**EDU 3315\_ Children’s Literature: Modules #1, 2, and 3**

A great deal of reading instruction is understanding the definitions of the abundance of terms used under this category, the scope and sequence of instruction, explicit and implicit instruction and opportunity for students to engage with their newly developed skills, levels of complexity what allows you to plan for growth and remediation. The resources this week provide an in-depth and concentrated exposure to all of these concepts and are full of rich information, including definitions and classroom teaching practices.

Your work for this week is to begin a personalized “file” of information that categorizes and provides an explicit and implicit approach that you may use in your as you gain a better understanding how to teach using quality children’s literature to promote reading comprehension and critical thinking skills in your students. This document will be invaluable to you as you prepare for the licensure exams in reading.

Attached is a chart that includes the terms you will encounter over the next 8 weeks. Begin to fill out the chart from the multiple resources provided in this course. Please, do not use resources outside of the ones provided in this course or you will lose points.

You will only fill out the chart for each module, for weeks 1, 2, and 3.

Please note: The information you are including must be in your own words, as there is no value in just copy/pasting information. Also, add citation information from the resources you used, including the title, author, date, page #.

You will be adding to this chart and resubmitting throughout the term.

**Scoring information:**

1. Key ideas and YOUR understanding: This must be written in your own words, paraphrasing information from this course. 2 points
2. Example: Provide an example for EACH idea, you may not use ones in the book. .5 point
3. Citation of your source: Must include Author, Title, date, and page number. .5 point

**Examples from previous student:**

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| **Terminology/ Concept** | **Key ideas from the course resources** | **What is your understanding of the topic** | **Example**Please choose examples NOT in the book | **Citation of your source** (Title, author, date, page #) |
| **Children’s Literature**EXAMPLE | Children’s literature includes high-quality storylines, diverse characters, and memorable lessons that we take with us long after childhood ends. Its purpose can be to entertain or to teach a lesson. Historically, children’s literature was very religious and moralistic in tone. | Children’s Literature are all books written for children from birth to 13 years of age. The quality of children’s literature depends on the reader; however, many books are recognized for their author and or illustrator’s work. (R.G, 2021) | Novel: Roll of Thunder, Hear My Cry Picture Book: Stella Luna, Pink N Say, Good Night Moon | Ken, Lilia (2012). Entering the World of Children’s Literature. Page 20page1image5847872 |

**Children’s Literature: Module #1** (70 points)

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| **Terminology/ Concept** | **Key ideas from the course resources** | **What is your understanding of the topic** | **Example**Please choose examples NOT in the book | **Citation of your source** (Title, author, date, page #) |
| **Children’s Literature**(Module 1) |  |  |  |  |
| **Thoughts on Book Leveling** |  |  |  |  |
| **Illustrations** |  |  |  |  |
| **Formats: Picture Books** |  |  |  |  |
| **Formats: Easy to Read** |  |  |  |  |
| **Formats: Illustrated Books** |  |  |  |  |
| **Formats: Graphic Novels** |  |  |  |  |
| **Formats: Chapter Books** |  |  |  |  |
| **Formats: Merchandise books** |  |  |  |  |
| **Book Awards:** **Newbery** |  |  |  |  |
| **Book Awards:** **Caldecott** |  |  |  |  |
| **Book Awards:** **Hans Christian Andersen** |  |  |  |  |
| **Book Awards:** **Pura Belpré** |  |  |  |  |
| **Book Awards:** **Coretta Scott King** |  |  |  |  |
| **Book Awards:** **Children’s Literature** **Legacy Award (LIWA)** |  |  |  |  |
| **Literary Elements:** **Character** |  |  |  |  |
| **Literary Elements:** **Point of View** |  |  |  |  |
| **Literary Elements:** **Setting** |  |  |  |  |
| **Literary Elements:** **Plot** |  |  |  |  |
| **Literary Elements:** **Theme** |  |  |  |  |
| **Literary Elements:** **Style and Tone** |  |  |  |  |
| **Literature Circles** |  |  |  |  |
| **Creating a Classroom Library** |  |  |  |  |

**Children’s Literature: Module #2** (35 points)

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| **Terminology/ Concept** | **Key ideas from the course resources** | **What is your understanding of the topic** | **Example**Please choose examples NOT in the book | **Citation of your source** (Title, author, date, page #) |
| **Critical approach to reading** |  |  |  |  |
| **Efferent – Aesthetic Stance in reading** |  |  |  |  |
| **Critical Stance in reading** |  |  |  |  |
| **Trade books** |  |  |  |  |
| **“Real” reading vs reading instruction** |  |  |  |  |
| **Model of reading:****Semantics** |  |  |  |  |
| **Model of reading:****Syntax** |  |  |  |  |
| **Model of reading:****Graphophonemics**  |  |  |  |  |
| **Model of reading:****Pragmatics** |  |  |  |  |
| **Critical transactional model and equity issues** |  |  |  |  |
| **Reading + writing partnership** |  |  |  |  |

**Children’s Literature: Module #3** (25 points)

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| **Terminology/ Concept** | **Key ideas from the course resources** | **What is your understanding of the topic** | **Example**Please choose examples NOT in the book | **Citation of your source** (Title, author, date, page #) |
| **Socially relevant literature** |  |  |  |  |
| **Culturally authentic literature** |  |  |  |  |
| **International literature** |  |  |  |  |
| **Addressing controversy in rich literature** |  |  |  |  |
| **Windows and Mirrors** |  |  |  |  |
| **Frames and Stereotypes** |  |  |  |  |
| **Talking back and challenging interpretations** |  |  |  |  |
| **Literature Circles vs. Student Led Book Clubs** |  |  |  |  |