

**LITERATURE FOR CHILDREN**  
English 204, Sections 1 & 2

Spring Semester 2013  
Sec. 1: TR 12:30-1:45  
Sec. 2: TR 5:00-6:15  
RB 290

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**Catalog Description**

**ENG 204: Literature for Children** (3) An overview of children's literature and an intensive study of the various genres for grades K to 6. Designed for elementary education programs. Cannot be counted as an elective in English. *Prerequisite: EDEL 100 or equivalent*

*It is through using genre understandings that your students think, talk, and read texts with deeper understanding, and write effectively.*—Irene C. Fountas and Gay Su Pinnel

*Understanding must be earned. Whereas facts can be memorized and skills developed through drill and practice, coming to an understanding of 'big ideas' requires students to construct meaning for themselves.... Students are obliged to think, question, apply ideas to new situations, rethink, and reflect. Teachers are expected to stimulate thought, show examples and counterexamples, ask probing questions, set up authentic application, play devil's advocate, check for understanding, and require explanation and justification (Tomlinson & McTighe, 2006, p. 108-109).*

**Established Goal:**

For each teacher candidate to become an excellent “book detective” so that he/she can *surround children with the finest literature and handle those children and that literature with care...making lasting impressions.... life-long readers and writers* (Harwayne, 2002).

**Understandings:**

Teacher candidates will understand the values of being an excellent “book detective” and will understand that...

- Children's literature varies in terms of quality.
- One's personal response to children's literature is valuable; however, an educator should also critically analyze each book through a professional lens, especially in regards to making meaningful curricular connections to the state standards.
- Various ages of students can benefit differently from the strengths of a book.
- Quality children's literature has literary merit and may include other merits: artistic, sociocultural, emotional, and educational.
- Social issues such as censorship, multiculturalism and gender stereotyping affect one's response to a children's book.

**Essential Questions:**

- What is a good children's book [Consider taste vs. quality/merits.]?
- As a professional educator, what aspects should I consider when evaluating the quality of a children's book [Consider genres, author and illustrator craft/contributions (literary and artistic merit).]?
- As a professional educator, what aspects should I consider when selecting a children's book to share with children [Consider rewards of reading, purpose and child; motivation and censorship.]?
- As a professional educator, how can I engage students in a children's book so that they benefit from the specific strengths of the book and meet national and state standards in a meaningful manner? (Consider genres, merits, CCSS, “50 Literacy Strategies” and strategies in course packet.)

**Teacher candidates will know...**

- How/where to locate quality children's literature.
- The defining characteristics of the various genres of children's literature, including a familiarity of classifications within each genre.
- How to summarize books from each genre by creating (in teacher candidate's own words) a 2-3 statement summary of children's literature—fiction: setting, main characters, conflict, resolution; informational: topics; include characters and setting when applicable
- Key aspects to consider when evaluating each genre.

- The literary elements as they apply to evaluation and analysis of children's literature, especially in connection to the Common Core Academic Standards for English Language Arts.
- The elements of illustration as they apply to evaluation and analysis of how illustrations function in picture books.
- Several major children's literary awards and their selection criteria.
- Several notable authors and illustrators of children's literature and the genre(s) in which they write.

#### **COURSE CONTENT:**

Teacher candidates will engage in the following activities:

- Read, evaluate and discuss quality children's literature from each genre in which they recognize, define, and use vocabulary pertaining to literary response and analysis of children's literature, thereby making connections to The Common Core Academic Standards for English Language Arts, as well as, the NCTE/IRA Standards for the English Language Arts
- Access websites of professional organizations to develop understandings of the major literary awards for children's literature and to locate quality children's literature, such as The American Library Association, National Council of Teachers of English, Children's Literature Assembly and Children's Book Council.
- Create text sets of quality children's literature.
- Share quality children's literature orally, visually, and in writing within the context of a performance task, such as an author study, genre study, storytelling, poetry choral reading, readers theater, read-alouds, and/or book talks.

#### **COURSE RATIONALE:**

The course is required in the professional teacher education sequence of courses for majors in programs such as elementary education, special education and early childhood education. It is intended to provide a base of understanding that will prepare teacher candidates to select and incorporate quality children's literature effectively into their teaching experiences with children as they progress through their undergraduate program and career. We will pay particular attention to developing your understandings of the professional standards (See Course Packet) and establishing your ability to facilitate your students' successful completion of the national and state standards through your selections of quality literature.

