:**

7. Turned in on time.
8. Includes **bolding of sections and vocabulary from the textbook; space between sections.**
9. All listed criteria include in essay form.
**Book Blog Balanced Diet Graph**

Does your blog reflect a wide variety of reading across genres? Color in a square for each genre/award category that fits a book read for your blog. Add numbers to the spaces to match the chart at the bottom.

<table>
<thead>
<tr>
<th>Historical Fiction</th>
<th>Fantasy</th>
<th>Realistic Fiction</th>
<th>Informational Text</th>
<th>Traditional Tales</th>
<th>Biography</th>
<th>Coretta Scott King Award</th>
<th>Bluebonnet Award</th>
<th>Caldecott Award</th>
<th>Newbery Award</th>
<th>Pure Belpre Award</th>
<th>Alphabet Books</th>
<th>Poetry</th>
<th>Chapter Books</th>
<th>Graphic Novels</th>
</tr>
</thead>
</table>

**Book List and Date completed**

<table>
<thead>
<tr>
<th>Book/Author</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>14</td>
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<td>2</td>
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<td>12</td>
<td>25</td>
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<tr>
<td>13</td>
<td>Done</td>
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</table>

13 DONE!
<table>
<thead>
<tr>
<th>EC-6 ELA TExES Competencies - The beginning teacher knows and understands:</th>
<th>Book Blog</th>
<th>Tests</th>
<th>Projects</th>
<th>Blog Crawls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards addressed in these assignments.</td>
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<tr>
<td>Standard 4.3k. that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;</td>
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<td>Standard 4.4k. a wide range of student literature and other texts written for students;</td>
<td>X</td>
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<td>Standard 4.5k. the importance of modeling and encouraging reading for pleasure and lifelong learning;</td>
<td>X</td>
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<tr>
<td>Standard 4.8k. the use of technology in promoting literacy; and</td>
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<tr>
<td>7.4k reading comprehension as an active process of constructing meaning;</td>
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<tr>
<td>7.8k the use of metacognitive skills in reading comprehension;</td>
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<td>7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;</td>
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<tr>
<td>7.19k a range of strategies that students can use to facilitate comprehension before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, and discussing texts);</td>
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<tr>
<td>7.21k literary response and analysis and ways to promote students’ development of literary response and analysis;</td>
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<tr>
<td>7.11s provide opportunities for students to apply comprehension strategies to literature and to respond to literature in a variety of ways (e.g., using reading journals and discussions), including relating background knowledge to literary texts;</td>
<td>X</td>
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<tr>
<td>7.12s teach elements of literary analysis, such as story elements and features of different literary genres;</td>
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<td>7.13s provide instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn,” (e.g., recognizing different types and functions of texts and matching comprehension strategies to the type of text) and teach students how to locate, retrieve, and retain information from a range of content-area and expository texts;</td>
<td>X</td>
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<td>ESL EC-12 Standards The beginning teacher knows &amp; understands:</td>
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<tr>
<td>Standard 2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</td>
<td>X</td>
<td>X*</td>
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<tr>
<td>INTASC Standards</td>
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<tr>
<td>Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>X</td>
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</table>