#### **Required for all students (every student needs own copy):**

- Fountas & Pinnell, *Genre Study: Teaching with Fiction and Nonfiction Books*
- Tompkins, G. *50 Literacy Strategies 4<sup>th</sup> edition*
- Hopkins, *Days to Celebrate: A Full Year of Poetry, People, Holidays, History, Fascinating Facts, and More*
- White, E.B. *Charlotte's Web*
- Goodman, *All in Just One Cookie*
- Gerstein, *A Book*
- Amnesty International, *We are All Born Free*

#### **Required for half of the students:**

- Laird, E. *A Fistful of Pearls and other Tales from Iraq*
- Jenkins, *Sisters and Brothers: Sibling Relationships in the Animal World*
- Freedman, R. *Lincoln a PhotoBiography*
- Lin, Grace. *Ting & Ling: Not Exactly the Same*
- Gantos, *Dead End in Norvelt*

**OR**

- Ada, Alma Flor, *Tales Our Abuelitas Told: A Hispanic Folktale Collection*
- Besel, Jennifer, *The Captivating, Creative, Unusual History of Comic Books*
- Fleming, Candace, *The Lincolns: A Scrapbook Look at Abraham & Mary*
- Patron, Susan, *The Higher Power of Lucky*
- Williams-Garcia, *One Crazy Summer*

#### **Policies and Procedures**

1. All assignments must be clearly labeled with your full name, section number and date. Staple multiple pages together to prevent loss. (One point will be deducted if identification information is missing; One point will be deducted if multiple pages are not stapled.)

2. All work done outside of class must be done on a computer/word processor using a 12 pt. font, one-inch margins and single spacing. **Hand written work will not be accepted except in course packet.**
3. **All work should be produced honestly and exclusively for this course. All written assignments should be in the student's own words except for the use of direct or paraphrased quotations from published works, which are to be properly cited and documented.** (Ball State University Undergraduate Catalog, Commitment #3 *We value integrity*, p. 3). **Plagiarism will result in an automatic F in the course. Other types of academic dishonesty will result in a ZERO on the assignment and a deduction of all of the points for professionalism/participation.**
4. To receive credit, written assignments must be submitted on the due date/time. Oral presentations must be conducted during class according to schedule. **Reading/writing assignments will not be accepted late.**
5. All written assignments are to be well-written, and proofread for clarity and mechanics (spelling, punctuation, usage, sentence structure, etc.) **One point will be deducted for every two errors.**

### **Academic Dishonesty**

- Honesty, trust, and personal responsibility are fundamental attributes of the university community; therefore, academic dishonesty will not be tolerated in this class.
- I view instances of cheating or plagiarism with great concern and will watch carefully for them.
- Any instance of alleged or suspected academic dishonesty will be processed through the appropriate BSU channels.
- **Examples of academic dishonesty include but are not limited to cheating on an exam or written assignment, plagiarism, submitting your previously presented academic work for an assignment in this class, allowing someone else to submit your work as his/hers, and knowingly destroying or altering another student's work.**
- **Plagiarism is a serious crime and will result in an automatic F in the course. Plagiarism includes:**
  - **Submitting an assignment purporting to be the student's original work which has been wholly or partly created by another person;**
  - **Presenting as one's own the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources**
  - **Submitting as newly executed work, without faculty member's prior knowledge and consent, one's own work which has been previously presented for another class at Ball State University or elsewhere;**
  - **Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.**
- Many factors that put a student at risk for cheating can be prevented. BSU offers a number of services to help you including the Counseling Center (Lucina Hall), the Learning Center (North Quad), Academic Advising (North Quad), and the Student Health Center.
- You are always welcome to stop after class or come to my office for a fuller explanation of anything pertaining to this course including academic dishonesty.
- If you observe any student engaging in any form of academic dishonesty, I hope that you will make an appointment to tell me about it.

### **Description of Tentative Course Requirements:**

*Research shows that meaningful learning results when students are empowered to self-direct their learning. When educators change their role from givers of information to collaborators and instigators ((O'Murchu, 2005) and when students are engaged in critical thinking via stimulating and supporting activities, then faculty assist students in becoming self-directed learners and critical thinkers.*

### **Professionalism/Preparation/Participation** (160 pts—80 points each half of the course).

This is a Professional Education Course required for your degree in education. Because you are working toward joining a field in which you are expected to behave professionally, you need to begin fostering professionalism in your attitudes, work ethic, and conduct now. I expect you to be at every class on time, ready to engage in discussion, having read all of the assigned material, and having completed your assignments

before class begins. You are expected to think critically about the topics we will discuss, and you should maintain an attitude of cooperation and charity during class discussions. You are expected to participate in discussions on a regular basis, which means that you should contribute each class period. Teaching is a noble profession and, as such, you should begin conducting yourselves nobly. In his speech to the teamsters (July 2009), President Barack Obama stated, "The job of a teacher is too important to accept less than the best." Becoming the best teacher you can begins as a teacher candidate—now. The expectation is that you will focus on the requirements of this course, so that your future students will benefit from your expertise.

**Reflection** is an important aspect of being a professional educator (INTASC Principle #9) as is an understanding of assessment strategies (INTASC Principle #8) so you will reflect and self evaluate your professionalism/preparation/participation throughout the course using the assessment instruments located in your course packet. You will also reflect in a letter to me as per the guidelines, each time you evaluate your Prof/Prep/Part.

**Attendance: (Attend class regularly and punctually, and stay for the entire class):** You are expected to attend every class meeting; you are expected to be on time; and, you are expected to stay for the entire class period. In addition, you should be fully prepared for every class meeting, which means thoughtfully reading/completing your assignment(s) and being ready to actively participate in discussions.

**Active participation** means not only participating in completing an in-class activity, but also commenting on the assigned readings, discussing and responding to the questions posed by the professor, asking significant content questions, sharing ideas, and listening to understand the information presented by others.

Attendance will be taken at each class session. *If you are ill and unable to attend class or you experience a death in your family or you have extenuating circumstances, you must discuss your situation with me, Dr. Rice, handling it professionally as you would if you were a classroom teacher, e.g. contacting me prior to an absence and submitting any assignments that are due prior to class.* As per university policy, I will excuse absences with written documentation of personal illness or death in your family. *Provide the written documentation during the class period following your absence. For each absence, other than a documented illness or a death in the family, 20 points will be deducted from your professionalism for that part of the course.* After one unexcused absence, your grade for the entire class will be lowered a letter grade. For example, if your grade is a B and you have more than one unexcused absence (absence without sufficient documentation) your grade for the entire course will be lowered to a C. Tardiness, leaving during class and early departures will be noted. Two tardies and/or departures before class is dismissed are equal to one unexcused absence. *For each half of the grading period, students who have attended each class meeting for the entire class period and have consistently been prepared and actively engaged at a Proficient or Distinguished level will earn 5 points of extra credit.*

### Essential Questions

The essential questions are BIG questions that have interconnected answers. The assigned readings will provide you with the information you need to answer these complex questions and meet the goals of the course. As you read the assignments, consider how the information provides insights into answers to the essential questions. **Throughout the course**, with each of your assigned readings, read to learn rather than skim. Then, reflect on insights provided in regards to answering the essential questions and add information to the horizontal essential question sheets I have provided (web or cluster) in your course packet. Support your points with examples from the required titles or books discussed in class and/or the PowerPoints. You will develop your answers throughout the semester, webbing the horizontal questions in your course packet. When I assess your understanding, you may be able to refer to your prewriting. I will expect you to insert examples from the required books for class and books you have included in your other assignments for the course in your answers to the essential questions.

1. What is a good children's book [Consider taste vs. quality/merits.]?
2. As a professional educator, what aspects should I consider when evaluating the quality of a children's book [Consider genres, author and illustrator craft/contributions (literary and artistic merit).]?
3. As a professional educator, what aspects should I consider when selecting a children's book to share with children [Consider rewards or reading, purpose and child; motivation and censorship.]?
4. As a professional educator, how can I engage students in a children's book so that they benefit from the specific strengths of the book and meet national and state standards in a meaningful manner? (Consider genres, merits, standards, response activities in "50 Literacy Strategies," and course packet)

## Assignments with the Required Children's Books (Guided Practice, Literature Discussions, Informal and Formal Presentations)

The assignments with the required trade books (anchor texts) are designed to scaffold your learning as you develop the core understandings. Complete the guided practice individually prior to class. Models are in your course packet or will be presented during class. Keep in mind the following aspects when completing these assignments:

- It is important to read the book thoughtfully prior to completing the assignments, and re-read/re-evaluate the trade book again after reading the chapter in the text that focuses on the genre.
- Be sure to support your points with specific examples from the book. Tab passages in the book to illustrate your points for your presentations to the class and our discussions in class (paired/small group/whole class).
- \*Although one's personal response to a book is valid, unless contradicted by specifics in the book, I am looking for depth in your evaluations/responses that reflect your personal engagement and careful reading of the tradebook and text (understanding of the concepts).

### Homework, In-class Activities, Quickwrites, Quizzes

Throughout the course, you will complete a variety assignments to scaffold your learning and provide you with an opportunity to show me how well you are meeting the course goals, in regards to answering the essential questions, developing the understandings, and/or knowledge and skills. Quickwrites and anticipation guides will usually pertain to the questions I have asked you to consider as you prepare for class. Quizzes will pertain to any of the key concepts in the readings. I may also include questions that pertain directly to your guided reading assignments. Questions on the quizzes may be essay, short answer or multiple choice, in which you identify key information connected to the goals of the course or focus on application in which you will apply the knowledge you have learned as you evaluate children's literature in the form of an actual book, excerpts from a book, or a summary of a book. **You must be in class in order to receive credit for completing these activities.**

### Performance Tasks

The performance tasks provide you with choice, additional practice evaluating quality children's literature, insights into the Common Core State Standards for English Language Arts and an opportunity to present as you further develop your understandings of children's literature. Additional details will be provided later.

- **Book Detective I: Genre Treasure Hunt:** By structuring literature instruction via genre studies, students learn about the various types of literature, the characteristics of each and develop as readers and writers of the genre. With a learning partner, you will select a genre, research the genre, and will read a variety of quality books from within the genre. The final outcome will include a genre data chart and a teaching presentation that includes booktalks of a variety of types of books within the genre. Following all of the teaching presentations, we will delve into the required genre gems to develop deeper understandings of the genre.
- **Book Detective II: Treasure Hunt of Noted Authors:** Understanding the craft of various authors of quality children's literature will prepare you to establish better reading/writing connections and make more effective recommendations connected to the Common Core State Standards (CCSS). To assist you in developing these understandings, you will select a fabulous author we discover from the genre treasure hunts. An exciting component of this performance task is that you will present in-role as the author and give presentations of "your" work to your peers and children.
- **Poetry Gems:** Quite often, poetry is either ignored in the elementary classroom or included only during National Poetry Month. However, creating a climate to foster a love for poetry has a plethora of benefits. For example, engaging students in choral reading/dramatization of poems is an effective method for increasing fluency and developing an interest in reading. In order to develop understandings of the benefits of poetry you will engage in a variety of activities with our required poetry gem and also locate a quality anthology or specialized collection to share via a variety of activities.
- **Traditional Folktale Storytelling:** Storytelling is not only a inviting and enticing way to bring the world of literature to children, but it is also a true and compelling art of sheer enjoyment for both the teller and the listener. Traditional fantasy (folklore) has been handed down in the oral tradition, so you will select a folktale from one of the required collections. You will learn the story for storytelling and assume the role of a storyteller to tell the story to an audience of peers and children.

## Some Sources to Locate Quality Children’s Literature

- The Cooperative Children’s Book Center Website (<http://www.education.wisc.edu/ccbc/links/links.asp?idLinksCategory=2>) includes links to a variety of children’s book award lists.
- The American Library Association ([www.ala.org/alsc/awards.html](http://www.ala.org/alsc/awards.html)) awards numerous awards and selects a list of notable book annually. These titles can be accessed at their website. For example, winners of the Mildred Batchelder Award can be accessed at this website.
- The National Council of Teachers of English (NCTE) ([www.ncte.org](http://www.ncte.org)) awards the Orbis Pictus Award for Nonfiction and NCTE Excellence in Poetry
- The Children’s Literature Assembly (an affiliate of NCTE) posts an annual list of Notable Children’s Books in Language Arts, <http://www.childrensliteratureassembly.org/index.htm> <http://www.childrensliteratureassembly.org/notable2009.htm> (direct link to lists)
- The Children’s Book Council in cooperation with National Council for the Social Studies and National Science Teachers Association sponsors annual listings of noted tradebooks in these areas ([www.cbcbooks.org](http://www.cbcbooks.org))
- Another excellent website to investigate for titles of award winning books is [www.library.uiuc.edu/edx/awards.htm](http://www.library.uiuc.edu/edx/awards.htm).
- International Children’s digital library: The mission of the International Children’s Digital Library Foundation is to excite and inspire the world’s children to become members of the global community – children who understand the value of tolerance and respect for diverse cultures, languages and ideas -- by making the best in children’s literature available online. <http://www.icdlbooks.org/>
- Scholastic’s website has lots of information about several noted authors.
- *Children’s Literature Briefly* contains many excellent titles throughout the text. Appendix F specifically focuses on the children’s book awards.

## Tentative Evaluation

- Professionalism/Preparation//Participation: 160 points (80 points for each half of the grading period)
- Homework, In-class Activities, Quickwrites, Quizzes: 150-250 points  
*\*\*\*Homework, In-class Activities, & Quickwrites may be evaluated as Distinguished, Proficient, Basic or Unsatisfactory as per the Understanding Rubric or 2-Trait Rubric. These will be considered in your self-evaluation and my teacher-evaluation of your prof/prep/part.*
- *Performance Tasks:*
  - Poetry: 50 points
  - Treasure Hunt 1: Genre Treasure Hunt: 100 points
  - Treasure Hunt 2: Noted Author Treasure Hunt: 150 points
  - Traditional Folktale Storytelling: 20 pts; 10 points for reflection
- Final Exam: 100-200 points

Note: The quality of the work submitted is a major factor in grading.

As per the Ball State Faculty handbook overall grading is as follows:

“A” represents work of excellent quality and is recorded for students who do outstanding work

“B” represents work of good quality and is recorded for those who do work which is clearly above average

“C” represents work of average quality and is recorded for students who do average work

“D” represents work that is below average, but above failure

“F” represents work that is not of acceptable quality

A = 100-95 %

B+ = 89.5-87%

C+ = 79.5-77%

D+ = 69.5-67%

F= Under 60%

A- = 94.5-90 %

B = 86.5-84%

C = 76.5-74%

D = 66.5%-64%

B- = 83.5-80%

C- = 73.5-70%

D- = 63.5-60%

**The Writing Center:** Want extra feedback on your papers? The Writing Center is a community of Ball State students and faculty who value writing. Come and collaborate with one of our trained peer tutors on any project for any major. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. It is located in Robert Bell 291. To make an appointment go to [ballstate.mywconline.com](http://ballstate.mywconline.com).

## Special Needs Students

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and hours are at the top of the first page of the syllabus.

**ENG 204, SECTIONS 001 AND 002, SPRING 2013: TENTATIVE COURSE SCHEDULE**

Date	Topic(s) and Activities	Assignments/Readings Due
<p><b>Throughout the course, with each of your assigned readings in “Genre Study,” read to learn the content. Mark passages and tab pages with a post-it of sections that you would like to share during class, either to emphasize a point or to ask a question.</b> Then, reflect on insights provided in regards to answering the essential questions and key points/vocabulary to the horizontal essential question sheets in your course packet on pages 110-114. When I assess your understanding, you will be able to refer to your notes in your course packet, I will expect you to insert examples from the guided practice and your performance tasks in your answers to the essential questions.</p> <p><b>**Although not on the schedule, on most days we will begin class with a brief assessment of your understanding of key terms via a quick-write, anticipation guide or quick quiz. You MUST be in class in order to receive credit on these assignments.</b></p>		
Jan. 8	Prior Knowledge Pre-assessments Overview of the course Fabulous Books	<ul style="list-style-type: none"> <li>➤ Bring your fabulous children’s book, “50 Literacy Strategies,” “Genre Study” and Course Packet.</li> <li>➤ Prepare a booktalk as per guidelines in initial email and tab pages in your fabulous book that include passages to read or illustrations to share that are especially memorable for you.</li> </ul>
Jan. 10	Introduction to Genre Study & Genre Fabulous Book	<ul style="list-style-type: none"> <li>➤ Read: Genre Study Chapters 1, 2 and 3</li> <li>➤ Read: Course Packet: Quick Reference for Genres pp. 117-120 and pp. 277-286. Add important points and terms to EQ #4 on page 113 in course packet</li> <li>➤ Add defining characteristics of the genre to the second column of the genre data charts on pp. 129-143 in the course packet.</li> <li>➤ On a post-it, write the title of your fabulous book. Identify the genre classification(s) and write them on the post it. Be prepared to explain the genre classification(s) of your fabulous book.</li> </ul>
Jan. 15	Poetry	<ul style="list-style-type: none"> <li>➤ Read: GS Chapter 13 and Poetry PowerPoint in Course pkt pp. 301-324.</li> <li>➤ Read and locate the source of information in the poetry data chart on page 127 in course pkt. Be prepared to discuss how I used Chapter 13 and the poetry Powerpoint to create the data chart.</li> <li>➤ Read, “Days to Celebrate.” Select and tab poems you especially like. Make a text-to-self, text-to-text, and text-to-world connection with three different poems. Tab pages. Identify and explain your connections in course packet pp. 221-226.</li> </ul>
Jan. 17	Poetry (cont.) Tea Party Choral Reading and Dramatization	<ul style="list-style-type: none"> <li>➤ Personal Poetry Anthology Poems from “Days to Celebrate” as per guidelines.</li> </ul> <p><b>**Bring “Days to Celebrate”</b></p>
Jan. 22	Unpacking ELA CCSS  Selecting Books in Relation to Readers **Sign up for Genre Study	<ul style="list-style-type: none"> <li>➤ Read: course packet pp. 19-23; circle verbs and underline nouns to identify expectations of the CCSS across grade levels</li> <li>➤ Read: course packet pp. 16-18. What are students expected to know and do? What is important for you to know and be able to do?</li> <li>➤ Read: GS pp. 35-40</li> <li>➤ Add key points to EQ # 3 on p. 112 in course packet</li> <li>➤ Course Packet pp. 197-200: Readers Theater Script of “Martina the Beautiful Cockroach”</li> </ul>
Jan. 24	What is a good book? Author’s Craft Implicit and explicit themes	<ul style="list-style-type: none"> <li>➤ Read: Course packet pp. 287-300 and 103-107</li> <li>➤ Read: Course packet pp. 171-174</li> <li>➤ Add key points to EQ #1 on page 110 in course packet</li> <li>➤ Evaluate graphic on page 109 in course packet</li> <li>➤ Course Packet pp. 201-204 Reader’s Theater Script of “Garmann’s Summer”</li> <li>➤ Course Packet pp. 205-206 Reader’s Theater Script of “Everyone Makes a Difference”</li> </ul>
<b>Jan. 27 Sunday</b>	<p><b>Blackboard:</b> Deadline to sign-up your title of a noted specialized poetry collection or anthology. Be sure to check to make sure no one else has your title. Also, make sure you have the book.</p>	

Jan. 29	What is a good book (cont.) Author's Craft	<ul style="list-style-type: none"> <li>➤ Read: GS Chapter 6</li> <li>➤ Add key points to EQ #2 on p. 111 in course packet</li> <li>➤ Application: Partial text analysis of "Days to Celebrate" p. 151 in course packet as per directions given in class</li> </ul>
Jan 31	What is a good book (cont.) Illustrator's Craft	<ul style="list-style-type: none"> <li>➤ Read: "We Are All Born Free." Make text-to-self; text-to-text; and text-to-world connections throughout the book. (1 or 2 of each type) tab pages. Write connections in course packet pp. 221-226</li> <li>➤ Read PowerPoints in Course Packet: "Illustration Media and Visual Elements of Children's Books" pp. 343-348 and "Illustration Style and Function" pp. 349-360.</li> <li>➤ Review artistic merit: Course packet pp. 103 and 106</li> <li>➤ Analysis: Partial Text analysis of <i>We are All Born Free</i> Course pkt. pp. 161 as per guidelines distributed in class: <i>For Illustrations</i>: -Identify at least one illustration of each artistic style and media discussed in <i>PowerPoint</i>; Evaluate the visual elements in two illustrations. Tab your examples to discuss in class. How do the illustrations in this book function?</li> </ul>
Feb. 5	Reading Across Genre  Picture Books	<ul style="list-style-type: none"> <li>➤ Read GS Chapter 12</li> <li>➤ Read "All in just One Cookie." Make text-to-self; text-to-text; and text-to-world connections throughout the book. (2 of each type) tab pages. Write connections in course packet pp. 221-226</li> <li>➤ Analysis: Partial text analysis of "All in Just One Cookie" as per directions given in class</li> <li>➤ Read in course packet: "Types of Picture Books" pp. 325-342; 121-123</li> <li>➤ Categorize: Add information to Picture Book Data Chart in course packet p. 129 or use template on Bb &amp; print</li> </ul>
Feb. 7	Poetry Cafe	Celebration of poetry gems as per guidelines.
Feb. 12	<b>PDS Conference</b> Work on Genre Study	Meet with your learning partner in the library during the time that class would meet.
Feb. 14	<b>PDS Conference:</b> <b>Class will meet on-line</b> Controversial Books: Censorship/Selection	<ul style="list-style-type: none"> <li>➤ Read: Download and read censorship chapter posted on Blackboard</li> <li>➤ Add key points to EQ #3 on page 112 in course packet</li> <li>➤ Read: PowerPoint in course packet p. 459-469 and PowerPoints of 14 controversial books on Bb (See Genres PowerPoints Folder in Bb Content).</li> <li>➤ Add controversial topics to 5<sup>th</sup> column in genre data charts pp. 129-143 in course packet</li> <li>➤ <b>Blackboard Journal by 8:00:</b> What are your responses to the different controversial issues? Identify and explain citing specific examples from the controversial books. Print &amp; bring a hard copy to class on Feb. 19</li> </ul>
Feb. 19	Literature Reflecting a Diverse Perspective	<ul style="list-style-type: none"> <li>➤ Due: Typed Genre Data Chart (download template from Blackboard): Columns 2, 3, 4, 5 and 6 (2 copies for Dr. Rice)</li> <li>➤ Read: Chapter 11 on Diverse Perspectives (download from Blackboard/Content) <b>AND</b> PowerPoint "Literature Reflecting a Diverse Perspective" in course packet p. 361-368 and PowerPoints of books on Bb (books are only on Bb)</li> <li>➤ Categorize: Add information to Literature Reflecting a Diverse Perspective Data Chart in course packet p. 131 or use template on Bb &amp; print; Consider metaphor of windows and mirrors</li> </ul>
Feb. 21	Awards  Work on Genre Study	<ul style="list-style-type: none"> <li>➤ Due: Major Awards p. 253 and 254 in course packet</li> <li>➤ Bring all materials for genre study to RB 290; Bring any award winning books you have collected, read and/or are considering for your genre text set.</li> </ul>

Feb. 26	Discussions of required genre gems Work on Genre Study	<ul style="list-style-type: none"> <li>➤ DUE: Typed text analysis of required gem as per guidelines.</li> <li>➤ DUE: Typed revised data chart. (2 copies for Dr. Rice and copy returned with feedback)</li> <li>➤ Include the titles your partner and you have selected for your text set as an example of a specific type (if you know)</li> <li>➤ Include the titles your partner and you have selected for your text set in the column for award-winning titles (Follow title with the name of award in parenthesis.)</li> <li>➤ Include any noted authors who write within the genre that you have discovered in the last column</li> </ul>
Feb. 28	Work on Genre Study	➤ Bring all materials for genre study to RB 290
Feb. 29 (Fri)	Genre Study Due	➤ Bring all materials for genre study in a sturdy bag to RB 338 between 11:00 and 1:00. In a 2-pocket folder with your genre and names on the outside include: 2 copies of revised data chart and 2 copies of your annotated bibliography for the genre text set. The text set for K-3 can be a separate document from the text set for 4-6. (2 copies of each doc.)
March 5 <sup>th</sup> and 7 <sup>th</sup>	SPRING BREAK	ENJOY!!!
March 11 (MON)	Pick up Genre Study Materials in RB 338 between 4:00 and 6:00	
March 12	CCSS and methods Literature Discussion of "A Book"	<ul style="list-style-type: none"> <li>➤ In your course packet pp. 34-87, circle the nouns and verbs for the CCSS for your grade level(s). What is the importance of your genre? Put a star by standards that are applicable for your genre.</li> <li>➤ Read: "A Book" Make text-to-self; text-to-text; and text-to-world connections throughout the book. (1 or 2 of each type) tab pages. Write connections in course packet pp. 221-226</li> <li>➤ Complete text analysis of "A Book" on p. 157 in course packet; including questions to assess reasoning and consider methods connected to "50 Literacy Strategies"</li> </ul>
March 14	MF & TF Genre Presentations	➤ Modern Fantasy and Traditional Fantasy Genre Presentations as per guidelines
March 19	CRF and HF Genre Presentations	➤ Contemporary Realistic Fiction and Historical Fiction Genre Presentations as per guidelines
March 21	Biography Genre Presentation	➤ Biography Genre Presentation as per guidelines
March 26	Nonbiographical Informational Genre Presentation	➤ Nonbiographical Informational Genre Presentation as per guidelines
March 28	Fantasy in Fiction Texts: Traditional Fantasy Literature Discussions of... <ul style="list-style-type: none"> <li>➤ <i>A Fistful of Pearls and other Tales from Iraq</i></li> <li>➤ <i>Tales Our Abuelitas Told: A Hispanic Folktale Collection</i></li> </ul>	<b>First Prof/Prep/Part Self-Assessment Materials Due</b> <ul style="list-style-type: none"> <li>➤ Read: GS Chapter 8: pp. 89-99; PowerPoint of traditional folklore in course packet. (369-384); TF Data Chart</li> <li>➤ Read: Required collection of folktales</li> <li>➤ Complete text analysis on p. 153-154 in course packet</li> <li>➤ Complete Response activity connected to CCSS as per guidelines distributed in class</li> </ul>
Week of April 1 through 6: Individual Conferences with Dr. Rice		<ul style="list-style-type: none"> <li>➤ Bring ENG 204 Course Packet and all assignments completed for class to conference</li> <li>➤ Deadline to sign-up for noted author</li> </ul>

April 2	Fantasy in Fiction Texts: Modern Fantasy Literature Discussions of "Charlotte's Web"	<b>Sign-up for traditional folktale for storytelling</b> <ul style="list-style-type: none"> <li>➤ Read: GS Chapter 8: pp. 99-110; PowerPoint of modern fantasy in course packet. (385-395)</li> <li>➤ MF Data Chart</li> <li>➤ Read "Charlotte's Web." What makes it a quality MF?</li> <li>➤ Complete text analysis on p. 155-156 in course packet</li> <li>➤ Complete Response activity connected to CCSS as per sign-up and guidelines distributed in class</li> </ul>
April 4	Realism in Fiction Texts: Contemporary Realistic Fiction Literature discussions of... <ul style="list-style-type: none"> <li>➤ Patron, S, <i>The Higher Power of Lucky</i></li> <li>➤ Lin, Grace. <i>Ting &amp; Ling: Not Exactly the Same</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read: Genre Study Chapter 7, CRF Powerpoint pp. 423-440 in course packet; CRF Data Chart; required CRF tradebook</li> <li>➤ Complete text analysis on p. 163-164 in course packet</li> <li>➤ Complete CCSS analysis &amp; response activity as per guidelines distributed in class</li> </ul>
April 9	Realism in Fiction Texts: Historical Fiction Literature discussions of... <ul style="list-style-type: none"> <li>➤ Gantos, <i>Dead End in Norvelt</i></li> <li>➤ Williams-Garcia, <i>One Crazy Summer</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read: Genre Study Chapter 7, HF Powerpoint pp. 441-458 in course packet; HF Data Chart; required HF tradebook</li> <li>➤ Complete text analysis on p. 165-166 in course packet</li> <li>➤ Complete CCSS analysis &amp; response activity as per guidelines distributed in class</li> </ul>
April 11	Understanding Biography Discussions of <ul style="list-style-type: none"> <li>➤ Fleming, Candace, <i>The Lincolns: A Scrapbook Look at Abraham &amp; Mary</i></li> <li>➤ Freedman, R. <i>Lincoln a PhotoBiography</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read: Genre Study Chapter 9, Biography Powerpoint pp. 408-421 in course packet; Biography Data Chart; required biography tradebook</li> <li>➤ Complete text analysis on p. 167-168 in course packet</li> <li>➤ Complete CCSS analysis &amp; response activity as per guidelines distributed in class</li> </ul>
April 16	Nonfiction Texts: Purpose, Organization, and Audience Discussions of... <ul style="list-style-type: none"> <li>➤ Jenkins, S. <i>Sisters and Brothers</i></li> <li>➤ Besel, J. <i>The Captivating, Creative Unusual History of Comic Books</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ Read: Genre Study Chapter 10 &amp; 11, Nonbiographical Powerpoint pp. 397--408 in course packet; Nonbio Data Chart; required Nonbio tradebook</li> <li>➤ Complete text analysis on p. 169-170 in course packet</li> <li>➤ Complete CCSS analysis &amp; response activity as per guidelines distributed in class</li> </ul>
April 18	Storytelling of Traditional Folktales	Storytelling of Traditional Folktales as per guidelines
April 19 (FRI)	Noted Author Projects Due	Turn in Materials for Noted Author Project in a sturdy bag to Dr. Rice in RB 338 between 11:00 and 1:00
April 23	Noted Author Presentations	Noted Author Presentations as per guidelines
April 25	Noted Author Presentations	Noted Author Presentations as per guidelines
	<b>Final Exam</b> Sec. 1: May 2 <sup>nd</sup> from 2:15-4:15 Sec. 2: May 1 <sup>st</sup> from 4:30-6:30	<b>Second Prof/Prep/Part Self-Assessment Materials Due</b>